

The Browser Wars: The Competition between IE and Chrome

Linear Regression Project Report

With programming being my favorite pastime, especially web development, the so-called “Browser Wars” have always intrigued me. From Mosaic to Chrome, a few top browsers have been competing for the highest percentage of global browser usage. What is most interesting is the downfall of the ‘90s giant Microsoft’s Internet Explorer and the rise of Google Chrome, now by far the dominating force with 65% of browser usage.

On a more mathematical viewpoint, I predicted that the increase in Chrome’s popularity would *have* to decrease Internet Explorer’s usage, or else they would own over 100% (an impossibility) of the browser usage worldwide, because they are both incredibly popular browsers that (at some point) had over half (50%) of the world’s usage. This would mean a negative correlation between the percentages: an increase in one variable leading to a decrease in the other. But what would make it more interesting is that they are not the only two major players in the browser market: the decline of IE’s competitor Netscape Navigator and the three other browsers — Opera, Mozilla Firefox, and Apple Safari — means that the correlation would not be so simple. In other words, a decrease in one Internet Explorer usage percent does not directly indicate a percent increase in Chrome’s, and vice versa. Therefore, I also predict that the relationship will be strong, but not very close to perfect.

I collected the data from W3Schools.com, a reputable web-development site. It is very up-to-date with browser statistics, being so involved with the tiniest details of programming for those browsers. I took the percentage statistics for Google Chrome and Internet Explorer for every month since the public release of Chrome in September 2008, a total of 85 data points. The table and graph of the data are attached.

The first analytical part I looked to was the line of best fit: its slope (m) is -0.59 and its y-intercept (b) is 42.88. In context, this means that for every increase in percent of browser usage by Google Chrome (x), Internet Explorer’s usage (y) went down by the slope of around a half a point — a negative correlation, as predicted. The interesting part about the slope is that for every percent Google Chrome takes, it only takes *half* a point from Internet Explorer — this means that Google Chrome is stealing the other half a point of users from other browsers and not feeding directly off of IE. The y-intercept (when x is zero) means that when Google Chrome had zero percent of the global usage percent (before it was created), Internet Explorer is estimated to have had approximately 43% of the global browser usage. Similarly, the x-intercept (when y equals zero) means that when Internet Explorer has zero percent of the global usage (if and when it dies off to its successor, Microsoft Edge), Google Chrome is estimated to have around 73.17% of the global usage.

Looking at the graph, especially with the line of best fit graphed, shows a very strong negative correlation: the correlation coefficient (r) is -0.99 for the data points, almost a perfect fit. Therefore, to make any interpolations or extrapolations from the acceptable range and domain of zero to one hundred (because percents of a whole cannot be negative or go above one hundred), I would be pretty confident with my answer. To add onto this, so many data points means more data for a more reliable average. However, there are many factors that might affect the relationship that may make it not reliable. One such factor is the idea of the “browser wars”: Google Chrome and Internet Explorer are not the only two browsers in the world. Therefore, their percentages do not (and never will) add up to the 100%, so their relationship cannot be totally linear and predicted. Especially in the rapid digital innovation of today, companies may fall or rise unexpectedly, drastically changing Google Chrome or Internet Explorer’s hold on the global usage. Another reason why the line may not be the most accurate is because it is virtually impossible to have such popular browsers down to zero percent, a hundred percent, or anywhere close. As you can tell by the graph, the line is slightly curved, and may (slightly) better be represented by an exponential function: as x or y approaches zero or one hundred, the points deviate from the line away from the axes. For example, (3.1, 49.0) and (65.9, 7.2) are at the ends of the data set I collected, and they are far above the regression line that fits so many other points so well.

Using the regression line, some interesting predictions can be made. Using the intercepts (both x - and y -intercepts) shows interesting predictions for the percentages of global browser usage of one variable (browser) if the other variable (browser) has 0% of the usage. Another interesting interpolation is to find when they are equal: when does the graph predict that the Google Chrome’s percentage of usage *equal* Internet Explorer’s? This calculated to be an estimated 27.03%. Of the data points given, x and y were closest together (closest to being equal) at around 25%, which is very close to the estimated value. However, because the realistic range is so small, with data points filling most of it already, there are not many options for other interesting inter- or extrapolations. We can, however, check some other values of x or y and find their residuals just to check the strength of the line. For example, when x equals 20%, then y equals 31.08%. This is very close to the data point (20.5, 28.6) (November 2010).

The data and regression line show that my original hypothesis that the global usage percentage of Internet Explorer (y) as a function of that of Google Chrome (x) would have a negative correlation with a slope other than negative one (in other words, it is not a direct relationship of exactly *one* positive Google Chrome percentage point for *one* Internet Explorer percentage point), probably because of the popularity of other browsers. What I learned is that it is a slightly non-linear relationship (although a linear regression line fits the data very well in a realistic range). What would be interesting to analyze are the relationships between the

popularities of other browsers, which would probably be very different because Chrome and Internet Explorer are unique in their rapid rise and fall, respectively.

This was an interesting project that, above all, showed a real-world application a data set and its regression line. By analyzing a correlated set of data and its graph to see its correlation strength, intercepts, and adding meaning to a set of monotonous percentages, I learned to better understand the numbers and components of a correlated graph and line of best fit. In summary, this project was an excellent way to learn to obtain meaning and discover interesting conclusions from ordinary, everyday data.

Data Table

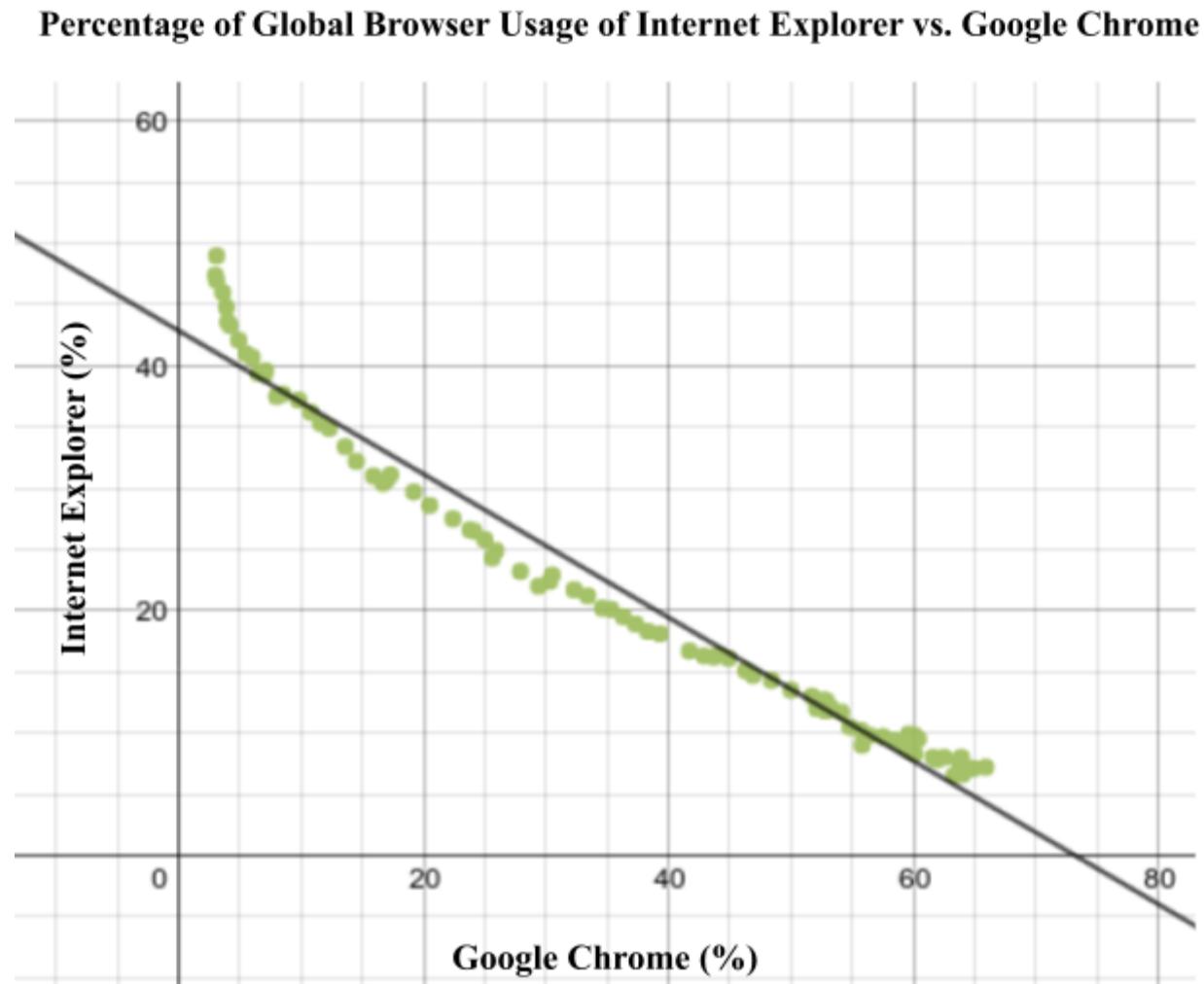
Month	Chrome (x)	IE (y)
September 2015 last month	65.9 %	7.2 %
August 2015	64.0 %	6.6 %
July 2015	63.3 %	6.5 %
June 2015	64.8 %	7.1 %
May 2015	64.9 %	7.1 %
April 2015	63.9 %	8.0 %
March 2015	63.7 %	7.7 %
February 2015	62.5 %	8.0 %
January 2015	61.9 %	7.8 %
December 2014	61.6 %	8.0 %
November 2014	60.1 %	9.8 %
October 2014	60.4 %	9.5 %
September 2014	59.6 %	9.9 %
August 2014	60.1 %	8.3 %
July 2014	59.8 %	8.5 %
June 2014	59.3 %	8.8 %
May 2014	59.2 %	8.9 %
April 2014	58.4 %	9.4 %
March 2014	57.5 %	9.7 %
February 2014	56.4 %	9.8 %
January 2014	55.7 %	10.2 %
December 2013	55.8 %	9.0 %

November 2013	54.8 %	10.5 %
October 2013	54.1 %	11.7 %
September 2013	53.2 %	12.1 %
August 2013	52.9 %	11.8 %
July 2013	52.8 %	11.8 %
June 2013	52.1 %	12.0 %
May 2013	52.9 %	12.6 %
April 2013	52.7 %	12.7 %
March 2013	51.7 %	13.0 %
February 2013	50.0 %	13.5 %
January 2013	48.4 %	14.3 %
December 2012	46.9 %	14.7 %
November 2012	46.3 %	15.1 %
October 2012	44.9 %	16.1 %
September 2012	44.1 %	16.4 %
August 2012	43.7 %	16.2 %
July 2012	42.9 %	16.3 %
June 2012	41.7 %	16.7 %
May 2012	39.3 %	18.1 %
April 2012	38.3 %	18.3 %
March 2012	37.3 %	18.9 %
February 2012	36.3 %	19.5 %
January 2012	35.3 %	20.1 %
December 2011	34.6 %	20.2 %
November 2011	33.4 %	21.2 %
October 2011	32.3 %	21.7 %
September 2011	30.5 %	22.9 %
August 2011	30.3 %	22.4 %
July 2011	29.4 %	22.0 %
June 2011	27.9 %	23.2 %
May 2011	25.9 %	24.9 %
April 2011	25.6 %	24.3 %
March 2011	25.0 %	25.8 %

x is the closest to y		
February 2011	24.1 %	26.5 %
January 2011	23.8 %	26.6 %
December 2010	22.4 %	27.5 %
November 2010	20.5 %	28.6 %
October 2010	19.2 %	29.7 %
September 2010	17.3 %	31.1 %
August 2010	17.0 %	30.7 %
July 2010	16.7 %	30.4 %
June 2010	15.9 %	31.0 %
May 2010	14.5 %	32.2 %
April 2010	13.6 %	33.4 %
March 2010	12.3 %	34.9 %
February 2010	11.6 %	35.3 %
January 2010	10.8 %	36.2 %
December 2009	9.8 %	37.2 %
November 2009	8.5 %	37.7 %
October 2009	8.0 %	37.5 %
September 2009	7.1 %	39.6 %
August 2009	7.0 %	39.3 %
July 2009	6.5 %	39.4 %
June 2009	6.0 %	40.7 %
May 2009	5.5 %	41.0 %
April 2009	4.9 %	42.1 %
March 2009	4.2 %	43.3 %
February 2009	4.0 %	43.6 %
January 2009	3.9 %	44.8 %
December 2008	3.6 %	46.0 %
November 2008	3.1 %	47.0 %
October 2008	3.0 %	47.4 %
September 2008	3.1 %	49.0 %
public release of Chrome		

"Browser Statistics." *W3Schools*. Refsnes Data, n.d. Web. 01 Nov. 2015.
[<http://www.w3schools.com/browsers/browsers_stats.asp>](http://www.w3schools.com/browsers/browsers_stats.asp).

Graph



Independent Variable (x): Google Chrome's percentage of global browser usage

Dependent Variable (y): Internet Explorer's percentage of global browser usage

LOBF: $y = -0.59x + 42.87$

Intercepts: y: 42.88, x: 73.17

Correlation Coefficient (r): -0.98

Link to Desmos graph: <https://www.desmos.com/calculator/9i0miatfer>

Calculations

Finding the x-intercept:

$$0 = -0.59x + 42.88$$

$$0 - 42.88 = -0.59x + 42.88 - 42.88$$

$$-42.88 / -0.59 = -0.59x / -0.59$$

$$x = 73.17$$

Checking a value of x:

$$y = -0.59(20) + 42.88$$

$$y = -11.8 + 42.88$$

$$y = 31.08$$

Solving for when Chrome's percent of usage (x) equals that of IE (y)

$$\begin{cases} x = y \\ y = -0.59x + 42.88 \end{cases}$$

$$x = -0.59x + 42.88$$

$$x + 0.59x = -0.59x + 0.59x + 42.88$$

$$1.59x / 1.59 = 42.88 / 1.59$$

$$x = 27.03 = y$$

- 1) *The introduction is written effectively and the hypothesis and reasoning for it are clearly and convincingly presented (10 pts) 10 points*
- 2) *The data table and graph are presented clearly and effectively. (10 pts) 10 points -- good to put in which month you are referring to.*
- 3) *The slope and intercepts are interpreted accurately and completely with respect to the data. (15 pts) 15 points*
- 4) *The correlation coefficient is used in conjunction with the fit of the line to the data to discuss the strength and linearity of the model. (15 pts) 15 points*
- 5) *The regression is used to make predictions for both the dependent variable (for a given value of the independent variable) and the independent variable (for a given value of the dependent variable). The predictions are explained accurately and completely in context of the variables with work shown algebraically. (15 pts) Except for finding the x-intercept, you didn't really find a corresponding value of x for a particular value of y. You kind of made up for it by finding the point when the two browsers were equal in popularity. 13 points*

- 6) *The conclusion/ending reflection effectively and completely discusses the results, what you have learned, and whether or not the results support or refute the hypothesis. (10 pts) 10 points*

Total 73 points. Mostly ACCOMPLISHED to EXEMPLARY.

Food = Longevity

Modeling Project II: Function Types, Correlations, and Regressions

We Americans eat a lot. It's a fact nowadays—with our ethnic "American food" being junk food, it has become an important part of culture. Yet although junk food diminishes our health, it is counteracted by positive health benefits such as a lack of hunger and improved technology and medicine. And because of the latter, we Americans have been living longer and healthier lives, despite the increasing "junk" that we are stuffing into our bodies. I thought it would be interesting to see the relation between the average amount a country eats versus how healthy they are, on average. I decided that, the more a country eats on average—junk food included—there would be a generally positive correlation. However, because of the increased prevalence of junk food and the "obesity epidemic," I figured that a power function would fit the data the best—in other words, when the average person eats a lot, then their health would not increase by as much, or perhaps it would actually slightly decrease.

I garnered up data charts from Wikipedia for average daily food consumption in Calories (kilocalories, or dietary calories) per country and average life expectancy—two pieces of data that I thought would accurately reflect the information I wanted to collect—and compared them for this modeling project. The data is all from 2015, and I only included the countries which existed in both data charts—therefore, the data may be slightly off because of the possible lack of some smaller, unknown countries.

[See data table, attached]

I didn't rule out any of the types of regressions except the inverse exponential function—an exponential decay—at first. An exponential decay would make no sense, because more food would not decrease life expectancy. However, a power function, should make the most sense: if the average person does not eat any food (no Calorie intake), then they would not live for any years. Therefore, it would pass through the origin of the graph, the point $(0, 0)$. This would be highly unlikely, but true. An inverse power function would also show the kind of curve that I had predicted: it would quickly grow (as any kind of nourishment would greatly improve longevity, but food in excess would do little to increase longevity, especially with the modern diseases associated with or related to obesity. I thought it would be similar for logarithmic functions, because they can have a similar curve; however, it has a positive x-intercept, which means that eating a few Calories a day would result in a life expectancy of 0 —this slightly shifts the graph so that low Calorie intakes are negative (which is impossible). This creates a slight inconsistency in the graph, but it is still very possibly a good fit for a graph because such a low Calorie intake or such a low life expectancy are very unlikely (and outside of my data range). I also considered linear functions, because of the unrealisticness of very low data points: this would give a positive y-intercept, which means that eating nothing will give a positive life expectancy, but this is out of the probable range. However, because there will be a generally

positive correlation, and because the graph is unlikely to curve too much as a result of damaging foods, a linear function is still a good candidate. An exponential growth function would be the least probable, but still possible nonetheless—if I had guessed incorrectly, and increased food caused a quickly increasing life-expectancy, then it would be the case. However, I deemed this unlikely.

[See graphs, attached]

All four graphs were very close with their r-values. The closest was the logarithmic function $y=31.79\ln(x)-180.1$, with a correlation coefficient of 0.7032. However, it was less than 0.0078 (less than one one-hundredth) away from the power, linear, and exponential regressions: 0.7019, 0.0.7002, and 0.6954, respectively. The data wasn't very strong, hence the medium-strength correlation coefficients, but it was still arranged in an easily visible positive correlation. They are all closely arranged in an almost-linear fashion, very close at the center of the data, but slightly branching off at the beginning and end. Although it has unrealistic values near zero, I will use it for the following predictions.

To test the strength of the graph, I plugged in some x values (daily Calorie consumption) to see if the y values (life expectancy) were reasonable. For example, if a person eats approximately two thousand Calories a day (the recommended daily amount), then they should have a 62 year life expectancy.

$$y = 31.79\ln(2000) - 180.1 = 31.79(7.601) - 180.1 = 241.6 - 180.1 \approx 62$$

If they eat as much as the average American at three thousand seven hundred fifty Calories a day, then they would live around 82 years old.

$$y = 31.79\ln(3750) - 180.1 = 31.79(8.320) - 180.1 = 261.6 - 180.1 \approx 82$$

This means that at a life expectancy of 79 years old, the American life expectancy is actually three years under the one that the data predicts. Both of these lend us reasonable results—but if the domain is very far in either direction, the results are not so accurate. For example, with a very large Calorie intake, we would be living very long lives, according to the model: ten thousand Calories a day, for instance, would give us a 113 year life expectancy.

$$y = 31.79\ln(10000) - 180.1 = 31.79(9.210) - 180.1 = 292.8 - 180.1 \approx 113$$

According to [Wikipedia](#), there are only seventeen living people 113 years-old or older, and no amount of food could possibly guarantee such an old age. On the other hand, this model is also improbable at very Calorie intakes. Zero Calories isn't even possible, for example: there is a vertical asymptote at 0, which means that the y-intercept is effectively negative infinity. At very small Calorie intakes, there are very negative values, which are impossible: for example, at 1 Calorie a day there would be an impossible life expectancy of negative one hundred eighty.

$$y = 31.79\ln(1) - 180.1 = 31.79(0) - 180.1 \approx -180$$

Therefore, there is a small domain in which the values are realistic, approximately one thousand five hundred to four thousand daily Calories, in which all the data lies. Therefore, it

would be reasonable to interpolate and extrapolate only slightly out of the range of the data before the predictions become unreasonable.

The data shows an obvious positive correlation, but the best type of regression is inconclusive. The correlation coefficients were all tightly grouped around 0.7, with a range of only 0.0078—this is a tiny difference that may be affected by the missing countries (the countries not in one or both of the data charts from Wikipedia). It appears that the data is linear, but the correlation coefficient for the logarithmic and inverse power functions are closer, but only by a tiny amount. Because of this ambiguity between the type of graph, and because of the medium correlation coefficient, I am not confident with the results of this graph. The data is shaped too much in a general blob that can be represented by all of these graphs, and there are numerous outliers that mess with the results. Additionally, I know that food consumption is not the only factor that affects health, nor is life expectancy the only indicator of health. Also, this data is subject to change from year to year, because it is statistical data based on billions of people. The model that I have created may be helpful to make some interpolations, but far extrapolations would probably not be too accurate.

I have never done a statistical analysis, nor have I ever used data that has involved so many people and countries. I thought it was interesting to see from statistical data that in the real world, math is not so obvious, nor is it as perfect in its relationships as in math class. It also shows the importance of taking multiple trials or data samples in order to even out the outliers—in this case, for example, I could include the data points from other years to see if more data should make my data closer to a certain type of regression, or I could just run the same regressions on different years and average the results. To further my research on the initial question, I could also work with trying different international data sets that may have been impacted by food consumption, or that may impact life expectancy, such as average height per country, GDP per capita, happiness level on average, or percentage of deaths by cardiovascular disease. If I ran all these regressions, then it could perhaps lead to a comprehensive food statistical analysis, which could inspire me to study many more different aspects. On the other hand, it might also be useful to break it down instead and compare more specific statistics, such as rates of junk food consumption, vegetable consumption, meat consumption, or consumption of sugary drinks instead of the more generic energy from food consumption.

Data

- Wikipedia: [List of Countries by Daily Calorie Intake \(2014\)](#)
- Wikipedia: [List of Countries by Life Expectancy \(WHO, pub. 2015\)](#)

Country	Calorie Intake (x)	Life Expectancy (y)
Eritrea	1590	64
Burundi	1680	56
Comoros	1840	62
Haiti	1850	63
Zambia	1880	58
Ethiopia	1950	65
Central African Republic	1960	51
Angola	1960	52
Chad	2010	52
United Republic of Tanzania	2020	63
Timor-Leste	2020	67
Kenya	2030	61
Yemen	2050	64
Mozambique	2070	54
Rwanda	2090	65
Bolivia	2100	68
Democratic People's Republic of Korea	2110	70
Sierra Leone	2120	46
Madagascar	2130	64
Togo	2150	58
Malawi	2150	60
Guatemala	2150	72
Cambodia	2180	73
Tajikistan	2190	69
Liberia	2200	62
Zimbabwe	2210	59
Uganda	2220	59
Botswana	2230	64

Cameroon	2240	57
Lao People's Democratic Republic	2240	66
Mongolia	2240	68
Armenia	2260	71
Guinea-Bissau	2270	54
Bangladesh	2270	71
Dominican Republic	2270	74
Sudan	2280	63
Senegal	2280	64
Pakistan	2280	66
Swaziland	2290	53
Djibouti	2300	62
Ecuador	2300	76
Gambia	2330	61
Antigua and Barbuda	2330	75
Nepal	2340	68
India	2360	66
Namibia	2360	68
Sri Lanka	2370	75
Niger	2390	59
Solomon Islands	2400	69
Grenada	2400	73
Seychelles	2400	74
Peru	2410	77
Nicaragua	2420	74
Panama	2450	77
Lesotho	2460	50
Saint Kitts and Nevis	2460	74
Suriname	2460	77
Côte d'Ivoire	2500	53
Benin	2510	59
Thailand	2540	75
Guinea	2550	58

Indonesia	2550	71
Maldives	2550	78
Uzbekistan	2560	69
Congo	2570	59
Philippines	2580	69
El Salvador	2580	73
Mali	2590	57
Honduras	2610	74
Venezuela	2650	76
Sao Tome and Principe	2660	67
Kyrgyzstan	2660	69
Paraguay	2660	75
Colombia	2690	78
Trinidad and Tobago	2700	71
Nigeria	2710	55
Gabon	2710	64
Saint Lucia	2710	75
Belize	2710	75
Bahamas	2710	76
Georgia	2730	74
Turkmenistan	2740	64
Guyana	2740	64
Bulgaria	2760	75
Vietnam	2780	76
Japan	2800	84
Mauritania	2810	63
New Zealand	2810	82
Kiribati	2820	67
Costa Rica	2820	79
Jamaica	2840	74
Uruguay	2840	77
Samoa	2890	73
Albania	2890	74

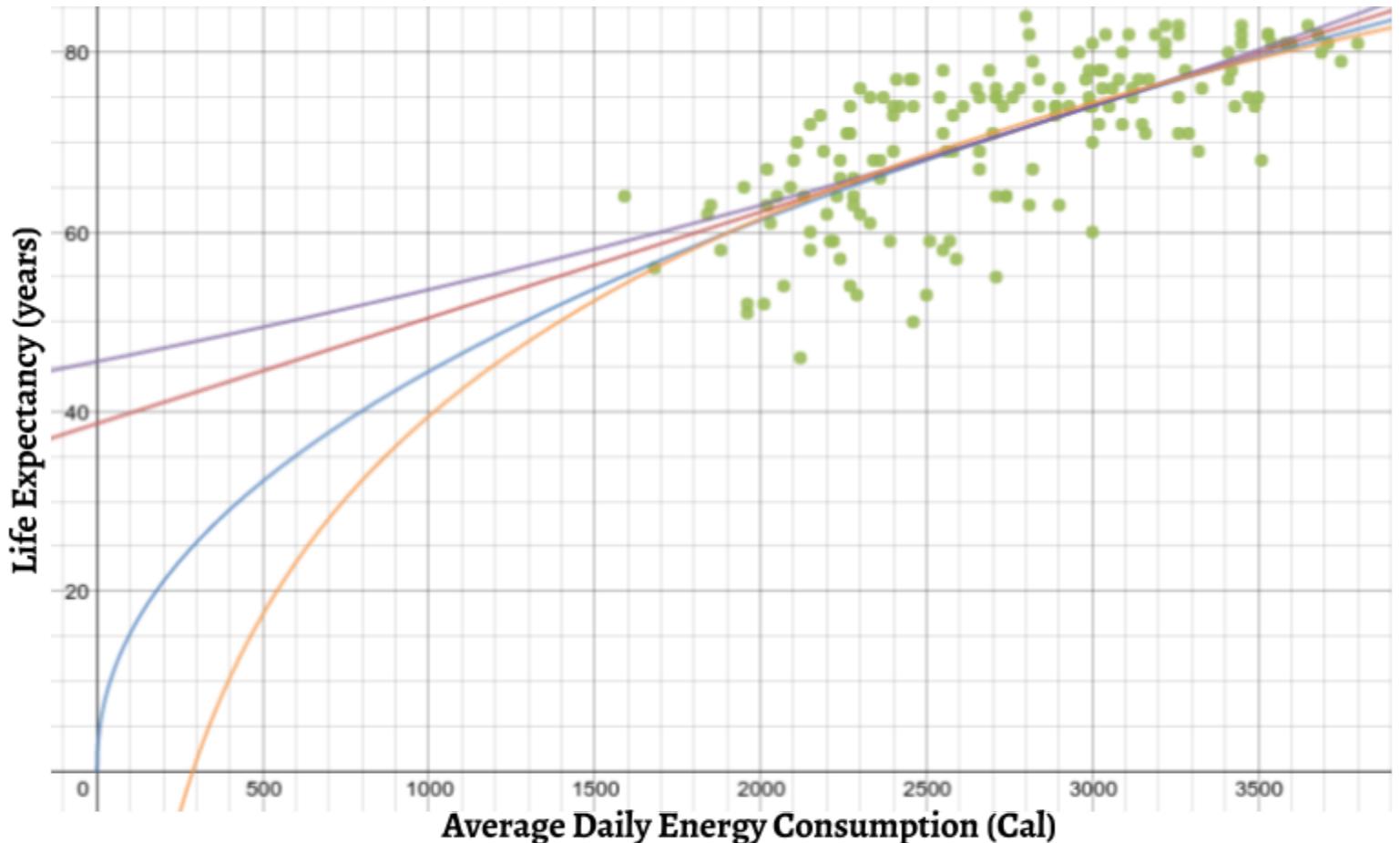
Malaysia	2890	74
Ghana	2900	63
Slovakia	2900	76
Mauritius	2930	74
Chile	2960	80
Brunei Darussalam	2980	77
Latvia	2990	74
China	2990	75
Croatia	2990	78
South Africa	3000	60
Fiji	3000	70
Jordan	3000	74
Netherlands	3000	81
Azerbaijan	3020	72
Barbados	3020	78
Argentina	3030	76
Kuwait	3030	78
Republic of Korea	3040	82
Iran	3050	74
Macedonia	3060	76
Bosnia and Herzegovina	3080	77
Algeria	3090	72
Lebanon	3090	80
Sweden	3110	82
Brazil	3120	75
Saudi Arabia	3120	76
Estonia	3140	77
Belarus	3150	72
Egypt	3160	71
United Arab Emirates	3170	77
Cyprus	3190	82
Slovenia	3220	80
Finland	3220	81

Australia	3220	83
Morocco	3260	71
Mexico	3260	75
Iceland	3260	82
Spain	3260	83
Czech Republic	3280	78
Ukraine	3290	71
Russian Federation	3320	69
Tunisia	3330	76
Poland	3410	77
Denmark	3410	80
Cuba	3420	78
Lithuania	3430	74
United Kingdom	3450	81
Norway	3450	82
Switzerland	3450	83
Hungary	3470	75
Romania	3490	74
Turkey	3500	75
Kazakhstan	3510	68
France	3530	82
Israel	3530	82
Canada	3530	82
Germany	3540	81
Portugal	3580	81
Ireland	3590	81
Malta	3600	81
Italy	3650	83
Luxembourg	3680	82
Belgium	3690	80
Greece	3710	81
United States of America	3750	79
Austria	3800	81

Graphs

See graph on [Desmos](#).

Average Food Energy Intake versus Life Expectancy by Country



Regressions

Note: Regressions were calculated on different online calculators, not Desmos, because of its maximum data capacity. Correlation coefficients (r) were calculated from r^2 values given from those sites (using the square root).

Type	Color (in graph)	Correlation Coefficient (r)	Equation
Linear	Red	0.7002	$y = 0.01178x + 38.68$
Power	Blue	0.7019	$y = 1.812x^{0.4634}$
Exponential	Purple	0.6954	$y = 45.59e^{0.0001617x}$
Logarithmic	Orange	0.7032	$y = 31.79\ln(x) - 180.1$

Bayonne School District v. DePinto, 2016

Defendant Attorney Essay — a Modernist View

Michael DePinto, a fifth grader from the Bayonne School District, and his friend were accused of offensive behavior with a button they wore to protest the uniform policy. They wore a button that said, “No School Uniforms” over an image of Hitler Youth, a silent protest that exercised his freedom to speech. Therefore, Depinto filed a lawsuit against Bayonne School District, which they won; the school filed an appeal, which they lost; and they filed another appeal, which is this case. Twice already had the students been proven innocent, protected by the First Amendment. The school administration violated this right by attempting to restrict this form of expression, as this is a protest that does not disrupt class, was not offensive, and did not break school rules.

It is well-established that students still retain their Constitutional rights. *Tinker v. Des Moines, 1969* states that “it can hardly be argued that either students or teachers shed their constitutional rights to freedom of speech or expression at the schoolhouse gate.” Furthermore, that case set a precedent for future cases of controversial expression in school, maintaining that “the prohibition of expression of one particular opinion, at least without evidence that it is necessary to avoid material and substantial interference with schoolwork or discipline, is not constitutionally permissible.” Therefore, because DePinto and his friend had not caused any disruptions at school in the weeks that they wore the button-- similar to the students who wore the silent protest in the *Tinker v. Des Moines* case-- they should be protected by the First Amendment right of freedom to speech. This is supported by the judge of the district court ruling, Joseph Greenaway, who wrote a report stating that the boys did not “materially and

substantially disrupt the work and discipline of the school" (Greenaway). Instead, the school is attacking the students merely because of what the *Tinker* case called the "fear of disturbance," which they decided is not substantial enough to be used to convict students. It is also important to note that although *Tinker* was about a high school protest, it applies to schools across the board: the fact that DePinto and his friend are fifth graders does not undermine the fact that they are still regular citizens, entitled to the First Amendment rights-- saying otherwise would violate the Fourteenth Amendment's Equal Protection Clause, because then they would not be treated equally as the amendment states.

On the other hand, multiple cases limit the power of *Tinker*'s ruling. However, *Tinker*'s precedent should still be followed, because the other cases are irrelevant. *Bethel School District v. Fraser*, 1986, for example, "limits the scope of [*Tinker v. Des Moines*] by prohibiting certain styles of expression that are sexually vulgar" ("Bethel School District v. Fraser"). This clearly does not apply to this case, as there are no lewd references, directly nor indirectly, related to this case. Another court ruling about freedom of expression was *Morse v. Frederick*, 2007, in which the court ruled against the defendant "not [because] Frederick's speech was offensive, but that it was reasonably viewed as promoting illegal drug use" -- clearly, this also is not applicable, because there was no mention of drugs in DePinto's button. However, the former argument that presented the option that it might be "offensive" is also very important. This relates to yet another case, *Guiles v. Marineau*, in which the student wore a shirt that contained various "offensive" symbols such as President George Bush superimposed on a chicken, a razor blade, a martini glass, and cocaine; the court ruled for the student in the appeal because they argued that "almost anything is offensive to someone" (Applebome). This argument is very relevant to this

case, because some people may find the image offensive, when it can be argued that it really is not. The button is simply a red cross-out symbol with the words, “No School Uniforms” superimposed on a black-and-white image of grim students in uniform that were a part of the Hitler Youth group. Greenaway wrote that “had the button depicted swastikas, a Confederate flag, or a burning cross, it would have been ‘plainly offensive’ and he would have ruled differently,” but this was not the case. The boys in the image do not perform the characteristic Nazi salute, nor do they display Nazi symbols, which would have justified the superintendent McGeehan’s accusation that “images of racial or ethnic intolerance do not belong in an elementary school classroom.” There is no evidence that the boys’ buttons were disruptive or otherwise disallowed as maintained by precedent-setting court cases.

Another important fact to consider is that the boys did not break any school rules. The handbook for the school district has a strict set of rules for the elementary school, including a section for suspendable offenses and the dress code. One of the suspendable offenses is “noncompliance with the mandatory School Uniform Policy” (“Elementary School Handbook/Calendar,” Section XVI.M). In the School Uniform Policy, there is a strict and comprehensive list of appropriate clothing, but nothing that bars the wearing of buttons; and, Michael DePinto still obeyed the regular uniform policy, his only “offense” being having the button placed on top. There is no rule to prohibit this in the School Uniform Policy. As in *Tinker v. Des Moines*, the school administration’s threat of suspension lay not on a school policy, but just because it “seemed” offensive; this is in contrast to *Frederick v. Morse*, in which there was already established school policy that prohibited the promotion of drugs in school or school events, thus limiting Frederick’s right to free speech in this context. Other possible suspendable

causes are “insubordination” and “passive resistance,” but the aforementioned argument about his violated First Amendment rights means that the school should not be able to prevent this silent protest.

It is also important to consider the benevolent intent of the fifth graders, outside the scope of the Constitution. They promoted an unpopular viewpoint against the strict uniform regulations at their school, ones that they likened to Hitler’s brainwashing of the youth-- the Hitler Youth organization. They did not promote Hitler’s views, but rather wanted to educate the other students of the potential long-term impact that they believed in. There was no intended offense to anyone, nor a forceful protest against school uniforms. As the justice Reynolds said in *Meyer v. Nebraska, 1923*, the nation should not “foster a homogenous people,” and he used Sparta’s heavy youth regimentation as an example, similar to the children’s example of the Hitler Youth. Unlike *Fraser*, in which Frederick himself said that “the words were just nonsense meant to attract television cameras,” not a true expression of speech but an offensive outburst, DePinto used his speech in this purposeful way to express his opinion freely under the First Amendment.

The sole fact that DePinto and his friend wore buttons remotely associated with the Nazi Party put them under unfair scrutiny by the school district administration. There was no violation of precedent setting cases regarding free speech in school environments, even if the message appeared to be offensive. The plaintiff, under the Constitutional First Amendment, should not be able to restrict the defendant’s right to wearing the anti-uniform buttons in school.

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“Constitutional Interpretation” Summary and Application

Originalism

Summary: Originalism is the belief that the Constitution should be interpreted how the Framers interpreted it. Originalists believe that this original intent was the most pure and true, and that it should be most important. They use primary sources to try to find the Framers' thoughts on a matter, especially when something in the Constitution is unclear. It is powerful because it references uses a sort of “expert testimony” to find the original authors’ intent, and those writers had created such a powerful Constitution. They oppose Modernism and have a similar belief to contemporary literalists.

Application: Amendment VIII: When a person be tried for a crime, they shall not be publicly made fun of, nor should a large bail be made in order to let them out, nor should they have to pay extreme fines. This is to prevent against dictatorial governmental control that might result in immoral and unfair punishments, and therefore to better ensure the people's' right to freedom.

Modernism / Instrumentalism

Summary: Modernism is the opposite of originalism: modernists believe that the Constitution is purposefully vague to allow for future changes. They believe that it should be interpreted with a modern perspective. This is essential because society has become so much more diverse and changed so dramatically in so many ways since the 18th century, so that many of our current ideals may be different than those from the time of the Framers'. It also supports the idea the the Constitution is adaptable and “living,” so that it can change as needed.

Application: Amendment VIII: It should not be fair to allow the government to use the media to publicly humiliate criminals — this is immoral. In addition, “barbaric” and painful methods of punishment should not be allowed, and neither should the death penalty be carried out. Instead, criminals should enjoy a fair punishment in prison and perhaps parole.

Literalism (historical)

Summary: Historical literalists choose to view the Constitution solely from a point of diction, but taking into consideration the historical meaning of the ideas and words in the text. Therefore, similar to originalism, it still preserves much of the “old” ideas, but limited to the fact that it does not reference the Framers' thoughts outside the Constitution. It is strictly narrowed down to diction, so that what they say is true, because the Constitution explicitly says so.

Application: Amendment III: The government has no right to force the housing of a soldier by a citizen, especially against the will of and to the disadvantage of the citizens, such as what had

happened during the Revolutionary War. However, nothing prevents the housing of a soldier by a citizen who gives consent, nor does it prevent it during a time of war.

Literalism (contemporary)

Summary: Similar to historical literalism, contemporary literalism takes only the words of the Constitution into consideration when interpreting it. Again, it is very correct because everything they support is listed specifically with words in the Constitution, but they use modern ideas of the words instead. This gives a mix of the old and new, because it takes the old text of the Constitution with new meanings of its words. It is similar to a narrow version of modernism.

Application: Amendment VII: When there is over \$20 (of today's money) in question, any citizen has the right to have a civil trial and be tried by a jury, and they should be treated with the "common law," or normal justice process. Therefore, any controversy so small as the theft of a \$21 book may become a case of civil law that cannot be denied a full trial and the course of law.

Democratic / Normative Reinforcement

Summary: Democratic interpretation involves the use of the general "feel" of the Constitution, basing their interpretation on the fact that the Constitution is solely a guideline. It is purposely vague to allow for the popular public opinion to interpret the Constitution — a "democratic" idea — and then finish it with a realistic plan. This philosophy ends up with very moral and ethical representations of the Constitution.

Application: Amendment I: The basic rights of religion, speech, press, and petition can be restricted if they become disruptive to society or otherwise harmful to others. For example, having a person say that they have a bomb is not acceptable for the sake of safety, nor is a social media statement designed specifically to target a certain person and ruin their personal life. The Constitution is just a guideline that gives these rights as a privilege; it is not our place to abuse them.

Executive Branch Study Guide

I. The Basics: Know the basic requirements, duties, and constitutional obligations of the President and the Executive Branch (See The Executive Branch Fill-ins Sheet and notes).

- Most executive branch stated in **Article II of the Constitution** (Section I: requirements; Section II: duties; Section III: communication with Senate; Section IV: removal from impeachment)
- **Term Length:** Four year term, two terms + 2 years of other term (Amendment 22)
- **Requirements:** natural, 35+ years old, 14 years resident of U.S.
- **Duties:** Commander in Chief of the Army and Navy, make treaties (with advice and consent of $\frac{2}{3}$ Senate), receive ambassadors and other ministers, nominate and appoint officials for unfilled positions, SOTU address (end of Jan.), veto, grant reprieves and pardons (for everything but impeachment)
- **Cabinet:** heads of each department, which advise the President (e.g. State, Treasury, Defense, Justice, Interior, Agriculture, Commerce, Labor, etc.)
- **Impeachment:** a trial for treason, bribery, or other high crimes and misdemeanors carried about by the House and tried by the Senate that can result in up to removal from office
- **Amendment XII:** sets up the presidential election: distinct positions for president and vice president were set up, but still elected by electoral college
- **Benefits:** \$400k salary, \$50k expense account, free security and healthcare for life, large travel budget, great communication, pension, protection for family
- **Amendment XXII:** Length of term (2 terms + 2 years max)
- **Amendment XXV:** Order of succession to president if cannot serve

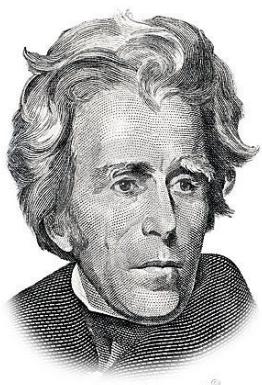
II. Identifications: Be able to visually identify the presidents we studied this unit and the current VP/President (See Google Images):

- a. **George Washington (and John Adams)**



- i. Felt like it was his duty to become president — didn't want the power, but he was still confident
- ii. Acted very formally
- iii. Took advice from experts, was humble
- iv. Thought about the future and the precedent he was setting
- v. Passionate about work
- vi. Good orators

b. Andrew Jackson



Wikimedia Commons

- i. \$20 bill (soon to be replaced)
- ii. Conservative Democrat
- iii. Very popular — fought in Revolution, war of 1812, strong, rags→riches, lawyer, duel
- iv. Wanted to make it more for the people:
 - 1. Electors didn't choose: the people chose
 - 2. Began popular assemblies
 - 3. "Spoil system" of hiring/firing
- v. Created the Democratic Party, the leader of it (and Whigs party sprung up in hate)
- vi. Weakened Congress
- vii. Hated banks

c. **Theodore Roosevelt**



- i. Well-educated, sickly, but pushed through
- ii. Very cultured and passionate about politics
- iii. "Big Stick" policy for foreign policy, "Square Deal" for economics
- iv. Wanted a lot of intervention in foreign policy
- v. Had lots of environmental concerns
- vi. Had huge influence on the government, increasing restrictions and going "trust busting"

d. **Franklin D. Roosevelt**



- i. Set up modern Democratic Party with the "New Deal"
 - 1. Democrats → liberal, Republicans → conservative
- ii. Wealthy but sickly (like Teddy)
- iii. Helped economic crisis when buying with credit
- iv. Had "fireside chats" to inform the people, be relatable, explain simply and understandably
- v. Increased governmental influence on the economy, such as stock market

vi. "Relief, Recovery, Reform" agencies such as social security

vii. Declared WWII, military larger since then

e. John F. Kennedy and Lyndon B. Johnson



- i. Current Democratic party
- ii. Worked on civil rights and decreasing guns (social liberalism), Vietnam war and communism (mostly unsuccessful), space travel
- iii. Stimulated the economy during a recession
- iv. Had huge spending on governmental programs, such as education, healthcare (Medicare)
- v. "New Frontier" and "Great Society" slogans
- vi. Smooth transition into another presidency, kept up popularity with same ideals, didn't falter in confidence

f. Ronald Reagan



- i. Current Republican Party
- ii. Focused on economics — wanted to end the debt
- iii. Debt increased from under a trillion to 2.9 trillion during presidency

- iv. Didn't want a minimum wage, greatly decreased taxes for the wealthy, cut some government programs, increased power in military intervention, had military action in Middle East — all conservative actions
 - v. Mostly opposed to war, but saw communism as evil
 - vi. Listened to his cabinet
 - vii. He was well liked, was powerful and got a lot done
- g. **Barack Obama and Joe Biden**



III. The Electoral College: Ensure you have an understanding of the Electoral College system and possess an opinion about whether or not the Electoral College is necessary to select the President of the United States (Electoral College Packet).

- a. 538 electors
- b. Voting for a candidate = voting for their elector; elector is a figurehead; most obliged to vote for the ones that they were assigned
- c. Designed to prevent against mob mentality: let the electors, the more educated, take the pick
- d. Winner-take-all per state
- e. Majority required to win (not plurality)
- f. If no majorities, then House chooses president, Senate vice president

IV. Essential Questions: You will need to write a short essay answering one of the following prompts:

- **Do you believe the expansion of the Executive Branch that has taken place since the presidency of George Washington has been more beneficial or detrimental for the citizens of the United States? Use at least two clear examples from our case studies to support your claim.**
 - See presidencies

- **What are the qualities of effective leadership? What qualities does an effective president possess? Use at least two examples from our historical case studies to support your claims.**
 - Having a good plan (perhaps naming it)
 - Following through with plans and promises
 - Listening to the people
 - Being aware of the most pressing concerns and acting on them
 - Being reasonable — calculated risks
 - Being likable to the people
 - Being persuasive and even manipulative to Congress

Other stuff:

- Departments and Agencies: how do they affect us?

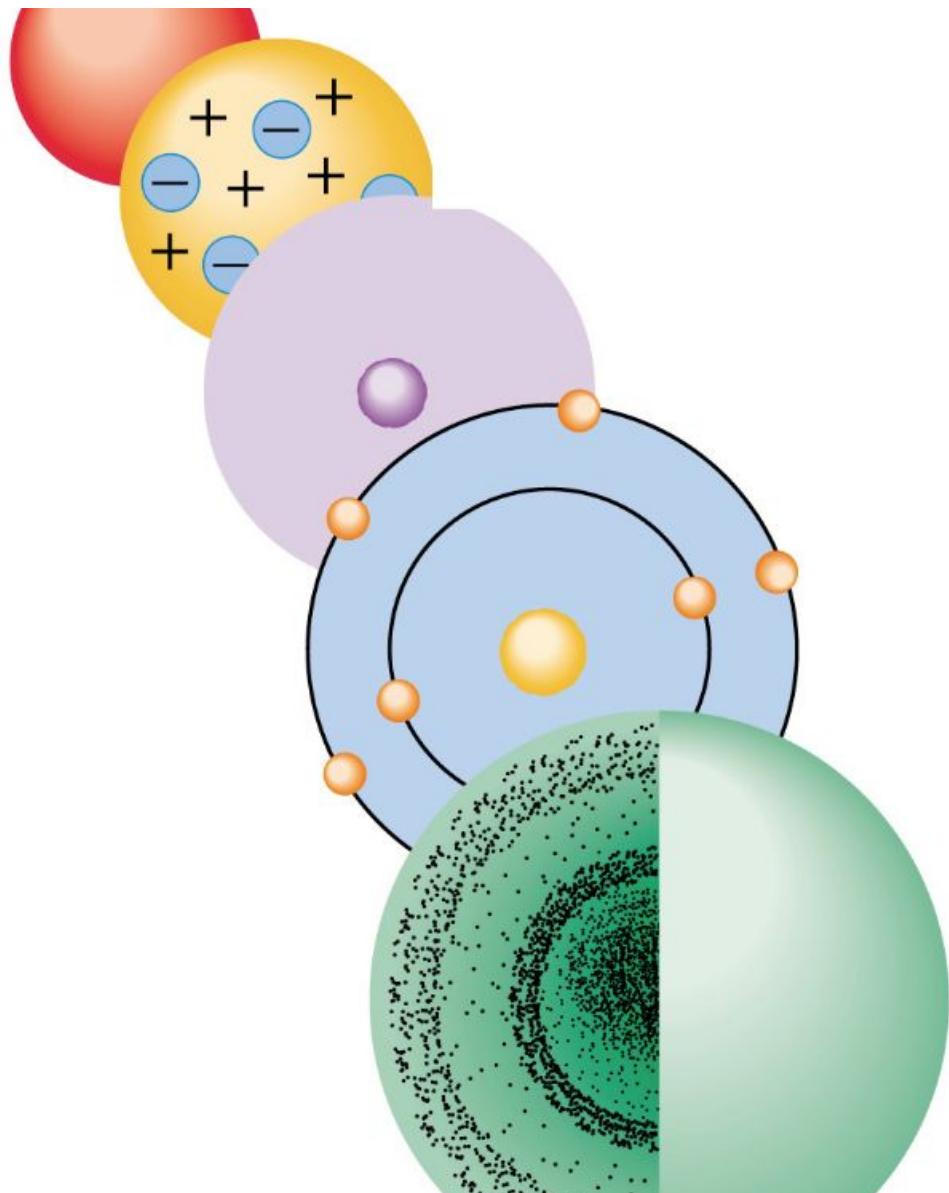
Atomic Model Quiz Study Guide

Chapters 4.1 and 4.2

Philosophers / Scientists

- before philosophers:
 - elements: earth, water, air, and fire
 - Aristotle: Democritus was wrong, not in correlation with his ideas on nature; and, “empty space” did not truly exist
- Democritus (Greek philosophers)
 - matter is composed of tiny particles called *atomos*
 - atoms could not be created, destroyed, nor divided
 - matter is empty space and (moving) atoms
 - atoms are homogenous, solid, indestructible, and indivisible
 - different kinds of atoms have different sizes and shapes, which accounts for the differences in physical properties of matter
 - apparent changes in matter change from *groupings* of atoms
- John Dalton (17-1800s)
 - schoolteacher in England
 - all atoms of the same element are identical (same size, mass, chemical properties); every different element has different atoms
 - atoms cannot be destroyed, created, or divided
 - different atoms “combine in simple whole-number ratios to form compounds”
 - in a chemical reaction, atoms are separated, combined, or rearranged (explains conservation of mass)
- William Crookes
 - glass vacuum tubes were being used to find the relationship between mass and charge
 - cathode ray, radiation from the cathode end (negative) to the anode end (positive)
 - TV uses cathode concepts
 - cathode rays were stream of negatively charged particles, electrons
- J. J. Thomson
 - found mass : charge ratio of electrons
 - concluded that mass of an electron was tiny, even compared to the lightest element, hydrogen
 - first subatomic particle discovered: atoms were divisible
 - created “plum pudding” model
- Robert Millikan
 - calculated the charge and mass of electrons using the mass : charge ratio by Thomson

- Ernest Rutherford
 - used gold-foil experiment to discover presence of protons
 - proposed the nucleus, a very dense and positively-charged center of the atom
 - eight years later, concluded that nucleus was made of positively charged particles called protons
- James Chadwick
 - discovered neutron, subatomic particle similar in mass to proton but no charge



The Atom

- defined as “the smallest particle of an element that retains the properties of the element”
- very tiny: for example, there are 2.9×10^{22} atoms in a penny! (diameter is $1.28 \times 10^{-10}\text{m}$)

Chapters 16 and 17 Review Practice

Terminology and Concepts to know:

- **Calorie**
 - British thermal unit
 - unit of heat energy
 - $\frac{1\text{cal}}{\text{g}^{\circ}\text{C}}$ is the specific heat (C_p) of water
 - 1 cal = 4.184 J
 - a dietary calorie (or kilocalorie, or Calorie) is 1000 cal
- **Calorimeter**
 - an insulated tool used to measure the heat gained or released in a chemical or physical reaction
 - bomb calorimeter:
 - more scientific and exact
 - foam-cup calorimeter
 - ones we used in class: simple and functional
 - measure initial and final temperature of water and sample, the mass of water and sample, and using the specific heat of water ($\frac{4.184\text{J}}{\text{g}^{\circ}\text{C}}$), calculate the heat ($q = m \times C_p \times \Delta H$, $q_{\text{gained}} = -q_{\text{lost}}$)
- **Condensation**
 - the phase change turning from gas to liquid (e.g. steam to liquid water)
- **Endothermic**
 - a reaction that absorbs energy
 - heated, absorbs, takes in, raises temperature, gains, feels cool, +q
- **Energy**
 - the ability to do work or produce heat
 - kinetic is energy of motion, such as the vibration of particles (temperature)
 - potential is stored energy, such as that in the bonds in compounds (chemical potential energy)
- **Enthalpy**
 - the total heat content of a system
 - usually only change in enthalpy of a reaction (ΔH_{rxn}) is used because it can be calculated while the enthalpy of a solution cannot (there are many variables unknown to us today)
- **Exothermic**
 - a reaction that releases energy
 - -q, evolves, liberates, gives off, releases, lowers temperature, feels hot
- **Freezing point**
 - physical property of a substance
 - temperature at which a substance freezes / solidifies
 - same as melting / fusion point
- **Heat**
 - energy in the process of traveling between an area of hotter to cooler
- **Heating Curve**
 - a plot of the temperature as a function of the time of heating with a constant heat input
 - can be used to show phase change: “plateaus” are phase changes, absorbing potential energy
 - slopes are absorbing kinetic energy and increasing in temperature
 - the higher the specific heat, the shallower the slopes
 - the higher the heat of (phase) change, the longer the plateaus
- **Joule**

- SI unit of energy (not calorie)
- **Melting Point**
 - the temperature at which a solid goes through fusion
 - (see freezing point; is the opposite)
- **Specific Heat**
 - the amount of heat required to raise the temperature of a certain amount of a substance by a certain temperature
 - usually expressed in $\frac{J}{g \cdot ^\circ C}$
- **Surroundings**
 - anything in the universe that is not being studied, can interact with the system
- **System**
 - the part of the universe that is being studied (where the reaction is taking place)
- **Temperature**
 - a measure of the average intensity of the kinetic energy of the particles of a substance, which is an average measure of the heat of a substance
- **Thermochemistry**
 - the study of the relationships between different forms of energy, and the transfer of energy, especially in a chemical or physical reaction
- **Universe**
 - the system and its surroundings
- **Vaporization**
 - the phase change from a liquid to a gas
 - (see condensation; is the opposite)

Circle the correct answer.

- 1. The specific heat of substance X is 0.900 J/gC while substance Y has a specific heat of 0.450 J/gC. Which sample will have the higher final temperature (given that the samples are the same mass and there is the same amount of heat input)?**
- b) sample X
c) **sample Y** — it has a lower specific heat, therefore needs less energy to change temperature (changes more temperature with the same amount of heat input)
d) both will be the same
e) none of the above
- 2. A liquid's freezing point is -27C and its boiling point is 323C. How many phase changes occur (from -52°C to 523°C)?**
- A. 0 C. 2 — fusion and then vaporization
B. 3 D. 1
- 3. Burning of coal is**
- A. **exothermic** — it releases heat
B. endothermic
C. ergothermic
D. unknown
- 4. A 100-g sample of gold is warmed from 18C to 32C. The specific heat for gold is 0.129 J/gC. The correct set-up for this problems is**

- A. (100-g) (18C-32C) (0.129 J/gC)
- B. (100-g) (4.19 J/gC) (32C-18C)
- C. **(0.129 J/gC) (100-g) (32C-18C)** — it has the mass (100g), C_p (0.129 J/g°C), and change in temp. (32C - 18C)
- D. $0.129 \text{ J/gC} = (100-\text{g})$ (32C-18C)

6. Drying of clothes in a clothes dryer is

- A. cost effective
- B. exothermic
- C. **endothermic** — heats up the clothes, increasing their heat content
- D. none of the above

8. For a person of average weight, jogging requires an energy consumption of about 100 kJ per mile. If hamburger has an energy value of 15 kJ/g, how much hamburger would provide enough energy to jog 3 miles?

- . 1500 g
- B. 100 g
- C. **20 g** — see calculation below
- D. 0.15 g

$$3\text{mi} \times \frac{100\text{kJ}}{\text{mi}} = 300\text{kJ} \times \frac{\text{g}}{15\text{kJ}} = 20\text{g}$$

9. Boiling of water is

- A. **endothermic** — adds energy to the water
- B. exothermic
- C. isothermal
- D. paleothermic

11. In an air-conditioned room you touch the metal of your chair with one hand and the wood of your desk with your other hand. Which is colder?

- A. metal chair
- B. wood of desk
- C. **same temperature** — may feel different temperatures because of different specific heat — lower specific heat conducts heat quicker from your hand, feeling colder (metal), and vice versa (wood)
- D. none of the above

13. A high school chemistry student shows her younger brother how the dissolving of ammonia chloride in water makes the beaker feel cool. When asked to describe what is happening, he says “It is giving off cold.” Which of the following is the scientific explanation for what is occurring?

- a. The reaction is releasing energy.
- b. **The reaction is absorbing energy.** — if it were releasing energy, the reaction would be cold. Instead, it is absorbing energy from its surroundings
- c. The reaction is exothermic.
- d. There is no explanation better than what her brother said.

14. To calculate the amount of heat energy to change 5.0-g of ice from -10C to a liquid at room temperature 27C, involves how many calculations would you expect it to involve?

- b. 1
- c. 2
- d. 3** — heat of ice, heat of fusion, heat of water

e. 4

f. 5

16. The ability to do work is defined as

b. **Energy**. — definition of energy

c. Kinetic energy.

d. Potential energy.

e. The joule

17. When 85.0 g of liquid water freezes to ice at 0C, the enthalpy is

b. positive

c. **negative** — it is cooled, losing energy, so there is a negative change in enthalpy (change in heat content)

d. undefined

e. doesn't exist

18. What quantity of ice, at 0C, will be melted by 6.8×10^4 J?

a. **200-g** — see calculation below (but this should have 2 sigfigs)

b. 2.3×10^7 -g

c. 2 000-g

d. none, ice doesn't melt at 0C but rather 335C.

$$q = m\Delta H_{sol}; m = \frac{q}{\Delta H_{sol}} = \frac{6.8 \times 10^4 \text{ J}}{334 \frac{\text{J}}{\text{g}}} = 200 \text{ g}$$

19. When calculating the quantity of heat, in joules, that is required to change 25.0-g of ice, at

-5.0C, to ice at 0.0C, how many phase changes occur?

b. 1

c. 2

d. 3

e. **none** — it is still "ice at 0.0C," as it has not changed phase yet

20. A catalyst increases the rate of a reaction by

b. **lowering the activation energy** — definition of a catalyst

c. raising the activation energy

d. decreasing the potential energy of
the reactants

e. all of the above

22. For an exothermic reaction the H is

b. positive

c. **negative** — in an exothermic reaction, there is negative change in enthalpy (heat content) because the solution loses heat (definition of an exothermic reaction)

d. zero

e. none of the above

24. For an endothermic reaction the potential energy of the reactants compared to the potential

energy of the products is

b. always higher

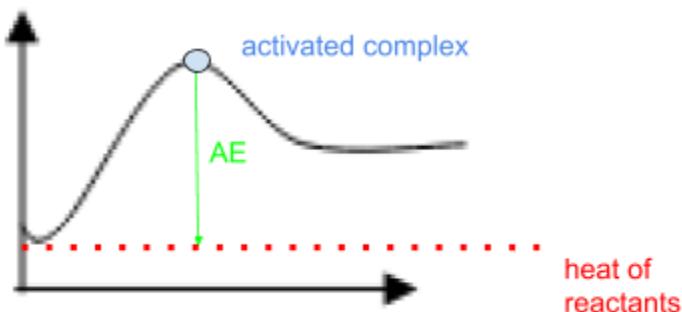
c. **always lower** — in an endothermic reaction, there is always a *gain* in heat, so the *products* will have a higher heat content

d. the same as

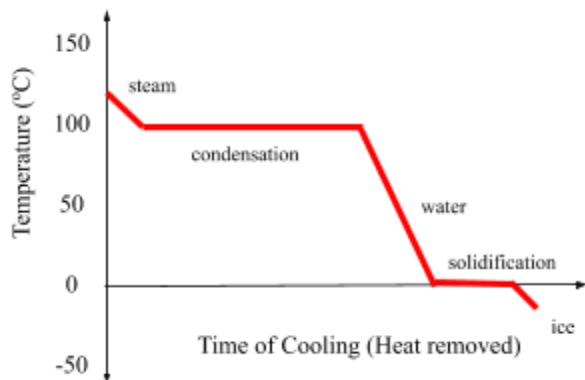
e. doesn't exist

25. On the diagram below draw where the H for the reaction is. Is this endothermic or exothermic? Label the activation energy and the activated complex.

- **endothermic** — absorbs energy (products have higher heat content than reactants)



26. Draw and label a cooling curve for steam @ 115°C to ice at -5°C. Calculate the amount of energy needed to change 49.3 g of water from 95°C to 37°C. Is this an endothermic or exothermic process? Explain from your calculation your reasoning.



$$q = mC_p\Delta T = (49.3\text{g})\left(\frac{4184\text{J}}{\text{g}^\circ\text{C}}\right)(37^\circ\text{C} - 95^\circ\text{C}) = -12000\text{J} = -12\text{kJ}$$

This process is exothermic — the ice loses heat, and q is negative.

Honors Chemistry Chapters 2 & 3 Study Guide

Safety

- review first quiz and sheet

SI

- Système Internationale d'Unités
- base units:
 - time: second (s)
 - length: meter (m)
 - mass: kilogram (kg)
 - temperature: kelvin (K) (celsius [C] - 273)
 - measured with thermometer, in which small pressure differences caused by heat changes move it up and down
 - amount of substance: mole (mol)
 - electric current: ampere (A)
 - luminous intensity: candela (cd)
- derived units: cannot be measured with base units:
 - volume: sterer (st, m³), liter (L, dm³)
 - density: g/cm³
- prefixes:
 - giga (G): 1 000 000 000
 - mega (M): 1 000 000
 - kilo (k), 1 000
 - hecto (h): 100
 - deka (D): 10
 - (unit)
 - deci (d): 0.1
 - centi (c): 0.01
 - milli (m): 0.001
 - micro (μ): 0.000 001
 - nano (n): 0.000 000 001
 - pico (p): 0.000 000 000 001

Significant Figures

- an instrument with a unit and a precision
- all measured numbers + one guessed digit (usually to the tenth of the smallest precision of the instrument — see <http://chemistry.stackexchange.com/questions/37649> about non-base-ten precisions)
- counting:
 - see <http://www.chemteam.info/SigFigs/SigFigRules.html> for details
 - all non-zero digits
 - all zeroes between two sigfigs
 - all trailing zeroes after the decimal point
 - all zeroes to the tenudo mark (-) or the period (.) if given
 - placeholder zeroes (to show magnitude only) are not sigfigs
 - use scientific notation or the above marks to show magnitude with the right number of sigfigs

- in absolute notation, the number of sigfigs in the first factor (not ten) is the number of sigfigs
- exact numbers (such as 100 [not a measurement] or $\frac{12\text{in}}{1\text{ft}}$ [an exact conversion factor, can be used in dimensional analysis]) have an infinite number of sigfigs (round to the other number)
- operations:
 - adding / subtracting: round to the least precision
 - multiplying / dividing: round to the least number of sigfigs
- rounding:
 - see <http://www.chemteam.info/SigFigs/Rounding.html> for details
 - if next number > 5 round up
 - if next number < 5 round down
 - if next number = 5 and last number is odd round up
 - else don't round (if next number = 5 and last number is even)

Scientific Notation

- used to easily show numbers with a large or small magnitude with the correct number of significant digits
- form: $\text{num} \times 10^n$
- "num" is written with the correct number of sigfigs
- operations:
 - adding / subtracting:
 - convert to an equivalent power of ten
 - add nums
 - multiplication / division
 - multiply nums and powers of tens separately

Accuracy and Precision

- accuracy = how close a value is to an accepted value (a value considered true)
 - percent error used to describe accuracy: $PE = \frac{OV - AV}{AV} \times 100\%$
 - need to know accepted value to know if a measurement is accurate
- precision = how close a series of measurements are to one another
 - need to know multiple measurements and the precision of the instrument to know whether or not the measurements are precise
- do not have to go together or apart — can come in any combination

Graphs

- to visually show data, get a better sense of the data
 - table is better for exact measurements, but not as good for overall viewing
- type of graph to best suit data
 - pie: show percentage of a whole
 - bar: compare values of different categories
 - line: show a related set, a relation between two variables
 - usually change over time

Physical and Chemical Properties

- physical:
 - characteristics that can be observed without changing the substance
 - usually can use senses

- things that will always be true of the substance
 - the magnetization of a metal rod is a physical property
- extensive vs. intensive:
 - extensive:
 - properties that depend on the amount of the substance
 - examples: weight, mass, length
 - intensive:
 - properties that do not depend on the amount of a substance - the same for any amount
 - usually these are unique to a substance and a single one can be used to determine what it is
 - examples: density, color, state of matter at room temperature
- includes states of matter (see below)
- chemical:
 - how a substance reacts (or doesn't react) to another substance
 - can only be observed through a chemical reaction
 - examples: flammability, reactivity to water, ability to rust/tarnish/corrode

Physical and Chemical Changes

- physical:
 - do not change the chemical makeup of the substance, but alter it in some way
 - usually the appearance or state of matter is altered
 - usually reversible, especially state of matter
 - examples: cutting, grinding, painting, chewing
- chemical:
 - change the makeup of the solution (making and breaking bonds to create new compounds/substances) to make new substances or turn the original substance into one
 - usually irreversible
 - examples: rusting, tarnishing, corroding, digesting, rotting, combustion
 - signs:
 - new / different physical properties (e.g. color)
 - formation of a gas/precipitant
 - creation of an odor
 - change in mass
 - creation of energy (heat or light)

Classifying Matter

- matter: anything that has mass and volume: all the physical "stuff" in our world
- (pure) substances: matter with an unchanging composition, only made of one type of particle
 - element: the smallest part of an element, cannot be separated by physical or chemical means (a single atom or molecules of a single element [e.g. H₂ or O₂])
 - compound: a pure substance with two or more different elements chemically combined; properties are usually very different than constituent elements
 - molecular compound: covalently-bonded compounds
 - ionic compound: ionically-bonded compounds
- mixtures: matter with multiple pure substances not chemically bonded
 - homogeneous mixtures (solutions): mixtures that are consistent and uniform throughout, and generally cannot be separated with mechanical means

- heterogeneous mixtures: mixtures that are not consistent (individual parts can be identified, and it is generally much easier to separate, most of the time physically)

Laws of Matter

- law of conservation of mass
 - the mass of the products is the same as the mass of the reactants — no mass is created or lost
- law of definite proportions
 - for any amount of the same substance, the proportions of the masses of its constituent elements will always be the same
- law of multiple proportions
 - if different compounds are formed with the same elements, then the proportions of the elements will be different in every compound
 - “If two elements form more than one compound between them, then the ratios of the masses of the second element which combine with a fixed mass of the first element will be ratios of small whole numbers.”

States of Matter

- solid
 - lowest energy state
 - incompressible
 - tightly packed atoms, sometimes in a regular pattern (a crystal lattice)
 - have a fixed volume and shape
 - solid deposited in a liquid solution during a chemical reaction is called a precipitate
- liquid
 - medium energy state
 - virtually incompressible
 - loosely packed atoms, can slide past one another
 - have a fixed volume but not a definite shape (fits the container)
- gas
 - high energy state
 - compressible
 - high energy atoms, filling up the space, moving rapidly
 - fills the space provided, no fixed volume or shape (fits the container)
 - vapor: the gaseous state of a substance that is not gas at room temperature
 - example: steam
- plasma
 - very high energy state
 - found on stars, and only in lightning on Earth

Mixture Separation Techniques

- filtration
 - separating solids from liquids with a porous barrier
 - example: salt from water
- distillation
 - using the different boiling points of mixture components to separate them
 - boil at the boiling points of all the components, from lowest to highest, letting them condense back into liquid form in between each time for collection
 - example: petroleum distillation, separation of a saline water solution

- crystallization
 - creating extremely pure substances dissolved in a solution
 - example: rock candy, some precious gems
- chromatography
 - dissolving a mixture in a solvent (mobile phase) which carries the mixture through a material (the stationary phase) to create a chromatogram
 - uses the different properties of the materials in the mixture and how they react to the stationary phase to separate them — some will travel further than others, showing the different substances
 - example: paper chromatography

Extra

- do word search
- know classmates' hobbies
- READ DIRECTIONS (don't anticipate); pay attention

Classifying Matter Study Guide

First 20 Elements

Atomic Number	Chemical Symbol	Name
1	H	Hydrogen
2	He	Helium
3	Li	Lithium
4	Be	Beryllium
5	B	Boron
6	C	Carbon
7	N	Nitrogen
8	O	Oxygen
9	F	Fluorine
10	Ne	Neon
11	Na	Sodium
12	Mg	Magnesium
13	Al	Aluminum
14	Si	Silicon
15	P	Phosphorus
16	S	Sulphur
17	Cl	Chlorine
18	Ar	Argon
19	K	Potassium
20	Ca	Calcium

Other People's Interests

Person	Interest(s)
David	sleeping, videogames

Cara	stage crew, debate
Veronica	reading, exotic animals
Jon	coding, bowling
Owen	basketball shoes, baseball
Madeline	travel
Monica	swim
Gianni	rugby
Caitlin	softball
Samantha	travel
Stephan	fly fishing
Jessica	gymnastics
Finn	sailing
Chay	Red Sox
Emily	music
Jenny	soccer
Sara	soccer
Ben	javelin
Armaan	Raiders
Melanie	student council
Dileka	travel
Matt	marines
Shannon	basketball

Remember Unit 2 topics:

- significant figures (use with measurements only)
 - operations and rounding
 - counting
- scientific (exponential) notation
- graphing
- accuracy and precision
- percent error

What is Matter?

- matter: anything that takes up space and has volume; all physical “stuff” in general
 - (pure) substance: matter with a specific and unchanging chemical makeup and properties
 - element: a substance that cannot be broken down into simpler substances; the building blocks of matter
 - compounds: two or more different elements chemically combined
 - molecular compounds (molecules): covalently-combined substances
 - ionic compounds: compounds in which ions (charged particles) are held together by opposite charges
 - mixtures: a combination of different substances not chemically combined
 - heterogeneous: parts are easily separated and not uniform throughout; parts have their original properties and can easily be separated by physical means
 - homogeneous (solution): mixture is uniform; cannot easily pick out parts or separate them by mechanical means

Examples of:

homogeneous mixtures:

- salt water
- alloys
- well-mixed paint mixtures

heterogeneous mixtures:

- cereal in milk
- sand in water
- sand and iron filings

molecular compounds:

- H_2O
- CO_2
- H_2O_2

ionic compounds:

- NaCl
- KCl
- HCl

compounds:

- see molecular and ionic compounds

molecules (not compounds)

- H_2
- O_2
- N_2

elements:

- Ag
- Si
- Al

Properties and Changes

Properties:

- physical:
 - characteristics that can be observed or measured without changing the sample’s composition
 - one is phase:

- solids are incompressible, having a rigid structure of atoms close together, keeping its shape and volume
 - solids that form in liquid solutions during a chemical reaction are called precipitants
- liquids have higher energy than solids, still closely packed and mostly resistant to compression, but its particles can slide so that it keeps its volume but can flow to fit its container
- gas has a higher energy state, with its particles loosely packed, flying around everywhere, filling up the space provided and being easily compressible
 - a vapor is the gaseous state of a substance that is not a gas at room temperature
- chemical:
 - the ability of a substance to react with or turn into different substances

Changes:

- physical:
 - changes that alter a substance without changing its composition, usually changing its appearance or state
- chemical:
 - process that involves at least one substance to turn into another
 - new products will be created and will have a different composition and different properties
 - reactants will turn into products
 - evidence (discussed in class):
 - color change (changes of physical properties, except for state)
 - giving off energy (light or heat)
 - formation of a precipitant or gas (bubbles)
 - odor change
 - mass change

Concepts in the Textbooks that Weren't in Class

- laws:
 - law of definite proportions states that a compound is always composed of the same elements in the same ratios/proportion by mass
 - law of multiple proportions states that when different compounds are formed by a combination of the same elements, different masses of one element combine with the same relative mass of the other element in a ratio of small whole numbers --- this allows there to be infinitely many (theoretically) different compounds, even with a limited set of elements (e.g. H₂O and H₂O₂)
 - law of conservation of mass states that the mass of the reactants must be equal to the mass of the products in a chemical reaction
- separating mixtures depends on the type of mixture:
 - solid-liquid can be separated with filter paper
 - distillation separates components with different boiling points
 - crystallization creates highly pure solids
 - chromatography draws out components of a mixture over another material
- extensive properties depend on the amount of the substance; intensive properties are the same for a substance regardless of its amount

Chapter 5.1: Light and Quantized Energy

p. 116-128 Q-Notes

Questions

What did the current models leave unanswered?

How does light behave like a wave?

What is a "spectrum" (of light)?

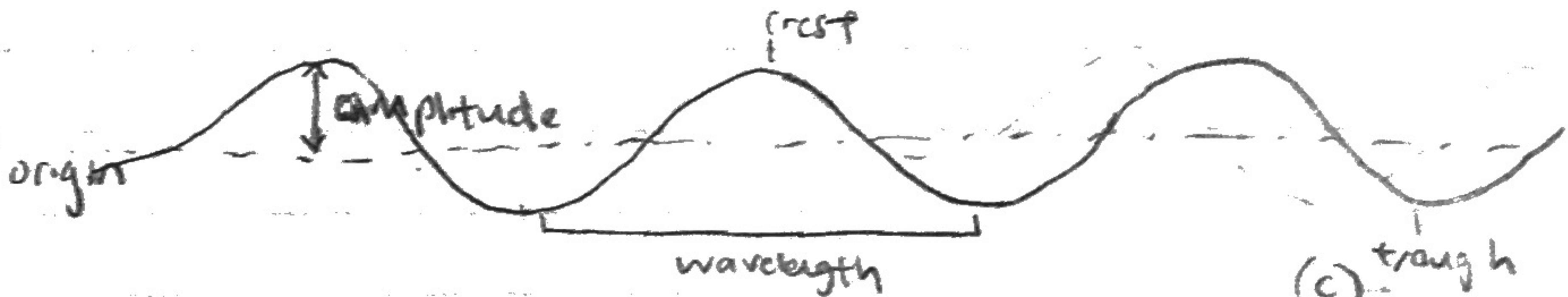
How does light act as a particle?

What is the "quantum concept"?

What is the photoelectric effect?

Answers

- Rutherford's model didn't explain how electrons filled the space, nor why electrons were not pulled into nucleus nor the chemical properties (reactivity) of atoms
- It is electromagnetic radiation, a form of wave-like energy
 - includes radio waves, visible light, and x-rays
- all waves have certain properties:
 - wavelength (λ): shortest distance between equivalent points (m, cm, nm) on a continuous wave (usually from crest to crest or trough to trough)
 - frequency (v): number of waves that pass per second (Hz)
 - amplitude: wave's height from origin to crest.



- all electromagnetic waves travel at $3.00 \times 10^8 \frac{m}{s}$ in a vacuum
 - $C = \lambda v$ (inverse relationship between λ and v)
- a band of colors or wavelengths (and frequencies)
- visible light spectrum includes all the colors we can see
- visible light spectrum is continuous because each part corresponds to a corresponding wavelength
- white light has all the colors of this spectrum, can be split using a prism
- electromagnetic spectrum has all forms of electromagnetic radiation
 - lowest to highest wavelength: radio, AM, TV/FM, microwaves, infrared, visible light, ultraviolet, x-rays, gamma rays

- Matter can only gain or lose energy in small amounts at a time
- a "quantum" is the minimum amount of energy that can be gained or lost by an atom
- energy of a quantum is related to frequency of emitted radiation

$$E = hv \quad (h = \text{Planck constant of } 6.626 \times 10^{-34} \text{ J}\cdot\text{s})$$

- matter can only gain or lose whole number multiples of hv

- when electrons (called photoelectrons) emitted from surface of metal if a certain frequency of light shines on it

Questions

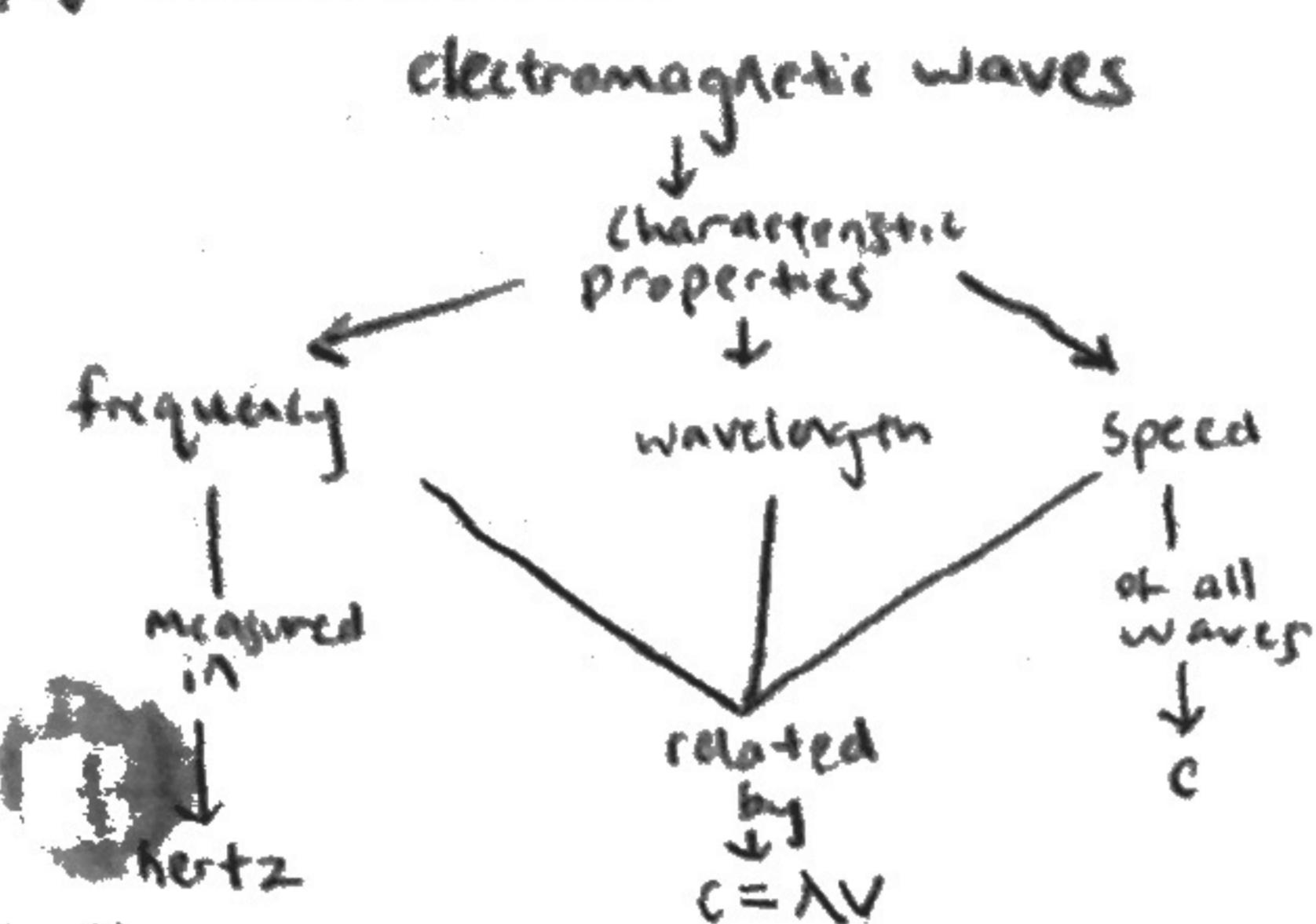
What are atomic emission spectra?

Answers

- photoelectric effects allow for conversion of electrical energy in photovoltaic cells of electrons
- if there is too little energy, then no electrons will be emitted
- Einstein proposed that light also acts as a particle, made up of bundles of energy (1 quantum each) called photons
 - $E_{photon} = h\nu$ (1 quantum = energy of photon)
- an "atomic emission spectrum" of an element is the set of frequencies of the electromagnetic waves emitted by an element
 - unique for every element, can be used to determine element

pg. 147 #21-38

29.



30. frequency is the number of waves that pass a given point in a certain amount of time. Usually measured in Hz (1 wave/second).

wavelength is the distance between the corresponding parts of two (adjacent) waves. It is usually measured from trough to trough or peak to peak. Measured with regular units of length.

quantum is the (tiny) amount of energy that an atom can gain or lose, (so it is dependent on frequency). It is equal to $h\nu$, and is also the energy of a photon.

ground state is the lowest allowable energy state of an atom.

31. It didn't explain the arrangement of electrons, why they didn't get pulled into the nucleus, nor an atom's chemical properties.

32. Visible light.

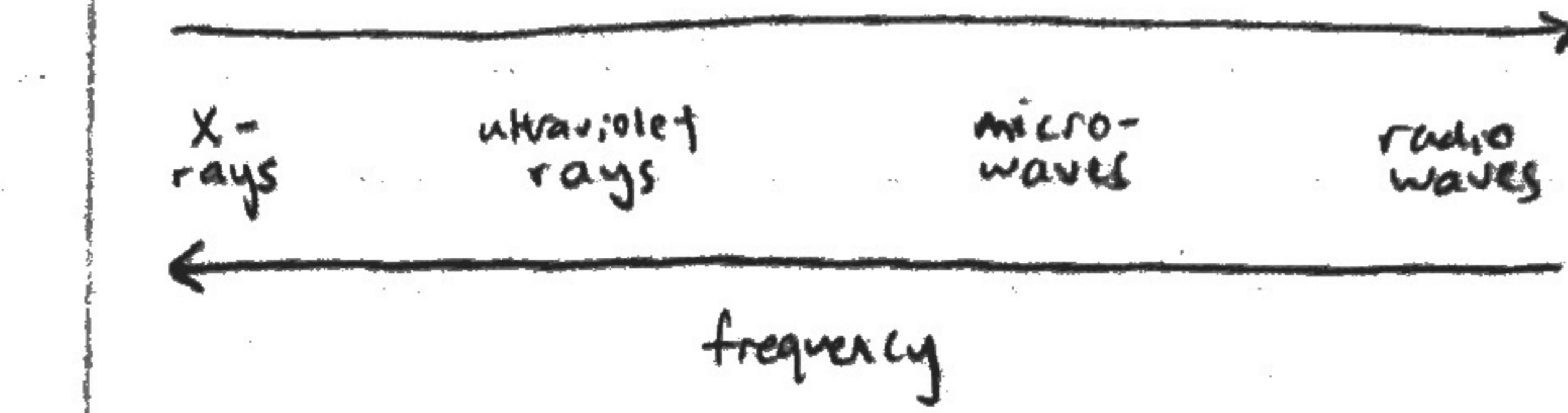
33. Electricity excites the electrons in the atom, pushing them up to a higher energy level. They then become unstable and have to release this energy. Their electrons drop on energy level and emit electromagnetic radiation.

34. A photon is the particle representation as small bundles of light with one quantum of light each. (this was proposed by Einstein)

35. The photoelectric effect is the observation that when a certain frequency of light is shone on a metal surface, photoelectrons are emitted.

36. Planck proposed that matter could only lose energy in tiny amounts, in whole number multiples of a quantum of energy at a time. He also said that (based on his equation) a quantum's energy is correlated with the frequency.

37. Einstein proposed the idea of light as photons, small bundles of quantum energy wavelength.



Q-NOTES: Sections 5.2, 5.3 (pg. 127 - 141)

Jonathan Lane
Dr. Mazzoni
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4/27/15

Questions

Answers / Explanations

<ul style="list-style-type: none"> - How did Bohr predict and calculate the energy of different energy levels? + what else did he propose with his model? 	<ul style="list-style-type: none"> - "ground state" is lowest allowable energy levels - "excited state" is when atom gains energy - can have multiple - the lower the energy level, the closer to the nucleus (and vice versa) (and he also calculated diameters of energy levels) - $\Delta E = E_{\text{higher energy level}} - E_{\text{lower energy level}} = E_{\text{photon}} = h\nu$ - because only certain energy levels exist, only certain frequencies can be emitted - <u>Balmer series</u> = visible light emission spectrum of H₂ (hydrogen) - Lyman " = UV " " " " - Paschen " = infrared " " " " - Model only worked for H, and was incorrect with other atoms
<ul style="list-style-type: none"> - How did the quantum-mechanical (wave) model of the atom differ from Bohr's model? 	<ul style="list-style-type: none"> - Louis de Broglie proposed that electron (waves) were the waves - electron is only allowed certain frequencies, wavelengths, and energies if it has wave-like motion and is restricted to circular motion - de Broglie equation ($\lambda = \frac{h}{mv}$) - States that it is fundamentally impossible to know precisely both the velocity and position of a particle at the same time - a photon has about the same energy as an electron, and even looking at it (implying that there's photons of light) means that there could be energy transferred and the electron may be altered.
<ul style="list-style-type: none"> - How did Schrödinger contribute to the model of the atom? 	<ul style="list-style-type: none"> - derived an equation that treated the electron of the hydrogen atom as a wave, and worked well with other elements as well - also creates limits to an electron's energy, but as a cluster of probabilities instead of a fixed path
<ul style="list-style-type: none"> - How are Hydrogen's energy levels/orbitals described? 	<ul style="list-style-type: none"> - <u>orbital</u> is 3D - Space around nucleus that describes an electron's probable location. - because based on probability, no definite boundaries - often orbitals are drawn to cover 90% of probability distribution - <u>principal quantum number (n)</u> indicate relative sizes and energies of orbital levels - specifies <u>principal energy levels</u> <ul style="list-style-type: none"> - principal energy levels have <u>energy sublevels</u> (some number of energy levels) - s, p, d, f, and all have different shapes <p style="text-align: center;"> 1 orbital (2e⁻) → 3 sublevel (6e⁻) → 5 sublevel (10e⁻) → 7 sublevel (14e⁻) </p>

questions

answers

How are electrons configured in their ground state? How does its guiding principles work?

- Aufbau principle

- Pauli exclusion principle

- Hund's rule

How can orbitals be represented? Electron configurations?

How do valence electrons have an impact on structure/electron configuration?

How can they be represented?

of orbitals = (principal energy level or n)²

of electrons = $2n^2$

1 electron per orbital (max)

- electron configuration is arrangement of electrons in an atom
- based on the idea that a more stable system is a lower energy (less E) one

- Aufbau principle states that each electron except the first occupy orbital provided

- all orbitals of same sublevel have the same energy

- energy sublevels within a energy level have different energies

- order of energy levels is: s, p, d, f

- some energy sublevels of higher energy levels can have lower energy than some of a lower principal energy level (e.g. 4s have energy lower than 3d)

- every electron has an associated spin

- can have a maximum of two electrons per orbital, but only if they have opposite spins (written as ↑↓)

- electrons "fill" sublevels with one spin first (then move next closest) with one per orbital, and then the second spin

- orbital diagram

- example: oxygen 1s 2s 2p₁ 2p₂ 2p₃


- electron configuration notation:

- example: oxygen: 1s² 2s² 2p⁴

- can be expressed using the noble gas notation (e.g. Oxygen = [He] 2s² 2p⁴)

- can use a sublevel diagram to easily show order of "filling" based on Aufbau principle

but some are incorrect because of stage filling of d and f orbitals

- valence electrons are electrons in highest energy level

- can be represented with electron-dot structures

- examples: 

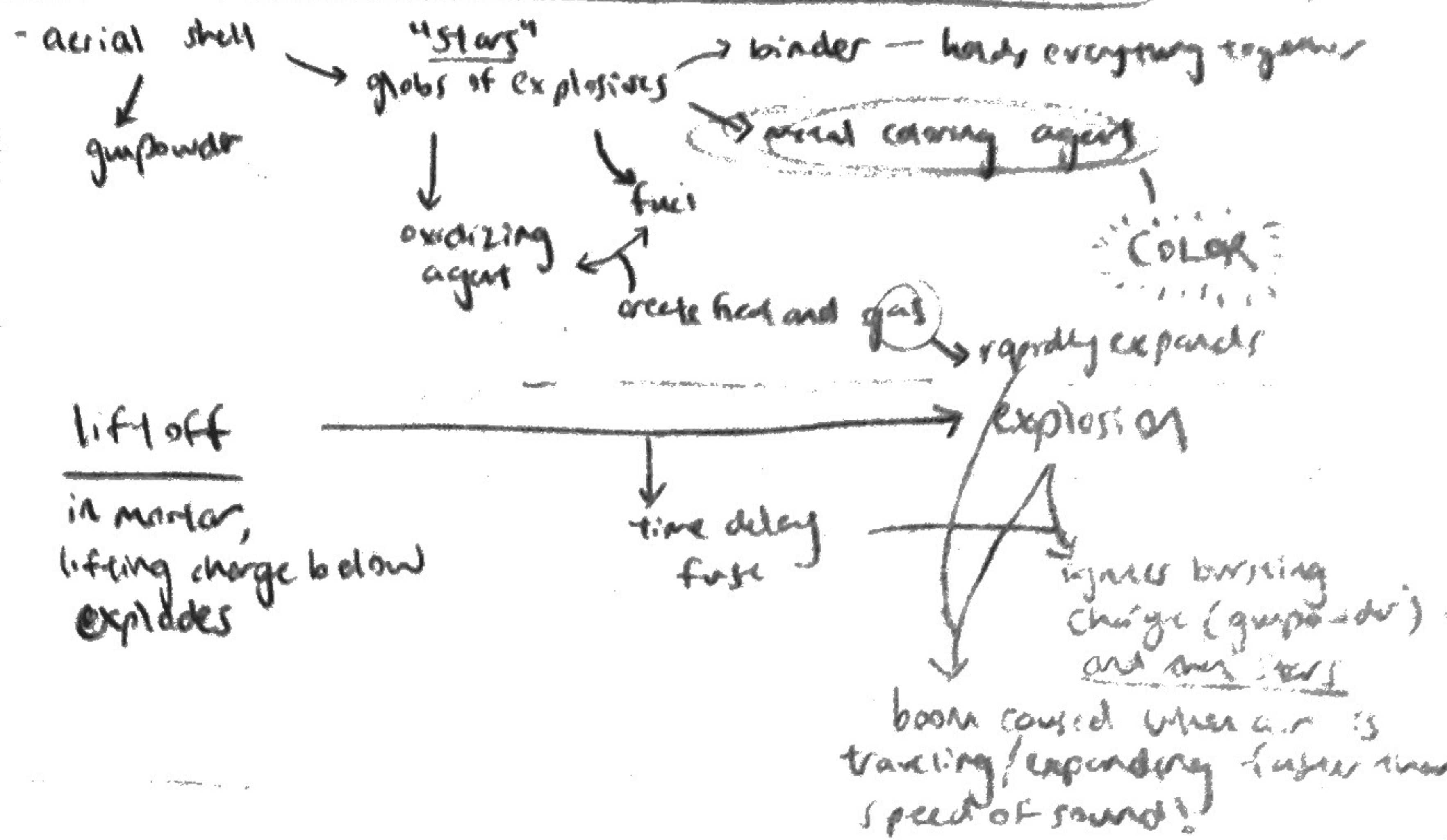
Q-Notes: Fireworks Article

Jonathan Lau
B. Norzo
H Chem. per. 7
11/27/15

Questions

Answers

What are fireworks made of?



How are different colors produced from a firework explosion?

Incandescence

↓
intense heat causes glow

Red: Strontium salts, lithium salts
 Orange: Calcium salts
 Yellow: Sodium salts
 Green: Barium chloride
 Blue: Copper chloride
 Purple: mix of red and blue

Luminescence

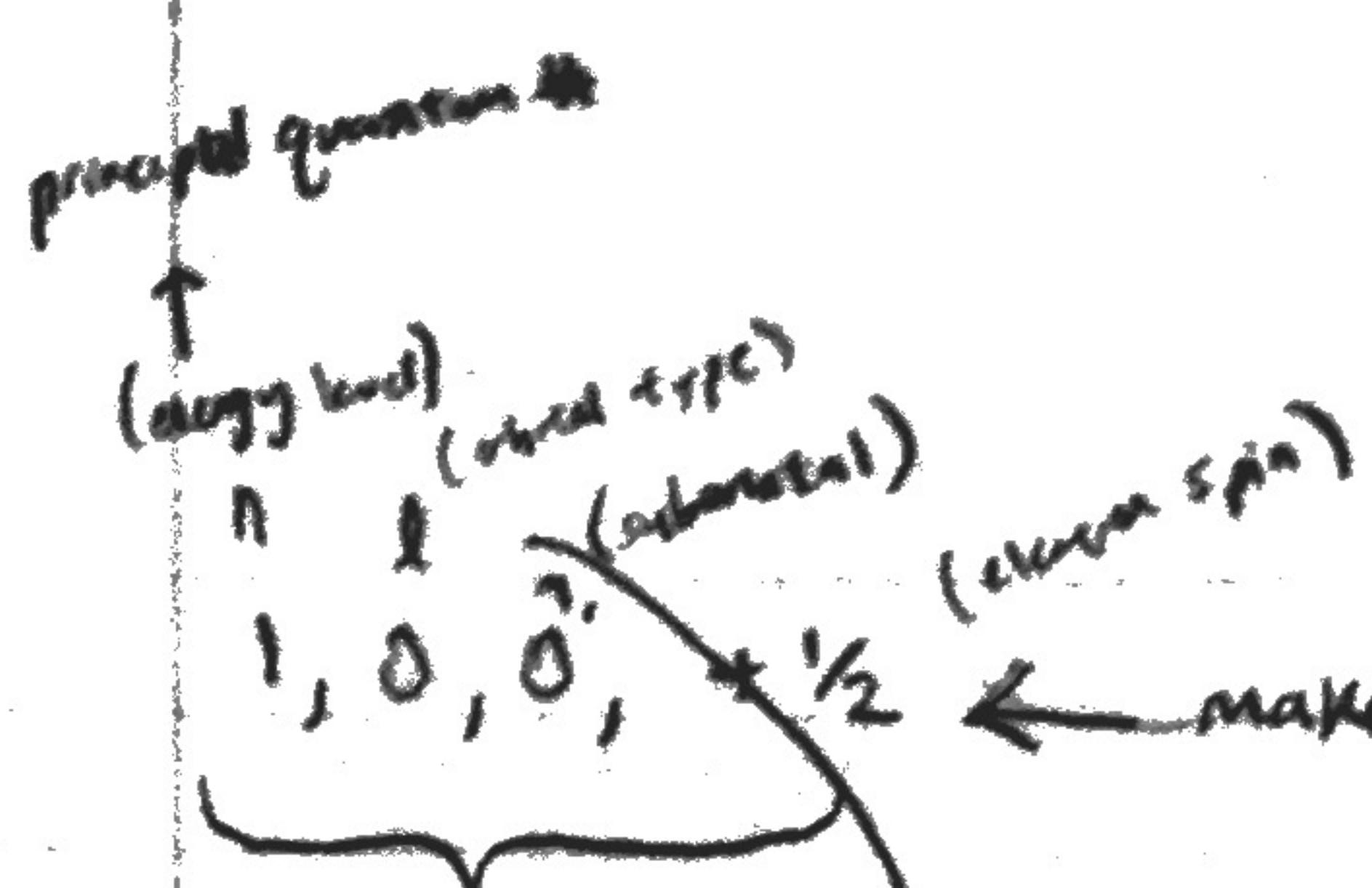
↓
what we did in class

Metal salts absorb light then release it as light (electromagnetic radiation)

- Are fireworks unsafe? - If timing is off, it could explode too close to the ground and injure people
- having more than 50 mg of gunpowder in a firework can be dangerous
 - often people misread labels and misuse, "especially with firecrackers"
 - "combine compounds to make a mixture that can explode to produce color, light, and audible effects", such as in fireworks

What is a pyrotechnic chemist?

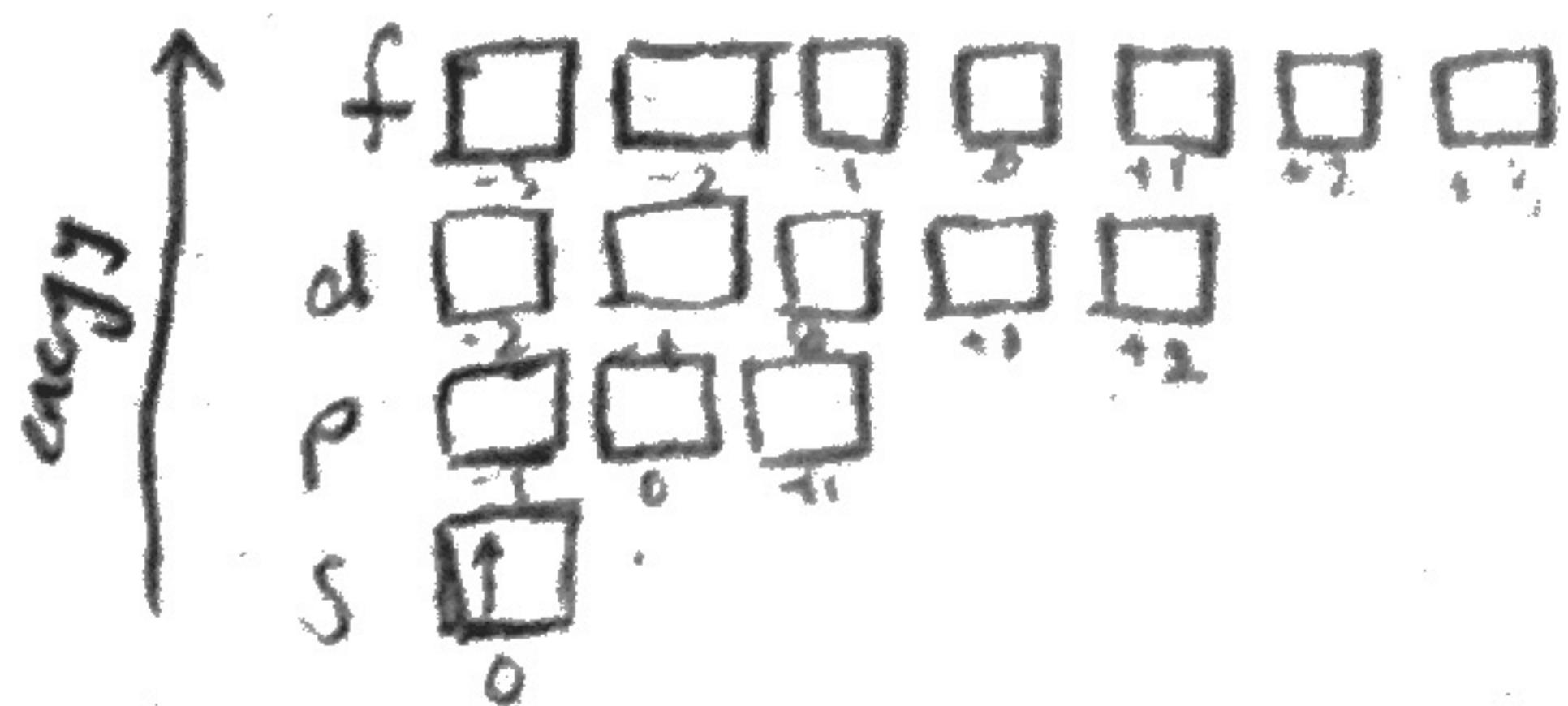
- applications include:
 - fireworks
 - flares
 - night-vision effects



1 electron address
 n, l, m, m_s

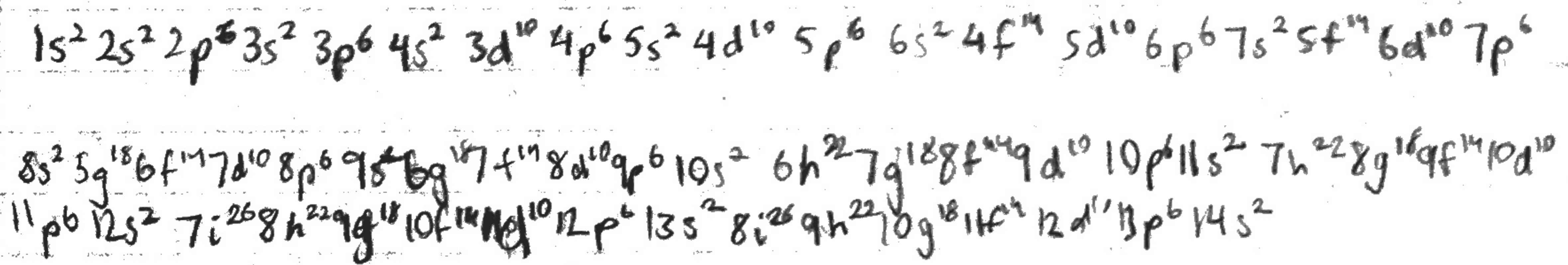
Schrödinger
 s, p, d, f
 $0, 1, 2, 3$
 spin split n/2
 n, l, m, m_s

QUANTUM NUMBER



No two electrons can have the same four quantum numbers.
Only the last electron's position of an atom/element

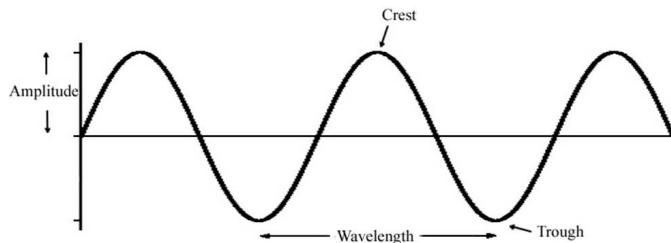
electrons fill by lowest energy first (aufbau principle)



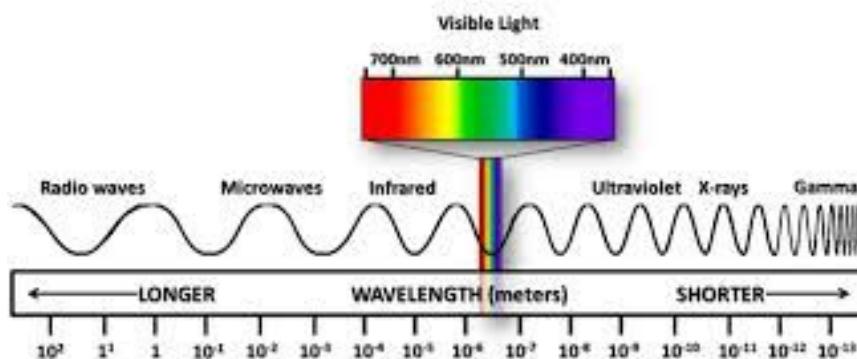
Chapter 5: Electrons in Atoms Study Guide

Electromagnetic Waves

- all electromagnetic waves have three characteristic properties



- frequency (ν, f)
 - number of waves the pass in a certain time frame
 - measured in hertz (Hz), one wave per second
- wavelength (λ)
 - length of wave (distance between two corresponding parts of adjacent waves)
 - measured in metric distances (m, nm, km, etc.)
- speed (c)
 - all electromagnetic waves travel at the speed of light, c , 3.00×10^8 m/s
- relationship: $c = \lambda\nu$
- “spectrum” is a band of colors or wavelengths (and frequencies)
 - visible light spectrum includes the colors we see
 - white light includes all of the visible light colors
 - a form of continuous spectrum (like the electromagnetic spectrum) because each part corresponds to a certain wavelength of light
 - electromagnetic spectrum has all of the wavelengths, all of the forms of electromagnetic radiation



Quantum Theory

- matter can only gain or lose energy in small amounts (whole number multiples of quanta)
- a quantum is the minimum amount of energy that can be gained or lost by an energy; $E = h\nu$
 - h = Planck's constant, 6.626×10^{-34} Js
- Einstein proposed the idea of particle-like energy bundles (photons) with a quantum of energy
 - this was because of his observation of the photoelectric effect and how there was a minimum required energy of the energy input to have the emission of a photoelectron — it couldn't be a continuous wave
- major theorists:
 - Bohr model doesn't explain the exact arrangement of models, why they didn't get pulled into the nucleus, chemical properties, and more (see emission spectra series below) — needed the quantum mechanical model

- Louis de Broglie proposed that electrons act as a particle and a wave, and it is allowed certain frequencies and energies
 - $\lambda = \frac{h}{mv}$ (where m = mass; therefore, the larger the mass, the shorter the wavelength)
- Heisenberg said that it is fundamentally impossible to know both the velocity and position of a particle at the same time; you have to stop one to know the other (the “uncertainty principle”)
 - also, photons make a big difference to electrons — observing would affect it (the “observer effect”)
- Schrodinger derived the wave equation that treated the electron of the hydrogen atom as a wave, and it worked well with other elements as well
 - wave function also put limits to electrons’ orbits (defined the space of an orbital, a 3D space that describes an electron’s probable location) — this showed probability, no defined orbits like in Bohr’s model
 - also came up with the Schrodinger’s cat paradox: a cat can be superpositioned as both alive and dead until the observer opens it, light interferes, and the wave function (probability) collapses

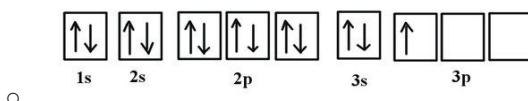
Atomic Emission Spectra

- ground state is the lowest allowable energy of an electron
- electrons can be excited (usually by absorbing thermal or electrical energy) so that the atom goes into an excited, unstable state; as it releases energy to achieve stability (at its ground state) it releases energy in the form of electromagnetic radiation
- because only certain energy levels exist, only certain frequencies (and colors and wavelengths) can be emitted
 - Balmer series is the visible light emission spectrum of H
 - Lyman series is UV emission
 - Paschen series is infrared emission

Electron Configuration Representations

- electron configuration
 - a series of sublevels in the form ab^c where a = energy level, b = sublevel (letter), c = number of electrons in sublevel
 - ordered with energy levels in increasing order (shows valence electrons, but not order of filling)
 - doesn’t show well any of the three principles, but is most convenient
 - example: Uuo = $1s^2 2s^2 2p^6 3s^2 3p^6 3d^{10} 4s^2 4p^6 4d^{10} 4f^{14} 5s^2 5p^6 5d^{10} 5f^{14} 6s^2 6p^6 6d^{10} 7s^2 7p^6$
 - can be shortened using the last noble gas, example: Uuo = [Rn] 5f¹⁴6d¹⁰7s²7p⁶
- quantum numbers
 - represents only the outermost electron, and therefore unique for every element
 - in the form n, l, m_l, m_s where n = principal quantum number (energy level), l = sublevel ($0 = s, 1 = p, 2 = d, 3 = f$), m_l = orbital of sublevel (starts from 0, goes both ways), m_s = spin
 - shows well the Pauli-exclusion principle
 - example: H = 1, 0, 0, +½
- orbital diagram
 - shows well all three principles

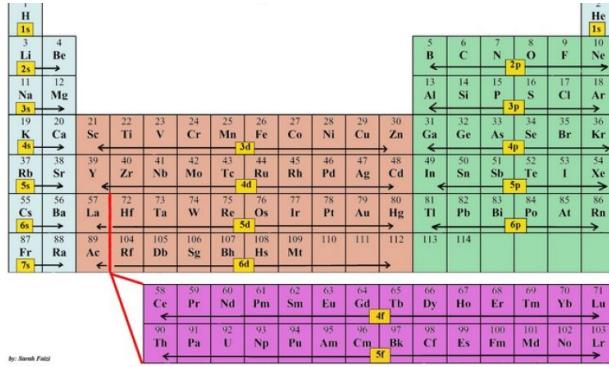
Aluminum



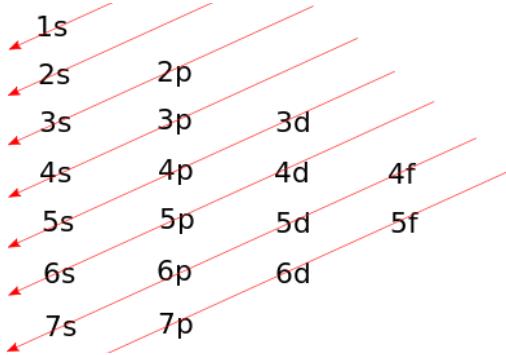
- can be simplified using the previous noble gas (see “electron configuration”)
- Lewis dot diagram
 - shows valence electrons
 - must have first two grouped together (s), and then the rest go evenly spaced, and then in pairs
- Lewis dot diagram for Chlorine (Cl). It consists of a central chlorine atom represented by a circle with three lone pairs of dots above and below it, and one lone pair of dots to the left and right of the circle. This represents a total of seven valence electrons.
- governing rules:
 - Aufbau principle (diagonal rule)
 - sublevels fill by order of increasing energy

- $1s^2 \rightarrow 2s^2 \rightarrow 2p^6 \rightarrow 3s^2 \rightarrow 3p^6 \rightarrow 4s^2 \rightarrow 3d^{10} \rightarrow 4p^6 \rightarrow 5s^2 \rightarrow 4d^{10} \rightarrow 5p^6 \rightarrow 6s^2 \rightarrow 4f^{14} \rightarrow 5d^{10} \rightarrow 6p^6$
 $\rightarrow 7s^2 \rightarrow 5f^{14} \rightarrow 6d^{10} \rightarrow 7p^6$

- there are some exceptions to this rule, mostly almost-filled and almost-half-filled *d* sublevels, which steal from the next *s* sublevel for stability (Cr, Cu, Mo, Ag, Pt, Au)
- is well represented in the periodic table



- can be represented with the “diagonal rule”



- Pauli exclusion principle
 - orbitals fill with opposing charges (+½ or -½)
- Hund’s rule
 - orbitals of a sublevel all have the same energy, so all orbitals of the same sublevel are first singly filled (all with +½ spin) before any are doubly filled

Other Info to Know?

- the fireworks article she said she was going to test us on?
 - light with incandescence and luminescence
- history of the atom
 - Democritus (and Aristotle) → alchemists → Dalton (billiard ball) → Crookes → Thomson (plum pudding) → Becquerel → Millikan → Rutherford (planetary, nuclear) → Bohr → Schrodinger (electron cloud, wave, quantum mechanical) → Heisenberg
- basic skills
 - sigfig measurements, operations, rounding
- any recent pop culture for XC?

Hydrate Lab

Partner: Phil Villhauer

Purpose: The purpose of this lab is to determine the correct magnesium sulfate hydrate (calculate the correct number of water molecules) tested in this experiment.

Materials: Bunsen burner, ring stand, clay triangle, crucible, crucible tongs, goggles, magnesium sulfate hydrate

Procedure:

1. Put on safety goggles and lab aprons. Keep them on for the entire lab.
2. Obtain a clean and dry crucible. Measure and record its mass.
3. Fill approximately $\frac{1}{3}$ of the crucible with the magnesium sulfate hydrate. Measure and record the total mass.
4. Set the ring on the ring stand just higher than the Bunsen burner. Put the crucible on it.
5. Light the Bunsen burner with a medium blue flame, and place under the crucible. Heat the crucible for approximately 10 minutes, or until the magnesium sulfate hydrate is reduced to a powdery white substance.
6. Turn off the Bunsen burner. Allow the crucible to cool.
7. Measure and record the total mass of the crucible and its contents (anhydrous magnesium sulfate).
8. Rinse the magnesium sulfate down the sink, and clean and dry the crucible.

Data Table:

Subject	Mass (g)
crucible	8.88
crucible with magnesium sulfate hydrate	12.10
magnesium sulfate hydrate (calculated)	3.22
crucible with anhydrous magnesium sulfate	10.54
anhydrous magnesium sulfate (calculated)	1.66
water (calculated)	1.56

Calculations:

a. mass $MgSO_4$ hydrate = $12.10g - 8.88g = 3.22g$

$$\text{mass } MgSO_4 = 10.54g - 8.88g = 1.66g$$

$$\text{mass } H_2O = 3.22g - 1.66g = 1.56g$$

$$\% H_2O = \frac{1.56g}{3.22g} \times 100\% = 48.4\%$$

The percent mass of water is 48.4%.

b. molar mass $MgSO_4 = 24.3g (Mg) + 32.1g (S) + 4 \times 16.0g (O) = 120.4g/mol$

$$\text{molar mass } H_2O = 2 \times 1.0g (H) + 16.0g (O) = 18.0g/mol$$

$$1.66g \times \frac{\text{mol } MgSO_4}{120.4g} = 0.138\text{mol } MgSO_4$$

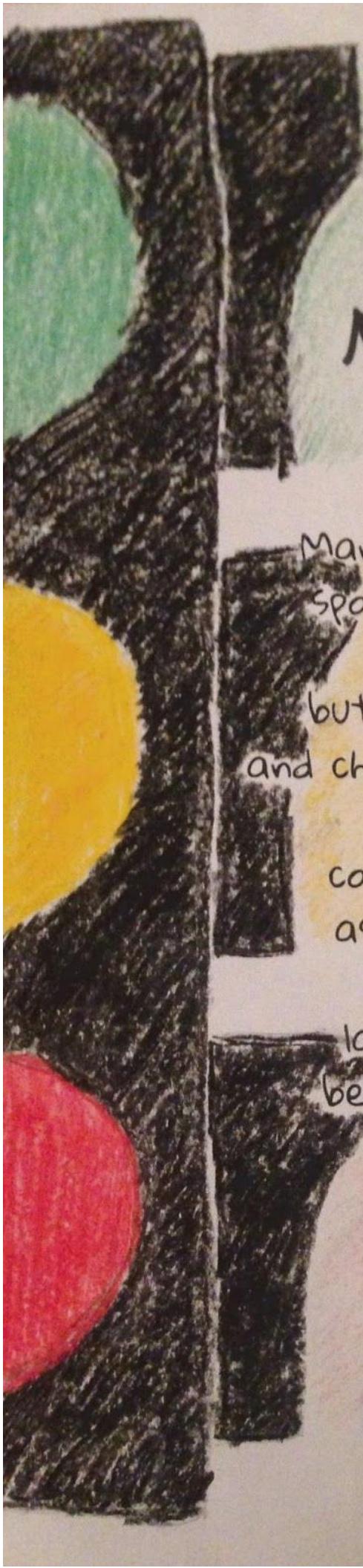
$$1.56g \times \frac{\text{mol } H_2O}{18.0g} = 0.0867\text{mol } H_2O$$

$$0.0138MgSO_4 \cdot 0.0867H_2O \Rightarrow MgSO_4 \cdot 6H_2O$$

The magnesium sulfate hydrate is $MgSO_4 \cdot 6H_2O$ (magnesium sulfate hexahydrate).

c. % error = $\frac{|48.4\% - 51.2\%|}{51.2\%} \times 100\% = 5.47\%$

There is a 5.47% error for the percentage of water.



NATURE'S REVERSE TRAFFIC LIGHT

Many summer leaves' shiny sheen
sport a brilliant, healthy green,

but as autumn approaches near
and chlorophyll's green starts to clear

comes again carotene's yellow
as viridescence grows mellow;

last, anthocyanin shows red,
beckoning white winter ahead.

Nuclear Chemistry Study Guide (Chapters 4 & 25)

Table of Contents

(subtitles aren't included)

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Shared Study Guide Discussion

There was unanimous agreement the Chem. chat of people wanting to make me share this study guide, so I'll use this introduction to share my thoughts on why I was **reluctant** to share:

Pros:

- quicker completion
- more thorough completion
- missing information filled in
- errors corrected

Cons:

- errors that are made are more easily accepted as true
- if you didn't contribute to a certain part of a study guide (and if you rely only on the study guide), then the study guide may not help you at all with that section (I find that *reading* over information is much less effective than *writing* or typing or doing it again)

But I felt that, especially for large tests such as the Chem. ones that people don't tend to do so well on, the positives would outweigh the negatives. So I made this, and made it all fancy, even with this introduction on my rambling thoughts.

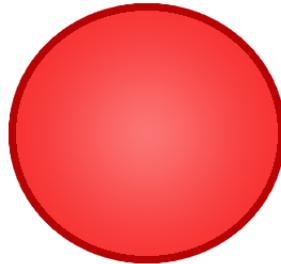
So feel free to openly contribute (there's a lot of content!), share to responsible people, and use it to *help* you study — but make sure to study with other methods as well. It sounded like in the Chem. chat that you might be desperate for this to study, but don't be — prepare in other ways. I've had people use my study guides in the past and blame me for not including all the information (Mahad!) that I might have thought was irrelevant and not included.

And lastly, because of the length of these study guides, make sure not to print in color and to print two-sided. I hope this helps like you all said it would!

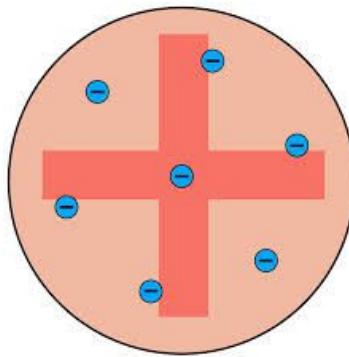
Concepts

- **Atomic Development (Chapter 4.1)**

- a. Democritus (ancient Greece)
 - matter made up of tiny indivisible particles (atomos)
- b. Aristotle (also Greek)
 - thought Democritus' theory was wrong, and people listened
- c. Alchemists
 - mix of science and mysticism
 - no truly controlled experiments
- d. Dalton (early 1800s Britain)
 - billiard-ball model

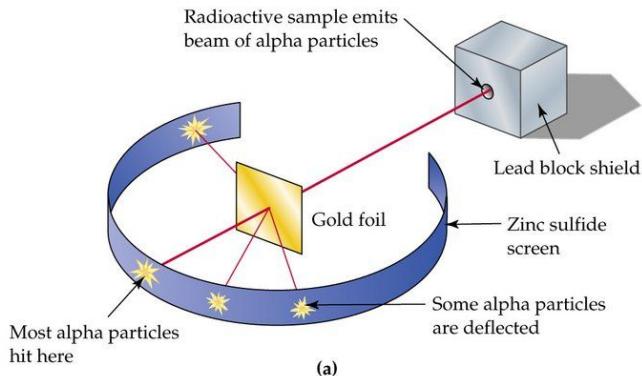


- atoms were uniform, solid sphere
- four postulates
- He was a school teacher
 - elements composed of tiny *indivisible* particles called atoms
 - now we know of subatomic particles
 - atoms of same element are *identical*; atoms of different elements are different
 - now we know of isotopes (differing in mass and composition but same because of number of protons and chemical properties)
 - atoms of different elements combine in simple proportions to create compounds
 - in a *chemical reaction*, atoms are only rearranged, but not changed (or created or destroyed)
 - now we know of nuclear reactions and transmutation
- e. Crookes
 - discovered cathode rays that were deflected by electric fields and magnets
- f. Becquerel (not directly related to atomic theory)
 - discovered radioactivity, the spontaneous emission of radiation from nucleus
- g. (J. J.) Thomson
 - cathode ray tube experiments
 - discovered cathode rays were beams of negative particles called electrons
 - plum-pudding model

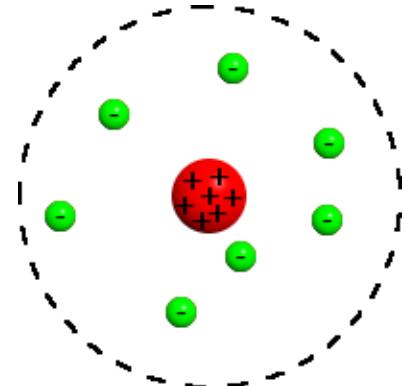


- h. Millikan
 - discovered charge and mass of electrons

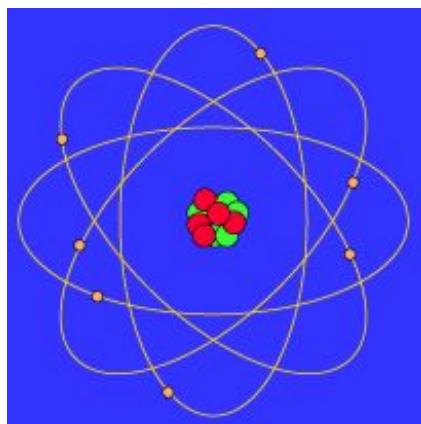
- used the oil drop experiments and the mass-to-electron charge calculated by Thomson
- i. Rutherford
 - discovered the nucleus, a positively charged, extremely dense center of an atom
 - gold foil experiments



- discovered the protons as the positively charged particles in the nucleus
- nuclear / planetary model

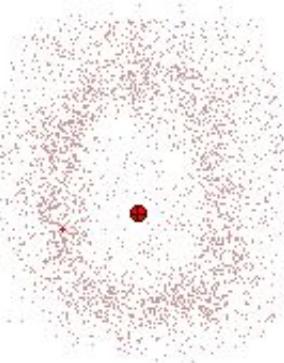


- j. Bohr
 - used bright-line spectrum to try to explain presence of specific colors in hydrogen's spectrum
 - discovered energy levels: electrons exist in specific energy states
 - planetary model: electrons move in circular orbits in specific energy levels



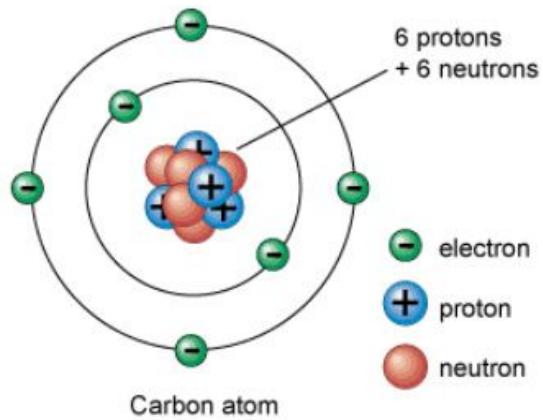
- k. Schrodinger
 - quantum mechanics: electrons only exist in specified energy states (like Bohr)

- electron cloud model / wave model (current model)



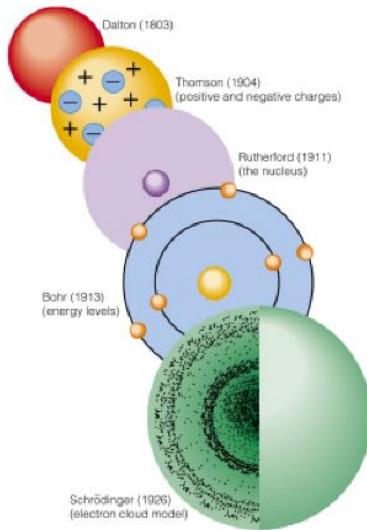
©1999 Science Joy Wagon

- orbital: region around nucleus where electrons are likely to be found
 - no longer tell us where the electrons are going to be, but the area where they are found — quantum mechanics probability
- Chadwick
 - discovered neutrons (worked with Rutherford and nuclear model)
 - used evidence from Joliot-Curie experiments
 - neutron model (revised Rutherford model)



- Heisenberg
 - uncertainty principle: “the more precisely the position is determined, the less precisely the momentum is known in this instant, and vice versa”
 - quantum mechanical model

- Overall Evolution:

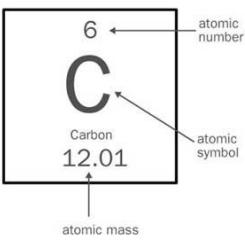


- (models are used to show things that we cannot see or understand)

- Subatomic Particles

- electron
 - Thomson with cathode ray experiments
 - e^-
 - negatively charged, tiny particles in the electron cloud / orbits
 - mass: $\sim 1/1840$ amu (0 in mass number)
 - charge: -1
- proton
 - mass: ~ 1 amu
 - charge: +1
 - located in nucleus
- neutron
 - mass roughly mass of proton + neutron (~ 1 amu)
 - charge: 0 (neutral)
 - located in nucleus

- Atoms on the Periodic Table

- 

A box representing the periodic table entry for Carbon (C). It contains:
 - atomic number: 6
 - atomic symbol: C
 - atomic mass: 12.01
- (relative) atomic mass of an element is a weighted average of the element's isotopic atomic masses based on their relative abundances
 - relative abundance: percent abundance / 100%
 - percent abundance: (number of particles of that isotope) / (total particles of that element) x 100%
 - atomic mass of an isotope: same as mass number (electrons' masses are so low they are equated to 0 amu)
 - mass number: number of protons + neutrons of a certain isotope
- atomic number: number of protons

- for our purposes, also the number of electrons (neutral atoms)
- atomic symbol:
 - one, two, or three (rare, at the end) unique letter symbols for an element. The first letter is capitalized, and the subsequent ones (if any) are lowercase

- **Isotopes**

- forms of the same element differing only by the number of neutrons (and therefore the mass number and atomic mass)
- have the same chemical (bonding) properties, but different isotopes may have different nuclear stabilities (some may be radioactive)
- radioisotopes are radioactive isotopes
- examples:
 - Hydrogen has three isotopes:
 - Hydrogen-1: protium, normal one
 - Hydrogen-2: deuterium, “heavy hydrogen”
 - Hydrogen-3: tritium, radioactive
 - All 3 isotopes of water are found in the water we drink
- notations:

mass number
atomic number (element symbol)^{charge}

-
- A = mass number
- Z = atomic number
- charge is usually omitted
- atomic number can be omitted because it is given by the element
- [name]-[mass number]

- **Chemical vs. Nuclear Reactions**

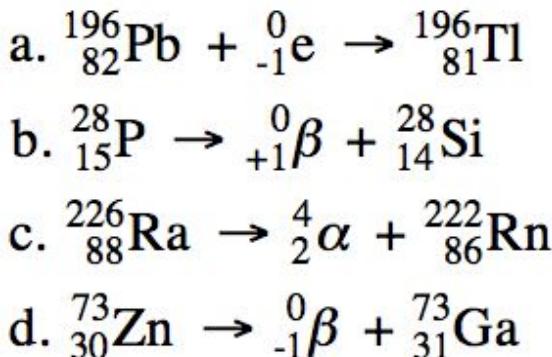
- chemical vs. nuclear reactions

Chemical	Nuclear
involve the electrons	involve the nucleus, and can involve electrons (all subatomic particles)
involve small energy changes	involve huge energy changes
rate can be affected by catalysts, temperature, surface area, concentration	reaction rate is only affected by concentration of reactants (e.g. in fission, you need a critical mass to begin spontaneous decay)
elements are not changed, atoms only rearranged	atoms can actually be changed from one element to another (transmutation)

- **Nuclear Equations**

- a balanced equation that describes a nuclear reaction

- examples:



- instead of showing chemical representation of an element, the first isotopic notation (${}^A_Z\text{Sy}$) is shown
 - for non-elements, the Z number (atomic number) is instead the charge, because a proton equates 1+ charge
- mass numbers and atomic numbers must be equal on both sides (shows conservation of mass, although there are minute mass→energy that we haven't really talked about)
- basic particles (not elements) and representations:
 - proton:
 - ${}^1_1\text{H}$
 - same as a protium nucleus
 - neutron:
 - ${}^1_0\text{n}$
 - often fired at other particles during induced transmutation
 - are shot off and cause other particles to fission in a spontaneous fission reaction
 - electron (beta particle):
 - β or ${}^0_{-1}\text{e}$
 - beta particles (positrons too) have penetrating power to go through top layers of skin; can be stopped with aluminum
 - emission used to increase atomic number (decrease n:p ratio) because neutrons turn into a proton and electron
 - capture used to increase n:p ratio and decrease atomic number
 - positron (also a beta particle):
 - β^+ or ${}^0_{+1}\text{e}$
 - emission used to increase n:p ratio (similar to electron emission)
 - alpha particle
 - α or ${}^4_2\text{He}$
 - same as a helium-4 nucleus
 - least penetrating power: are big and slow particles; can be stopped by paper, clothing, or skin
 - usually happens with larger particles with high numbers of protons and neutrons: this decreases both of them
 - gamma ray
 - ${}^0_0\gamma$
 - pure energy
 - reactants and products don't show change
 - reactants may be marked with * to show energized electrons (that can give off gamma rays)
 - highest penetrating power, power to penetrate completely through our bodies and damage DNA; can be stopped by lead or concrete
 - major form of ionizing radiation

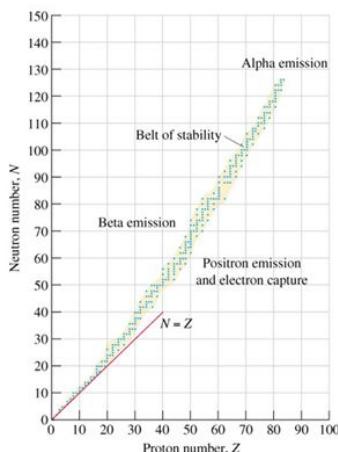
- **History of Radioactivity**

- Roentgen discovered "invisible rays emitted when electrons bombarded the surface of certain materials" (X-rays)

- caused photographic plates to darken
- Becquerel studied phosphorescence
 - noticed that radioactive elements (uranium) continued to darken photographic plates even when not exposed to light
- Marie and Pierre Curie worked with pitchblende (Becquerel's uranium sample) and isolated the uranium
 - also discovered radium and polonium
 - named radioactivity, and first unit of radioactivity named after her (Ci)
 - Marie Curie won the Nobel prize.

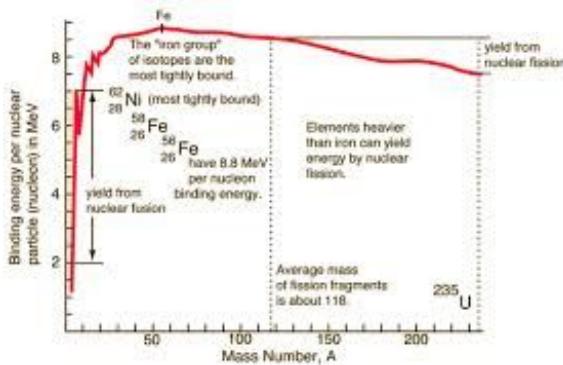
- **Radioactivity**

- radioactivity
 - spontaneous emission of particles from nucleus to achieve stability
 - stability based on n:p ratio
 - also known as radioactive decay or nuclear decay. includes:
 - alpha emission
 - positron or electron (beta) emission
 - electron (beta) capture
 - gamma emission
 - fission
 - fusion
- radiation
 - particles and energy given off with radioactivity
 - three types: alpha and beta particles, and gamma rays
- radioactive particles (radioisotopes)
 - band of stability
 - elements near the n:p band of stability are stable



- Just to explain: The elements to the right of the band of stability because there are too many protons; positron emission or electron capture lowers the number of protons and creates a more equal n:p ratio. Similarly, Beta emission occurs to the left of the band of stability because there are too many neutrons, and since beta heightens the number of protons, it helps even out the n:p. Alpha emission happens at the top because at that point the atom is just too big and since alpha emission releases an entire Helium nucleus this is used to make the atom more stable. -mk
- binding energy per nucleon

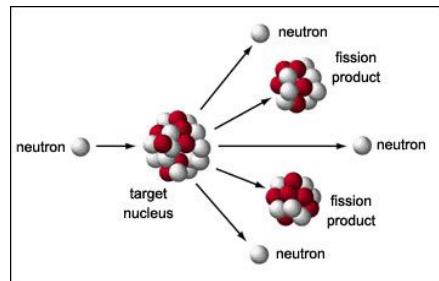
- elements most stable around mass number 60 (iron): higher can undergo fission, and lower can undergo fusion



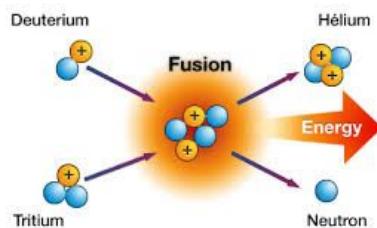
- half-life
 - similar to a sporting tournament
 - half is eliminated each time — not a linear function, but an exponential one because the variable is the exponent
 - $A = O \times 0.5^n$, $n = \frac{T}{T_1}$
 - length of half-life can vary from a few microseconds (maybe even smaller) to trillions of years (not very radioactive)
 - super-long half-lives show how it is possible for radioactive isotopes to still exist — they are still decaying from the longer ones
- Are the particles reactants or products?

reactants:	products:
[particle] capture	[particle] emission
bombarded with [particle]	[particle] decay
emitted by [particle]	[particle] radiation
	loss of a [particle]

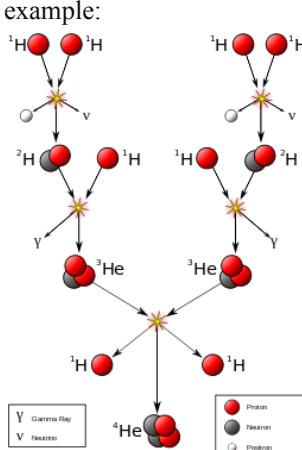
- Fission and Fusion
 - fission:
 - when larger nuclei (mass # > 60 (Fe)) split up into smaller, more stable nuclei when hit by neutrons
 - if a *critical mass* is attained, then it can be a spontaneous reaction
 - subcritical: no spontaneous reaction
 - critical and supercritical: enough mass to start a reaction
 - it is spontaneous because the smaller particles (neutrons) fly off and hit other (unstable) nuclei, causing them to break; this happens over and over
 - Can cause changed reactions in which the reaction loses control which results in an explosion.



- - Fusion:



- tokamak reactors use strong magnetic fields to control fusion reactions
- require huge amounts of energy to start and sustain
 - nuclei repel each other, need to overcome this huge electrostatic repulsion
 - happens on stars (lots of pressure and heat)
- mass is not conserved: tiny bits of matter in the nucleus is converted to energy
- when smaller nuclei (mass # < 60 (Fe)) are joined together into larger, more stable nuclei
 - example:



- nuclear power
 - breeder reactors create fuel as a by product of the energy they produce
 - control rods control the nuclear reactions inside the core by absorbing neutrons that would otherwise hit fuel rods and initiate more chain reactions

- nuclear bombs

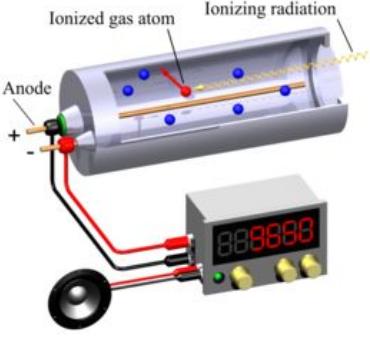
- **Nuclear Disasters and Sites**

-

	Site/Accident	Environmental Concern
Yucca Mountain	Site/Nevada	Store Nuclear Waste from across the country (High Level)
Hanford Nuclear Site	Site/Washington State	Decommissioned in 1989

	Made Pu for nuclear bombs	Waste entering River at present
Barnwell Nuclear Site (Energy Solutions)	Site/South Carolina	Store Nuclear Waste from CT low-level Waste
Millstone	(site) Nuclear Power Plant in New England--CT	1 -1989 shut down other 2 are used today
Three Mile Island	Accident-Nuclear Power Plant Located in Pennsylvania	Leak 14 years to clean up Not a large concern to humans
Chernobyl	Accident-Ukraine 1996	Animal mutations from leaked radiation
Fukushima	Accident--Natural from earthquake in Japan Highest scale of accident	Widespread of radioactive contamination--across plants, soils, and animals Evacuation was across the board
Windscale Fire	Accident (1957) England	Radioactive isotopes were spread across England 500 Km milk was destroyed
Kyshtym disaster	Accident (1957) Russia 1st ever nuclear accident and was kept a secret until after Chernobyl	Radioactive cloud in Siberia Lake was contaminated School children were used in clean-up 1967--more contamination
Hiroshima	1945 WW11 Bomb--Little Boy	80 thousand died from bomb more died from radiation exposure
Nagasaki	1945 WW11--Fat Man	Radiation poison and debris plant mutations
SL-1	(Site)Experimental Nuclear power site for US Army 1961 Idaho	Never restarted after critical level reached

- (Positive) Uses of Radioactivity
 - PET (positron emission tomography) scans
 - using radiotracers that undergo positron-emission to discover medical disorders
 - radiotracers
 - radioisotopes used to indicate the presence of an element in a sample
 - neutron activation analysis
 - a method to detect very small amounts of an element in a sample
- Dangers of Radioactivity (to Human Health)
 - ionizing radiation has the power to ionize atoms (make them ions), and therefore change bonding

- especially important when it comes to DNA, because it can cause mutations, which can cause defects or cancer
 - somatic damage: when damage only affects the person, but not their offspring
 - genetic damage: when radiation can affect chromosomes and their offspring
- detecting radiation
 - film badge
 - photographic film used to monitor radiation exposure
 - Geiger counter
 - 
 - uses ionizing power of ionizing radiation to create a negative charge that powers a counter
 - scintillation counter
 - scintillations are bright flashes of light when ionizing radiation excites electrons in certain types of atoms called phosphors
- measuring radiation
 - radioactivity: decays per second
 - curie (Ci)
 - becquerel (Bq)
 - exposure: amount of radiation flying through air per second
 - roentgen (R)
 - absorbed dose: amount of radiation (energy) absorbed by a person
 - radiation absorbed dose (rad)
 - grey (Gy)
 - dose equivalent: amount of dose and medical effects of that type of radiation
 - roentgen equivalent man (rem)
 - people are usually exposed to 100-300mrem (0.1-0.3rem) a year

Vocabulary

- cathode ray
 - a beam of electrons emitted from the cathode of a high-vacuum tube.
- atomic mass unit (amu)
 - unit of mass for atomic / molecular weights; equal to 1/12 of C-12 atom
 - protons and neutrons are ~ 1 amu
- transmutation
 - the turning of one element to another (number of protons changes)
 - (artificially) induced transmutation
 - when atoms are bombarded to cause transmutation
 - and yes, **we can turn things into gold now!** Now there's no more reason to practice medieval alchemy
- Radium Girls
 - the girls who worked in factories who made the glowing (radium watches)

- they often licked the point of the paintbrush (dipped in radium), ingesting lethal amounts of radium; sometimes they also smeared it on themselves to make them glow
- many of them had cancer early on and sued shortly before their deaths
- transuranium elements
 - all the elements after uranium on the periodic table
 - these were all created by induced transmutation and are all radioactive
- mass defect
 - tiny difference in mass between the nucleus and component nucleons. This is because some of the missing mass has been converted into the binding energy that holds the nucleus together (and because of $E = mc^2$, only a small amount of mass can produce the strong binding force)
- binding energy:
 - also known as the strong nuclear force
 - holds the nucleus together, despite the protons positive charge (repulsion)
 - strongest at around mass element 60
 - the weaker the binding energy, the more radioactive

Potential (Essential) Questions

Skills to Remember

- **Test-Taking Skills**
 - read all questions carefully
 - mark up what information you are given and what you are trying to find
 - DOUBLE / TRIPLE check if you have time (**lol you won't tho**)
 - always attempt the bonus
 - do the rest of spirit week
- **Content-Relevant Skills**
 - calculating (relative) atomic mass
 - $(R)AM = (RA * M) + (RA * M) + (RA * M)$
 - (where RA = relative abundance (% abundance / 100) and M = mass of an isotope)
 - variations:
 - calculate mass, percent abundance, or relative abundance of an element given its atomic mass (and the other isotopes)
 - calculating half-life of a radioisotope
 - $A = O \times .5^n$
 - where A = amount left (notice: not amount *decayed*), O = original amount (note: can be a percent or mass, depending on the question), and n = number of half-lives
 - $n = t/T$
 - where n = number of half-lives, t = total time, and T = length of half-life
 - variations:
 - calculate n, t, T, or O given all of the other variables
 - also know how to use log() function (to get exact numbers) or use inequalities for less exact numbers (in between two half-lives)
 - from past units:
 - SIG FIGS
 - measurements
 - operations
 - rounding

- heat and matter (probably not, but maybe we'll be tested on retention, maybe even as bonus/extracredit... who knows?)
 - $q = mC_p\Delta T$
 - $q = m\Delta H$

- **Random Skills**

- remembering everyone's hobbies from the beginning of the year
 - who knows? She warned this might come up as a bonus, and it hasn't yet... And if it comes up on a later test this is good review
- watching the news
 - stay up to date for possible pop culture bonus (unlikely on a test rather than a quiz, but still possible)

Good luck on the test! Don't freak out and cram like we always do!

"Desire is the key to motivation, but it's determination and commitment to an unrelenting pursuit of your goal - a commitment to excellence - that will enable you to attain the success you seek."

"It's only cheating if you get caught"

~Mario Andretti

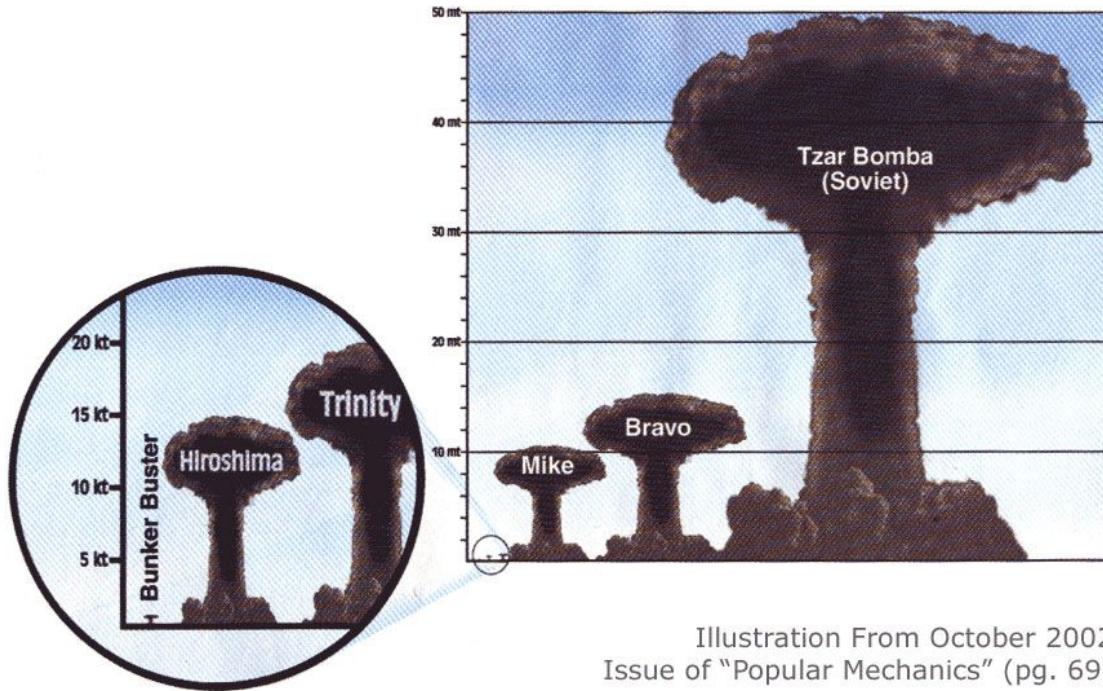


Illustration From October 2002
Issue of "Popular Mechanics" (pg. 69)

Pray that Soviet Russia will not nuke us...

Check out this website, very educational:

<http://nuclearsecrecy.com/nukemap/>

(99?) Exercises in Style

Original

It was a windy day at the beach. You could only see umbrellas for as far as you looked. The little kid's ball rolled across the blanket and down the sand into the water. The little kid chased after it until their mother caught them. It was a small sea turtle that brought it ashore, many hours later.

Double Entry (Draft)

On a beach and on a sandy plain that was on the Manhattan Beach and the beach on the end of Brooklyn, as far as you could see and down to the horizon, there were colorful and vibrant umbrellas and canopies against the sun. A young boy and an older toddler who was quite awkward and very uncoordinated was running and stumbling along at a quick rate. He ran across a rug and a blanket and draped along the sand and the glistening soil as he set off to pursue and chase the sphere of striped colors and a beach ball. The farther he went and the closer he got to the water, the ball rolled quicker and faster as gravity sucked it down and it rolled downhill. An older version of the boy and his mother ran with easy and lazy strides to catch and restrain him. He quickly gave up and left his pursuit to return to his sand castle and pile up sand. When the moon came up and night dawned, five-and-a-half hours and three-hundred-thirty minutes later, a helpful sea turtle and a green monster of the ocean playfully and unassumingly pushed the ball onto shore and back onto the sand.

Official Letter (Final-ish Draft)

Dear Mr. Smith,

The scene I witnessed today was quite a confusing one. As of 16:42EST on Monday, May thirtieth, 2016, at Manhattan Beach in Brooklyn, New York City, NY, while I was enjoying my copy of the novel *1984*, the adjacent beach was quite windy and crowded. There were colorful umbrellas of all the common colors-- red, orange, yellow, green, blue, violet-- spread out evenly throughout the scene, and all the way down the enormous beach. There was a boy, about two years in age and wearing little swim-trunks and unevenly-smeared sunblock lotion on his back, who chased a poorly inflated beach ball with eight stripes of the alternating colors red and white. He chased this ball, which accelerated quickly from its beginning state on the sand dune, and towards the water.

At this time, a young lady — presumably the boy's mother — rushed swiftly to intercept the boy's path and stopped him. The ball, meanwhile, tumbled, still accelerating, into the water, where the tides carried it away a few moments later.

The boy, however, appeared to quickly lose interest, returning to his previous interests playing in the sand. It appears that he was attempting to build a sand castle, but the unfinished shape makes it difficult to distinguish.

But the following is the reason behind this superficially insignificant and ordinary account:

I was still perusing the book five hours later, at 22:31EST, when an interesting circumstance. I had looked up to glance towards the glistening waters when I saw a disturbance on the shore. It sparkled in the light, and I assumed it was some large fish that had gotten beached as the tide was lowering. But the object approached inland quite rapidly, and I was soon able to distinguish its shape quite clearly, even in the twilight lighting: it was a little sea turtle — and, in her jaws, a limp piece of colorful plastic. In fact, it was *the* beach ball, albeit in a deflated and depressing form. The turtle thence rushed back to shore and disappeared in the waves.

I then looked to examine the beach ball, which had, by some miracle, returned to its inflated and lustrous form as it had been with the toddler. I checked for holes or sea debris — I found none. Amazed and mystified, I quickly wrote up this strange account to tell you. And I really hope you really believe this account and do not pass me off as a deranged, hallucinatory, conspiracy theorist as I'm sure many others would — my word, it happened!

Thus I call upon you, you with the best scientific knowledge I know of, to answer my questions. Do you have explanation for this strange and wondrous event?

Sincerely,
Mr. Roberts

Hexadecimal (Draft) (<http://www.swingnote.com/tools/texttohex.php>)

```
49742077617320612077696e647920646179206174207468652062656163682e
20596f7520636f756c64206f6e6c792073656520756d6272656c6c617320666f
722061732066617220617320796f75206c6f6f6b65642e20546865206c697474
6c65206b6964732062616c6c20726f6c6c6564206163726f7373207468652062
6c616e6b657420616e6420646f776e207468652073616e6420696e746f207468
652077617465722e20546865206c6974746c65206b6964206368617365642061
6674657220697420756e74696c207468656972206d6f74686572206361756768
74207468656d2e20497420776173206120736d616c6c2073656120747572746c
6520746861742062726f75676874206974206173686f72652c206d616e792068
6f757273206c617465722e
```

Haiku (Draft)

Umbrellas throughout
Boy on sand chasing striped ball
Lost and found later

Code (Draft)

A simple `for` loop generated a multidimensional array of colorful Umbrella objects, randomly placed and randomly colored throughout. This was quickly appended to the Collection stored in the ambiguous Beach object that had rapidly been filling up with arrays of other objects: Sand, People, BeachBalls. There was even a `breeze()` method to stimulate a wild wind going across the sand, affecting everything along the beach. The visual simulation worked beautifully, acting as a wonderful screensaver.

But bug report was filed when multiple clients reported a rogue little boy that seemed to defy the program logic and proceed to chase the ball, not succeeding. Over a dozen people reported the same glitch in the program, and the bug was marked as “Confirmed” on Github.

Frantically, the programmers at screensaver.com could not find the cause of this unintended behavior, and could not fix the problem. They did, however, create a patch of the program that showed a turtle returning with the beach ball that was “lost” in the sea. Their clients gladly accepted it, happy at the interesting twist on the simple program.

Polysyndeton (Draft)

It was an ordinary Monday afternoon on an ordinary beach and there was a wind blowing and there were umbrellas as far as the eye could see and the umbrellas were of all colors and shapes and there was a hot and blinding sun and there was a boy and the boy was a toddler and the toddler was running and there was a beach ball and the beach ball was striped and there were eight stripes and the colors of the stripes were red and white and the ball spun quickly and the ball rolled down a sand dune and away from the boy and the boy chased the ball and the ball ran away quicker than the boy and the boy’s mother stopped the boy and the ball rolled into the water and the water pulled the ball into the sea and the boy looked at it only for a second and then the boy returned to building his sand castle and the boy forgot all about the beach ball and the mother also forgot about the beach ball until they had to go home and the mother shrugged her shoulders and left without the beach balls and four hours passed and forty-nine minutes passed and out of the water came a turtle and in the turtle’s mouth was a beach ball and the beach ball was the boys’ from earlier that day and the turtle dropped the ball and the turtle returned to the sea and the moon came up and the moon went down and the sun came up.

Child (Draft)

Sun! Umbrellas—rainbow umbrellas!

Mommy, let’s go build a sand castle!

Oh no, my ball is running away. I’ll go save it.

Mommy, why can’t I save my ball? Bad Mommy!

Mommy, let’s go build a sand castle!

Parent (Draft)

It's a warm day today, I think to myself. A wonderful day at the beach. Sure enough, many other like-minded mothers surrounded me, relaxing as I was under the protection of the shade of a sun umbrella, lying on the comfort of a beach towel, sipping a cold soda from the restaurant we had just visited.

"Hello, Barbara. It's a fine day we're having, isn't it? What a beautiful day for an outing to the beach?" I say, willing to strike up a conversation.

"Yes, it is quite the day—" Mrs. Green replies, only to be cut off by her nagging child. "Sorry, I have to go," she apologizes, an exasperated look in her eyes.

But it wasn't the same for me. Josh was no ordinary kid — he always had bright eyes and was never ceased to be amazed.

So when he stopped me, pointing at Mrs. Green's son's sandcastle, I was not surprised. "Mommy, let's go build a sand castle!" he cries, jumping up and down.

And my heart melts like always and I give in. "Yes, Josh. Let's go build a sand castle!"

But a few moments in, the high winds begin to blow away our beach ball. It was Josh's favorite, and he turned to it immediately, leaving the preliminary pile of sand for the pursuit of the ball.

But he clearly isn't going to catch up to the ball, which rolls faster and faster down the hill. And — oh, watch out! — he's heading straight towards the water! I take a few quick strides to catch him before he stumbled into the tumultuous water, watching his task too intensely to watch his step.

"Don't worry, I'll fetch it later," I say, watching the waves. And then, Josh looks back at the sandcastle and says, "Mommy, let's go build our sandcastle!"

And we go to build our sandcastle.

Metric (Draft)

In the high-pressure, 770torr air at 358K, there was a steady 10m/s wind that swayed the colorful umbrellas that ranged from 1 to 3m in height and 2 to 5 meters in diameter. Suddenly, from a standstill at 52.4m in altitude, a colorful ball 30.5cm in diameter began to accelerate at 1.52m/s^2 down the sand dune, traveling for 5s. Behind it, a little man of 762mm chased the ball, but, traveling at a constant rate of only 2.03m/s, was unable to capture the spinning ball. The ball, with an average density of 10.32kg/m^3 , as opposed to the 1.03Mg/m^3 of the salty ocean water that was a 1.22M NaCl solution, was easily buoyant enough to stay afloat in the rolling turf. As he looked back at his 0.24m sandcastle on the hill, the little man took 0.55s to return to his previous occupation, and the older later to hers. 17.4ks later, a 130kg turtle pushed the ball, now not so round nor so bright, 15m inland, and then quickly departed at 5m/s.

Statistical (Draft)

Latitude: 40.576077

Longitude: -73.944066

Altitude (ft): 172

Umbrellas: 154

UV index: 7.3

Wind speed (mph): 22.4

People: 523

Adults (>18 yo): 42

Toddlers: 83

Toddlers chasing ball: 3

Toddlers chasing ball and building sand castle: 1

Sea turtles: 7332913

Sea turtles at a beach: 52

Sea turtles at a beach and returning beach ball: 1

Bath (Draft)

The rush of the showerhead produced a fine spray and a powerful wind that blew around the rubber duckling on the inflated plastic island. The other ducklings, large and small, tanned in the blinding light of the newly-installed LEDs while the little rubber duckling began to play with the bubbles, putting them together to form a soap castle. But then, the duckling's favorite soap bar, a worn and rounded one that was striped and vanilla-and-strawberry scented, began to slide off the little island. The duckling began to slide downwards as well, but the soap evaded him, sliding off the island and into the bathwater. The duckling bumped into a bigger duck and bounced back to his job building soap castles. Only a long time later, after the duck had left the island and the island had left the water and the water had left the tub, did the long-lost soap, now somewhat less lustrous and slippery, get recovered by a slippery, god-like hand from the depths of the sea.

Apathetic (Final-ish Draft)

SMITH: Please describe the scene you saw yesterday, Mr. Brown.

BROWN: There were, I dunno some umbrellas. Like, all the way down the beach. And it was windy, too — I thunk I saw one of them umbrellas flipping over in the wind.

SMITH: And what of the boy?

BROWN: What boy? *[grins maniacally, shows dirty teeth]*

SMITH: You know which boy. And you know that the longer you take to give us the information, the longer it is until you get to return to your miserable life.

BROWN: And ya know the longer you take to give me a meal, the longer it'll take to tell ya the info' you ask of me.

SMITH: And you should know we're serious.

[long pause]

BROWN: 'Righty then. There was a boy 'mongst this madness, a boy yea tall [*gestures with hand approx. three feet in the air*] who's piling up some sand with his mama. And a moment later, the poor boy's ball goes rolling off into the sea. The boy goes off to catch it, but he can't, and his mama stops him from going too far.

SMITH: And what next? What happened to the ball?

BROWN: Well, it just went off into the sea. The little boy forgot about it real quick, 'cause he and his mama went right back to them sandcastle. It was a funny little sandcastle. It killed me. It reminded me so much of those fun days back when I was a li'l child. [*pauses, as if deep in thought*] Boy, I'm hungry. Mind if any y'all lend me a sandwich?

SMITH: Stop avoiding the question! What happened then? Why did you run away?

BROWN: Whoa there. Fine. I'll tell ya. So here I was, walking by the same spot a few hours later when I's coming back from my trip to my friend's house, you know? But then there was a funny li'l sound in the water and I turn and look, and there's a, I dunno, some kinda sea monster. A slimy little creature, probably five feet tall 'n ten feet wide. Anyways, I's scared so badly I ran right back to my house, before you call'd me here sayin' I looked real "suspicious." So yeah. Go catch that sea monster. And lemme go home and eat. I'm still starving.

Rhetorical (Final-ish Draft)

A dainty and dry day¹ in the depths of May² saw³ a beautiful day on the beach. And on that beautiful day on the beach came many people. And with many people came many umbrellas⁴. There was soon a plethora of colorful umbrellas. A sea of colorful umbrellas. Ten trillion⁵ colorful umbrellas⁶. Umbrellas that opened wide like⁷ an adolescent's ignorant mind, obdurate against the bright influence and opening up to the comforting smiles of their familiars underneath. They provided a bright shade⁸ to shield any and all, a fairy godmother to the princesses⁹ reclining underneath.

But there weren't just umbrellas at the beach— there were children playing on the sand. There were mothers catching up on their busy lives. There were teenagers playing volleyball. There were seniors reliving their youth days¹⁰. There were¹¹ frisbees thrown, sandcastles built, waves tossed¹². And there was a toddler who did all these things and one more: he chased a ball down the slope and was caught by his mother and the ball was caught by the water and he returned to his sandcastle¹³. And in those few moments, the little boy dealt with sandcastles, a beach ball, running waves, and a memory to hold onto forever¹⁴.

1. alliteration 2. rhyme 3. personification 4. anadiplosis 5. hyperbole 6. epistrophe 7. simile 8. oxymoron 9. allusion 10. parallelism 11. anaphora 12. asyndeton 13. polysyndeton 14. zeugma

Other possibilities

- ~~Code~~
- Polysyndeton, Asyndeton
- English Class
- Fear
- Wonder
- Earthlings
- Video game
- Colors
- Illogical
- Sonnet, ~~Haiku~~
- Permutations and Combinations of letters
- Cats / Dogs
- Typing
- Expected
- Digital
- Lost and Found
- Recording
- News update
- Breaking news report
- Photography
- Sounds
- Altered Reality
- Laziness
- Excitement
- Fear
- Scientific
- Historical
- Literary
- Foreign
- Alien
- Child / Parent

What does style do for you? (talking points)

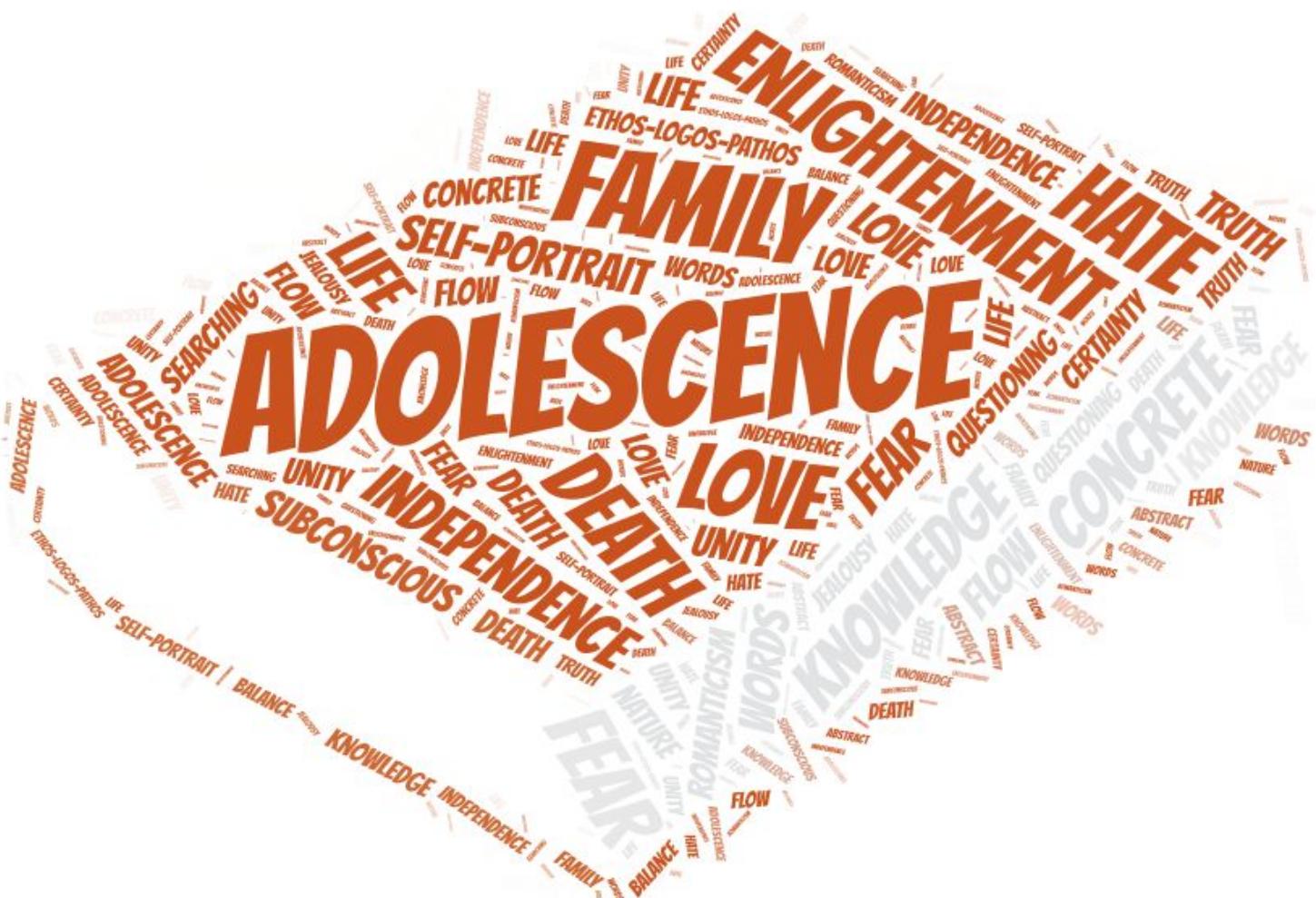
- **KEY WORDS: context: connotation/presentiment/expectations, reader's focus** (see below)
- Really just for fun — in “Apathetic,” I really just had fun writing and it came out in such a different and interesting way — more fluidity for the author (and perhaps the reader)

- Each gives its little bit of detail, a little extra viewpoint — physical or mental perspective
- Perhaps to appeal to a wider audience?
- Kind of similar to gathering evidence for a court case, looking at all possible perspectives to get a greater “truth”
- Quantity → quality? The more the better (in terms of information)?
- Changing the style, more than anything else, sets a **context** — it creates the backdrop from which the perspective arises, it allows the reader to visualize it themselves
 - In “Official Letter,” the last few sentences give the “context” of a horror or mystery novel — suddenly there’s something mysterious, something unknown, and the author suddenly has a frightful **connotation** with the text
 - In “Hexadecimal” and “Code,” there is the reminder that this is the modern age and this is just a story — it gives a third-person account of a third-person account, or “telling a story in a story”
 - In “Child” and “Parent,” the story is told from a “normal” perspective from within the story, something that gives the reader somewhat of the **presentiment** that it would be a normal story
 - In “Metric” and “Statistical,” there’s reminders that this is an age of science and it gives the impression that a scientist or statistician is telling it from his boring but unadulterated and true point of view
 - In “Bath,” I used imagery similar to many of Queneau’s originals, which gives the impression of an alternate reality, in which the objects may just be symbols (the people for the ducklings, or vice versa — which is the correct story?)
 - In “Apathetic,” which was staged like an investigative interview, again gives the idea of a mystery novel, but the tone of the investigated Brown gives the sense that he is an apathetic, Caulfield-like character, which sets the mood and **expectations** of the reader, in a way
 - In “Rhetorical” and “Polysyndeton,” it brings it back to reality with a English student’s writing, written very much in English class, for English class — changes the author’s **focus** to the language and rhetoric

Key words:

adolescence	enlightenment	romanticism	style	ethos-logos-pathos
independence	concrete	abstract	family	unity
knowledge	balance	words	questioning	life
death	flow	self-portrait	certainty	love
hate	fear	jealousy	searching	truth
nature	friendship	self	mask	identity

Word “Cloud” (by tagul.com)



Annotated Bibliography Semester 2

Adichie, Chimamanda Ngozi. *Purple Hibiscus*.

Purple Hibiscus is a novel about a Nigerian girl Kambili's struggle to survive with the love of her family and the turmoil of her father and her country. It explores that the idea of **love** towards a person in excess actually leads to a **fear** and then a **hatred**— such is the case of Papa's overly-strict “regime” for his children. Although his morals and the rectitude in many of his actions made him “seem immortal” (287), Kambili mentioned that she and her brother were motivated around their father only because “[they] were terrified [they] couldn’t” (226) — Papa’s fear creates a reign of terror for their children. Amaka, Kambili’s cousin, is similar to Frankenstein’s monster, who views well-off human beings with **hate** and a bitter **jealousy**; the both change near the end of their respective novels to realize that their **hatred** was unfounded and that their spiteful revenge would give no benefit.

Benson, Stacy. “Typography Self Portrait.”

Making the phrase “a picture is worth a thousand words” literal, Benson creates an image of herself out of words, a **self-portrait** conveyed not only through the physical aspect but also the meaning of the words. Like any story, certain **words** are emphasized, such as “daughter,” “twin,” “Chicago” — effectively building a story with bits and pieces of her fragmented, **word**-oriented life. Contrary to Siddhartha’s beliefs, Benson uses **words** to portray a complete story by adding the shape and size of the words, showing the audience that it is not only the meaning of words that matter, but sheer numbers and placement that can give it another dimension, another level towards reality. Similar to “Hole,” Benson appears to be depressed, looking down in a reflective manner, perhaps ashamed at herself for the mistakes in her past; unlike “Hole,” however, this provides a visual idea of her sadness.

Cisneros, Sandra. “Abuelito Who.”

“Abuelito Who” is a poem that illustrates the speaker’s changing emotions towards her grandfather: a man first of “dough and feathers … [and] watch and glass of water” that becomes “is sick … is tired … is the rain.” The poem has a very unique **style**, using very **concrete words** such as “fur,” “watch,” “dough,” “feathers,” and “glass of water” to describe an object that is so much more and very much different than those objects: a living person. She is forming a unique **identity**, a multifaceted and **abstract** portrait created from many different **concrete** and lesser items, as well as forging her **love** in the beginning and her **fear** at the end of his degradation. Mihaly’s TED Talk is similar to this poem because there is a correlation between **love** and concern for a person for a person that is similar to his diagram of challenge and skill — with just the beginning of the poem with Cisneros’ adoration of Abuelito, or just the ending with her **fear** of his disappearance, the poem was incomplete; only with both elements combined in this

poem did Cisneros' true love for her grandfather show, just as "flow" would need both challenge and skill.

Csikszentmihali, Mihaly. "What Makes a Life Worth Living? FLOW: The Secret to Happiness!"

In this TED Talk, Mihaly explores the conclusion of his own research to discover what gives people the most enjoyment: what many of his interviewees called "**flow**." Not success or money, but the feeling of the constant **search for knowledge** in a state "so intense it fe[els] like you don't even exist" — a spontaneous moment of clarity, of epiphany. This all overshadows the central idea of **balance** that spurs the whole idea: he demonstrates in a chart that a slight change in either skill or challenge level can greatly affect mood, and any movement from the center of his diagram could give birth to the entire plethora of emotions. This is described by Victor Frankenstein, who loses himself in a state of **flow** as he builds the monster, "engaged, heart and soul, in the pursuit of the discoveries [he] had hoped to make" (51); unfortunately, the satisfaction that he gains is very temporary, and it shows that Csikszentmihali's theory can backfire.

Hesse, Hermann. *Siddhartha*.

On the ultimate quest for **knowledge**, young and ambitious Siddhartha leaves his home to seek Nirvana, ultimately finding it in **nature**, the "unity of all things" (137). He repeatedly notices that **words** and teachers cannot provide the most complete experiences, because "he did not think it would teach him anything new" (28): that all ideas have to be learned and are two-sided, a spectrum and a **balance**, "everything, together without distinction, forming Om" (136), but **words** and teachings are "one-sided" (142) for practicality's sake. This is similar to Victor Frankenstein in one way: Siddhartha seeks **enlightenment** and Nirvana, a **search for knowledge**; Victor, however, searches to get away from the **enlightenment** philosophy because it is what leads to his dreadful experience with the monster.

Porter, Andrew. "Hole."

The narrator recalls the traumatic childhood memory of the **death** of his best **friend** and the unexpected circumstances from which it arose — the narrator was "listening to the Top 40 countdown on the radio, already wearing [his bathing suit, waiting ... [to] go swimming at the Bradshaws' pool" (1). Throughout the narration, there is a sense of distance from the memory that happened "mid-July, twelve summers ago" (1), something that allows one to "remember events that occurred years before more vividly than you could even a day or two after you experienced them" (2), something that removes the initial sense of shock and allows one to consider the story from multiple perspectives. Similar to *Catcher in the Rye* and *Frankenstein*, this story is written as a memory from an older self, a memory written in vivid detail and a commentary that adds an invaluable amount of meaning to the story.

Salinger, J. D. *Catcher in the Rye*.

This is a book about Holden-Caulfield, a do-no-gooder teenager who reflects on his life, with past experiences of boredom and failures in a very negative light — around him, life is “depressed,” “lousy,” “stinking,” “crooked,” “crumby,” “phony.” Throughout the novel, he struggles to settle down peacefully and with some satisfaction in his life, without the **uncertainty** that he always experiences in his meaningless wandering — so much that he reassured himself with “don’t let me disappear” (193) — and at the very end he discovers the happiness he receives going back to his **family**, to his roots, to where he began, where he “felt so damn happy” (213). This is very similar to Siddhartha in his **search** for **truth**, but instead of finding the greatest contentment in his own experiences, he finds what he originally took for granted — his family — as the ultimate source of happiness.

Shelley, Mary. *Frankenstein*.

This is a horror story about Victor Frankenstein, an ambitious boy who creates with science a “wretch” (58), a being who is born benevolent but is turned into a terrible monster when he attempts in vain to avenge his horrible stature on the humans who rejected him. Throughout the book, Victor was a battleground of the ideals of **Enlightenment** — such as the science behind the monster that put him into a “nervous fever ... for several months” (61) — and **Romanticism** — such as the **love** for his **family** and the “serene joy” (62) he felt in his friend Clerval — that left him always in a state of **uncertainty** between his loyalties. Victor was in many ways similar to Holden from *Catcher in the Rye*, both of them having unintentionally created the problems for themselves: Victor who was “deeply smitten with the thirst for knowledge” (38) who created the monster and Holden who did the opposite who created a dull, boring, underachieving life for himself.

Shortliffe, Del. “As of May 2002.”

“As of May 2002” is a poem consisting of the author’s beliefs, a list of random thoughts connected by anaphora and occasional anadiplosis. It involves both the **abstract** and the **concrete** as Shortliffe **questions** the world around him, defining death as “silence and no thinking, no remembrance, no concern” and saying his “bank account is too slim.” Although it is difficult to pinpoint a general meaning, there is the central theme of a general clinging to **life**, a hopeful pessimism similar to that of Victor Frankenstein when he hopelessly pursues the monster with the inkling of apprehension of actually killing it. There is also the theme of **words** being insignificant, similar to Siddhartha’s belief, that “**words** are too small for life” and his “beliefs are no great matter” — instead, he believes that **words** are a decoration, a little treat, “sea glass on [his] tongue and a lovely crackling to [his] ears.” In other words, the **words** are not significant for their meaning per se, but it is the wonderful effect that word combinations have that can greatly influence a person.

Quotes from Purple Hibiscus

"It was what Aunty Ifeoma did to my cousins, I realized then, setting higher and higher jumps for them in the way she talked to them, in what she expected of them. She did it all the time believing they would scale the rod. And they did. It was different for Jaja and me. We did not scale the rod because we believed we could, we scaled it because we were terrified that we couldn't" (226)

"I had never considered the possibility that Papa would die, that Papa could die. He was different from Ade Coker from all the other people they had killed. He had seemed immortal" (287)

"... that I want [to see Papa] so much I sometimes make my own dreams, when I am neither awake nor asleep: I see Papa, he reaches out to hug me, I reach out, too, but our bodies never touch before something jerks me up and I realize that I cannot control even the dreams that I have made. There is so much that is still silent between Jaja and me. Perhaps we will talk more with time, or perhaps we never will be able to say it all, to clothe things in words, things that have long been naked" (306)

"[Aunty Ifeoma] seemed so happy, so at peace, and I wondered how anybody around me could feel that way when liquid fire was raging around me, when fear was mingling with hope and clutching itself around my ankles" (174)

"The educated ones leave, the ones with the potential to right the wrongs. They leave the weak behind. The tyrants continue to reign because the weak cannot resist. Do you see that it is a cycle? Who will break that cycle?" (245)

Acquired Taste — Speech Copy

Like a guardian angel for the school, one quote hovers above us all: “Education is not the filling of a pail, but the lighting of a fire.” I find this ironic. Ironic because we drag our shovels to fill our leaky pails. Ironic because we smother the struggling fire. Ironic because many of us Barlow students *hate* school.

I mean, it’s the same thing every day, isn’t it? An overflowing daily agenda of stoichiometry problems or MUSQing articles or doing trigonometric proofs. It’s long, boring, repetitive — something the average high schooler hates.

And, in addition, the stigma of high school gives students even less reason to stay interested in class: significant others commanding time, fights and drug busts, video games in class. Unmotivation envelopes the academics of my peers, winning over school for attention and time. As a result, as many as two-fifths of students are “chronically disengaged,” according to the National Research Council (Crotty).

It’s like being forced to eat vegetables before dessert. It’s a *corny* metaphor, but school is one necessary vegetable to nourish us. But more than ever, we’re “dieting”: skimping on school, which might often seem a disgusting vegetable.

But school is an acquired taste. It’s very possible to like it. Ideally, we all would have built up an appreciation for school so that good “nutrition” is a matter of enjoyment, not tolerance.

The problem is, I don’t believe that many students have experienced the intrinsic joy in learning buried under worksheets, papers, exams. The Land of Opportunity robs us, quite ironically, of opportunity, a shield from realities and a mask over the blessing in education. “Winging” school to avoid effort is inconsequential.

To be honest, school often tires me too, especially writing essays. So when I began drafting this speech, the blinking cursor wasn’t enthusiastic. The empty page stared me down. My mind wandered elsewhere. Therefore, I took a little break.

But the break lasted a week.

And a week later, I was distracted again, going to program a Chrome extension and calculate a million digit number and even close-read a math textbook. The dread, the frustration, the hate of writing essays returned every time I neared the speech.

And then came April break bundled with disgust at my inaction. So I got to it. I wrote. Just kept writing. And some hours of furious keypresses later, my creative progeny sprung from a tired mind.

This struck me: just a few hours produced more than *fruitless* deliberation of weeks. For once, I had taken the initiative to do it myself and had felt the fun in the process of writing to figure out. Always had freewriting been to fill up paper and grades. Here I was with this indestructible *tool* of freewriting always on my person to hammer

out problems relevant to me. It was a skill—born from school, for myself. *This is what school's all about.*

But, you might ask, aren't they more important?

Well, they matter. A few years ago, I would have used this effort to score points rather than to discover for myself. I got “good grades,” I was a “good student,” I “learned” a lot. It worked well for me. And I, like many of my fellow classmates, thought grades were synonymous with success. Therefore, grades were my motivator. A sort of reward. But now, people cheat, cram, do more than necessary to boost grades for the short term, drinking metaphorical energy drinks and dreading the crash. Where's the motivator in that? And just look at the statistics: according to a study by *Challenge Success*, seven out of ten high-performing teenage students have chronic stress, a quarter depression, and seven percent attempted suicide (Carter, “Did you know? — High School Statistics”). Statistically speaking, this means one person from our class will attempt suicide for school's sake. For grades' sake.

I then realized that that A's and good colleges are false positives for success. That grades inevitably disappear, as well as our childish passions. How many puppy loves will last a decade? What good are dozen year-old video games? What satisfaction will a drug-related disease earn you when you know you could've earned a better life from learning, from discovering? And learning *doesn't* end. It's a virtuous cycle, powered by the maxim: “the more you know, the less you know”—once the spark is lit, every epiphany will fan the brilliant blaze.

Thus I lit my fire and threw away my pail, as the illusion of school as a dull job of aimless passions was no longer.

In a country in which, according to a survey, only two percent of high school students are always interested in school and two-thirds are “bored” (Bryner), know that learning doesn't come naturally. Learning is for *you*. By *you*.

Go seek those moments when something resonates with you. Stops you for a moment. Gives you an *Aha!* You could be doing anything—doodling, writing, running, coding, bowling—anything. So don't let me catch you idle, not learning, the defeating “hate” of school getting to you. And once you stumble upon the flow of learning, just catch on and never let go. Oh, the places you'll go!

Am I Happy? Free Write

Although sophomore year is already feeling as if it is taking a toll on my mental health and sanity, and although I have much to worry about in my future, I feel happy. More importantly, I feel content — happy and satisfied at the same time. By worrying about school and the future, it means that I care about a very potential positive future. The fact that I can have a laptop to type this on, worry about good grades, or even go to school, I know that I am very fortunate and am living a life of luxury compared to many others. The root of my happiness is the fact that I can have a generally happy future, one without major obstacles, with so much help along the way.

At this moment, however, it is somewhat difficult to believe that I am “happy.” I’m typing this up at past 10:00p.m., worrying about two upcoming quizzes, thinking about the next homework assignment I have to work on, and feeling tired mentally and sore in my legs. I’ve had a difficult cross country race, an intellectually trying day at school, and a long and painful piano lesson. School is endless, with homework continuing to the weekends, and bad grades threatening to appear every day. Life doesn’t appear optimal for happiness and joy; but I know that in the end, this tough training will prepare me well for later life. The artificial hardship of attending school will (hopefully) only benefit me in the future, and this is why I endure it.

On the bright side, there are many entities in my life that I can be proud and happy about, even if they are overwhelmed by the constant presence of school. My extended family, for example, always brings a joyous atmosphere, much like the one that Montag described in Clarisse’s household. I take pride in my academic achievements, as well as musical and athletic ones. I have not much to be too ashamed of, nothing that will negatively impact my future. I have no reason to suspect that in the times to come, too much will change; I am wishful that my growing up will be a positive experience, and for that I am content.

As of February 2016

I believe that not all books are equal.
I believe a book's cover *can* be used
to judge a book, but
I believe people cannot be judged, and
I believe first impressions are misleading.
I believe people are difficult and obscure.
I believe code is very sophisticated and confusing,
but only if you don't like math.
I believe math is a beautiful framework
of truths and elegance.
I believe I am losing my mind.
I believe minding schoolwork will make me
into a Holden-like character sometime
far in the future, when I will be old and unkind.
I believe that not all men are evil nor mean,
but they will always lie.
I believe lies are detrimental to your physical health.
I believe that health depends on how your
mindset is set up, but
I believe some things *are* impossible.
I believe infinity does exist.
I believe death is not silence,
not a lack of remembrance nor concern.
I believe life is simply a lucky circumstantial biological possibility.
I believe in science and evolution.
I believe bowling is not easier than schoolwork.
I believe sports are to the body as homework is to the mind.
I believe homework is not essential
unless you really want it to be.
I believe in wanting to work for Google, but
I believe monopolies do not last for long.
I believe government is an experiment,
testing people's reactions to different
people and different political candidates.
I believe if Donald Trump does win this election,
many people will move to Canada and
avoid the rude edicts he will have passed.

I believe moving means a new life,
a new school, and new connections.
I believe I have no best friend.
I believe favorites do not exist,
but merely slight inclinations towards
those that you agree with.
I believe I will not agree with you,
at some point or another.
I believe that at some time, we will all
encounter death.
I believe immortality is simply an idea
to play around with and fantasize
about, but nothing to consider seriously.
I believe seriousness is something
that too many youth avoid today.
I believe that in the world of today,
technology is the biggest productivity booster.
I believe productivity means work.
I believe more effort means more reward.
I believe in the American Dream.
I believe dreams are almost tangible,
realistic goals that people often overestimate.
I believe people often overestimate me.
I believe I am a realist.
I believe realism is when someone
asks, “Why should I?” before “Why not?”
I believe optimism is too often
our worst mistakes, miscalculations, misses.
I believe errors can be learned from.
I believe development and globalization
is the future of the international community, and
I believe cultural differences will cease
to be an issue of major importance in the future.
I believe the future can be changed by just one person.
I believe in the individual.
I believe this poem has gotten too long, and
I believe it has gotten too repetitive,
even if anaphora was part of the task.
I believe that tasks should be carried out,

rules followed, laws obeyed.
I believe in democracy, but
I believe a republic
often leads to mob mentality.
I believe rule by the majority did kill Socrates,
and that it has killed many others
through conflict and chaos.
I believe chaos and entropy reigns in the end,
as said by the Second Law of Thermodynamics.
I believe my binder is a chaotic mess.
I believe organization is important, but
I believe I am not determined enough.
I believe determination is increasingly lacking
when technology is ever more abundant.
I believe inverse relationships are very beautiful,
with mathematical limitations
and infinities
and curves
and many revelations along the way.
I believe my computer battery is about to run dry, and
I believe that I have left my charger downstairs.
I believe there is not much more time to write,
unless I muster up the courage
to walk down the stairs
and organize my binder.
I believe my life will end quietly.
I believe silence is but the *lack* of sound,
much as cold is the lack of heat.
I believe some things can only be described
when compared to their opposites.
I believe Nathaniel is correct when he says
our beliefs don't matter, and
I believe few will ever read this.
I believe pencils and erasers
are more influential than the tool I type on now, but
I believe I am too lazy.
I believe my demise will be of my own doing.
I believe that the uses of the Spanish future tense are rather confusing.
I believe that learning languages

is quite the mental exercise, but
I believe that my sister's statistics about it are incorrect.
I believe learning a second language is much harder
than a first, but
I believe that a third is easier than a second.
I believe that I am multilingual, fluent or learning in
English and Spanish and Chinese
and HTML and CSS and JS (and jQuery) and PHP
and SQL and JSON and Java and C and C++ and more.
I believe in technicalities, and
I believe that code is technically made up of languages, but
I believe that it is impossible to speak code,
impossible to make real the virtual world,
unrealistic to bring back the dead.
I believe that loss is a natural thing.
I believe that acceptance is the only remedy to grief.
I believe that apologies are one level,
but forgiveness is the next by a large threshold.
I believe that America is becoming more radical,
more violent, more crazy, but
I believe that we still are one people.
I believe that no terrorist, no anti-democratic ideology
can shake the mountain of a foundation
the Constitution rooted us into.
I believe that no one can move a mountain, but
I believe in dynamite.
I believe my battery is lasting longer than I thought it would, but
I believe that is probably because I got my charger.
I believe the first step is usually the hardest,
even in a journey of a thousand miles; but
I believe every step is the most painful
when it comes to cross country.
I believe that boys are far more athletic, but
I believe that girls are getting the edge on academics.
I believe that awards and records
are simply numbers waiting to be broken.
I believe that forever and never
come quicker than you might imagine.
I believe that my conscience is starting to slip

as school crams more and more into
this brain of mine.

I believe springtime is just
a defined quarter of the calendar.

I believe February is the time
for raging snowstorms, falling branches,
and a day of love.

I believe Valentine's Day is too
artificial, insincere, unreal.

I believe prom is an enterprise too expensive,
breaking too many piggy banks,
hearts, and puppy-love dreams.

I believe my beliefs are no great matter
when others oppose me in a
majority-dominated society.

I believe I would hate being a political leader.

I believe my father would be,
if he somehow got around to it,
a terrible leader.

I believe street-smarts are more important
in the grand scheme of life, but

I believe I lack any intelligence outside of school.

I believe common sense
is less and less common nowadays.

I believe that the true intelligence we humans have
is diminishing as a whole.

I believe our entire technology infrastructure
is a time bomb waiting to collapse.

I believe a global catastrophe would not fare well, but

I believe solving problems are
the only way for us to improve and expand.

I believe learning is a matter of attitude.

I believe work is only work if you don't enjoy it.

I believe passion is the only true motivator,
the only one to pull you by the cuff
and yell at you to get working, but in a way
that you somehow enjoy.

I believe creativity is fostered
not by force, but by passion and want.

I believe math is easier than science,
science more interesting than Spanish,
spanish slower than American government,
American government less creative than English.

I believe Dylan is telling me to stop writing now because
I believe this assignment was only supposed to be a page.

I believe long poems would be
more meaningful had they been written in prose, but
I believe that repetition and parallelism
add purpose to a poem.

I believe pattern recognition separates us
from other non-sentient beings.

I believe trees cannot feel, but
I believe cutting trees past our demand
is a war against nature that will
only result in the loss of one or both of us.

I believe time is the only constant.

I believe time speeds up when you're having fun,
but it doesn't slow down when you're not.

I believe test taking is quite the challenge,
but only so because of time.

I believe it's only a matter of time
before China and India surpass our economy,
their people not taking everything for granted.

I believe gratefulness and thankfulness is sometimes
the only thing that roots us in reality.

I believe many of us don't understand the true
comforts we live in today.

I believe today is a time of opportunity, of
competition and attitude.

I believe my life is all built upon a trampoline,
a safety net of people who care
to guide and save me.

I believe many people do not feel
the same way as I do, and I feel sorry for them.

I believe I'm getting bored of this poem.

I believe I have not reached my eight-page goal, but
I believe that I'm done writing this poem now.

Awesome Kids

"Turning Grease into Fuel": The New TGIF!

Starting from the fifth grade, Cassandra Lin was ready to break the stereotype of a "normal" little kid: she wanted to change the world. So as she started a group with environmentalist friends, learned about the potential of "biodiesel," and noticed a local charity, she created TGIF, an organization that turns unused household grease into biodiesel to give back to the community for emergency use AND help the environment. They have expanded from a small community to local restaurants to lobbying the town council to passing a Rhode Island bill to recycle household grease. Now they are looking to go even farther, after having donated \$56,000 of biodiesel as fuel to households during emergencies AND prevented one and a half million pounds of carbon dioxide from entering the air. Who knew 10 year-olds with a TGIF-mindset could make such a huge impact on our world?

Link to an inspiring essay Cassandra wrote:

http://www.huffingtonpost.com/cassandra-lin/when-kids-worry-they-act_b_1472092.html?ref=gen-change

Reply to Jessica Dolmascalo's post about Ryan Hreljak:

I remember reading about Ryan a while ago, but I hadn't thought much of it. What difference was what he did from all the other charity organizations out there? Revisiting the article today, I realized that what he did was actually truly unique: he did it out of goodwill, something that adults and older children might never do; in other words, others might do it for show and good reputation, but he did it simply out of heart: a six year-old would understand. And to have helped three-quarters of a million people! It's just an amazing story.

Teenager. Pessimist. Critic. Thinker. Mentor.

Prompt: Explain what *Catcher in the Rye* has to offer (why it shouldn't be banned).

There really is no argument that *Catcher in the Rye* by J. D. Salinger is becoming outdated, nor is it inappropriate for today; on the contrary, it is arguably becoming ever more *relevant* to the lives we live today, and it deserves more than the casual perusal or banishment from schools. Much of this is due to the fabulous character Holden: teenager, smoker, drinker, pessimist, critic, realist, thinker¹. He is² not average. He is the one that *notices* the average. He is the one to *notice* the absurdities of life. He is the one to give us, the average citizens of the world, some insight on the life we don't know we live. And because our world is increasingly complex and the essence of life getting buried deeper into the stress of schoolwork or college or a career or money or family³, he reminds us through the mistakes and realizations in his experience what it means to *live*.

When one considers the way he thinks, it is difficult to find many items out of place. Here's a chair. There's a rock. Here's her FaceBook. There's Joe's post about eating worms for a dare. But if a foreigner sees that life, the perspective will be very different. That chair will be not so ordinary⁴. That rock, perhaps not so ordinary. That FaceBook, not so ordinary. And Holden does exactly that: he takes the time to pick up what we do not see and linger on it for the time that we do not bother spending in order to realize that it is *not so ordinary*.

As much as people try to deny it, many of them *are* phonies. While there are few hygiene-less, outwardly-slobbish Ackleys in the world we live in today, there are many others who are narcissistic, selfish people like Stradlater, people whose greatness is simply superficial. Similarly, when he meets his classmate Ernest Morrow's mother, he immediately labels her as the kind of lady who boasts the false greatness of their child and are easily impressed upon—⁵ in our world, this is simply the supportive, *average* "soccer mom." They put up their "social masks" as many people do nowadays in order to fit into society and "go with the flow." Holden, however, picks this to reveal the hidden layer of falsities. He knows that many people lie, but he doesn't understand *why*. Had he been in the world of today, he would have picked off the masks of anonymous social media users, and, with a screwdriver and magnifying glass at hand, taken apart these masks and examined them closely⁶. Or, perhaps he would have simply watched from the sidelines and watched the world fall apart as people get sucked into the machine of the Internet; as they get stripped of their guilt as they post pseudonymously; as they get protected from the evils of their dishonesties by modern technology. And who knows what else he might question about this life we live? What is strange about our lives? Holden would know.

On the other hand, he also notices when simpler people—⁵ for example, the nuns he enjoys talking to— speak more naturally and more honestly. Unlike many of the other characters, he *enjoys* speaking with them. Similarly, even as she gets angry at him for getting kicked out of school or planning to leave her life, Phoebe is another character that Holden truly

¹ asyndeton

⁵ em dash

⁹ anadiplosis

² anaphora

⁶ extended metaphor

³ polysyndeton

⁷ rule of three

⁴ epistrophe

⁸ alliteration

enjoys talking to because of her honesty⁵ and, in return, she is one of the only people who trusts Holden. Even after he accidentally smashes the record she has been waiting for, there's no blame. She knows that it was solely an accident, a slight moment, an honest mistake⁷.

And with this fact, Salinger really focuses in on the idea of "love." Phoebe is distinguished as being the one Holden loves most by his ever-positive descriptions of her, always hinting a bright future, always far from phony⁷. Similarly, Jane was his neighbor for many years, a girl he grew up with and treated as if she were family. And although he doesn't ostensibly believe it, he loves her and every detail of her—⁵ from the kings she always leaves in the back when playing checkers to the theater outings to the fact that she loved to read— just casual little facets that truly show personality. And this is another great problem of society today. With an increasing divorce rate and families that have decreasing value to the average person, Salinger is trying to remind us what love truly is. When Holden goes out to hook up with random girls or go out with his stubborn date Sally, he gets none of the content feeling he does when he thinks about his sister. Or Jane. Or even his beloved teacher, Mr. Antolini.

In actuality, love ties strongly back into the theme of phoniness. The way Holden portrays it to us, love is not something you have to *try* to reach, nor *can* you; no, it is something altogether different. ²Love is knowing a person, getting honest with them, understanding them¹⁷. ²Love is brutal truths, occasional arguments, difficult decisions¹⁷. ²Love is something to be felt, a sense of satisfaction and true happiness, a thing to sense at the back of your mind¹⁷. It is not so simple as the movies illustrate it, nor even the best authors of dramatic novels. It is the feeling of family and belonging and watching your sister ride around that carrousel and stay a child; and, ultimately, it is the happiness that throws Holden back onto his track of life and starts his wheels spinning⁶.

And "happiness" is the almighty goal of life, correct? Or perhaps the life goal of some is to "experience"—⁵ but this includes the twin feelings of sorrow and happiness. Life is the ultimate roller coaster of ups and downs, as Holden shows very clearly with his occasional positive comments to his "It killed me"s. He finishes strong, all the way up top, but only after quite a foolish thrill ride. This supports the idea that only with sorrow can happiness come—there is a downhill for every uphill, and ups and downs are all relative to where you came from⁶. And with his proximity to the edge of the rye field of childhood and the dark, dangerous, demonic¹⁷⁸ adults, he has left quite the emotional vacancy for true contentedness. But society, optimistically headed for perfection and great leaps in modern technology with few recent disasters, is soon bound to need a lesson in hardships and sorrow.

And *Catcher in the Rye* is that lesson. And a lesson demands a teacher⁹.

Holden is our teacher, much like Clarisse was to the Montag's devastated world of overused technology. If society scorches Salinger's story⁸—⁵ if it allows itself to succumb to the horrors of ignorance—what will be left to stop our self-induced demise? Who better to lead us than a boy who is *willing* to see the truth in life?

¹ asyndeton

⁵ em dash

⁹ anadiplosis

² anaphora

⁶ extended metaphor

³ polysyndeton

⁷ rule of three

⁴ epistrophe

⁸ alliteration

Echo Poems

Henry Who

Henry who loves fun and danger
and asks what grieves Victor so greatly
who is nurse and friend
who is pillow and glue
whose loyalties often lead him astray
is too keen to forget the flowers in spring
who tells Victor his recovery would give him the most gratification
who tells Victor his trip would be very delightful
whose ambitions allow him leave
can't be together with his friend

Ten Pin

Yesterday I sat in a crowded place
full of adults shouting and kids sweating
and I was one of the children there who
sometimes got up to play some kind of sport
where you pick up a smooth and weighted ball
and, to the roaring cheers of the adults
you swing it in a haphazard movement
up, forwards, backwards, down, up, down, forwards,
and then you let go, let the weight go free,
go free a room's length towards a triangle,
a triangle of strange and oblong shapes;
and then it was my turn, and up I went,
I picked up my blue sphere with three fingers
and I swung like the others and let go
and it traveled in a curve down the path
and the shapes flew wildly as they were hit
and the adults started getting louder,
raising voices in the clamorous room
but they all stopped mid-yell as they observed—
and I saw with a feeling of dismay—
a pin in the far right corner, rocking,
rocking slowly sideways, righting itself,
and it remained there, strong and defiant,
the sole survivor to my wrecking ball
and a wrecking ball to my bowling game.

A Journey of Computer Languages

To the fundamental logic and the basis of the digital world:
To electrical manipulation and unintelligible digits in binary,
To bitwise operators and commands and compiling in Assembly,
To legibility and practicality and memory access and segfaults in C,
To object-oriented programming and better memory management in C++,
To a broad range of built-in libraries and functions and cross-platform support in Java;

To the far reach of the ever-growing Internet:
To web technologies and layout options in HTML,
To styling and animations and pseudo-elements in CSS,
To scripting and interpreted code and front-end capability in JS,
To server-side access and file manipulation and sessions and cookies in PHP,
To back-end scripting and JS-style code and dependencies and websockets in NodeJS;

To the land of data storage:
To database management in SQL,
To markup-style and strict formats in XML,
To blog-standardization and XML-style markup in RSS,
To JS-style objects and broad support and easy formatting in JSON,
To more flexibility and ease of understanding and a growing standard in YAML;

To specialized dialects and abstractions for all needs:
To scientific computing and mathematics in FORTRAN,
To engineering and mathematical simplicity in Mathematica,
To terminal use and file access and navigation in Bash and Batch,
To a conglomerate of languages aimed towards web applications in CFML,
To esoteric programming and Internet memes and uneducated language in LOLCode;

From the archaic kingdom of:

```
public class HelloWorld {  
    public static void main(String[] args) {  
        System.out.println2("Hello, World!");  
    }  
}
```

To the modern domain of:

```
HAI 1.2  
CAN HAS STDIO3?  
VISIBLE "HAI WORLD!!!!"  
KTHXBYE
```

¹ignore non-character symbols

²read as “print line”

³read as “standard IO”

Of Salamanders and Phoenixes

Salamanders and phoenixes. Mildred and Clarisse. The memory of a better past alongside a dystopian future. Ray Bradbury has many contradictory ideas in his novel *Fahrenheit 451*, swirling about in a vortex of confusion as Montag becomes increasingly perplexed by the rights and wrongs of society. However, this muddying and mixing of opposing ideas was deliberately and masterfully done by Bradbury to show that what might so simply be considered “right” and “wrong,” or “good” and “bad,” are not so easily distinguished. With the paradoxical society of *Fahrenheit 451*, Bradbury demonstrates that no two poles of any subject are so conflicting as they might outwardly seem; in fact, it is the subtle details dominating the direction of an idea.

An ideal in the world of Montag is the salamander, a creature believed to live through fire; the problem is that their society is instead a phoenix, similar in idea but opposite in result. To the common people, fire is good. Fire is clean. Fire is necessary. And they could survive fire. As Beatty puts it, “its real beauty is that it destroys responsibility and consequences. A problem gets too burdensome, then into the furnace with it” (115). Montag and Faber consider the idea of “destroy[ing],” and they realize that burning books destroys more than it benefits — that firemen are given too much power and the succeeding responsibility. As a person “destroys responsibility,” their use of fire is unstoppable, uncontained, irresponsible. From Beatty’s ideal of such a handy clean-up tool comes the idea of the phoenix, a bird who “burnt himself up … but every time he burnt himself up he sprang out of the ashes, he got himself born all over again. And it looks like we’re doing the same thing … making the goddamn funeral pyres and jumping in the middle of them” (163). It quickly becomes evident that fire, such an “antibiotic, aesthetic, [and] practical” (115) force, can turn into a cycle of suicide and renewal that gathers more ignorance with each iteration. But the interesting part is that there is no major difference between the phoenix and the salamander. They both defy fire as a child might reject a warning, ignorant of the danger; but of the two, the phoenix is even more inexperienced and burns itself up before it has any true wisdom, whereas the salamander has the chance to learn from past mistakes. Bradbury even went so far as making this connection literal: society explodes in flame as the war

begins and “the city roll[s] over and [falls] down dead” (160). Although society subscribes to the idea of a salamander, its fine distinction from a phoenix never lets society learn and advance.

Although there is a clear contrast between the bubbly personality of Mildred to the dead words of Mildred to Beatty’s eloquent persuasion, they resemble each other in many ways. The main connecting factor is the continuity of their thoughts — they each have the gift of fluid speech, even with Clarisse being young and Mildred with a lower aptitude for response. With Montag they each carry on a cohesive conversation with a stream of thoughts; but their thoughts are where the communication begins to differ. Clarisse says to Montag, “I’m antisocial, they say. I don’t mix. It’s so strange. I’m very social indeed.” (29) — her thoughts are clear, running water, just plain thoughts with nothing to hide. On the other hand, Mildred and her friends tend to repeat words: “‘Doesn’t everything look nice!’ ‘Nice.’ ‘You look fine, Millie!’ ‘Fine.’ ‘Everything looks swell.’ ‘Swell!’” (93), and similarly, her friend Mrs. Phelps was saying, “I’m not worried … I’ll let Pete do all the worrying … I’ll let old Pete do all the worrying. Not me. I’m not worried” (94). Their minds are instead puddles of muddy water, unsure of their thoughts, using the words over and over to fill time. Even Beatty, so articulate and elaborate in his attack on reading, was similarly spitting out the thoughts of society with little independent thinking on his part: he spoke of the greatness of fire and the controversy of books, the general thoughts of society as a whole, that “a book is a loaded gun in the house next door” (58). However, instead of the *books* being the weapon, he *himself* wields the machine gun of society, aiming criticism and fire at books. Similarly, Montag is a mix of Beatty and Clarisse, with a pinch of confusion and inquiry; Faber is an older Montag with a touch of sagacity and reserve. Almost as if spitting out different radio channels from “Seashells,” the characters in *Fahrenheit 451* are all puppets to endless streams of thoughts and words; but these slightly differing mindsets and beliefs from the flow of information subject them to totally different characteristics and different mindsets.

Moreover, what is most interesting about Bradbury’s use of repetitive contrast is that it does not only have to apply to small textual concepts such as characters or symbols; in addition, it can relate to life on a larger scale, comparing broader deviations between cultures, views from different perspectives, and ideologies. It gives us a view from outer space of the contradictions

on Earth, better showing the true nature and patterns that exist between opposites. Most prominent in the story was the divergence from our “normal” society to Montag’s Orwellian life.

The society in the novel is warning us of a future in which technology is suppressing the nature of simple life, a negative influence; but it parallels in many ways our society, in which we consider technology to be a generally positive aspect of life. Clarisse points out to Montag, “Have you ever watched the jet cars racing on the boulevards down that way? … I sometimes think the drivers don’t know what grass is, or flowers, because they never see them slowly … If you showed a driver a green blur, Oh yes! he’d say, that’s grass!” (9). Bradbury paints a high-resolution photograph of their low-resolution life devoid of fun, overly obsessed with speed and modern indulgences that the simplicities of life are often ignored. Even “being a pedestrian” (10), “hik[ing] around in the forest,” (23), chatting to be social, or taking your time are all ways of life condemned by society. But is this so different from our own lives? We may seem content and free, but so did Montag and his fellow citizens: he said to himself, “Of all the nonsense … of course I’m happy” (10) — but he soon realizes the extreme dissatisfaction he actually faces. Similarly, technology in our lives has been pushing us all to speeds unprecedented before at an exponential rate, and the speed of innovation is always at a high. Apps, machines, discovery. Besides their focus of using technology to burn books and promote conformity, there are not too many differences between our society and theirs. They focus more on more destructive and less innovative ideas. Flamethrowers, Seashells, superfast cars. The two experiences — Montag’s in the frightening life of conformity, and ours in a “free” society — may seem a world apart, but in many ways we may not be so far away, with only a handful of differences keeping us apart.

Bradbury’s use of repetition in *Fahrenheit 451* may have been a simple choice to emphasize certain points in the book, but it also had a major effect on pointing out the relationship between similar and repetitive ideas. Through the novel, Bradbury makes it clear that what creates contrast in life is not based on the core of a concept, but instead a few nuances in the fine details. As there are no true synonyms, there are no true opposites — all contrast falls in between. He shows to us that opposites are often of mice and men, of salamanders and phoenixes: outwardly different but merely a few characteristics apart at their fiery core.

Mildred and Clarisse Foil Reflection

The similarity between Mildred and Clarisse that was the most prominent to me was the fact that both were portrayed in some sort of darkness. Clarisse always met Montag at midnight on the sidewalk, and Mildred has been revealed to us in the dreary darkness of her bedroom. However, the connotations of this “dark” differ: in Clarisse’s case, there was always a sense of thought and brightness, warm and soft: “the strangely comfortable and rare and gently flattering light of the candle” (7), as Montag recalled it. However, the room that Mildred was sleeping in was first described as a “cold marbled room of a mausoleum” (11) - gloomy and empty. This is where the contrast exists: instead of being in the dark of the current society like Mildred, Clarisse is shown as a bright spark within all of this darkness; with her darkness, there exists hope and a sincere happiness.

Secondly, the descriptions of their physical appearances stood out: both the faces and eyes of Mildred and Clarisse were elaborated in detail. Clarisse’s face was “white as snow in the moonlight” (7), and Mildred’s face was “like a snow-covered island” (13); Clarisse’s had dark eyes, and Mildred had eyes like moonstones. But what was interesting was that with the following descriptions, it seemed as though Clarisse’s face harbored the calm, sparkling quality of the snow, while Mildred’s had the cold and lifeless side; similarly, Clarisse’s eyes were full of thought, while Mildred’s were glazed over and empty. It seems as if there was no thought, no happiness, no life in Mildred with her overdose and her cluelessness in the morning.

Focusing on these two subtle differences alone, I feel that Bradbury effectively uses foiling to separate and distinguish the characteristics of the two girls. With these descriptions, he uses similar ideas with different connotations to create slightly different attributes that adds much more meaning to the story. Clarisse is in a society of conformity, where she is supposed to be like everyone else, including Mildred - but she’s not. She’s similar, but different: she’s a moonlit darkness, a thoughtful gaze, a thing of the past. Mildred is none of these, a regular entity in a uniform society, married to a regular man. But Mildred’s role in the story is important as the foil; without her close to Montag, he wouldn’t have noticed how different and correct Clarisse is in her speculations; he wouldn’t have noticed how much his life, including Mildred, doesn’t make sense. Clarisse is his enlightenment, but Mildred is the necessary reality check.

Getting a Life

Where I want to start telling is the day before Christmas. I was shoveling the snow from the blizzard that just passed by, and I had fixed the light bulbs. When I had returned, my parents jokingly commented about the waste of my talent as a handyman. I rejected their suggestion, without much thought. Or perhaps an actor like D.B., my father said¹. I was about to dismiss it as mindlessly as I had earlier, but there was a hint of contempt in my father's voice. My mother agreed, and I cringed thinking about my brother's profession, the movies I so despised. I respectfully declined, professing my familial passion for writing. My parents scoffed, saying that writing is no genetic trait, but something to be learned. He and his wife were highly educated teachers-turned-writers, and my brother had no such talent. I disagreed, arguing that it is his movie career that is a waste of his wonderful writing. They turned on me in an instant. Who's the one with the job? The money? The wife and children? Hearing this from my only caretakers was painful as hell². Didn't you say to always follow your passion, I retorted, and they said, Are you happy, Christopher Barnum? Are you happy as an unemployed writer, still living under your parents, while your brother is a successful actor in the movies? Are you? At this, I had nothing but a hopelessness in my voice. I'm trying, Pop. I'm trying to be like you and Mom, because writing's all I've ever known. And just like that, they threw me out of the house, and I might as well have had "LOSER" branded to my forehead given the way I felt and looked out on the streets for the next few days³.

The only being I could turn to was my brother. D.B. the Talented. The one with all the care and the love. Besides his job, he was all good and no bad, all work and no nonsense, and now he was the only person in this whole goddam² world to love me after the horrendous fallout with my parents. So I rented out the closest and cheapest place I could find to my brother with the little money my parents had left with me before they sent me out in the world.

After I had settled down in my temporary residence, I told my brother about my stay and how I was a bit run-down after this Christmas. There were no questions asked, and it was best that way. He knew from my tone that it was no time for further inquiry. And I thought a lot about my life. I started kicking myself over the things I could have done and the things I did well, and it became apparent to me how miserable my life actually was. I actually became so depressed that I turned to actually tallying up the good acts in my life in comparison to the sins and seeing how they matched up. Then I became so bored with those numbers that I started to dig up some other depressing⁵ statistics about my life and compare them mathematically. Don't expect me to tell them to you⁴, and I won't, but it'll suffice to say that they were pretty bleak⁵. During one of these moments of dismal self-reflection, my brother visited, without warning. I was surprised when I opened the door not to see the Domino Pizza delivery cart and a smiling delivery guy, just about the only human being I'd interacted with in the past few days, but instead the face of my balding brother D.B., the saintly prostitute. At least, that's how I thought of him now. After the fallout with my parents, the last conversation had resonated with me. Had the movies and the dastardly Hollywood life turned him into a devil of greed and affluence, or was he still the wonderful brother and innovative writer I once knew? I peeked outside. Same Jaguar, a sight out of place on this crumby⁵ block³.

Like old pals again, we went right down to talking. Oh, the wonder of simple interpersonal speech! I narrated my recent years in the voice of the writer within myself, and he in his. But all too quickly came the damn movie-regular side to him. And that was precisely what killed⁵ me. The writer within him, gone! The only remedy I got was by staring deep into his eyes. Somewhere in there, I saw an author. And I also saw my brother, the great brother that would help the both of us out of the terrible⁵ lives we live.

¹ The text is the author's thoughts, so I didn't use quotes as if in a memory.

² The author curses a lot in order to create emphasis and show his anger.

³ The text is formatted with long, simple paragraphing and shorter sentences.

⁴ The narrator talks directly to the reader in a negative way.

⁵ Negative adjectives are used throughout the text in order to emphasize his negative tone and view on his life.

The End of *Frankenstein* Reflection¹

What struck me most was a sense of extreme contrast, but no middle ground. White and black, but no grey. No happy medium. Throughout the course of the story, Victor experiences extreme love and happiness, and he also delves into the deep darkness of despair as he leaps into immoral science and faces "the utmost extent of malice and treachery" (171). But I found these two sides of him almost exclusive of each other—when he focuses or thinks about one, there is little to none of the other in his mind. When he encounters the monster, there is no love; when he is with family, he often loses himself in the joy of his family and Clerval—this blissful ignorance of the monster only ceases when he gains a mortal fear of the monster and effectively "switches" back over to his Enlightenment side, his mind "only thing[ing] of the bourne of [his] travels." (159) and his sufferings indeed "satisfy [the monster's] everlasting hatred" (209). He leaves to a love of nature and family to elude the monster, and he leaves his family to tend to or pursue the monster.

I reflected in our studies in the Enlightenment versus the Romantic ideals, and how we noticed little overlap besides the presence of man. But is there more than that? Is there a way that Victor can be a "complete" human being by sharing his compassion from his family with the monster, and taking some of his hatred out on his family? What is his dividing force, the nonporous wall that doesn't allow any of his personality to switch or leak? Must life be so rigid?

In such a situation, I feel that I would have sympathized with the "monster" and somehow found a way to ease him into society by introducing him by strength of character rather than physical appearance—by mixing in a Romantic ideal of immaterial morality with the Enlightenment idea of the physical appearance—because he is, after all, (made of) human. But Victor, after regarding him for so long in his toils as a scientific discovery, cannot wrap his head around the fact that he had created a sentient being, a man. His mind has become closed to the result of his labors; he cannot picture the end result any differently, so when his experiment is done, his exhausted mind sees it as he might on a first impression: as a "monster," and this remains in his mind. He remains "shut" in the moments of his jail at Ingolstadt, unable or unwilling to escape from the confines of a traumatized mind. Now, there is no doubt in his mind that he is a monster: it was always referred to as a "monster" with some other derogatory term such as "fiend" (206) or "wretched" (207) or "horrid apparition" (207). Perhaps it is even this idea of certainty in scapegoating that drives his insanity: his fierce opposition and singular perspective of the monster gives him a purpose when all others seem lost—a certainty that means that "mere presence of the idea [of the malignity of the monster] was an irresistible proof of the fact" (78).

I believe that this is also the cause of his close mindedness in the alternating joy and fear he feels: when he grows up, he lives in a state of love and comfort to the maximum; and, suddenly, a death and toils to create a despicable killer had turned the other extreme. He

¹ I had somehow totally forgotten that my first *Frankenstein* reflection also focused on the idea of opposites and contrast—it seemed to be the piece of the novel that stood out so strongly to me. But do not disregard this one—they are far from the same. My first reflection dealt with contrast as a motivator of juxtaposition and contrast, a way to find balance and equality in his life. In this one, I realize that it is this same force, when they are extreme and exclusive of each other, that rips, shreds and bites—hence Victor's resting state. In other words, I felt very differently about the same driving force in the story.

develops such extreme opposites that, in his mind, only one could be true. The words "good" and "evil" were now one-sided to him, and he loses the true, double-sided nature. In his insanity, "[his life] ... was indeed hateful, and it was during sleep alone that [he] could taste joy" (207)—he could never truly put the two sides together, and this led to the fractured self that remained with him for the remainder of his life. He separates the "hatred" into life and "joy" into the escape of death: no longer does he feel capable of both in his waking hours.

But this idea of strictly-defined opposites ties in strongly to the idea of certainty and an associated peace: it seems that Victor is only doing such miserable actions, making a mate and then chasing the killer, because it leaves him with a firm, seemingly-sensible stance on the matter. He would rather not stand in the middle, even a shade of self-doubt covering his arrogant self—no, this gray spectrum of uncertainty would throw him even farther into insanity, allowing him to waste his hours, deliberating, worrying, thinking, regretting. And this can further be extrapolated into the whole of society: we live in a world of self-believing and selfish people, many of them stuck on one path and one mindset, no matter how wrong it may seem from an outside perspective, simply to prevent the spinout that would result from change. So Victor, on his extreme, tries to eliminate change; and his goal was to maintain stability and attain joy by continuing through.

I thought that an effective analogy would be one to "a long stare at the sun blinds you"—the glorious prospect of scientific recognition and fame turns him to the Enlightenment side, and the sense of belonging he feels with his family lead only to split him apart: he sees only a single ideal, losing sight of everything else in a tunnel vision, and then losing vision of it because of the damage of over-exposure. This could explain Victor's "dead-ness" to the world nearing the end of the novel, and his inconsistent feelings: he loses his heading in life, and the "ardent desire of [his] soul" (208) is misguided and leads to his untimely, unpeaceful demise.

So it seems that *Frankenstein* ends up in the same way as *Romeo and Juliet*—a passionate youth, ruined in vain by his own ardent desires. He stubbornly sticks to his original path, unable to change and switch into the plastic phase of the "middle"—I think this is the foremost reason that Victor has such a tumultuous life and his decisions so interesting and negative. Although they brought a nice contrast at the beginning that showed both sides of his personality, it grew to an incessant nagging that tore his life apart.

Gilligan's Isle Popsonnet Analysis

Comparison

Original

(http://www.lyricsmode.com/lyrics/g/gilligans_island/gilligans_island_theme_song.html)

1. Just sit right back
2. And you'll hear a tale
3. A tale of a fateful trip,
4. That started from this tropic port,
5. Aboard this tiny ship.
6. The mate was a mighty sailin' lad,
7. The Skipper brave and sure,
8. Five passengers set sail that day,
9. For a three hour tour,
10. A three hour tour.

11. The weather started getting rough,
12. The tiny ship was tossed.
13. If not for the courage of the fearless crew
14. The Minnow would be lost.
15. The Minnow would be lost.

16. The ship set ground on the shore
17. Of this uncharted desert isle
18. With Gilligan,
19. The Skipper too.
20. The millionaire
21. And his wife,
22. The movie star,
23. The professor and Mary Ann,
24. Here on Gilligan's Isle.

Popsonnet

(http://popsonnet.tumblr.com/post/134485725775/gilligans-island_and)

1. Pray sit and hear this story I'll relate
2. of mariners heroic, brave, and sure:
3. the tale of a ship's captain and his mate
4. and how they did a tempest fierce endure.
5. Their modest craft did from its moorings sail,
6. their course laid for a simple three-hour trek;
7. but they were blown off-course by vicious gales
8. that left them all maroon'd, the ship a wreck.
9. Th' heroics of the captain and his crew
10. of one did save the others stranded there:
11. a wealthy lord, his wife an ingénue,
12. a man of learning, and a maiden fair.
13. — They now survive upon the wits and guile
14. in lands uncharted - there, on Gill'gan's Isle!

The Wellingtons, "The Ballad of Gilligan's Isle"

Popsonnet Analysis

Not surprisingly, the song *Gilligan's Isle* resembles closely the popsonnet version of the song. Although it is only half-a-century old (still young compared to Shakespeare, whose work is four hundred years old) its language is still very archaic compared to the loose English of the twenty-first century — this shows the drastic changes of the last few years, such as with pop songs like Cyrus's *Party in the USA* that make *Gilligan's Isle* seem so far from our reality and pop culture. Similarly, they are similar thematically in the old-fashioned sense of “journey,” the only difference between the two being that the Shakespearean version seems even farther from our current experiences and language.

The subtle details in language convey a similar story but a different tone, which therefore portrays a very different meaning. Many of the terms are exchanged for more old-fashioned terms. For instance, “tiny ship” (song, 5) becomes “modest craft” (sonnet, 5); “you'll hear a tale” (sonnet, 2) to “this story I'll relate” (sonnet, 1); “tour” (song, 9) to “trek” (sonnet, 6); and “millionaire” (song, 20) to “wealthy lord” (sonnet, 11). A more extreme example is when they described the millionaire's innocent wife as “an ingénue” (sonnet, 11) in the poem, a word I was not remotely familiar with (and which, according to Google Ngrams, was popular in the early 20th century). Another slight change I noticed was the passive tone — when they say, “the ship a wreck” (sonnet, 8) or “a man of learning” (sonnet, 12) — and the common inverted syntax — when it says, “in lands uncharted” (sonnet, 14), or “how they did a tempest fierce endure” (sonnet, 4). This change in syntax makes it more poetic, but more difficult to read in everyday language and tone — again, it's not the kind of language we modern humans are used to, and therefore it has a sense of “overly formal” and “distant.” For example, this is analogous the view of the “vocabu-lazy Americans” to Ella and the Nollopians in *Ella Minnow Pea*.

Although the tone is very similar, there is a sense of informality with the original song that makes it fun to sing. The aforementioned slight difference in words do not change the meaning of each individual word from the original song, but they change the feel of the poem. The original song is a little more sing-songy and upbeat, with “just sit right back” (song, 1) instead of “pray sit” (sonnet, 1), along with its buoyant tune. In addition, there is not as strict of a

rhyme scheme, with three rhyme patterns, five lines each, each with two rhyming lines; the last half of the song, however, does not rhyme. This is a rather irregular rhyming pattern: lines three and five, seven and nine, and twelve and fourteen rhyme. In addition to this, the lines vary in length and are very loose in their structure: for example, the first stanzas has lines of lengths four, five, seven, ten, six, nine, six, eight, six, and five syllables — this is in sharp contrast to the constant iambic pentameter present in the poem.

Presumably all of this disorder is intentional the song is meant to be sung, and with its cheery tune not much attention is paid to these stricter stylistic measures, which allows the song to be freer and happier in its attempts to describe Gilligan's (and his crew's) adventurous and optimistic courage. In contrast, when reading the poem, much of this cheery light is sucked out of it; although it is euphonious in verse, reading it with the passion in the song while sticking to the more rigid rhyme and syllable structure cannot be achieved.

This all relates to the main reason I chose this poem to analyze: it is a Barlow cross-country tradition to sing this song on the bus ride home after a meet, victorious or not. I hadn't ever considered the lyrics to this song (nor had I memorized them), but after analyzing the poem, it becomes much more clear to me how it is a motivating song, after comparing it to a relatively dreary version of the same song. Just a few slight changes in language and structure were both "subtle but significant" and greatly affected the overall tone and meaning of the story.

First of all, a quick word to why I chose this song: I'm surprised it made the list of "pop songs," because this was a song from the show from 1964, unlike many of the pop songs of today. I was not familiar with the song until last year, when I was introduced to the Barlow boys cross-country tradition of singing it on the bus ride home from a meet, and I hadn't really considered any true meaning of the song. This caught my eye and I thought I'll analyze it closer.

I found these two different versions of the same song, *Gilligan's Isle*, very similar. Because this is an older TV show (half a century old), it less resembles the modern era of the twenty-first century and is closer to Shakespeare's language. Although it is chronologically closer to today than the early seventeenth century (when *Othello* was written), its translation to a Shakespearean sonnet is actually surprisingly close to the original (versus the enormous difference between Shakespeare and a very recent song such as Cyrus's *Party in the USA*).

The first similarity between the two versions of this song I noticed was their length. A simple word count reveals that the original is 115 words and the sonnet is 111 — a mere *four* words difference! Of course, this is made possible by the brevity of the song (again, much shorter than many pop songs of today).

Another resemblance to the sonnet form is the rhyme scheme of *Gilligan's Isle*. Some of the lines rhyme, such as "trip" and "ship"; "sure" and "tour"; "tossed" and "lost." The first two stanzas of the original song have three five-line sections each with a pair of rhyming lines, very similar to the three four-line ABAB rhyming sections of the sonnet, but less strict and with less rhyme.

Discovering the Bubbles and Balloons of “Happiness”

Happiness: Variations on a Theme

Dozens of people formed an audience. I stood up on the stage, my back to the audience. *It's not hard, I thought. I've done it so many times. A few steps, a swing, and a few moments of anticipation, and then it would be over.* Even so, waves of anxiety and winds of doubt suppressed the expanding bubble in my chest. The butterflies in my stomach threatened to pop it.

It's a great sport; the concentration on a single motion, a few seconds of movement; and although so many people have tried for so many years, no one has perfected the consistency in this move. Perfect games have come about, and even perfect series of three games has been achieved. But no one has the perfect swing that can eliminate the inevitable variation between every shot, or the chance occurrence that creates mistakes. Between the starting position, the swing, the footwork, the release, the wrist movement, the equipment, and the thoughts of the player, there are hundreds of tiny factors that will change the outcome of the shot. There's too much to take into consideration, and too much that can make the difference between a strike and a miss. Too many factors that can make the difference between a victory and a loss.

The steps, the swing, the anticipation, all followed through in a single fluid motion. A *BANG!*, and flying pins. That moment of realization. My first perfect game of bowling, a three hundred score. A single repetitive movement, twelve times. The crowd cheered.

I pressed a button.

Hello, World!

The two words popped up at me, twelve bright characters in a rectangular sea of darkness. Two feet away from my face, they appeared out of nowhere, and existed in a two-dimensional window into their strange artificial pseudo-world. I didn't understand this world, but at that moment, I knew that joining that world would lead me to amazing places. The same two words, so simple and childish, had the power to change our world in wondrous ways.

Uncle stood behind me, obviously less in awe than I was. Well, they were the ones who had showed me how to conjure up the magical phrase. They themselves had done it countless times before — it was only the beginning when it came to their expertise. With hundreds of others, they had continued on to multi-billion dollar empires serving many millions of people, they themselves being the ones to secure the foundation in this mystical new universe.

The computer hummed and I sat in my thoughts, while Uncle lectured me on the scientific workings behind this “magic”; he explained the zeroes and ones that this translated into, the history of the amazing artificial invention we call a computer. Ideas made more and more sense; my cluelessness focused to an amazing clarity, branching off to further areas unreachable before; strange concepts didn't seem so abnormal anymore.

With this, he went on to teach me more. I pressed another key, typed another letter, entered that world again. That greeting — that “Hello, World” — truly led me somewhere new.

I was a little blue balloon, soaring off to the sky.

Professor’s voice drifted towards us, then passed by without any notice. His voice carried no emotion, and his hands held a piece of chalk that fought with the blackboard fiercely. No one paid any attention to the lesson, instead chatting in their groups or staring at screens. The world continued around me, unknowing the of the carefree students or the chaos within me.

Maddening voices ruled my head. *He’ll find out*, they muttered. *You’ll fail*, they taunted. They made a leak in the little bubble of hope deep inside me. Nonetheless, Professor continued.

BEEP! Class ended, I was saved, and the voices suddenly ceased. Over the commotion of students escaping, I heard, “The quiz is tomorrow. No time today.” Relief rolled over me, gently, waving away the dread. The first and only blissful phrase to ever come from Professor.

I gazed over the din of the familial crowd. Laughter, card games, gifts, fire. Colorful, upbeat, carefree, merry. Playing, chatting, eating, singing. The air was saturated to the maximum with positive vibes in the air and the joyful memories of youth.

Huddled around the fire were the youngest ones, the generation of my children. They stared at the fire, entranced by the dancing brightness and the intense heat, the ability to turn the otherwise dull piece of wood into a wonderful sensation. They sat there, on the stone next to the fireplace, just smart enough to know to keep their distance.

The opposite, the elders of the family, chatted away. They had no intention of being as lively as us kids, but they told their stories for the tenth, twentieth, thirtieth times, but always in a unique way, always in a way that would captivate us no matter how repetitive it might be. The stories of a poor but free childhood, one without the pressure of school or the hopes of a good future, always excited us. We could only imagine what it was like.

The repeated sounds of “Diu Zhuo!” echoed throughout the rooms day and night as the parents tirelessly played cards. This game of Chinese poker never bored them, and often they would continue late into the night and into the morning, unwilling to give in. They did most of the work now — they needed this time to play.

And then there was us. The adolescents; the kids and teens; the ones in school; the rising generation. We were the greatest benefactors, the ones who get to learn and play and do what we want without having to work. The ones with a perfect balance of responsibility and fun and choices; the ones with the greatest amount of opportunity.

And the more I studied the room, the more evident it that the ones with the brightest smiles and the shiniest eyes and the heartiest laughs were my sisters and my cousins. The rising wave of optimism, a parade of colorful balloons, energetic and lighthearted, striving for the sky.

Reflective Remembrance and Reinterpretation

Catcher in the Rye is a novel about a boy named Holden Caulfield, a do-no-gooder that gets kicked out of private schools and acts young for his age. He retells the memories of his teenage life from about a year ago, one of which was about the death of his brother Allie.

“Hole” is a short story of a childhood memory about the death of a friend Tal. It is told from many years later in a more reflective mood.

Both stories are told in the past tense. One advantage of this narrative-backstory is its personal connection: the narrator has a vested interest in the topic, a reason to tell the story. More importantly, however, is that this narrative-in-a-memory experience also distorts a different aspect: it eliminates the first impression. It allows for “remember[ing] events that occurred years before more vividly than you could even a day or two after you experienced them (Porter 1). In a story, the calmer representation of a story is the most reliable and meaningful version.

Personal stories are inherently very emotional, but the events that happen would be meaningless and unclear without any future analysis. In “Hole,” for example, the boy narrator’s “mother would hug [him] for no reason, pulling [him] tight against her each time [he] left the house” (Porter 1) simply to comfort him and give him love after Tal’s accident. At that time, when he was young and may not have understood the feeling of loss, the comfort may have felt out of place; relative to the weight of Tal’s death, it may have seemed an unimportant detail. Many years later, the author considers it a detail that warranted including: he fondly remembers his mother’s love, which he later realizes to have greatly helped him through such hard times.

In *Catcher in the Rye*, Holden too tells the story of his brother Allie’s death rather apathetically, and this actually reveal more about the story for a similar reason. Holden goes about his story very objectively at first to fit the prompt to be descriptive. Holden starts by telling that Allie was “left-handed. [He had] poems written all over the fingers and the pockets and everywhere [of the baseball mitt]. In green ink” (Salinger 38). Again, it would not have made sense to think about these random details at the time of Allie’s death, when Holden would have been mourning and driven mad by the loss of his brilliant brother. Now, however, Holden realizes that these little details are what he remembers best of Allie.

Our initial reactions to life-changing events are often dramatic and frightening. They fill the memory with dread. When looking back, however, the sadness often clears to create a clearer. A rendition that not only is happier, but truer to the *essence*, not the ostensible sadness.

Both narrators are able to remember the joy they felt with their friend and brother. They are able to step back from the alluring concept of death and look further to the memory of the *people* that once existed, not the memory itself. For instance, “Hole” includes the author’s reminiscences of the times they were able to “curse and make a lot of noise … and swim there naked all the time” (Porter 1); he remembers their life as regular boys. In the same way, Holden remembers his brother as the one that “used to laugh so hard at something he thought of at the dinner table that he just about fell off his chair” (Salinger 38). He does not dwell on the fact that he had been “psychoanalyzed and all” (Salinger 39) for the tantrums he threw after the loss, but instead the greatness of a wonderful little brother.

By having the courage to look back and reflect on the painful past, Holden and the boy in “Hole” are both able to get past the veil of sadness, the mask that life had placed on them in their most traumatic moments. When reflecting, some degree of cold indifference to the emotions of the past is *necessary* to become enlightened with truer— and often happier— emotions.

What is the purpose of the conch in Chapter 2 of LOTF? (mini-analysis)

False Hope in a Conchshell

Near the beginning of *Lord of the Flies*, Piggy rambles on about how valuable the conch shell was — and it turns out, it was indeed valuable to their survival, allowing Ralph to call out to the other boys and establish himself as chief. **Originally a powerful symbol, the force that chose Ralph over Jack, the conch loses its significance after its initial use and is a virtually meaningless item when it is used to allow speaking in Chapter Two of *Lord of the Flies*.**

After gaining control over the conch, Piggy still has no voice nor power towards the group. According to the rules originally set by the leaders: “[Ralph will] give the conch to the next person to speak … and he won’t be interrupted” (33), *only* the one with the conch — in this case, Piggy — has the right to speak. But despite his cries of “I got the conch … I got the right to speak” (44) throughout the chapter, no one listens to him; he is powerless. Despite the extent to which Piggy is despised and marginalized, the same could probably be said to the other boys. This is because of the very act of opening up the shell to the public, of allowing access for even the least influential of the group, of sharing its power openly; by doing this, it loses its initial awesome presence. No longer is it the force that chooses Ralph as the most powerful, the one to bring the kids together when they are lost and scattered on the island, and the one to earn Ralph Jack’s respect; now, it is a commonplace object. Although it allows a person to speak out and be heard, it does not add any additional respect to them.

The supreme position given to Ralph and Jack also undermine the conch’s importance. In their hands, the conch had given them power, as it was unique; but they would stop at no end to prevent the others from gaining that power. Whether they knew it or not, they became power-hungry leaders from the moment they had used the conch. This was evidence in Piggy’s repelling by Ralph: although Ralph knew of Piggy’s intelligence and future importance, he shut him out because he was generally disliked and looked down on because he was chubby, but mostly because he was a threat to his power. After Piggy tried to speak too many times with the conch, Ralph and Jack didn’t allow him to speak any more, changing their rules (without objection from the children) to prevent Piggy from speaking and to prove their authority once more. “‘The conch doesn’t count on top of the mountain,’ said Jack, ‘so you shut up’” (42) said Jack contemptuously to Piggy. Because of the power that Piggy’s sagacity could have, Ralph and Jack limited the power of the shell.

The conch was an important item valuable in the first chapter, but of much lesser importance in the second. It gave Piggy and the other boys a false hope of having a say, but it didn’t achieve anything for him.

LOTF Chapter 3 Questions

1. Discuss the change in Jack's personality that is described at the beginning of the chapter. What is Jack's highest priority, and what does this tell us about him?

From being the arrogant, contemptuous leader, Jack is shown hunting, working hard to help the community, a true leader. Instead of his pompous ambience that was suggested by the previous chapters, such as when he yelled, "Oh, shut up!" (44) to Piggy for *speaking the truth* about the fire, he becomes a skilled hunter, making the following observations of *droppings* on the ground to help his hunting: "The droppings were warm. They lay piled among turned earth. They were olive green, smooth, and they steamed a little" (49). On the other hand, I myself wouldn't ever do this, maybe not even in his situation.

His highest priority is meat, a type of food; he is trying to get the boys an essential source of nutrients so that they can survive. It is a selfless and arduous job (made clear by his inability to kill anything despite his talents), but he is willing to do it for the sake of the survival of the society

2. How are all of the boys except Ralph and Simon (and Jack) behaving? What is Golding telling us about human nature? What important qualities do Ralph, Simon, and Piggy have that the other boys seem to lack?

While Ralph and Simon are patiently (and unsuccessfully) building huts for shelter and Jack is busy hunting (also without success), the other boys are "off bathing, or eating, or playing" (50). They are the leaders, and are creating shelter and a source of food for the boys, two essential aspects to life. They have the wisdom to know what's important for the well-being of the overall group, for now and the future: although they have great ideas for their private island in the future, they know what has to be done to set the foundations for such a view.

On the other hand, the other boys, especially "the littluns" (50), have no concept of the future and planning, but only of survival and having a good time in the present; also, "the older ones aren't much better" (50). All they know is that no parent supervision means freedom, and that time is much better spent playing than helping out, especially when it comes to nasty or boring jobs such as killing (hunting with Jack) or heavy-lifting (building with Ralph and Simon). Golding is trying to show us human nature through them: they are the common people, the people being ruled: they see that the leaders are busy, and they try to get the easiest way out.

3. What is making it difficult for Ralph and Jack to communicate and get along? Where do you think their differences will lead?

The most conflicting aspect holding Ralph and Jack apart in chapter three are their differences in priorities. Ralph is interested only in building shelter, so that they can

survive: he says, “We need shelters” (51). On the other hand, Jack repeats, “We need meat” (51), and their arguments go back and forth.

However, as much as this might seem a difference, it shows that they are similar in character and will get along in the future: it will not lead them astray, but instead will draw them closer together. They are both stubborn power-hungry boys looking to get their way; but they both want to benefit the group. After arguing about their differences, they quickly turn to like concerns, such as when “[the children] talk and scream. The littluns. Even some of the others. As if ... it wasn’t a good island” (52). And, at the end, Golding added at the end of their conversation that “they walked along, two continents of experience and feeling, unable to communicate ... They looked at each other, baffled, in love and hate” (55). They easily reconcile their differences because they are truly very much the same.

4. Why do you think Jack and the littluns (and others, probably) have fears about a “beastie,” but Ralph, Simon, and Piggy don’t? What theme does this suggest?

I believe this is primarily a matter of personality. The littluns are inherently curious and have an imagination open to monsters. Any mention of scary things and they are frightened, as little kids should be. As for Jack, he is more cautious than Ralph, and having hunted in the forest, it could be more dangerous to him.

Ralph and Piggy have to be strong to their public, and by closing off their minds to any possibility of not having “a good island” (52), they convey a positive confidence to the group of children they talk to. Simon is quiet, and does not really have a say on the beasties, instead relaying what others say in their sleep, when “they dream ... and you can hear them” (52).

This again brings up the theme of leadership and outward appearance: Jack is not the (top) leader, and worries about the “beastie,” but Ralph has little to do with the forest where the “beastie” resides, and he is in a position of power, so he has to keep face and instill confidence in the crowd by not acting scared (although he may actually be).

5. What does this chapter reveal about Simon’s personality, and what importance do you think this will have later in the novel? (How do you think the other boys will react to Simon?)

Simon is illustrated as a quiet, hardworking boy, working for long hours alone with Ralph to build the shelters (an image contrary to the original one of him being weak: hungry and fainting). As Ralph said, “All day I’ve been working with Simon. No one else” (50). There is no negative light shed on Simon.

At the end of the chapter, there was a description of him quietly leaving the shelter construction site, going to the fruit-tree area and helping the little kids, and finally retreating to a calm sleeping place, all without a single word. He is respected by Ralph

and Jack, who simply comment that “he’s buzzed off” (55) (without a harsh tone), and is looked up to by the littluns, for whom he “found … the fruit they could not reach” (56).

He was also an observant boy, adding on to Ralph and Jack’s conversation: “[the boys talk and scream] As if it wasn’t a good island … As if … the beastie, the beastie or the snake-thing, was real. Remember?” (50). He was unafraid to bring up the topic of snakes that was no “shameful” (50) in their society after Ralph had so confidently denied their existence immediately upon hearing about them. This is an important trait: he thinks and says what the people think and are afraid to say, because he works so closely with the two leaders. This may create an important role for him when disagreements arise in the future amongst the boys.

Me. Me. Me. LOTF Chapter 7

- **Ralph's Realization (109-110)**

Ralph was suddenly “**aware of the heat**” (109), aware of his disheveled state, and aware of the general decline of the group using **the memory of his sometime clean self as a standard**” (110). Out of the blue, after many days (and maybe even weeks or months) of being on a stranded island, Ralph begins to think about some ideas of simple civility and hygiene. Before, they cared about survival of the society and keeping order, but now as they have less to care about and more time to think. I feel this way often as well: when I’m done with my homework, or having just finished any arduous task, I sometimes have a moment of self-reflection that overcomes me in its depth. After running a cross-country race, for example, I sometimes just think about life in general and how that race was such an accomplishment of perseverance and a tribute to diligence. Similarly, Ralph settles down and notices the finer details that “**he discovered with a little fall of his heart that these were the conditions he took as normal now and that he did not mind**” (110). His “**grey shirt [with the] adventure of washing it**” (109) and the “**dirt[iness], not with the spectacular dirt of boys who have fallen into mud or been brought down hard on a rainy day**” (110) shows Ralph’s wonderful ability to look back and realize the situation as a whole; to step back and take a bigger picture. And I feel the same way when I have those sporadic reflections — and it sometimes actually has a dramatic change on my perspective on an idea. This is especially true of my failures, such as a ruined opportunity at performing piano and repetitive mistakes in school on assessments: after those losses, after hours of sulking and teenager-hormonal-misery, I think about the real effect any of those traumas *truly* have on me — just as Ralph discovers the *true downgrade* of life so unnoticed previously — and I think about it in a totally different way. What happened to Ralph is an incredible phenomenon.

- **Batty Simon (111)**

Ralph accuses Simon of being “batty.” Simon denies him and says, “**No, I’m not. I just think you’ll get back all right**” (111), the emphasis and annoyance clearly put on the latter phrase and showing that he truly is “batty,” or a bit crazy. It shows that he’s a bit on-edge, just as I am often nowadays with imminent tests and quizzes. I tell a lot of lies nowadays, especially about feelings, sometimes so blatantly incorrect when I’m annoyed to the point of anger — as in Simon’s case — that it becomes comical and the situation seems ironic. Like the outcome in the story — “**they suddenly smiled at each other**” (111) — it sometimes breaks up into a wonderful laugh that loosens up everyone’s tension and helps the situation blissfully unwind.

- **Daydream of a Memory (112)**

When it’s time to slack off, Ralph falls behind, “**lean[ing] against a tree and at once daydreams came swarming up**” (112). He soon becomes lost in a memory of his past,

civilized life, with a “bright copper kettle and the plate with the little blue men” (112), “the books [that] stood on the shelf by the bed, leaning together with always two or three laid flat on top because he had not bothered to put them back properly. They were dog-eared and scratched” (112). It soon becomes a long, happy dream, a way to numb his current difficult situation with none of the conveniences one present in his mind. Now, in high school, I know that life isn’t as difficult as it will get in the future; however, I do know that my prior years in school and life were much less stressful, with no pressure of “real-life” creeping up on me, no tests-every-day-stress or staying-up-all-night-sleepiness or finals-cramming. Often I do think back on the “good ol’ days” of the past, of a life easier and more pleasant; of a life devoid of the difficulties we face today, when “**everything was all right; everything was good-humored and friendly**” (112).

- **Seniority (115)**

Throughout my school years, and especially at Barlow, the most senior class had by far the most power and influence over the other grades. This meant that the weakest and most vulnerable were the lowest class (in high school, the “freshmen,” or “frosh”). As a result, the freshmen are often picked upon and many of the movies of a scary high-school life, such as *The Diary of a Wimpy Kid*, are written from an underclassman’s point of view. This was a bit of a literal link, but Jack said, “**Use a littlun**” (115) when they discussed the need for someone or something to kill or tease, and as a result everyone laughed. But with the younguns being the ones to become the seniors in the future, enduring this temporary torture is something that will only nurture their fiery bullies inside and create the same kind of behavior as they grow up. I just believe this is a very unfair behavior, but it is rooted too deep in our natural instincts (as shown by the island group, who have been separated from society and a school setting for quite a while by now).

- **Not Good Enough (117)**

Jack’s dejected realization that he “**doesn’t remember this cliff ... so this must be the bit of the coast I missed**” (117) proved a major hindering factor in their operation to find the beast. Because he didn’t know the terrain, they ended up taking much longer than expected, which forced them to send Simon back to the camp to tell Piggy that they were going to be out after dark. This was a lot of unnecessary confusion and fuss, and potential danger to the expeditioning group, Simon, and the littluns by themselves. But “**if [they] go back [they] should take hours ... [but] if [they] go across —**” (117). I’ve seen plenty of letdowns similar to this, many in school. The most common ones are the ones when we choose groups for projects, sometimes with supposedly-“smart” partners, who turn out to have some excuse to slack off and not live up to their standards. Similarly, if someone just doesn’t do what they’re assigned and expected to do, whether it is a leader or a “follower” in such a group, a delay is imminent as well.

- **Saving Face (120)**

To kids and adults alike, reputation is an undeniably important possession, and a strong reputation and popularity is something most all of us humans crave by our own nature. To save face by appearing “tough,” not willing to be showed up by Jack, Ralph says, “**I don’t mind**” (120) to the challenge of venturing out in the dark to find the beast that Jack provokes. The interesting thing is that he was “**astonished, he heard his voice come out, cool and casual, so that the bitterness of Jack’s taunt fell powerless**” (120), and that he made a second reply without stopping himself, “**Oh, not at all**” (120). Considering how dangerous the situation was and how much he opposed the situation (even after he entered the forest and started questioning his own intentions). But he nonetheless gives in to the challenging soul boys have. I myself try not to keep a reputation of that of a cocky male teenager, but I do occasionally have outbursts against my rational thoughts just to prevent losing face. These arguments are especially prominent at home, where I care most about others and therefore have the most passionate arguments (while in school, my reputation of being non-violent and reserved outweighs this). Staying in character and “looking good” in front of people that believe in you is a must in any society, whether it is our fast-paced, people-ful modern society or the small boy community on a deserted Pacific island — and this leads to a wide range of problems, mostly caused by dishonesty and distrust.

Lingering LOTF Chapter 8

- “Lord of the Flies” (138)

Being the title of the book, I immediately recognized this as an important phrase in the book, but its significance is not so apparent. This was the first time the book had explicitly mentioned “flies” or “lord” — there had been some mention of bothersome insects and the idea of “chief,” but the two had never been worded like the title or combined to produce the same effect. The insects seem to be an everyday occurrence, a being of nature; and Ralph (the chief) was elected by the people. But the word “flies” has a negative connotation, associated with the maggots and decomposing; and “lord” has a bit of a medieval implication: uncivilized, ruthless, corrupt. By placing this strange wording so abruptly in a superficially-happy environment, the reader suddenly is encountered by an understanding of the largest underlying theme: the transformation of man (or boy, in this case) to savage in an isolated, overly-free society. The phrase gives the story more clarity, and makes the title a more understandable concept. Previous to that revealing, I had no idea what the “Lord of the Flies” really was — without any mention in the book I would have assumed that there was no literal connection, but instead a similar theme that both the book and the fly lord both carry. However, the sow’s head can literally appear to be a sort of “lord of the flies” to Simon and the hunters by the picture it portrays. It is the head of a pig, a large animal capable of thought and with a brain and a face like we “intelligent” humans do; and the “white teeth and dim eyes, the blood” (138) may paint the same image as the idea of a savage lord. Being a dead animal, there may be tiny flies swarming around it, almost like servants to a lord, staying close for protection and to protect. To the boys present, such a sanguineous act, with such thoughtless killing and no remorse, their minds may have hallucinated or looked at the pig in such a different way, and this could very well be Simon’s first impression of such a horrific bust, as was suggested by his reaction. After approaching the head (after Jack’s group had left), he imagined a conversation with the head, and this led eventually to a frightening hallucination, “found himself looking into a vast mouth … with blackness within … [and he] was inside his mouth” (144) and his passing out.

- “‘All right then,’ he said in **tones of deep meaning**, and stabbed the air with his index finger” (127).

How do you convey of “tone of meaning,” especially as a child? Adults say that they have acquired enough wisdom to know what the true meaning of life is — whether it is happiness, experience, fun — and being able to express it in an undertone, in a way next to words. Jack accomplished this form of communication, but only with the realization of his worst fear. For that moment, just after he “turned, red in the face, his chin s[u]nk back” (127), he encountered for the first time humiliation. Unpopularity. A lack of attention and the popular vote. The people had been disappointed with his more radical

ways and ideas, and he was now officially ousted from power with this vote. His statement, “All right then,” (127), was one of few non-assertive statements Jack proclaimed, the majority being words of accusation or inspiration to hunt. Now, he was forced to agree with what the people *actually thought*, something he had ignored in his past campaigns: he understood now the new realm of society. He learned the perspective of others, not having the chance to be a ruler and having to obey orders or face consequences. And for that moment, Jack *understood* what others felt about him, and his voice contained that thought; but it did not last. He only had a glimpse of this reality, the reality that Piggy and Ralph were also starting to realize with their solitary moments of reflection and clarity. He jumped right back to his own mindset, even in the same sentence, by “stabb[ing] the air with his index finger” (127), a characteristic act of his decisiveness, and he asked again the general appeal. After several denials, he turns away to a solution of his own, a society of his own, a way to stay away from the reality that he just learned. Similar to when Ralph “discovered dirt and decay” (76) on his walk to the late assembly when he started to think, Jack realized also the decline in the community and in himself that had lost his popularity. And as the children were so happy to be free of thought, playing mindlessly on the island while Ralph sulked, Jack could not bear the weight of his humiliation, could not assume the humility required in working together, and he too went for a path of an “ignorant bliss” away from the “rule” of Ralph.

- “‘Thanks,’ [Ralph] said. Then with an **accent of pleased surprise** — ‘Thanks!’” (132). The repetition of the word “Thanks” in two different tones may be just to show Ralph’s surprise, but also an emotion that is generally lacking throughout their journey. The first “Thanks” is a figure of surprise, a normal etiquette, a conversational normality. But with his transition, his next “Thanks” had an “accent of pleased surprise” (132), which I found to be a wonderful description for his feeling. Jack had left, and the entire group felt a weight lifted off their shoulders without Jack’s conflicting, harsher hunting views. “Accent,” “pleased,” and “surprise” can all indicate a more positive tone, something a little out of the ordinary with a touch of enjoyment. Ralph feels pleased by this, which he did not feel often on the island with the pressure of leadership constantly forcing him to reflect on their progress and what should be done. As in Jack’s realization (*lingering, bullet point 2*), this was a brief moment that passed quickly as he and Simon soon returned to the concept of missing boys and the fire — but the moment was made and it made a visible impact on the leader.

The Great Modern Mission

LOTF Chapter 4 Chopped

They were used now to stomachaches and a sort of chronic diarrhoea. They were not bothered by it, however, as they sat on the couches facing one another and stared at the moving visual separating them, the holographic visuals reflected in their glowing eyes. They continued this for hours on end, mouth and belly aching as they ate mindlessly, taking no notice of the rich and sugary snacks that were so readily fed to them by the slot in the wall. But they couldn't really see or notice anything in the twilight lighting and the darkened windows other than the intrigue of the glowing centerpiece.

The two of them were really nothing out of the ordinary: **Percival was mouse-colored and had not been very attractive even to his mother.** Harry, on the other hand, was the most stereotypical nerd with rectangular glasses and his awkward stance. But that did not matter, just like their bloated bellies; it was their smarts that would have to win out in their thrilling adventure.

They stared so intently, moving so fervently, but not making any sounds save the slight whispers of their sleeves.

The room was not so quiet, however. The sounds of battle were in the air, with the frightening noises of unknown beasts in the jungles facing them, with the echoes of hypersonic stealth helicopters whizzing through the trees, with the sounds of angry thoughts.

If only I'd some green! said Percival to Harry but no one else, dodging the deadly blasts of an unknown powder. *I can't function in this blasted red! Let's finish this quick!*

There was a slight nod of acknowledgement. The two continued to creep through the viridescent foliage under the dull moonlight, the stars twinkling high in the sky. They moved quickly, making a noticeable change in angle and shadow even as they watched.

They continued on the offensive, hearts pumping with an exhilaration devoid of fear. Nothing held the pair back, and the thrill boosted them forwards.

Harry advanced, ordering Percival, **Come on! I'll creep up and stab—** A flash of pink interrupted him, and his heartbeat accelerated to an unprecedented rate. **Kill the pig. Cut her throat. Spill her blood!** he shouted in a whisper. He closed the distance and pulled his hand out of his pocket, conjuring out of the air a great long sword, with Percival following suit. Their minds flew with the idea of roasted pork. Percival, being a vegetarian, **meant to refuse meat, but his past diet of fruit and nuts, with an odd crab or fish, gave him too little resistance.** Although he knew there wasn't going to be any true gustatory delight, his mouth still watered with the idea of such a treat.

The pig was cornered! Harry stepped forwards, his lips a huge sadistic grin as he lifted his arms, ready to swing—

WWHHIIRRrrrrr ... The pig disappeared as he swung his arms down, the grin on his face disappearing as suddenly and quickly as a popped balloon. The silence that followed and the

lights flickering on added to his **numberless and inexpressible frustrations combined to make his rage elemental and awe-inspiring**. He threw down his arms, tempted to kick his new Hologame-6200 and shouted, the first non-synthetic noise of the day past.

“WHY, MOM?!”

In return came the simple and honest answer.

“How many times do I have to tell you? It’s time for dinner! And you need to finish your homework! We can take away that no-good time-wasting cool-ish overpriced new toy of yours!”

With a defeated sigh, they took off their telepathic earbuds and fully powered down the system, but not without knowing more adventure came tomorrow.

Unheard Once, Lost Forever

Ralph returned the glasses to a discontent Piggy, whose cries were reduced to a hysterical mutter, something about “blurs” and “acting like children.”

Meanwhile, I joined the crowd of joyous boys running and squealing around the fire, yelling as it twirled and leapt much like we did. Its vibrant gold and its flickering movements enticed us; its crackling laughter taunted us.

But the fire was dying. Ralph shouted.

“More wood! All of you get more wood!”

The dance stopped and we raced out into the woods, a pack of screaming children into the dark tangle of creepers and fruit trees. But the fun and games were not over. Before long, many of us littluns had left off to the allure of the tropical fruit and a chance to play, and the biguns had settled into a comfortable conversational stroll.

But I stayed loyal to my word and the greater good. The biguns appreciated this effort, despite their laughter at my humiliating mention of the Beast last night. At this thought, so suddenly revived and fervent, I addressed to the nearest boy as soon as we stopped for wood.

“Whaddu ya think ‘bout the beast? Is chieifie Ralphie right?”

The fear from the assembly came back to me at that moment, and my voice came out a whisper, the wind barely carrying it to his ears. His dark eyes and the spider webs of concealing hair hid his identity as he turned to me, and I did not recognize the tone, deeper and wiser.

“Nah, there ain’t no beastie. Why don’t you just go listen to the chief? He’s always right. If you’d just listen to him and get some wood like he’d asked you to, then we’ll all be happier and he’ll protect us better.” He grunted as he picked up the log. “Just do like he says.”

I was only six years-old, a twig to many of the other boys, but I wasn’t stupid. The tension in his eyebrows and the frown he made was caused by more than the weight of the logs he was carrying — I had watched the other boys carrying worse.

He was holding back. I pushed on some more.

“Are ya happy with Ralphie? Do ya like him?”

“Who else’ve we got? Look around; stop asking silly questions. Everyone else listens to him, so we gotta too. And there ain’t no beastie. Let’s build this fire like he says.”

“But I saw—”

The boy trudged off with the others, strange shapes condensed into a dot in the distance.

But there was a beastie. I knew it. I could prove it to them! Ralphie had the conch, but I have, I have ... I have nothing.

I stormed off, away from the returning boys, away from Ralph and Piggy and Jack in their childish power struggle. Life suddenly became a burning passion to disprove Ralph; to show that being a littlun with a mulberry-colored birthmark meant nothing less than they did.

The creepers hung ever so eerily, challenging the decision. Worse yet, a hissing began, a murmur, then a crackling roar. In my chest gathered a cloud of despair, dark and foreboding.

I tried to run back, panic sparking like the flame behind me. “Help! Help! Come back!”
And in the distance, I heard Piggy rant again.

“That littlun that had a mark on his face — where is — he now?”

I turned and fled, a young impala in the face of the fiery pride of lions closing in from all sides. The boys did not listen to me last night, but now they would never hear me again.

Then, a thought. An incantation. A comfort known only known to my brother and I.

My name's Harry Wemys Madison. The Vicarage, Harcourt St. Anthony, Hants.

The sizzling crept nearer even as my body flew down the slopes.

I'm English. We had fun once. Jack and the choir sang beautiful songs, and we clapped and all the pretty girls liked him. We laughed at Piggy. And Ralphie? He was always the same—

The unfriendly side of the mountain beat with the accelerating drumroll of a heart.

The Power Gamble: A Dangerous Rite of Passage

A notion to inspire awe, heroism, wonder. But too often danger, irresponsibility, and chaos as well — and many times the duplicitous mind of the adult. Too often, this concept of “power” is associated with evil and misdeed, opposite of the innocent domain of the light hearted child. However, Golding meddles with these opposing connotations in *Lord of the Flies*.

The boys separate themselves into two groups: the “biguns” and the “littluns.” This is a distinction typically ignored in society: they are often classified simply as “children.” The boys, however, are more serious with this segregation, and Golding uses it to portray two groups analogous to adults and children. The contrast between the littluns and biguns shows that the ability to fill a gap in power is the defining factor in determining adulthood.

A central theme of the littluns is their fright towards the “Beast.” The first to mention the monster is the boy with the mulberry-colored-birthmark, introduced as weak and pitiful, a “shrimp of a boy” (35). The littluns hang onto this childish nightmare of the monster “snake-thing … in the woods” (35). Although their imagination is a source of unnecessary terror to themselves, even with the older boys agreeing with the leaders about the unlikeliness of a Beast, “here and there among the little ones [is] the doubt that require[s] more than rational assurance” (36). In contrast to the littluns, the biguns are stubborn in their argument that such a Beast could not exist on their island with their repeating cries of “but there isn’t a Beast!” (35) — until Ralph and Jack venture out and actually encounter a glimpse of a “Beast.” The creativity tied so closely with children’s minds leads to a useless panic that contrasts with the more rational mind of the biguns, whose assumption of the parental role is used to comfort.

Responsibility is another weak suit of the littluns — they have a strong inability to care for themselves or be responsible for their actions. On the other hand, the biguns prove to be fully self-sustainable and even have the time and resources to take care of the rowdy “kids” in addition to themselves. Simon demonstrates this parental care when he “pull[s] off the choicest [fruit] from up in the foliage, pass[ing] them back down to the endless outstretched hands [of the littluns]” (56) as a spontaneous action when he walks by. Similarly, Piggy is charged with the role of babysitter as the boys voyage off in the spirit of hunt, showing very strongly his internal caretaker. This is not an easy task, as the littluns “wait for two minutes, then [fall] into the sea; they [go] into the forest; they just scatter everywhere” (46). Unfortunately, the law and order that

are set into place by the biguns do not apply to the littluns. They are the ones that are free of the bonds of civility and the struggles of adulthood, and yet they subconsciously demand nurturing and protection. They are the ones that disappear into the forest fires. They are the ones to wail in the night. They are the ones that simply cannot survive for themselves. As a result, the biguns are the ones they need as support until they can understand power and become biguns for themselves. This lack of independence of the littluns further separates them from the biguns, as their primary concern is not power and leadership, but rather simply survival and growth.

The conflict that fuels the majority of the book is caused by the power struggles of the biguns. Besides their role as parents for the littluns, they also have to establish a makeshift “government,” a hierarchy of control. Leadership, an attribute restricted to adults, quickly distinguishes a few biguns as the most mature, adult-like members of society.

Ralph first exemplifies the role of an adult when he assumes power. Immediately, in sharp contrast to the littluns who are off playing games and picking fruit for themselves, he initiates and wins an election for leadership, or “chief,” after they notice the presence of “no grownups!” (8) — in other words, a lack of power. In an orderly manner, a democracy in miniature begins. With the power of the conch, he approves the boys’ exclamation of, “We’ll have rules!” (33). Equality is set as the rule of the-one-with-the-conch-speaks is firmly established, allowing for a fairer distribution of power. In addition, he leads the boys in their endeavors for rescue and survival by setting up a signal fire and building shelters, and he raises the spirit of the boys by exploring the island and reporting their wonderfully independent, albeit abandoned, situation. He also appeases Jack after his loss of the election by bestowing upon him power over the his loyal choir group, and the right to hunt. Ralph demonstrates the maturity associated with leadership and adulthood as he responsibly steps up to organize power in society.

The biguns in the community are not limited to positive roles, however. The older boys that join Jack’s tribe vie for power simply out of the desire for dominance and independence.

Jack is the first revolutionary to rise, the first to question authority and step up where Ralph was weakest. He speaks out for the boys when a conflict of interests arises between them and Ralph: “‘You wouldn’t care to help with the shelters, I suppose?’ ‘We want meat—’ ‘And we don’t get it’” (51). Jack continues with his obsession for the hunt — a priority that the boys favor — through a similar argument later in the story as Ralph promotes the priority of rescue.

The differences in opinions are so fierce and lead to the schism between Ralph's original group and Jack's tribe. Armed with his newlyfound authority, Jack allows for the boys in the tribes to become more independent and free, the ideal of a grownup. Interestingly, they openly identify themselves as a "tribe of painted savages" (177), notwithstanding the negative, primitive connotations of the terms "tribe" and "savages." To do this, the savages conceal themselves behind masks, which are "thing[s] on their own, behind which [they] hid[e], liberated from shame and self-consciousness" (64) — much like the deceitful adult, they mask their personal identities and lose blame by creating a single group identity. Unlike Ralph and Piggy, Jack's group seeks not civility, but being an adult by creating a sovereign group; this quality of "freedom-fighting" and fulfilling the wants of the people demonstrates Jack's maturity.

A new level of detachment from the littluns is achieved when the savages become homicidal. So entrenched in their level of power, the savages are thrown from the lovely realm of innocence into the corrupt domain of the adult. As they hide from blame and shame behind their masks, like true savages they kill Piggy as he attempts to convince them that "[they are] acting like a crowd of kids" (180) and that they are "be[ing] a pack of painted Indians, ... hunt[ing] and kill[ing], ... [and] hunt[ing] and break[ing] things up" (180). It is a struggle for power, for dominance, for humanity and rules or savagery and freedom, ending in a violent struggle that causes Piggy to end up "like a pig after it has been killed" (181) — murdered as if he was an animal — and Simon as well. Like adults who sometimes are so passionate in their argument and ruthless in their fight, their struggle for power leads towards destruction as they clash over ideals.

The introduction of a true adult — in the ordinary sense of the term — when the sailor arrives on the island has a similar effect on the boys as the biguns on the littluns. With a higher power returned over them, they are the vulnerable ones again, simply "little boys ... streaked with colored clay" (200). In the position of the littluns, they are the ones that are all "fun and games" (200) in the adult's perspective. And yet, the sailors unconditionally take care of the savage children simply because they are innocent children. This further emphasizes the role of adults to fill in the lack of power and parenthood.

The members of society who can "step up to the plate" when faced with opportunity or crisis — or both, in the case of *Lord of the Flies* — are the politicians, the leaders, the parents in society. For better or worse, a rise to power is the true rite of passage to adulthood.

Chapter 3 Simon / Jack FOIL

One major difference we noticed between the two scenes was the description of color. In Jack's scene, the colors were often muted and paler, with the "pale flowers on its grey bark" and an "olive green"; on the other hand, in Simon's scene there were "wide white flowers" and "green candle buds" in their surroundings. Similarly, this was reflected by the descriptions of their eyes: Jack's were blue and "bolting and nearly mad," while Simon's were "so bright." However, it was also interesting to notice that Jack's scene is mostly in "semi-darkness," while Simon's is later in the day, with "darkness pouring out," perhaps to show more contrast. This dullness in Jack's scene helps portray his motives, such as killing the pig, as more clouded than Simon's, whose are pure. Furthermore, the difference in Jack's and Simon's eye indicates that Jack is becoming more barbaric and frustrated while Simon is still innovative and open to what the world has to offer. Another interesting point of contrast is the difference between the characters and their positions: Jack was "bent over," while Simon stood; Jack was also described as more furtive and uncomfortable, while Simon was "almost furtive" and more comfortable. Perhaps this indicates that Jack is less familiar with the nature while Simon is one with the jungle; or it could just be used to emphasize Jack's role as a leader and Simon as a more carefree follower. We also noticed that there was a comparison between Jack and Simon when Jack bent over to look at the (droppings on the) ground more closely; on the contrary, Simon stayed standing, looking down at the (pile of sand on the) ground. We weren't sure exactly what to make of this, however.

To illustrate the contrast between these characters, we decided to draw the Earth divided in half to show their worlds. On Jack's side, we drew only in pale colors and on Simon's side we used brighter, neon markers to demonstrate how in Simon's scene there were many bright colors. Outside of the Earth, we drew the Sun on Jack's side, but with clouds, to show the semi-darkness that he was in; this semi-darkness added to the dull effect of his side. On the other side, we drew the moon and blackness on Simon's side, which provided contrast for the bright colors on his side of the globe, emphasizing the colors. In addition, we wanted to show the detail of Simon and Jack's proximity to the Earth. Jack was hugging the Earth, while Simon stayed away a little bit.

Illumination

Siddhartha wandered far throughout India and encountered many strange events and people. He saw mountains and rivers and strolled through many towns and traveled many merchant paths. He conversed openly with people, until he realized that he had wandered far outside India. Although he could not speak the language, Siddhartha quickly became accustomed to the ways of these strange people west of his homeland. They spoke foreign, localized tongues that confused Siddhartha, so he decided to remain silent and listen, but speak only with his inner voice with that almighty syllable, Om.

The farther the mute wanderer traveled, the fewer the number of people who spoke his tongue who he could talk with. He quickly became lost in a sea of foreign peoples and customs, and he stopped his speech entirely after a few weeks. The native people frowned upon him, saying: "Who is this lowly Indian beggar? Why has he come here to take our food and our money?" So they shooed him away. Siddhartha let himself be shooed away, and he fasted and thought. He looked at the lives of the everyday people, the mindless peasants in the street that walked to and fro on the street, minding only their own business, constantly bickering over a bargain, always suspicious that they had been robbed of their money.

Siddhartha watched this all from dark alleys, under a rough cloak or bare skin, with dark and disgusted eyes. His eyes always looked into the distance. He thought of the nature and the order and structure that existed out there, not here in a dirty city. Over there was where the quiet hum of Om buzzed, between the rivers and the dirt and the sky. Here, Siddhartha could feel nothing but the dull buzz of an urban city. Although there was movement, there was no life. As worker bees in a beehive, the people moved and did their duties, but they neither thought nor did wise deeds. They did not pray, they did not fast, they did not notice the world around them.

Concentrating on a street vendor across the street, Siddhartha attempted to see the world from the man's point of view. He saw his customers, and he desperately tried to please them with guarantees of quality and taste. He saw a busy street and a struggle for a living. Scanning the street for prospective buyers, he saw himself, the ragged beggar staring at him. And then, not recognizing himself, he turned away from the shadow in the corner, the mud at the bottom of society. And then the shadow scuttled away, horrified at its own appearance, going back to wandering and thinking.

A little girl who had been eating dinner with her family spotted Siddhartha through the window. He peered back at her and smiled. She promptly excused herself and left, offering Siddhartha a few stolen slices of bread. Siddhartha smiled again, prayed for her good-fortune, and then she returned. When her parents had noticed the crime that she had committed, she was beaten and scolded, and the boys in the house chased Siddhartha to run away with tremendous threats of violence. Siddhartha fled to the woods. It had different trees than the ones he had grown used to when living with the Samanas, but he could feel the comfort in their silence, their peaceful countenances. Siddhartha also suddenly felt a longing for his dear friend Govinda, who was always calm and kind. The longing tugged at him, an anvil dropped into his thoughts. He began to cry, and in his weak state he quickly became somnolent and fell asleep.

In his dream, Siddhartha saw for a immense time the lack of order. He saw riots and unkind people, pillaging, raping, killing. He saw the horrors of man. He saw a wretched being being chased into the forest. Only after what seemed like many years did Siddhartha see armies of righteous men take back the world with kindness and peace. He saw a monk help up the man who had run away to the forest. He saw, much as the eye clears itself of the weariness of night, the world focusing to a blinding clarity. Just as the light seemed to penetrate throughout all the cosmos, Siddhartha woke up. Govinda was shaking him, waking him from the terrible yet auspicious dream. And Siddhartha thought, the world is about to change.

Missing Spiral Assignment Reflection

Content Choices

Although the plot of this short scene is very similar to many of the others in the novel with no introductions of new plot characters nor places, I tried to vary the lesson that he learned. In my story, **Siddhartha encounters a new swath of human emotions** that will broaden his empathy and love towards people. As he enters a new country, one of foreign people and slightly different ideas, he sees a greater diversity in life. It also provides him with a time of forced separation and silence, in which he could not speak to others in any comprehensible manner based on his distancing from home. And this time, with different people around him, he is for once regarded poorly: he is looked down upon. For once he does not rise to a position of high societal or spiritual status, but he seems simply as a beggar to the people and earns no respect for them. He is despised, hated. However, this feeling is somewhat mutual: he again feels the same contempt for the normal people, but in my story he does something new: he tries to take in the world from another perspective. He looks at the world from a commoner's view, a random choice out of all the simpletons he encountered and frowned upon. And for the first time, Siddhartha empathized with that merchant and saw himself from another perspective: he saw a shadow in the corner, a lost soul drowning in the busy river of life. And when Siddhartha came upon the girl who had helped him, he had been overcome with a sense of the deliberate unkindness of the world to the ones that are different; he notices the people's sense of security with their superiority over beggars and other lower-class people; they do not realize that they are citizens of the same world, that they are there to help each other out. As a result, they bring out violence to protect themselves, as the men chased out Siddhartha. And this dawns upon Siddhartha that it reflects himself, he who thought himself better than others because he was knowledgeable and used to be selfless and kind. And then, when abandoned by society by his rude ostracism, Siddhartha suddenly again feels hopelessness, but also a new, "normal" human feeling: loneliness. He feels the need to be with people again, with people that love him and give him direction in these moments of despair, such as Govinda. He wants a friend, or perhaps family, to guide him and care for him when it seems that he is so lost and alone in the world, when he has left the world he knew so long for an endless search whose goal he has yet to reach. So as he plunges into sleep, with extraordinary prescience he receives an optimistic message about the enlightenment of the world's people as a whole, an awakening on a scale a billion times greater than his own. And in this dream came people to rescue Siddhartha from his loneliness and despair. This hope that drives human society and innovation in even the darkest of times finally surfaces to the realist mind of Siddhartha. Hope, absent from his religious and physical observations prior to this experience, is what allows him to carry on. And lastly, by some inconceivable coincidence, he yet again encounters Govinda, who is also wandering and searching— this strengthens his subconscious premonition and reinforces his hope, thus foreshadowing a hopeful future.

Stylistic Choices

I focused a lot on the similarities in style and overall flow of the passage, and therefore it sounds very much like Siddhartha's previous adventures. Firstly, it reuses the spiritual language of the original novel, such as Siddhartha's name and the syllable Om— and does not include any incorrect information regarding Siddhartha or false inferences about his path. It is engineered to fit in the time when Siddhartha begins to wander, near his first "Awakening." Another core feature of my writing is that it also very clear and rid of abstractions— there are not many difficult words, and the actions that Siddhartha carries out are very plain and clear. It is almost boring in that sense. In addition, there is little sentence and paragraph variety, similar to Hesse— there are only complete sentences written in grammatically correct English, with little-to-none "artful rule-breaking." However, this does not entail a lack of figurative language, which I employed: I tried to copy the use of analogies in the way Hesse did to help better illustrate the strange manner in which Siddhartha treated his work. I also added a few of the strange current-past tense conflicts, with "-ing" present-progressive and "-ed" past-tense actions. Another little detail is when I substituted in "the mute wanderer" for Siddhartha, thus changing the perspective suddenly from inside Siddhartha's head to a more outside, remote perspective, similar to Hesse's use of the "thinker" as a change of perspective. Lastly, I also tried to imitate Hesse's use of one-word titles that illustrated the main idea (as well as their formatting). Because Siddhartha goes through a lot throughout this excerpt, I chose to illustrate the idea of the final awakening of the world as he sees in his dream: an *Illumination* of the world. It is a single word that encompasses the idea of awakening (such as waking up to the light of the world), enlightenment (the light means wisdom and good) — which also brings up the dream motif that I incorporated with his foresightful nightmare, and the light-dark motif (good light pushing away the dark of evil). Additionally, it is a metaphorical description for the physical, blinding light Siddhartha sees in his dream.

Little Chained Bird

As nature's maid, the wind dusts the forest of yellowing leaves and sweeps the reddening specks on the floor to the side. She freshens the breeze with the smell of mowed lawn and hanging laundry. She maintains the lovely vibrancy of summer even in this early autumn air, the nuánced scents suggesting the beginning of the end of another year, giving a hint of nostalgia to the grandma at the boy's side.

He stands at the end of the sloped driveway, toes on the jagged asphalt between driveway and street. His hand tightly grips his grandma's as they wait. A girl of his height stands on the other side of the grandma, and she wears the smile of returning excitement. And a stare, down the road. Had her eyes been lasers, they would have burned a hole through the cracking gravel. But a frown rests on the face of the boy, a frown with eyebrows at slants and mouth upside-down in deliberate imitation of familial figures; but the youth in his unfaded dimples betrays his innocence.

Because inside his head, he is not angry at school. He is not pouting because he *dislikes* the idea of going away. No, at this moment the lights of the approaching school bus flash just like the lights of the warning siren blaring in his brain. The butterflies in his tummy rumble about like the roar of the bus. The ever-closeness of family and household will be shattered like the broken chains under the bus. Dazzling colors threaten to confuse, anger, frighten the boy. So he just stands there. Petrified.

But movement catches his eye. It is a bluejay, lightly perched and on a swaying branch. The boy watches, head inclined ever so slightly. It stares back, and only then is he cognizant of his own appearance. He wears a plaid shirt extending far past his waist, and his tiny sneakers strobe the "Lion King." His legs don cargo pants, and his back a Jansport backpack with a Sharpie scribble resembling a name. It is a relieving distraction. His feathery eyebrows loosen and the angle of his mouth lessens as the bird takes off to elude the lumbering vehicle. Flight. Free. Unpetrified, unlike the boy standing there.

If only I could be so free, he thinks. What if I could fly away whenever I wanted to; escape this life of being told what to do and where to go?

But no. He is no bird. He stands there, a schoolboy, the frown largely unchanged. The drag of the bus whips his hair around, only to be smoothed down by the practiced hand of grandma. Diesel fumes taint the air with its oily color and black scent. The engine reverberates, indecisive as the boy's heart.

The door opens. Tiny eyes peer out from deep inside. They pull him in, intrigue him.
The boy steps forward into a new world.

Trophies for Merit, not Effort

In the article, NFL player James Harrison gave back his two sons' participation trophies from a local athletics event. He posted his reasoning: "these trophies will be given back until they EARN a real trophy. [I believe] that everything in life should be earned and [nobody is] entitled to something just because they tried their best cause sometimes your best is not enough." This stirred up the controversy regarding trophies and children, with some parents thinking participation worthy of a trophy while others disagree.

I agree with Harrison: I believe that trophies come with merit, not effort. It's usually true that with effort comes achievement; in a world where nearly everyone tries, however, it's not reasonable to give recognition to everyone but only to the outstanding ones. This is especially true of participation, which only implies involvement in an event, not a "win in and of itself," like some parents believe. Harrison said he would not give his children that false sense of accomplishment just for participation; if their "best is not enough," then they would be motivated to try harder for that win and for that trophy. This creates a virtuous circle that keeps everyone motivated: the people with the trophies to continue trying their best, and the people who do not to continue trying harder. On the other hand, giving trophies for participation would only create a vicious cycle of false achievements. Although trophies can be used as an incentive for participation, the first step towards achievement, they are meant to motivate and show hard work; the children should go through great efforts to obtain them, not be automatically entitled to them. Trophies are supposed to be special trinkets given only to those who win or excel in some field, not to everyone who attempts to succeed.

Othello-Inspired Writing

Title Case Studies on the Paradox of Human Nature

Characters

- WS** William Shakespeare, *Othello*
WG William Golding, *Lord of the Flies*
RB Ray Bradbury, *Fahrenheit 451*
MD Mark Dunn, *Ella Minnow Pea*

Setting A McDonalds in Fairfield, CT, on January 7th, 2016 @ 17:42

Dialogue

WS Now that you haveth called me most four centuries through mine death, and now that I haveth read all of your books (and acquired more of a “modern” English accent), I would like to begin this conversation about thine novels that hath such a dark premonition. Why is it that you hath repeated the same plotline over thrice, a futuristic doomsday storyline both doomed and saved by man’s intellect? What hath thine achieveth with such a strange and preposterous story? Surely no one will believe it!

RB Great Shakespeare, are you familiar with the works of George Orwell and his “Big Brother”? When the ideals of communism took the world by storm, and the ideally-equal communist realms became dictatorships, Orwell shook the world with his far-sighted novels, one the real-world *1984* and the other a Aesop-styled allegory, *Animal Farm*. He issued a warning with these books; what if that “strange and preposterous story” became something normal?

Take into mind Golding’s *Lord of the Flies*, for example. What would *really* happen when you put a few dozen civilized, British schoolboys on a lonely desert isle?

WS, MD ...

WG According to my calculations, and real-life experiences, they would most likely—

RB Case in point. There’s no definite answer, and there’s no way to truly prove the workings of human nature. But what’s the most interesting is that anything can happen with people, even “innocent” little children. And nothing seems too out of place throughout the course of the novel: it’s only when you compare in the same instant the beginning and the end and find that they are drastically different — as is your observation — that any absurdities arise.

The question is whether or not these are truly absurdities — blips in our “normal” operating status — or if this is the natural change we should expect: if this is the mistake, the wrong turn that humans will make in the future and learn from. It’s difficult to tell.

WS Mine story of *Othello* is one such tragedy. But I tried to keep it closer to reality, to the world we know. There are men admirable and unworthy; Othello and Iago were such, respectively. But you knowest well the end of the story: Roderigo, Desdemona, Emilia, Othello, and Iago fall like dominoes. The “bad” is always caught. Being so deep in this conflict with so many obvious lies, Emilia easily pinned him down. He had the power only to bring down this tight inner circle; the lords past Cassio were not much affected in their power. Alas, great Othello was struck down, just as the Bradbury’s far-seeing Clarisse, or Golding’s Piggy, or Dunn’s Dr. Manheim. Howbeit, society was never *doomed*. We’d never let that happen!

WG I beg to differ. No, society’s almost never doomed, but there’s always the *what if?* I didn’t place a pack of little children onto a deserted island for no reason. Nay, it’s because that’s what *we* are! On this precious haven we call Earth on which we placed by some supernatural means, we humans are a species of curious little children! No matter how much we may think of people with seniority to be “adults,” we are always curious little Beasts with no sense of calm until we meet the ones that took us here: God and his saints — represented by the parental figures of sailors in my book — the *true* “adults” to mankind.

I regret bringing up a biblical representation in a conversation about human nature, but we are truly alone. With no one to watch us from an greater outside perspective as the sailing godsend saw the little kids, we have no true insight on what we’re doing. We truly have the potential to mess up *real bad*. In reality, everything that we’re doing is an experiment: in no way are we the perfect, advanced, scientific beings that we make ourselves out to be. As Ray here was saying, I’m trying to teach a lesson, too!

MD I’d like to add that, unlike the global nuclear war in Ray’s book, my situation was no doomsday situation, and neither was Golding’s. This is similar to your *Othello*, Shakespeare. Iago didn’t doom the world, but he did doom the world for Othello and his closest friends — and the world of any human being is amazing. He was a smart man — indeed, a brilliant man, the smartest of the lot. Like the witty but foolish words of Beatty the fireman and the inspiring words of Jack Merridew, Iago had himself an amazing mind.

He plotted everything out before he did it, from the downfall of the lowly, mathematician Cassio to the numerous re-convincings of the brainwashed Roderigo. He was the one to forewarn Othello of jealousy, and subsequently convince him to a point of no return in his angry bitterness towards Cassio, a jealousy formed so suddenly and without evidence. He was the one to turn Othello’s great respect against his high lieutenant and leave without blame. He was the one to devise sufficient evidence for persuasion based on minimal, chancy evidence.

And yet, despite his evils, he was the one to be the most loyal ancient, helping out his “friends” Cassio and Roderigo, his great lord Othello, and fellow high rankings Lodovico and Brabantio. He was the one to re-inspire Roderigo and Cassio at the lowest points of their life to

turn back and join him against that treacherous Othello that — in some contorted way — caused all of this. As he said, [quote here about “If I’m helping these people, how can I be evil?”]

WS Yes, I hath intended Iago to be the clever villain, the one to entrance everyone — but I hath not intended his intelligent moves to be splayed out and analyzed side by side so deeply. Yes, I suppose that is very true.

RB It’s also interesting to note that this is all “people-smarts” that is controlling this. Iago is controlling Othello’s emotions: the rational, patient side of Othello is totally overridden by his love for Desdemona. Cassio and Roderigo are struck down too hard to realize the flaws in Iago’s teachings: of course, to “put [all] thy money in thy purse” [need a quote] is a terrible way to steal a girl! Even Emilia, who is as witty as Iago, defies her own *death* by relaying the truth to Othello and turning the blame around. And Jack from *Lord of the Flies* — although generally sidelined at first because of the wonder of Ralph, with his conch and his planning abilities — reflected the true side of the later “savages” with their zealous hunting. They didn’t want to be like Ralph, building shelters and waiting for rescue: they wanted to be like Jack, the fearless hunter who had an exciting life. Why follow rules when you could play all the time?

But that brings up the question: to what extent will this emotional manipulation play out? How long will it take until reason kicks out excessive rash thinking and do what is logical?

The problem with this question is that human nature is extremely subjective. What is “right” versus what is “wrong” is totally up to the mind, and it doesn’t have a direct relationship with either logic nor emotion.

WS Thou sayest that the most influential persons are those who will become the future corrupt politicians, the ones to easily push around the mind.

RB Yes, that is true. And we know that what is rational is often the savior of mankind. Innocent, hardworking people are often the ones to fix the society’s problems, to decide rationally what is right and what is wrong. Othello is a clear example of this: when he is not heavily influenced by Iago’s backstabbing, he is described as a great and gentle lord, as well as a strategic general. Ella was the one to steadily work towards freedom, objecting little and doing her honest best — as opposed to rash Tassie and Nate — and she successfully saved their home. And Montag, using the help of Faber’s logic, was able to think through Beatty’s persuasion and realize what was truly right.

In my story, I used the example of the phoenix to describe the problem. As a species, we innately know that reason — the act of patient problem-solving — is often the solution. Why, then, do we so often disregard this? Give in to our feelings? Ruin ourselves, over and over again? I called this council of writers — explorers of thought to the future and the impossibilities — to solve this problem of humanity. We keep on running towards that pyre, burning ourselves up even though we remember. Then *why*?

WS Methinks that this brings us all back to one almighty concept. The idea of *power*. People want power — it's no secret, they hide it not. But Jack, Beatty, the Council, Iago ... what are they toiling for? Why came this evil?

O, that greedy green monster we call jealousy! Villains will stop at nothing to be better than others, to let the world know of their superiority.

But greatness is only relative. And people are ingenious creatures.

You can see Othello at the top. He hath near-supreme power. Or substitute him in for the controversial books that Montag can't read. Or Ralph, who holds the authority Jack lacketh.

But then, simply put, life is a game of cat-and-mouse. The manipulators, the underhanded advisors, they're so close. And this proximity, this closeness to the allure of dominance, this makes them work in such incredible ways to fool and euphemize to the point of a meddled truth.

By this point, Jack would've worked into the minds of the schoolboys and planted images of glorious hunts and marvelous feasts. Beatty is telling Montag of the horrors of books, using first-hand experience. And Iago is digging himself deeper into the ensnaring pit of lies of his own creation. A pit so deep by design so that it pulls in not only him, but those he despised oh-so-much for their power over him.

And sometimes they *do* take over. Iago, in his brief moments of glory, takes down his friend Roderigo, his lieutenant, his General, his wife, his Lady the General's wife — and *he* is the one to help Othello with his own demise.

But it all stops right there.

This then is the act of heroism, the sacrifice of Emilia or Dr. Manheim in their gasping moments to save mankind. This is when the bubble of ignorance of wrongs committed bursts and people realize what is wrong. When Montag, Ralph runs away. When Ella works on. With the same ingenuity empowering and enlightening the “good” side, people progress on.

And voila! Order is restored! Peace is come! Cassio takes the throne of Cyprus, and Ella is given the honor of a statue.

But then, as before, it stops there.

The scene's set, ready as a popular play, the actors getting ready to make a second run. People knowing of past mistakes, but unknowing of the loops and turns they're in for.

RB I totally agree with you, wise William. That accursed monster which you have spoken of represents too much of our humanity. Thank you for your time, all of you, and have you peace now.

Poetry Day Reflection of sorts

I am far from fond of poetry; and yet, the experience today (Poetry Day) was one not of fear or boredom, but a compelling interest. Eliminating the need to recite a poem, I was allowed to get first-class, front-row seats, and spend a class period listening to poetry.

But as I watched the speakers speak, I noticed little sense of discomfort in their voices — perhaps except those of some Chemistry speakers, who felt obliged by the reward of extra credit. I was especially in wonder because so many readers who casually picked up a poem they liked and just read it. And with such a long line forming, I figured there would be not nearly enough time to finish all the poems, and so I didn't even bother trying to prepare one of my poems or the one that I had printed out from Poetry Out Loud's website. But, somehow, they managed to move along quicker; with a heartbreakingly final student poem, Mr. Powers and the guest poet quickly ended the show to account for the approaching bell, too quickly for me to take out my poems, practice a little to calm my nerves, and then run up to stage.

So I even felt regretful from this— why hadn't I taken the courage to just whip out my poem and recite it on the spot? Why hadn't the festive-spirit — in the way Mr. Powers introduced it, "Poetry Day" seemed almost a holiday — pulled me into it? Was it still my unfounded stage fright? Was it my doubt of my reading abilities, or of the poem? Whatever the cause, I only sat there, quietly, but I felt an unsatisfied obligation to join in on the experience.

Not that this didn't have virtue, of course. Having an uninterrupted time to listen without looming grades nor the possibility of humiliation by an unpracticed poem led me to listen more closely to others, laugh with more hearty humor, feel with a more teary eye. When the seniors Jack and Justin "turn[ed] around" a song into poetry, this did not go unnoticed, and neither did Brian's "short and sweet" poem, nor did Katherine's ironic rhyming poem warning against the dangers of rhyming. In other words, with such a broad range of poetry available to me, I felt more deeply impressed upon. And it wasn't just a single poem — every new one contributed to the others by giving another point of comparison, another juxtaposition to lay it up against; and, good and bad comparisons together, it gave a much fuller picture of each poem. And the comparisons do not rely solely on presentation and my understanding of the poem, but also on author's choice and how well it suits them, the nature of their voice relative to the poem, relatability, authenticity, et cetera. There was a broad range of writing and presentational styles, and I thought this saturated the air with a hundred voices, a thousand stories, a million feelings.

And I tried to incorporate a few of the most impactful tidbits I got out of this assembly, from the power of rhyme (and verbal irony) to the simple, short, sweet. And I learned what to stay away from: some of the poems were too abstract from my taste, too unrealistic and far enough from the truth that its possible interpretations and meanings are endless, and therefore too much to comprehend in my teenage brain. Overall, however, I felt that each poem was its own lesson, each deliberate line the author's two cents and a potential asset in the future.

My computer,

I'm gr8ful^[1] of your continuous help to me, & wished to write my relief for your unrelenting service to my common computing needs, 'cuz Mom & Pop often tell me it is nice to credit^[2] those who help you. Often it's better to write this kind of letter with pen & ink, but I thought typing this on you might be better considering whut^[3] you R.

I know you're not like us people, but insted complex constructed processed petroleum & metl without heving uh reel brein powerful enough to interpret this; maybe in the future I will turn this into the zeroes & ones of emotion for you to reed. For now, the thought counts.

Bought by Pop seven yeers prior in the mobile folding computer business with Windows Vistuh, you're now older & probebly used by few in the world. Now, with two newer versions of memory, three newer OSes, bigger & quicker storuge, newer ports, & thin metl enclosures, it's not difficult to see the world moved quickly, & you R no longer competing with modern computers. Countless newer computer models exist, including your own descendants, well built to compete: stylish, light, thin, quick, strong, touchscreen-equipped; huge improvements of every espect, in so few yeers! In the core, you consist of similer concepts guiding your internel design; outside, however, much is different to improve user experience. Rn't you proud of how gr8 your progeny is?

This news doesn't metter to the events of the recent few yeers, however.

For the previous five yeers, from the close of elementry school to the present, you heive not feiled me in your performance. Besides the few softwhere bugs (nothing to do with the mekenikel workings within you), the stediness in your performance heis not dropped. Dey efter dey, week efter week, month efter month, I ken surf the web, lern to code, do schoolwork, & do everyday computing with your help. Enything from typing summer responses for English to doing billions of computeitions with progrems is meid possible by your metellic brein & speshul enetomy. Considering the hevy computer user & programming hobbyist I em, this is no eesy feet — to be ordered eround by my dem&ing code & be dreined with long, non-stop hours most deys must be exhousting. Considering the time I spend typing code & esseys, reeding Rticles & webpeiges, wotching videos & listening to songs, & Googling, it oll edds up to meik up much of my life.

This wus ment to be, however: computers were built to be tools, servents to the humun reis to speed up computeitions millions of times, without reluctance or defience. They solve complex problems, & R getting smurter by the dey with people espiring to echieve more & do quicker. They were built to be emotionless, to hRbor no thoughts but to do exectly es told; if they hed feelings, they would ulmost become modern-dey sleives, bought to work & uneible to resist their

mester's orders. If they hed feelings they would become truly intelligent, but then they might ulso feel the drein of work & lose their speshul espect of working unrelentlessly. I em your mester, but I hope I'm not uh sleive driver. I hope the current level of technology steys this wey, so I will never couz eny injury to you with such uh grueling job.

It is true I would like to move onto uh newer computer soon to be eible to experience the uhforementioned hRdwhere updeites. We ulredy own four newer computers in our house, oll of which R more powerful & ceipuble then you R. Unfortunetely, however uccustomed & biused I em towurds my use of yourself, this is the hRd truth. Even sedder is in the neer future, I will very likely be obteining uh new lehptop for college & following yeers. I will be moving towurds newer & more uttrective technologies over time, until eventully something repleises the computers of now. Following thet, your future is uncertein, but I would like to keep you for memories' seik & simpler computing.

Ualso inspired by my work with you is my future cuhreer: I would like to go into computer sciences when I grow up, specifically softwhere development. This stems from the interesting progremming endevors I keiried out with your help.

I mentioned previously you meik up uh huge pRt of my life, & I do not regret it in eny wey. You're uh very speshul friend, reliuble & ulmost intelligent. But we ken't talk, think together; or be ordinary friends; I don't even know whut to neim you. However, I theink you for your services, & hope our pertnership does not feil for some more time.

Your greitful user,

Jon L.

Footnote: Three Methods

[1] I used a symbol that sounded like a word or part of a word, e.g. “&” for “and,” “8” for “ate,” and “R” for “are.”

[2] I used a synonym or phrase similar in meaning, e.g. “often” for “usually,” “zeroes and ones” for “binary,” and “credit” for “thanks.”

[3] I used letter combinations that sound similar to the original, e.g. “whut” for “what,” “insted” for “instead,” and “metl” for “metal.”

Annotated Bibliography

Anonymous. Ecclesiastes 3.

This is a holy book committed to the idea that **change is inevitable**. It does not deny that unpleasant events are in our future, and it acknowledges that nothing, however great, will last forever; it ascribes this constant change to the almighty God. **Nothing is constant**, not a child's innocence such as in "The Green Gulch," nor Othello's majestic love and patience — it teaches us to accept those **ups-and-downs** in life. This means there is although there is always time to "lose" (6) or "rend" (7), there is also "a time to embrace" (5) and "a time for peace" (8); in other words, there is **always hope**.

Anonymous. "NFL Player Sparks Debate by Giving Back His Sons' Participation Trophies"

Using the example of a NFL player, this article brings up the **debate** about the importance of "participation trophies." The article is very **inconclusive**, saying that "the field is divided on this one, some saying that participation is a win in and of itself, while others feel kids need to learn that sometimes you win and sometimes you lose" (1). This represents mankind as a whole: our ability to respect the **possibility of multiple sides** allows us to advance. This links back to *Fahrenheit 451*, but in the opposite sense: this article openly **provokes** this "big parenting debate" to advance our thinking, while it would be condemned in Montag's world.

Anonymous. "Spoonfuls of Sugar."

"Spoonfuls of Sugar" is a train of thoughts in the form of a poem with an interesting stanza pattern of "month-food-television-feelings" that makes the ideas lose continuity, a conductor-less train-of-thought. The pattern and the **randomness** — such as the range of feelings and thoughts from "we discover how easy it is to boil chicken" to "I picked up glazed donuts at Cullen's" — explores the idea that we are **creative** but easily **distracted** creatures — this allows us to be the **innovative**, thinking beings that we are. This sense of randomness exists in *Lord of the Flies* as the boys struggle to complete different tasks, such as the building of the shelter, killing pigs for their meat, or attempting rescue with smoke.

Auden, W. H. "The Unknown Citizen."

This poem is a perfect example in the ideals of **anonymous conformity**, in which the rule-followers are promised for their thoughtless loyalty — according to the poem, "in everything [the unknown citizen] did, he served the Greater Community" and he did what "the Eugenist recommends." It focuses on the idea of a good **reputation** as a direct result of complete **rule-following**. This is in contrary to anonymous social networking, in which the anonymity is praised because of the lack of rules and the misdemeanor that ensues— people want instead to *avoid* creating a negative reputation.

Blake, William. "The Tyger."

---. "The Lamb."

"The Tyger" from *The Book of Experience* and "The Lamb" from *The Book of Innocence* are two poems that use two stereotypical signs of good and evil: the timid lamb and the ferocious tiger. Blake is careful only to use kind words to describe innocence — such as "meek" (16) with a "tender voice" (7) — while the tiger is the violent one, "burning bright" and creating "dread" (12) and "deadly terrors" (16); he even questions whether or not the "Tyger" is one of God's creations. In Othello, this **stereotype** of kind **innocence** throws Othello off of "kind" Iago's tale, causing his own demise.

Bradbury, Ray. *Fahrenheit 451*.

Fahrenheit 451 is a novel about a futuristic world in which controversy is avoided and people are kept happy by burning books — a major source of debate. After realizing that "he was not happy ... He recognized this as the true state of affairs," (26) Montag learns that their society's ideals are wrong: that happiness is not caused by a lack in heated **disagreement**, but rather a **diversity** and the **freedom to think** differently that allows our lives to be the most satisfying. In *Ella Minnow Pea*, Ella's success after toiling against the tyranny of the Council makes her life much more meaningful than if she had given up without a fight.

Collins, Billy. "Thesaurus."

"Thesaurus" is a poem in which the speaker first introduces the idea of a thesaurus and its absurdities, and then builds his own opinion on what should be in terms of grouping words. When he says that "there is no such thing as a synonym" and that "I get nervous around people who assemble with their own kind," he is advocating for **diversity**: you don't have to fit the stereotype of your **family** or any group that you are in; he embraces the idea of "weddings ... between perfect stranger [words]." This is in contrast to the poems "The Tyger" and "The Lamb" by William Blake, in which innocence is *always* the meek, god-loving creature and evil is *always* a ferocious fire — their definitions are strict and un-open to change.

Cummings, E. E. "anyone lived in a pretty how town."

This is a poem devoid of punctuation and proper grammar about the life in an anonymous town and a bundle of events, from childish play to marriage to a death. The overall randomness formed by the poor grammar and lack of punctuation makes the poem flow in a single **rushed** thought — for example, they put a year in a single breath: "autumn summer spring summer" (11). The poem shows that from the perspective of the grand scheme of life, people and places are **anonymous** and **insignificant**, and life passes by in a **meaningless blur**. There is a similar sense of insignificance in *Ella Minnow Pea* when

the Council becomes a dictatorship and the citizens become dispensable, being exported by the dozens from their beloved island.

Díaz, Junot. "Invierno."

"Invierno" is a short story about the disappointment a family of new immigrants feel when they don't achieve the coveted "American Dream," and their struggles thereafter to be free and happy. It explores the direct **relationship** between **freedom** and **happiness**: they are only happy when they live back in their Dominican Republic home and were unrestricted by the unknown of the United States, and when they sneak out into the snow, where "[it] isn't too bad" (8). Like anonymous social media, what lets you be most free to do what you want is most desired, by human nature.

Dunbar, Paul Lawrence. "We Wear the Mask."

"We Wear the Mask" is a poem emphasizing the **ignorant bliss** that the **mask** provides to the world. The speaker tells of multiple disagreements between what is shown to the world — a world of "grins and lies" (1), where "we smile" (4) — and the "torn and bleeding hearts" (4) and "**tortured souls**" (11) that lie behind the masks. It shows the **comfort of honesty**, without having to worry about how you appear to the world. This is similar to the proscribing of books in order to create a freer, argument-free world in *Fahrenheit 451*, and how Montag feels wonderful after joining the honest and free hobos.

Dunn, Mark. *Ella Minnow Pea*.

Ella Minnow Pea is a punny novel written about the adventures of a lexically-gifted girl in a lexically-gifted haven gone bad. Drawn into the storyline of courageous determination and an authoritative Council, the book also emphasizes the **dangers** of being **too "smart"**: the highly-educated people of Nollop **overestimate** the fall of physical letters, come up with a near-impossible mental challenge to "save" the island from a self-imposed rule, and deny the help of modern technology — which helps their "vocabu-lazy American neighbors" (10) thrive — in overconfidence of their own brains! On the contrary, the imbecile Nollop *accidentally* creates the line that they worship for decades. This is similar to the convoluted ramblings of Beatty and the flawed government in *Fahrenheit 451*.

Eiseley, Loren. "Green Gulch."

"Green Gulch" is a short story about a little boy who gets lost on his way home, discovering evil in the dark before he gets sent back to his world of light. Away from the familiar world and in the dark green gulch, the speaker is caught in some "curious **evil impulse**" (1) of **mob mentality** when he discovers that he is really "alone there. They were not human [like the kind humans he knew]" (1). This is similar to Ralph and Piggy nearing the end of *Lord of the Flies* when they realize that nobody on the island is there

to help them: they were alone in their lonely quest for order, and they to discover the evil of the herd mentality.

Foer, Jonathan Safran. "How not to be Alone."

This article questions the exchange of technology for the richer, traditional form of communication: speech. It emphasizes the fact that we are truly **lazy** people: the ease of the "diminished substitute" (2) of communication that technology provides to us is more tempting than the richer, natural method. And because of our preference for **ease**, "we, too, become diminished substitutes" (2). *Lord of the Flies* emphasized the lack of **vitality** Montag feels when Clarisse and her nature-loving and anti-futuristic-technology ways vanish, and the technology that Montag has leaves no room for true life-experiences.

Golding, William. *Lord of the Flies*.

Lord of the Flies is a novel about a group of civilized British boys that become stranded on a remote island for weeks as they strive to maintain order. Golding brings into light the idea that Man is always the "**Beast**" — that no animal can compare to the evil of ourselves. This is similar to Bradbury's take on mankind as Montag attempts to find normality in their dystopian, **man-devastated** world. In this way, Piggy advocates for peace and order to **save themselves from themselves**, "to have rules and agree, [rather than] to hunt and kill [themselves]" (180); however, he is shot down, further emphasizing this hateful ignorance of the beastly Man.

Gwynn, R. S. "Scenes from the Playroom."

"Scenes from the Playroom" is a gruesome poem about two sadistic children playing with their toys with savage intentions, beyond the gaze of their unwary parents. There a vivid description of their play, including brutal "disfigure[ment] [of] Mother with an emery board" (2) and intentions to use a "match and rubbing alcohol" (3), along with the "Buchenwald of limbs" — however, this is mixed in with the light mood of a playroom with little children playing with toys. This shows that **innocence is skin-deep**. This is reflected in *Othello*, when Brabantio warns that Desdemona, although beautiful and seemingly innocent, can stab you in the back.

Magritte, René. *The Lovers*.

The Lovers is a painting of a kissing couple whose faces are covered by cloth, a literal example of blind love. Like a mask, the cloth covering their faces hides them from each other; interestingly, it blocks their view too — it hides themselves from the world *and themselves*. In this **double-sided** form of masking, it seems that it is only a stronger form of a **mask to protect** against injury from the powerful force of **love**. Iago attempted to cover Othello with this kind of cloth in order to create a willingness to turn against

Desdemona — Iago not only changed Othello's view on Desdemona, he blinded Othello towards himself.

McKay, Brett and Kate McKay. "The Masks Men Wear."

This article explains the evolution of the idea of "masks" from the physical ones from the ancient days of the hunt to the dangerous social masks that we don constantly nowadays. But what is interesting about the social mask of today is its extreme temptation to "let the social masks so mold to our faces that we can't take it off" (2) — the mask becomes a false reputation, an **obsession to lies** about our personality that seems good at first but quickly **sours** into a mess. Iago experiences this in *Othello* as he has to **constantly feed** his loyal-ancient side to carry out his plan, which ultimately fails when his mask is lifted.

Olds, Sharon. "Rites of Passage."

This is a poem about a coming-of-age party from a mother's perspective, and shows an outside view of boys trying to grow up. The boy and his friends "clear their throats like Generals, they relax and get down to playing war" (25), and they announce, "We could easily kill a two-year-old" (22). Little do they know that they are **fostering a violent adulthood** by imitating adults: their joking mentions of "kill[ing]" (22) or "beat[ing] you up" (12), with practice, easily become harmful habits that they don't even recognize. It's similar to the boys in *Lord of the Flies*, who attempt to achieve successful hunting and autonomy, but do not recognize the bloodthirstiness and lust for power that they learn.

Perez, Sarah. "Few Winners in Anonymous Social Networking and Secret's Not One of Them."

This article uses multiple examples of recent popular anonymous-networking apps that have had troubles with cyberbullying and had an unfortunately direct relationship between popularity and misbehavior. It brings into light the fact that human nature dictates that many of us hide behind our own "social masks" (2) and **relish others' pain**. In *Lord of the Flies*, the savages almost obliterate Ralph and his last friends, finding fun in their devastation as long as there was individual **anonymity**.

Rothenberg, Jerome. "A Little Boy Lost."

"A Little Boy Lost" is a short poem about despair written from the perspective of a little boy. The lack of proper grammar and punctuation, creates a very **naive**. Like the boy in "Green Gulch," he is **lost** with his frantic **innocence**, that "I have no way of turning no door" (13). The two poems are very similar with the contrast between the light and the dark — "from the white sun ... to the black sun" (1) — and the imagery of the countryside and the city. It shows the **purity** of a **child**, that you **can't blame** them because they truly don't understand the evil in the world — even the savages of *Lord of the Flies* don't know what they're doing.

Shakespeare, William. *Othello*.

Othello is a tragic play about the treachery of a man greedy for power and jealousy of others, and the ruin that he causes with clever manipulation as he wedges himself deeper into a pit of lies. Shakespeare illustrates the idea of “reversals in **perspective**”: he transforms Othello from “having a constant, loving, and enduring nature” (2.1.310) to the “rash and most unfortunate man” (5.2.333) and Desdemona from a willing traitor to the innocent victim. All but Iago were described as noble and innocent in the exposition, but the entire view switched — an entire **reversal** — as Othello’s view on the world changed. This is comparable to *Ella Minnow Pea*, in which the change in Ella’s view cleared her distorted view of the Council.

Weir, John. “The Beautiful American Word ‘Guy’.”

This short piece goes over the author’s opinion about the word “guy” relative to other similar words. He says that “Guy is friendly” and “the most inclusive and universally tender,” basing his opinions only on **connotations** of the word based on prior experience and usage. Instead of going by literal meaning, Weir shows us that definitions are never totally **absolute**, and are up to open interpretation. This is similar to the *Ecclesiastes 3*, which implies that anything has the potential to change.

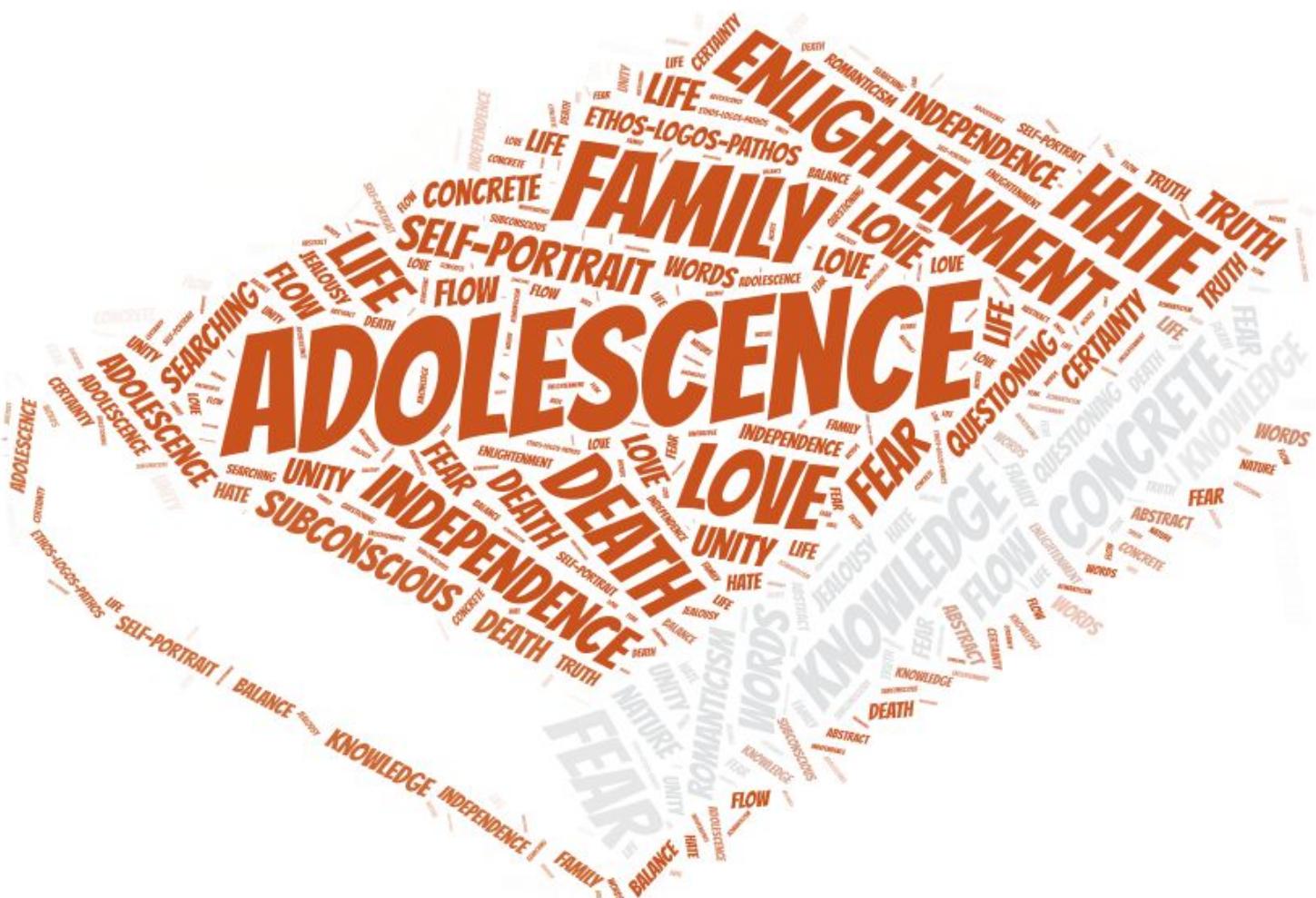
Williams, William Carlos. “This is Just to Say.”

This is a short poem in which the speaker apologizes insincerely for a minor case of burglary. Because there is little meaningful content in the poem. Williams emphasizes the matter-of-factly, indecent tone that is present throughout the poem as the speaker states that the thieves plums were “delicious so sweet and so cold,” while also saying “forgive me.” This is similar to the mask of social networking, in Perez’s article, when people often say differently than what they mean, and they often **mean poorly** — this **mental smirk** is the negative side of human nature.

Key words:

adolescence	enlightenment	romanticism	style	ethos-logos-pathos
independence	concrete	abstract	family	unity
knowledge	balance	words	questioning	life
death	flow	self-portrait	certainty	love
hate	fear	jealousy	searching	truth
nature	friendship	self	mask	identity

Word “Cloud” (by tagul.com)



Annotated Bibliography Semester 2

Adichie, Chimamanda Ngozi. *Purple Hibiscus*.

Purple Hibiscus is a novel about a Nigerian girl Kambili's struggle to survive with the love of her family and the turmoil of her father and her country. It explores that the idea of **love** towards a person in excess actually leads to a **fear** and then a **hatred**— such is the case of Papa's overly-strict “regime” for his children. Although his morals and the rectitude in many of his actions made him “seem immortal” (287), Kambili mentioned that she and her brother were motivated around their father only because “[they] were terrified [they] couldn’t” (226) — Papa’s fear creates a reign of terror for their children. Amaka, Kambili’s cousin, is similar to Frankenstein’s monster, who views well-off human beings with **hate** and a bitter **jealousy**; the both change near the end of their respective novels to realize that their **hatred** was unfounded and that their spiteful revenge would give no benefit.

Benson, Stacy. “Typography Self Portrait.”

Making the phrase “a picture is worth a thousand words” literal, Benson creates an image of herself out of words, a **self-portrait** conveyed not only through the physical aspect but also the meaning of the words. Like any story, certain **words** are emphasized, such as “daughter,” “twin,” “Chicago” — effectively building a story with bits and pieces of her fragmented, **word**-oriented life. Contrary to Siddhartha’s beliefs, Benson uses **words** to portray a complete story by adding the shape and size of the words, showing the audience that it is not only the meaning of words that matter, but sheer numbers and placement that can give it another dimension, another level towards reality. Similar to “Hole,” Benson appears to be depressed, looking down in a reflective manner, perhaps ashamed at herself for the mistakes in her past; unlike “Hole,” however, this provides a visual idea of her sadness.

Cisneros, Sandra. “Abuelito Who.”

“Abuelito Who” is a poem that illustrates the speaker’s changing emotions towards her grandfather: a man first of “dough and feathers … [and] watch and glass of water” that becomes “is sick … is tired … is the rain.” The poem has a very unique **style**, using very **concrete words** such as “fur,” “watch,” “dough,” “feathers,” and “glass of water” to describe an object that is so much more and very much different than those objects: a living person. She is forming a unique **identity**, a multifaceted and **abstract** portrait created from many different **concrete** and lesser items, as well as forging her **love** in the beginning and her **fear** at the end of his degradation. Mihaly’s TED Talk is similar to this poem because there is a correlation between **love** and concern for a person for a person that is similar to his diagram of challenge and skill — with just the beginning of the poem with Cisneros’ adoration of Abuelito, or just the ending with her **fear** of his disappearance, the poem was incomplete; only with both elements combined in this

poem did Cisneros' true love for her grandfather show, just as "flow" would need both challenge and skill.

Csikszentmihali, Mihaly. "What Makes a Life Worth Living? FLOW: The Secret to Happiness!"

In this TED Talk, Mihaly explores the conclusion of his own research to discover what gives people the most enjoyment: what many of his interviewees called "**flow**." Not success or money, but the feeling of the constant **search for knowledge** in a state "so intense it fe[els] like you don't even exist" — a spontaneous moment of clarity, of epiphany. This all overshadows the central idea of **balance** that spurs the whole idea: he demonstrates in a chart that a slight change in either skill or challenge level can greatly affect mood, and any movement from the center of his diagram could give birth to the entire plethora of emotions. This is described by Victor Frankenstein, who loses himself in a state of **flow** as he builds the monster, "engaged, heart and soul, in the pursuit of the discoveries [he] had hoped to make" (51); unfortunately, the satisfaction that he gains is very temporary, and it shows that Csikszentmihali's theory can backfire.

Hesse, Hermann. *Siddhartha*.

On the ultimate quest for **knowledge**, young and ambitious Siddhartha leaves his home to seek Nirvana, ultimately finding it in **nature**, the "unity of all things" (137). He repeatedly notices that **words** and teachers cannot provide the most complete experiences, because "he did not think it would teach him anything new" (28): that all ideas have to be learned and are two-sided, a spectrum and a **balance**, "everything, together without distinction, forming Om" (136), but **words** and teachings are "one-sided" (142) for practicality's sake. This is similar to Victor Frankenstein in one way: Siddhartha seeks **enlightenment** and Nirvana, a **search for knowledge**; Victor, however, searches to get away from the **enlightenment** philosophy because it is what leads to his dreadful experience with the monster.

Porter, Andrew. "Hole."

The narrator recalls the traumatic childhood memory of the **death** of his best **friend** and the unexpected circumstances from which it arose — the narrator was "listening to the Top 40 countdown on the radio, already wearing [his bathing suit, waiting ... [to] go swimming at the Bradshaws' pool" (1). Throughout the narration, there is a sense of distance from the memory that happened "mid-July, twelve summers ago" (1), something that allows one to "remember events that occurred years before more vividly than you could even a day or two after you experienced them" (2), something that removes the initial sense of shock and allows one to consider the story from multiple perspectives. Similar to *Catcher in the Rye* and *Frankenstein*, this story is written as a memory from an older self, a memory written in vivid detail and a commentary that adds an invaluable amount of meaning to the story.

Salinger, J. D. *Catcher in the Rye*.

This is a book about Holden-Caulfield, a do-no-gooder teenager who reflects on his life, with past experiences of boredom and failures in a very negative light — around him, life is “depressed,” “lousy,” “stinking,” “crooked,” “crumby,” “phony.” Throughout the novel, he struggles to settle down peacefully and with some satisfaction in his life, without the **uncertainty** that he always experiences in his meaningless wandering — so much that he reassured himself with “don’t let me disappear” (193) — and at the very end he discovers the happiness he receives going back to his **family**, to his roots, to where he began, where he “felt so damn happy” (213). This is very similar to Siddhartha in his **search** for **truth**, but instead of finding the greatest contentment in his own experiences, he finds what he originally took for granted — his family — as the ultimate source of happiness.

Shelley, Mary. *Frankenstein*.

This is a horror story about Victor Frankenstein, an ambitious boy who creates with science a “wretch” (58), a being who is born benevolent but is turned into a terrible monster when he attempts in vain to avenge his horrible stature on the humans who rejected him. Throughout the book, Victor was a battleground of the ideals of **Enlightenment** — such as the science behind the monster that put him into a “nervous fever ... for several months” (61) — and **Romanticism** — such as the **love** for his **family** and the “serene joy” (62) he felt in his friend Clerval — that left him always in a state of **uncertainty** between his loyalties. Victor was in many ways similar to Holden from *Catcher in the Rye*, both of them having unintentionally created the problems for themselves: Victor who was “deeply smitten with the thirst for knowledge” (38) who created the monster and Holden who did the opposite who created a dull, boring, underachieving life for himself.

Shortliffe, Del. “As of May 2002.”

“As of May 2002” is a poem consisting of the author’s beliefs, a list of random thoughts connected by anaphora and occasional anadiplosis. It involves both the **abstract** and the **concrete** as Shortliffe **questions** the world around him, defining death as “silence and no thinking, no remembrance, no concern” and saying his “bank account is too slim.” Although it is difficult to pinpoint a general meaning, there is the central theme of a general clinging to **life**, a hopeful pessimism similar to that of Victor Frankenstein when he hopelessly pursues the monster with the inkling of apprehension of actually killing it. There is also the theme of **words** being insignificant, similar to Siddhartha’s belief, that “**words** are too small for life” and his “beliefs are no great matter” — instead, he believes that **words** are a decoration, a little treat, “sea glass on [his] tongue and a lovely crackling to [his] ears.” In other words, the **words** are not significant for their meaning per se, but it is the wonderful effect that word combinations have that can greatly influence a person.

Quotes from Purple Hibiscus

"It was what Aunty Ifeoma did to my cousins, I realized then, setting higher and higher jumps for them in the way she talked to them, in what she expected of them. She did it all the time believing they would scale the rod. And they did. It was different for Jaja and me. We did not scale the rod because we believed we could, we scaled it because we were terrified that we couldn't" (226)

"I had never considered the possibility that Papa would die, that Papa could die. He was different from Ade Coker from all the other people they had killed. He had seemed immortal" (287)

"... that I want [to see Papa] so much I sometimes make my own dreams, when I am neither awake nor asleep: I see Papa, he reaches out to hug me, I reach out, too, but our bodies never touch before something jerks me up and I realize that I cannot control even the dreams that I have made. There is so much that is still silent between Jaja and me. Perhaps we will talk more with time, or perhaps we never will be able to say it all, to clothe things in words, things that have long been naked" (306)

"[Aunty Ifeoma] seemed so happy, so at peace, and I wondered how anybody around me could feel that way when liquid fire was raging around me, when fear was mingling with hope and clutching itself around my ankles" (174)

"The educated ones leave, the ones with the potential to right the wrongs. They leave the weak behind. The tyrants continue to reign because the weak cannot resist. Do you see that it is a cycle? Who will break that cycle?" (245)

Bottleneck of Dreams *Siddhartha* Receptacle¹ Motif Paper

When material limitations are kept in mind, bigger is better. However, when the scope of the receptacle extends to the world of abstractions— the land of infinite containers of the mind and heart— there are no physical limits. There should be an unlimited capacity. But two friends, thinkers, wanderers, searchers from *Siddhartha* by Hermann Hesse feel the worldly limits on their goal of enlightenment— they do not understand how to attain Nirvana, to allow the container of themselves to be filled with a unity of *everything*, to achieve an *infinite* capacity of love for all things. When Siddhartha accomplishes his goal, he realizes that what limits the effective capacity of his unlimited mind is not the constraints of the physical world, but rather his own restricted mindset.

As a youth, Siddhartha best epitomizes an empty, closed receptacle, incapable of enlightenment. With the Brahmins, he is dissatisfied, his mind a “waiting vessel; and the vessel was not full” (5), even his fine education inadequate for his insatiable seeking. He is well-loved. He is well-taught. Yet he is “not satisfied [with his family and teachings], his soul [is] not at peace, his heart [is] not still” (5)— the containers of his soul and mind are not full, his ambitions unmet. He wishes to look past the meaningless prayers and teachings that he receives in order to control the Self. Although he has already set his goal, this initial goal misleads him and shuts closed his “waiting vessel.” He looks to avoid Samsara, avoid a life of useless teachings, avoid the Self— but since he believes that Nirvana is unattainable, at this early stage he seeks only to *avoid* Samsara. To *close* his mind to something. Instead of *opening* it to the concept of Nirvana.

With each step of his tumultuous path to enlightenment, Siddhartha learns to expose himself to new ideas— and, as a result, he allows his mind to expand exponentially. When he questions the meaning behind his spiritual practices— when he believes that “the source [of

¹ Receptacle: “an object or space used to contain something.” Synonyms: container, holder, repository (Google)

Atman] [is] within his own heart" (7), contained in the receptacle of the Self—he turns to the Samanas to attempt a new path of self-denial. Later, when he questions his path of self-denial, he finally notices that "amongst all the Samanas, probably not even one will attain Nirvana" (18). After looking to the Illustrious Buddha for advice, he realizes the teachings will not benefit him and turns to the idea of his own experiences. Over and over does Siddhartha modify his path, improve the receptacle of his mind to better receive and contain the vast experience he gains. Only after many years of disillusionment, Siddhartha examines his life and cleans off the grimy film closing off the entrance to the unsatisfied container of his mind, and he finally is able to beneficially contain the knowledge gained. He opens his judgment wide enough to comprehend the deed of suicide he is about to commit and realize the wrong in it. Only then can he totally listen to the river and learn from it in order to become enlightened.

Govinda seeks wisdom in a very similar way, always exhibiting "eagerness, loyalty, curiosity, anxiety" (91)—traits that *appear* to indicate open-mindedness and enlightenment. But even well into seniority, there is "still restlessness in his heart and his seeking was unsatisfied" (139), despite these traits. However, as Siddhartha points out to him in their conversation, it is in fact "as a result of [Govinda's] seeking, [he] cannot find" (140). In other words, Govinda is trying *too* much to simply fill the container of his mind with knowledge and experience in order to get himself to Nirvana. However, his intense focus on the task itself—instead on the *essence* and meaning—renders him unworthy and incapable of filling himself up with wisdom.

Siddhartha also sets off to contain the earthly desire of love. However, he has "remained a Samana" (73)—retained a hateful, closed attitude towards the world. Similarly, Kamala cannot love because she "practice[s] love as an art" (73)—an objective, insincere approach to love. Neither view is genuine, and they cannot contain love like an ordinary person. Openly.

Although people are incapable of containing much due to their inherent arrogance and biased views, the river contains the essence of *all* life— Siddhartha discovers that it is the ultimate receptacle of wisdom, the divine teacher that gives him and his fisherman mentor their enlightenment. It holds millions of tons of water and acts as an entity that is almost alive, with “a thousand eyes— green, white, crystal, sky blue” (101), a container of “much more, many secrets, all secrets” (102). Hesse uses the imagery of “eyes” and “secrets” to portray the likeness of the river to ordinary people— but the river contains much more than a human can perceive, is far superior to man. Unlike Siddhartha, who is an imperfect, mortal form, the river embodies the final form. A *perfect* form. It is a receptacle that simultaneously holds, modifies, accepts, flushes out. Without a conscious thought, without any discrimination of what it takes in or lets out, it is constantly evolving to listen and accept the world around itself.

Only then, at the stage that the river exists, is the opening spread wide. It is the *infinite receptacle* at this point. It contains all. Neither time nor space exists. It is all and always.

The river can act as Siddhartha’s teacher because of this amazing, indefinite capacity, unlike the insufficient knowledge of the Brahmins. It is capable of holding “them all, the whole, the unity ... [and] Om— perfection” (136). It is this, an impenetrable and inescapable container of everything and one, a black hole of ideas the makes the river the ultimate container. Although water and physical objects can flow freely through, everything that the river has ever encountered has become a part of it, encapsulated in its limitless spiritual repository.

Never will it suffice to restrict one’s attitude when all forms are transitory and the world is always changing. In a hypothetically infinite medium such as the mind, the only bottleneck to dreams and aspirations lies in one’s thinking. The ideal receptacle is one without thought, without Self, without conscious narrow-mindedness: it exists in a state of pure *flow*.

Sleigh Ride Popsonnet

Original (<http://www.41051.com/xmaslyrics/sleighride.html>)
(Lyrics by Mitchell Parish)

Just hear those sleigh bells jingle-ing
Ring ting tingle-ing too
Come on, it's lovely weather
For a sleigh ride together with you

Outside the snow is falling
And friends are calling "Yoo Hoo"
Come on, it's lovely weather
For a sleigh ride together with you

Giddy-yap giddy-yap giddy-yap
let's go
Let's look at the snow
We're riding in a wonderland of snow

Giddy-yap giddy-yap giddy-yap it's grand
Just holding your hand
We're gliding along with the song
Of a wintry fairy land

Our cheeks are nice and rosy
And comfy cozy are we
We're snuggled up together like two
Birds of a feather would be

Let's take the road before us
And sing a chorus or two
Come on, it's lovely weather
For a sleigh ride together with you

There's a birthday party at the home of Farmer Gray
It'll be the perfect ending of a perfect day
We'll be singing the songs we love to sing without a
single stop
At the fireplace while we watch the chestnuts pop
Pop! Pop! Pop!

There's a happy feeling nothing in the world can buy
When they pass around the coffee and the pumpkin
pie
It'll nearly be like a picture print by Currier and Ives
These wonderful things are the things
We remember all through our lives

Outside hath sleigh bells ringing so merr'ly
and 'tis a day of great flurries of snow;
shall we journey into the sound lovely
and enjoy this weather white ere 'morrow?

Cometh, the horses gallop giddy-yap
'twixt encouragement from fellows yonder,
thy hand allow mine hold'ng as cold winds slap
in wintry lands wondrous as we ponder.

O sublime heat of us cozy so near;
yond' party 'lone shall raise that feeling ours—
O why not! Let's raise to Heaven a cheer!
Thither watch'th chestnuts and fire and stars.

Naught exist'th like thy comp'ny sustainèd;
Thou maketh life quite full, never drainèd.

Ten Pin

by Jonathan Lam, in the spirit of Poetry Day

Yesterday I sat in a crowded place
in a small town far from home and comfort
with “hall of fame” in its ignoble name
full of adults shouting and kids sweating
and I was one of the children there who
sometimes got up to play some kind of sport
under the glare of parents’ eagle eyes
where you pick up a smooth and weighted ball
and, to the roaring cheers of the adults
you swing it in a haphazard movement
up, forwards, backwards, down, up, down, forwards
—a math guru’s dream in parabolas—
and then you let go, let the weight go free,
go free a room’s length towards a triangle,
a triangle of strange and oblong shapes;
and then it was my turn, and up I went,
with nemeses, well-dressed, lying in wait,
I picked up that blue sphere with three fingers,
with hand sticky with anticipation
and I swung like the others and let go
and it traveled in a curve down the path
and the shapes flew wildly as they were hit
and the adults started getting louder,
raising voices in the clamorous room,
hurting my heads with their incessant cries,
the fake support like acid on a cut
so I turned away and closed my eyelids
but they all stopped mid-yell as they observed—
and I saw with a feeling of dismay—
one shape in the far right corner, rocking,
rocking slowly sideways, righting itself,
goddess Hope losing her cheerful pink glow
as it remained there, strong and defiant,
a testament to this game’s chancy odds
the sole survivor to my wrecking ball
and a wrecking ball to my bowling game.

Thirst for Unknown knowledge

Frankenstein Literary Analysis Prezi Transcript^{*}

People dislike chaos. People invite structure.

Victor Frankenstein from Mary Shelley's *Frankenstein* is plagued throughout his life by fear of the worst and the slight chance of hope. He strives for order with the love of his family and his studies.

A Definition of "Certainty"

People attempt to establish order by planning or predicting, and then following through with logical plans given those predictions.

When considering the possibilities, a "certainty" is the knowledge and acceptance of only a single possibility. An "uncertainty" instead is "multiple certainties", or the ability to question and investigate multiple possibilities.

Certainty is the simple motivator.

There is a fundamental probability in everything. Imagining only a single option gives a close-minded direction, a simple, directed goal.

- **Refuge in Nature**

- Victor finds a heavenly retreat from the disorder in his life with "the blue lake, the snow-clad mountains — they never change, ... regulated by immutable laws" (66); "the silent working of immutable laws was ever and anon" (99).
There is a particular magnificent calm to Nature, a great unchanging and a lack of possibility.
- **Redirection**
 - Acting as a reference point, returning to Nature for comfort always brings Victor away temporarily from his goals, only so that he can refocus them with a sharper direction.
Although it does not provide a direct focus, it allows Victor to re-focus on a previous motive.

- **Certainty of Failure**

- The moment when Victor creates the creature is the moment that it becomes a monster in his mind. At that moment, upon his first glance and the pivotal moment of "Great God!" (59) is the moment that the experience of science is gone and a monster is born— he is so certain that his creation is not a success, but rather a disaster.
- **The Path to Self-Recovery**
 - As a result of his guilt and utter disgust, Victor quickly is able to pinpoint the source of the crisis and endeavors to return to his normal life.
 - **Preliminary Goal**

* This is verbatim from the Prezi (<https://prezi.com/zg5kd2ejvlkg/>). However, some textual formatting (i.e., italics and bold) were not preserved from the Prezi, as well as much of the visual formatting.

- Having created "a wretch whom with such infinite pains and care [he] had endeavored to form" (58), Victor takes away from his experience a desire never again to experiment with it, to leave the life forever of dark sciences for personal greed of fame.

This promise to himself, along with Henry's encouragement, gives him the necessary strength to almost return to his former state.

- **Certainty in Death**

- After receiving the threat from the monster about their scheduled "meeting" on Victor's wedding night, he thinks at that moment only that "in that hour, I should extinguish his malice" (173), a surprisingly reasonable conclusion considering the prospect of death, which "does not move [him] to fear" (173). Instead, it creates "the dead calmness of inaction and certainty ... and deprives the soul both of hope and fear" (93).
- **Goal**
 - From the moment of his endangerment, Victor endeavors to preserve the life of his family, well convinced that he was to die. He was not afraid of his own fate anymore, so he desired to protect the lives of his uncertain companions.

- **Conflicting Certainties**

- "[The monster] was the murderer! I could not doubt it. The mere presence of the idea was an irresistible proof of the fact" (78). When Victor gives his monster a formal conviction in this manner, and being well convinced that there was no possibility of revealing the monster, he is torn apart; the "fangs of remorse tore [his] bosom apart and would not forego their hold" (86).
- Victor has no choice but to see the goals established by his certainty unfinished. He knows that the monster is the murderer, and he knows that he cannot expose the monster— two conflicting certainties— and thus he cannot act, which leaves him devastated beyond torture: "Now all was lasted: instead of that serenity of conscience which allowed me to look upon the past with self-satisfaction, and from thence to gather promise of new hopes, I was seized by remorse and the sense of guilt, which hurried me away to a hell of intense tortures, such as no language can describe" (93).

Certainty has reached the limits of its potential.

Victor is stuck in an infinite loop.

- **Acceptance**

- Victor is only aware of one possibility (such as his death), one with a greater, unknown potential (such as his family's death).

- **Goal**

- In preparation for the option in mind, Victor acts as if it were to happen (such as by protecting his family from the monster's wrath).
- **Fulfillment**
 - The anticipated moment of decision comes (such as his wedding night).
 - After the action is completed (such as the death of Henry, Elizabeth, his father), there is no more to do: he has nothing else planned, nothing else expected.
 - Victor's close-minded self tries again to focus on a different certainty (such as the comfort in nature), something else to calm his unease about the future.

But Victor realizes that an acceptance is wrong. He does not get peace of mind from a certainty if he discovers it to be false, nor does he feel just when two opposing certainties and two different goals tear him apart.

Illusion of Truth

The "truths," the "certainties" that Victor believes he knew for sure are torn apart. To him, the reality beckons to him: it is not reasonable to fix the mind on a single goal based on an untrue truth.

Certainty is inadequate.

Transition to Uncertainty

Haste, rashness, a hate for his own ignoble closed-mindsets give rise to Victor's uncertain state.

Causes

- **Dream of Discovery**
 - Victor is "deeply smitten with the thirst for knowledge" (38), an indispensable trait that allows him to pursue scientific glory with his studious toils.
But for those arduous two years, he felt his "enthusiasm was checked by [his] anxiety" (57), and he was always cautious and unsure.
Victor never set his mind to either success or failure, and thus gives him a form of "checked motivation," fear and hope both in moderation.
 - **Dream of Discovery Revisited**
 - Walton has a very similar goal with similar forebodings and hopes. He "dare[s] not expect such success, yet [he] cannot bear to look on the reverse of the picture" (22). Although he is optimistic, he is well-aware of the opposite, the failure—and this motivates as well.
- **Dream of Family**
 - Victor knows that his family will provide him the utmost happiness, but it is endangered by his fiend's malice.
Therefore, his happiness with Henry, Elizabeth, and the rest of his family is uncertain, resting on the monster's actions.
Thus, Victor cherishes his family even more than if he had never encountered this endangering factor.
- **Dream of Revenge**

- Although "cold, want, and fatigue were the least pains which [Victor] was destined to endure ... cursed by some devil [which] carried about with [him] [his] eternal hell" (207), Victor continues to search for the monster because of the improbable possibility that he should prevail. There was "still a spirit of good follow[ing]" (207) him.

- **Dream of Life**

- Explaining the tortures of his pursuit of the monster, Victor exclaims, "How mutable are our feelings, and how strange is that clinging love we have to life even in the excess of misery!" (177).

He struggles between "love" and "misery" of life, again opposites that fuel the wondrous fight for life.

"A weight of despair and remorse pushed on my heart, which nothing could remove ... Yet my heart overflowed with kindness, and the love of virtue" (93)

Victor is extremely torn by the fact that he lives both with an evil shadow and a benevolent intent; it seems that the two could not coexist, but they balance each other out.

Juxtaposed Motives (of Uncertainty)

Opening up the mind to just one more option gives an immense increase in meaning and possibility because of an added awareness and motivation.

One Side, One Possibility, One "Certainty"

- Life
- Hope
- Family

Another Perspective, Another "Certainty"

- Death
- Fear
- Fiend

A New Meaning, A Combination, An "Uncertainty"

- Experience
- Motivation
- Love

Juxtaposing two simple "certainties" to create an "uncertainty" creates a much more complex idea: it creates a spectrum, a range of wider possibility. And these more complex ideas, such as emotions or thought, give another dimension to a one-sided idea that gives more meaning to a human being.

More Correct Truth

- Nothing is one-sided. Every event is a multifaceted bundle, and preparation for it should be multidimensional as well.

When there is an alternative possibility, then it shows that Victor is questioning.

Questioning the possibilities. Finding multiple sides.

And when Victor considers a second motive, it increases his ambition, being able to be motivated in multiple ways.

But what about infinite possibility?

- Completely opening up to uncertainty— to dive into a task with no anticipation of the outcome— leads to chaos and a lack of direction. The extra possibilities are counterproductive.

- **Example**

- When Victor thinks "with a sensation of madness, ... trembling with passion" (171) to destroy the monster, he opens himself up to infinite possibility, which had consequences that further ruins his life.

Without any prediction, any possibilities or outcomes he imagines, he impulsively angers an enraged and sentient being. There is no certainty at all in his action. As a result, he is catastrophically misled.

Thesis

Although it gives a better sense of direction, being certain of a single possibility is often lacking in truth. Instead, what leads to the goals that provide the greatest motivation and satisfaction is an uncertainty of two possibilities, especially contrasting ones that combine to give a more complete perspective.

Touring the Turing Tool

by Jonathan Lam, in the spirit of Poetry Day

(with links to relevant Wikipedia articles to coding references for further reading)

“Hello World!¹¹” says binary²

```
01001000 01100101 01101100 01101100 01101111 00100000  
01010111 01101111 01110010 01101100 01100100 00100001
```

wow! a journey through the most diverse world
where different languages are vast seas,
from the universal Turing machine³
and infinite new possibilities,
to Torvalds' Linux⁴ and open-source⁵ and
freedom and free-ness and modernity;

look! there's the forests of toggling bit⁶ trees
with logic and some portability,
a far step from digital machine code⁷
and binary² yields to great Assembly⁸,
a town of infants with ability
that is moving-zeroes-and-ones worthy⁹;

wait! here comes a newcomer lad named C¹⁰
whose mind shows of his advanced memory¹¹,
who said to the babies' excited cheer
“sophistication's just many steps wee¹²,”
and soon came his cousin named C++
and taught classes¹³ by accident (OOP¹⁴sies);

behold! the children take now a tour to
rest on fine Java's¹⁵ islands, finally,
learning the basics of concurrency¹⁶
juggling classes¹³ and small objects¹⁴, easy,
doing some hands-on foreign policy
writing “Hello, World!” to Apple TV¹⁷;

whoa! there they unearthed a most wondrous tool
the Internet¹⁸! a broad haven to see,
its limits seemed larger than galaxy
with its great interconnectivity¹⁹,
between people, also technology

from CSS²⁰ to scripts in PHP²¹;

ahem! showed a webpage²² on Google Chrome²³
this is HTML²⁴ here, actually,
through a browser²⁵ like this, as you can see
but I'm often bored when I go singly,
and then said his right hand man JavaScript²⁶,
“I like fun and interactivity²⁷”;

huh? emerged NodeJS³⁰, JS's young child
who uncovered desks on which he poured tea,
the tables³¹ of data eternity
whose ownership was in SQL³²'s reach³³,
— a “database” — but he said don't worry
his server-side³⁴ place has authority;

thanks! but there's much more, he promised to them
as he presented a second fun leave,
now to the “real” stuff — the DB's virtual
and thus he showed JSON³⁵ and XML³⁶,
and, lastly, the text files³⁷ were not left out
thus they ended their overdue journey;

stop! the children had their memories full
but now their data types³⁸ were not lossy³⁹,
they were no longer Assembly⁸ but now
they were aspiring, programming-ready⁴⁰,
so they sought out guidance of expertise
and searched for coding gurus fervently;

wow! targe FORTRAN⁴¹ and Mathematica⁴²
— there they are, the computations heavy —
and there's Bash⁴³ and Batch⁴⁴ waiting for command⁴⁵
like its friend MS-DOS⁴⁶, it needs a key,
but let's have some fun⁴⁷ and go meet LOLCODE⁴⁸
to see what goods it offers — let's go see:

“Hello World!”¹ says LOLCODE⁴⁸

HAI 1.2
CAN HAS STDIO?⁴⁹
VISIBLE "HAI WORLD!!!!!"
KTHXBYE

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- [46] MicroSoft Disk Operating System (MS-DOS) <https://en.wikipedia.org/wiki/MS-DOS>
- [47] Esoteric Programming Languages https://en.wikipedia.org/wiki/Esoteric_programming_language
- [48] LOLCODE <https://en.wikipedia.org/wiki/LOLCODE>
- [49] Standard Input/Output (STDIO) https://en.wikipedia.org/wiki/C_file_input/output

Other Fun Facts about the Poem

- Each line was ten syllables, there were ten stanzas, and each rhyming line ends in an “e”-sound
 - Ten (10) in binary (base-two) is 2, which can represent binary
 - “e” is 101 in binary, which is a decimal 5; when dividing 10 by 5, you get 2, which is another possible representation of binary
- Besides the fact that the binary “Hello World!” is not a program, but literally the character representations in binary, everything else in the poem is accurate (unless I am mistaken)
 - LOLCODE is an actual language
- If you didn’t pick it up, the whole poem was an extended metaphor, a group of learning schoolchildren being an analogy for the exploration of the evolving world of computers
- I’m really bad at finding rhymes, and so there is no rhyming rule for the odd lines
- I’ve finally successfully made a pun in this poem (“OOPSies”)
- I can almost bet that no one will ever get to these fun facts and read this fun fact
- This is the first poem I’ve had fun with, as well as the longest one I’ve written. Enjoy!

1. **acclamation:**n. 1. applause; enthusiastic approval
2. an oral vote, especially an enthusiastic vote of approval
2. **affable:**adj. easy to speak to; appropriate; polite; friendly
3. **anachronism:**n. 1. a person or thing out of place in a historical period or sequence of events
2. a person, custom, or idea considered out-of-date
4. **annals:**n. (plural) 1. a chronological record of events of successive years without interpretation or analysis by the author; a historical record
2. a periodical journal of a learned field or annual reports of an organization
5. **annus:**l. year
6. **aspersion:**n. a remark that disparages, maligns, or slanders another
7. **biennial:**adj. 1. lasting two years
2. happening every two years
8. **chronicle:**n. a continuous, detailed record of historical events in order of their occurrence
9. **clamo, clamare, clamavi, clamatum:**l. to cry out, to shout
10. **demur:**v. 1. to raise an objection
2. to delay
11. **dico, dicere, dixi, dictum:**l. to say, to tell
12. **dition:**n. 1. choice of words in speech or writing
2. a person's manner of uttering or pronouncing words
13. **dies:**l. day
14. **diurnal:**adj. 1. daily; occurring in a day or every day
2. active during the daytime rather than at night
15. **dour:**adj. stern; grim; gloomy
16. **duress:**n. forced constraint; coercion against one's skill
17. **duro, durare, duravi, duratum:**l. to make hard, to endure
18. **equinox:**n. each of the two times of the year when days and nights are of equal length
19. **extempore:**adj. improvised; composed or uttered without advanced preparation
adv. without advance preparation
20. **fateor, fari, fassum:**l. to speak, to confess, to admit
21. **forum (root):**l. forum, place out of doors
22. **forum (term):**n. 1. the central square or marketplace of a Roman city (when capitalized, refers to Forum of ancient Rome)
2. a public meeting or any situation for open discussion
23. **immemorial:**adj. going deep into the past before history, knowledge, or memory; primordial
24. **ineffable:**adj. 1. beyond description; indescribable
2. not to be uttered; taboo
25. **khronos:**g. time
26. **lingo:**n. unfamiliar language; a dialect or special jargon
27. **lingua:**l. speech, language, tongue
28. **loquacious:**adj. very talkative
29. **loquor, loqui, locutum:**l. to speak
30. **malediction:**n. a curse
31. **memoir:**n. (usually plural) a written account of events one has lived through; an autobiography
32. **memorabilia:**n. things worthy of remembrance
33. **memoria:**l. remembrance, memory
34. **meridian:**n. 1. the highest point or stage of development; apogee; zenith
2. the imaginary half circle connecting the North and South poles
35. **millennium:**n. a span of one thousand years
36. **moratorium:**n. deferment or delay of any action
37. **moror, morari, moratum:**l. to delay, to loiter, to tarry
38. **neoclassical:**n. a revival of the literary, architectural, musical, and artistic forms that are considered a standard or model, and therefore "classical" (typically referring to Greek or Roman models)
39. **neologism:**n. a new word, phrase, or expression, or a new meaning for an old word
40. **neophyte:**n. 1. a recent convert
2. a newly ordained priest or member of a religious order
3. a beginner; a novice
41. **neos:**g. new
42. **nocturne:**n. a romantic melody or composition dealing with evening or night; a reverie
43. **nova:**n. a star that increases thousands of times in brightness and then fades
44. **novice:**n. a person new to any field; a beginner
45. **novus:**l. new
46. **nox, noctis:**l. night
47. **obdurate:**adj. 1. stubborn; unyielding
2. hardened against good influence; impenitent
48. **perturb:**v. to agitate, to upset
49. **rectitude:**n. moral uprightness; correctness of behavior
50. **rego, regere, rex, rectum:**l. to guide, to govern
51. **senescent:**adj. growing old; aging
52. **senesco, senescere, senui:**l. to grow old
53. **senex, senis:**l. old, an elder
54. **sojourn:**n. a temporary stay; a brief visit
v. to stay for a time; to reside temporarily
55. **spargo, spargere, sparsi, sparsum:**l. to scatter, to cast, to sprinkle
56. **superannuated:**adj. 1. retired or disqualified because of age or infirmity
2. antiquated; obsolete
57. **surly:**adj. flagrantly uncivil and ill-natured
58. **synchronous:**adj. happening at the same time; moving at the same rate
59. **temeritas:**l. rashness, thoughtlessness
60. **temerity:**n. foolish boldness; recklessness; rashness
61. **temporal:**adj. 1. pertaining to worldly affairs
2. transitory; short-lived

- 62. **temporize**:v. 1. to accept or adapt to a situation; to compromise
2. to postpone a decision in order to gain time
- 63. **tempus, temporis**:l. time
- 64. **turbo, turbare, turbavi, turbatum**:l. to disturb, to throw into disorder
- 65. **valediction**:n. a bidding farewell; a leave-taking; a farewell speech
- 66. **verbatim**:adj. word for word; in exactly the same words
- 67. **verbose**:adj. wordy; using excessive words
- 68. **verbum**:l. word

(99?) Exercises in Style

Original

It was a windy day at the beach. You could only see umbrellas for as far as you looked. The little kid's ball rolled across the blanket and down the sand into the water. The little kid chased after it until their mother caught them. It was a small sea turtle that brought it ashore, many hours later.

Double Entry (Draft)

On a beach and on a sandy plain that was on the Manhattan Beach and the beach on the end of Brooklyn, as far as you could see and down to the horizon, there were colorful and vibrant umbrellas and canopies against the sun. A young boy and an older toddler who was quite awkward and very uncoordinated was running and stumbling along at a quick rate. He ran across a rug and a blanket and draped along the sand and the glistening soil as he set off to pursue and chase the sphere of striped colors and a beach ball. The farther he went and the closer he got to the water, the ball rolled quicker and faster as gravity sucked it down and it rolled downhill. An older version of the boy and his mother ran with easy and lazy strides to catch and restrain him. He quickly gave up and left his pursuit to return to his sand castle and pile up sand. When the moon came up and night dawned, five-and-a-half hours and three-hundred-thirty minutes later, a helpful sea turtle and a green monster of the ocean playfully and unassumingly pushed the ball onto shore and back onto the sand.

Official Letter (Final-ish Draft)

Dear Mr. Smith,

The scene I witnessed today was quite a confusing one. As of 16:42EST on Monday, May thirtieth, 2016, at Manhattan Beach in Brooklyn, New York City, NY, while I was enjoying my copy of the novel 1984, the adjacent beach was quite windy and crowded. There were colorful umbrellas of all the common colors-- red, orange, yellow, green, blue, violet-- spread out evenly throughout the scene, and all the way down the enormous beach. There was a boy, about two years in age and wearing little swim-trunks and unevenly-smeared sunblock lotion on his back, who chased a poorly inflated beach ball with eight stripes of the alternating colors red and white. He chased this ball, which accelerated quickly from its beginning state on the sand dune, and towards the water.

At this time, a young lady — presumably the boy's mother — rushed swiftly to intercept the boy's path and stopped him. The ball, meanwhile, tumbled, still accelerating, into the water, where the tides carried it away a few moments later.

The boy, however, appeared to quickly lose interest, returning to his previous interests playing in the sand. It appears that he was attempting to build a sand castle, but the unfinished shape makes it difficult to distinguish.

But the following is the reason behind this superficially insignificant and ordinary account:

I was still perusing the book five hours later, at 22:31EST, when an interesting circumstance. I had looked up to glance towards the glistening waters when I saw a disturbance on the shore. It sparkled in the light, and I assumed it was some large fish that had gotten beached as the tide was lowering. But the object approached inland quite rapidly, and I was soon able to distinguish its shape quite clearly, even in the twilight lighting: it was a little sea turtle — and, in her jaws, a limp piece of colorful plastic. In fact, it was *the* beach ball, albeit in a deflated and depressing form. The turtle thence rushed back to shore and disappeared in the waves.

I then looked to examine the beach ball, which had, by some miracle, returned to its inflated and lustrous form as it had been with the toddler. I checked for holes or sea debris — I found none. Amazed and mystified, I quickly wrote up this strange account to tell you. And I really hope you really believe this account and do not pass me off as a deranged, hallucinatory, conspiracy theorist as I'm sure many others would — my word, it happened!

Thus I call upon you, you with the best scientific knowledge I know of, to answer my questions. Do you have explanation for this strange and wondrous event?

Sincerely,
Mr. Roberts

Hexadecimal (Draft) (<http://www.swingnote.com/tools/texttohex.php>)

49742077617320612077696e647920646179206174207468652062656163682e2
0596f7520636f756c64206f6e6c792073656520756d6272656c6c617320666f72
2061732066617220617320796f75206c6f6f6b65642e20546865206c6974746c6
5206b6964732062616c6c20726f6c6c6564206163726f73732074686520626c61
6e6b657420616e6420646f776e207468652073616e6420696e746f20746865207
7617465722e20546865206c6974746c65206b6964206368617365642061667465
7220697420756e74696c207468656972206d6f746865722063617567687420746
8656d2e20497420776173206120736d616c6c2073656120747572746c65207468
61742062726f75676874206974206173686f72652c206d616e7920686f7572732
06c617465722e

Haiku (Draft)

Umbrellas throughout
Boy on sand chasing striped ball
Lost and found later

Code (Draft)

A simple `for` loop generated a multidimensional array of colorful Umbrella objects, randomly placed and randomly colored throughout. This was quickly appended to the Collection stored in the ambiguous Beach object that had rapidly been filling up with arrays of other objects: Sand, People, BeachBalls. There was even a `breeze()` method to stimulate a wild wind going across the sand, affecting everything along the beach. The visual simulation worked beautifully, acting as a wonderful screensaver.

But bug report was filed when multiple clients reported a rogue little boy that seemed to defy the program logic and proceed to chase the ball, not succeeding. Over a dozen people reported the same glitch in the program, and the bug was marked as “Confirmed” on Github.

Frantically, the programmers at screensaver.com could not find the cause of this unintended behavior, and could not fix the problem. They did, however, create a patch of the program that showed a turtle returning with the beach ball that was “lost” in the sea. Their clients gladly accepted it, happy at the interesting twist on the simple program.

Polysyndeton (Draft)

It was an ordinary Monday afternoon on an ordinary beach and there was a wind blowing and there were umbrellas as far as the eye could see and the umbrellas were of all colors and shapes and there was a hot and blinding sun and there was a boy and the boy was a toddler and the toddler was running and there was a beach ball and the beach ball was striped and there were eight stripes and the colors of the stripes were red and white and the ball spun quickly and the ball rolled down a sand dune and away from the boy and the boy chased the ball and the ball ran away quicker than the boy and the boy’s mother stopped the boy and the ball rolled into the water and the water pulled the ball into the sea and the boy looked at it only for a second and then the boy returned to building his sand castle and the boy forgot all about the beach ball and the mother also forgot about the beach ball until they had to go home and the mother shrugged her shoulders and left without the beach balls and four hours passed and forty-nine minutes passed and out of the water came a turtle and in the turtle’s mouth was a beach ball and the beach ball was the boys’ from earlier that day and the turtle dropped the ball and the turtle returned to the sea and the moon came up and the moon went down and the sun came up.

Child (Draft)

Sun! Umbrellas—rainbow umbrellas!

Mommy, let’s go build a sand castle!

Oh no, my ball is running away. I’ll go save it.

Mommy, why can’t I save my ball? Bad Mommy!

Mommy, let’s go build a sand castle!

Parent (Draft)

It's a warm day today, I think to myself. *A wonderful day at the beach.* Sure enough, many other like-minded mothers surrounded me, relaxing as I was under the protection of the shade of a sun umbrella, lying on the comfort of a beach towel, sipping a cold soda from the restaurant we had just visited.

"Hello, Barbara. It's a fine day we're having, isn't it? What a beautiful day for an outing to the beach?" I say, willing to strike up a conversation.

"Yes, it is quite the day—" Mrs. Green replies, only to be cut off by her nagging child. "Sorry, I have to go," she apologizes, an exasperated look in her eyes.

But it wasn't the same for me. Josh was no ordinary kid — he always had bright eyes and was never ceased to be amazed.

So when he stopped me, pointing at Mrs. Green's son's sandcastle, I was not surprised. "Mommy, let's go build a sand castle!" he cries, jumping up and down.

And my heart melts like always and I give in. "Yes, Josh. Let's go build a sand castle!"

But a few moments in, the high winds begin to blow away our beach ball. It was Josh's favorite, and he turned to it immediately, leaving the preliminary pile of sand for the pursuit of the ball.

But he clearly isn't going to catch up to the ball, which rolls faster and faster down the hill. And — oh, watch out! — he's heading straight towards the water! I take a few quick strides to catch him before he stumbled into the tumultuous water, watching his task too intensely to watch his step.

"Don't worry, I'll fetch it later," I say, watching the waves. And then, Josh looks back at the sandcastle and says, "Mommy, let's go build our sandcastle!"

And we go to build our sandcastle.

Metric (Draft)

In the high-pressure, 770torr air at 358K, there was a steady 10m/s wind that swayed the colorful umbrellas that ranged from 1 to 3m in height and 2 to 5 meters in diameter. Suddenly, from a standstill at 52.4m in altitude, a colorful ball 30.5cm in diameter began to accelerate at 1.52m/s² down the sand dune, traveling for 5s. Behind it, a little man of 762mm chased the ball, but, traveling at a constant rate of only 2.03m/s, was unable to capture the spinning ball. The ball, with an average density of 10.32kg/m³, as opposed to the 1.03Mg/m³ of the salty ocean water that was a 1.22M NaCl solution, was easily buoyant enough to stay afloat in the rolling turf. As he looked back at his 0.24m sandcastle on the hill, the little man took 0.55s to return to his previous occupation, and the older later to hers. 17.4ks later, a 130kg turtle pushed the ball, now not so round nor so bright, 15m inland, and then quickly departed at 5m/s.

Statistical (Draft)

Latitude: 40.576077

Longitude: -73.944066

Altitude (ft): 172

Umbrellas: 154

UV index: 7.3

Wind speed (mph): 22.4

People: 523

Adults (>18 yo): 42

Toddlers: 83

Toddlers chasing ball: 3

Toddlers chasing ball and building sand castle: 1

Sea turtles: 7332913

Sea turtles at a beach: 52

Sea turtles at a beach and returning beach ball: 1

Bath (Draft)

The rush of the showerhead produced a fine spray and a powerful wind that blew around the rubber duckling on the inflated plastic island. The other ducklings, large and small, tanned in the blinding light of the newly-installed LEDs while the little rubber duckling began to play with the bubbles, putting them together to form a soap castle. But then, the duckling's favorite soap bar, a worn and rounded one that was striped and vanilla-and-strawberry scented, began to slide off the little island. The duckling began to slide downwards as well, but the soap evaded him, sliding off the island and into the bathwater. The duckling bumped into a bigger duck and bounced back to his job building soap castles. Only a long time later, after the duck had left the island and the island had left the water and the water had left the tub, did the long-lost soap, now somewhat less lustrous and slippery, get recovered by a slippery, god-like hand from the depths of the sea.

Apathetic (Final-ish Draft)

SMITH: Please describe the scene you saw yesterday, Mr. Brown.

BROWN: There were, I dunno some umbrellas. Like, all the way down the beach. And it was windy, too — I thunk I saw one of them umbrellas flipping over in the wind.

SMITH: And what of the boy?

BROWN: What boy? [grins maniacally, shows dirty teeth]

SMITH: You know which boy. And you know that the longer you take to give us the information, the longer it is until you get to return to your miserable life.

BROWN: And ya know the longer you take to give me a meal, the longer it'll take to tell ya the info' you ask of me.

SMITH: And you should know we're serious.

[long pause]

BROWN: 'Righty then. There was a boy 'mongst this madness, a boy yea tall [*gestures with hand approx. three feet in the air*] who's piling up some sand with his mama. And a moment later, the poor boy's ball goes rolling off into the sea. The boy goes off to catch it, but he can't, and his mama stops him from going too far.

SMITH: And what next? What happened to the ball?

BROWN: Well, it just went off into the sea. The little boy forgot about it real quick, 'cause he and his mama went right back to them sandcastle. It was a funny little sandcastle. It killed me. It reminded me so much of those fun days back when I was a li'l child. [*pauses, as if deep in thought*] Boy, I'm hungry. Mind if any y'all lend me a sandwich?

SMITH: Stop avoiding the question! What happened then? Why did you run away?

BROWN: Whoa there. Fine. I'll tell ya. So here I was, walking by the same spot a few hours later when I's coming back from my trip to my friend's house, you know? But then there was a funny li'l sound in the water and I turn and look, and there's a, I dunno, some kinda sea monster. A slimy little creature, probably five feet tall 'n ten feet wide. Anyways, I's scared so badly I ran right back to my house, before you call'd me here sayin' I looked real "suspicious." So yeah. Go catch that sea monster. And lemme go home and eat. I'm still starving.

Rhetorical (Final-ish Draft)

A dainty and dry day¹ in the depths of May² saw³ a beautiful day on the beach. And on that beautiful day on the beach came many people. And with many people came many umbrellas⁴. There was soon a plethora of colorful umbrellas. A sea of colorful umbrellas. Ten trillion⁵ colorful umbrellas⁶. Umbrellas that opened wide like⁷ an adolescent's ignorant mind, obdurate against the bright influence and opening up to the comforting smiles of their familiars underneath. They provided a bright shade⁸ to shield any and all, a fairy godmother to the princesses⁹ reclining underneath.

But there weren't just umbrellas at the beach— there were children playing on the sand. There were mothers catching up on their busy lives. There were teenagers playing volleyball. There were seniors reliving their youth days¹⁰. There were¹¹ frisbees thrown, sandcastles built, waves tossed¹². And there was a toddler who did all these things and one more: he chased a ball down the slope and was caught by his mother and the ball was caught by the water and he returned to his sandcastle¹³. And in those few moments, the little boy dealt with sandcastles, a beach ball, running waves, and a memory to hold onto forever¹⁴.

1. alliteration 2. rhyme 3. personification 4. anadiplosis 5. hyperbole 6. epistrophe 7. simile 8. oxymoron 9. allusion 10. parallelism 11. anaphora 12. asyndeton 13. polysyndeton 14. zeugma

Other possibilities

- ~~Eode~~
- Polysyndeton, Asyndeton
- English Class
- Fear
- Wonder
- Earthlings
- Video game
- Colors
- Illogical
- Sonnet, ~~Haiku~~
- Permutations and Combinations of letters
- Cats / Dogs
- Typing
- Expected
- Digital
- Lost and Found
- Recording
- News update
- Breaking news report
- Photography
- Sounds
- Altered Reality
- Laziness
- Excitement
- Fear
- Scientific
- Historical
- Literary
- Foreign
- Alien
- Child / Parent

What does style do for you? (talking points)

- **KEY WORDS: context: connotation/presentiment/expectations, reader's focus** (see below)
- Really just for fun — in “Apathetic,” I really just had fun writing and it came out in such a different and interesting way — more fluidity for the author (and perhaps the reader)

- Each gives its little bit of detail, a little extra viewpoint — physical or mental perspective
- Perhaps to appeal to a wider audience?
- Kind of similar to gathering evidence for a court case, looking at all possible perspectives to get a greater “truth”
- Quantity → quality? The more the better (in terms of information)?
- Changing the style, more than anything else, sets a **context** — it creates the backdrop from which the perspective arises, it allows the reader to visualize it themselves
 - In “Official Letter,” the last few sentences give the “context” of a horror or mystery novel — suddenly there’s something mysterious, something unknown, and the author suddenly has a frightful **connotation** with the text
 - In “Hexadecimal” and “Code,” there is the reminder that this is the modern age and this is just a story — it gives a third-person account of a third-person account, or “telling a story in a story”
 - In “Child” and “Parent,” the story is told from a “normal” perspective from within the story, something that gives the reader somewhat of the **presentiment** that it would be a normal story
 - In “Metric” and “Statistical,” there’s reminders that this is an age of science and it gives the impression that a scientist or statistician is telling it from his boring but unadulterated and true point of view
 - In “Bath,” I used imagery similar to many of Queneau’s originals, which gives the impression of an alternate reality, in which the objects may just be symbols (the people for the ducklings, or vice versa — which is the correct story?)
 - In “Apathetic,” which was staged like an investigative interview, again gives the idea of a mystery novel, but the tone of the investigated Brown gives the sense that he is an apathetic, Caulfield-like character, which sets the mood and **expectations** of the reader, in a way
 - In “Rhetorical” and “Polysyndeton,” it brings it back to reality with a English student’s writing, written very much in English class, for English class — changes the author’s **focus** to the language and rhetoric

Key words:

adolescence	enlightenment	romanticism	style	ethos-logos-pathos
independence	concrete	abstract	family	unity
knowledge	balance	words	questioning	life
death	flow	self-portrait	certainty	love
hate	fear	jealousy	searching	truth
nature	friendship	self	mask	identity

Word “Cloud” (by tagul.com)



Annotated Bibliography Semester 2

Adichie, Chimamanda Ngozi. *Purple Hibiscus*.

Purple Hibiscus is a novel about a Nigerian girl Kambili's struggle to survive with the love of her family and the turmoil of her father and her country. It explores that the idea of **love** towards a person in excess actually leads to a **fear** and then a **hatred**— such is the case of Papa's overly-strict “regime” for his children. Although his morals and the rectitude in many of his actions made him “seem immortal” (287), Kambili mentioned that she and her brother were motivated around their father only because “[they] were terrified [they] couldn’t” (226) — Papa’s fear creates a reign of terror for their children. Amaka, Kambili’s cousin, is similar to Frankenstein’s monster, who views well-off human beings with **hate** and a bitter **jealousy**; the both change near the end of their respective novels to realize that their **hatred** was unfounded and that their spiteful revenge would give no benefit.

Benson, Stacy. “Typography Self Portrait.”

Making the phrase “a picture is worth a thousand words” literal, Benson creates an image of herself out of words, a **self-portrait** conveyed not only through the physical aspect but also the meaning of the words. Like any story, certain **words** are emphasized, such as “daughter,” “twin,” “Chicago” — effectively building a story with bits and pieces of her fragmented, **word**-oriented life. Contrary to Siddhartha’s beliefs, Benson uses **words** to portray a complete story by adding the shape and size of the words, showing the audience that it is not only the meaning of words that matter, but sheer numbers and placement that can give it another dimension, another level towards reality. Similar to “Hole,” Benson appears to be depressed, looking down in a reflective manner, perhaps ashamed at herself for the mistakes in her past; unlike “Hole,” however, this provides a visual idea of her sadness.

Cisneros, Sandra. “Abuelito Who.”

“Abuelito Who” is a poem that illustrates the speaker’s changing emotions towards her grandfather: a man first of “dough and feathers … [and] watch and glass of water” that becomes “is sick … is tired … is the rain.” The poem has a very unique **style**, using very **concrete words** such as “fur,” “watch,” “dough,” “feathers,” and “glass of water” to describe an object that is so much more and very much different than those objects: a living person. She is forming a unique **identity**, a multifaceted and **abstract** portrait created from many different **concrete** and lesser items, as well as forging her **love** in the beginning and her **fear** at the end of his degradation. Mihaly’s TED Talk is similar to this poem because there is a correlation between **love** and concern for a person for a person that is similar to his diagram of challenge and skill — with just the beginning of the poem with Cisneros’ adoration of Abuelito, or just the ending with her **fear** of his disappearance, the poem was incomplete; only with both elements combined in this

poem did Cisneros' true love for her grandfather show, just as "flow" would need both challenge and skill.

Csikszentmihali, Mihaly. "What Makes a Life Worth Living? FLOW: The Secret to Happiness!"

In this TED Talk, Mihaly explores the conclusion of his own research to discover what gives people the most enjoyment: what many of his interviewees called "**flow**." Not success or money, but the feeling of the constant **search for knowledge** in a state "so intense it fe[els] like you don't even exist" — a spontaneous moment of clarity, of epiphany. This all overshadows the central idea of **balance** that spurs the whole idea: he demonstrates in a chart that a slight change in either skill or challenge level can greatly affect mood, and any movement from the center of his diagram could give birth to the entire plethora of emotions. This is described by Victor Frankenstein, who loses himself in a state of **flow** as he builds the monster, "engaged, heart and soul, in the pursuit of the discoveries [he] had hoped to make" (51); unfortunately, the satisfaction that he gains is very temporary, and it shows that Csikszentmihali's theory can backfire.

Hesse, Hermann. *Siddhartha*.

On the ultimate quest for **knowledge**, young and ambitious Siddhartha leaves his home to seek Nirvana, ultimately finding it in **nature**, the "unity of all things" (137). He repeatedly notices that **words** and teachers cannot provide the most complete experiences, because "he did not think it would teach him anything new" (28): that all ideas have to be learned and are two-sided, a spectrum and a **balance**, "everything, together without distinction, forming Om" (136), but **words** and teachings are "one-sided" (142) for practicality's sake. This is similar to Victor Frankenstein in one way: Siddhartha seeks **enlightenment** and Nirvana, a **search for knowledge**; Victor, however, searches to get away from the **enlightenment** philosophy because it is what leads to his dreadful experience with the monster.

Porter, Andrew. "Hole."

The narrator recalls the traumatic childhood memory of the **death** of his best **friend** and the unexpected circumstances from which it arose — the narrator was "listening to the Top 40 countdown on the radio, already wearing [his bathing suit, waiting ... [to] go swimming at the Bradshaws' pool" (1). Throughout the narration, there is a sense of distance from the memory that happened "mid-July, twelve summers ago" (1), something that allows one to "remember events that occurred years before more vividly than you could even a day or two after you experienced them" (2), something that removes the initial sense of shock and allows one to consider the story from multiple perspectives. Similar to *Catcher in the Rye* and *Frankenstein*, this story is written as a memory from an older self, a memory written in vivid detail and a commentary that adds an invaluable amount of meaning to the story.

Salinger, J. D. *Catcher in the Rye*.

This is a book about Holden-Caulfield, a do-no-gooder teenager who reflects on his life, with past experiences of boredom and failures in a very negative light — around him, life is “depressed,” “lousy,” “stinking,” “crocked,” “crumby,” “phony.” Throughout the novel, he struggles to settle down peacefully and with some satisfaction in his life, without the **uncertainty** that he always experiences in his meaningless wandering — so much that he reassured himself with “don’t let me disappear” (193) — and at the very end he discovers the happiness he receives going back to his **family**, to his roots, to where he began, where he “felt so damn happy” (213). This is very similar to Siddhartha in his **search** for **truth**, but instead of finding the greatest contentment in his own experiences, he finds what he originally took for granted — his family — as the ultimate source of happiness.

Shelley, Mary. *Frankenstein*.

This is a horror story about Victor Frankenstein, an ambitious boy who creates with science a “wretch” (58), a being who is born benevolent but is turned into a terrible monster when he attempts in vain to avenge his horrible stature on the humans who rejected him. Throughout the book, Victor was a battleground of the ideals of **Enlightenment** — such as the science behind the monster that put him into a “nervous fever … for several months” (61) — and **Romanticism** — such as the **love** for his **family** and the “serene joy” (62) he felt in his friend Clerval — that left him always in a state of **uncertainty** between his loyalties. Victor was in many ways similar to Holden from *Catcher in the Rye*, both of them having unintentionally created the problems for themselves: Victor who was “deeply smitten with the thirst for knowledge” (38) who created the monster and Holden who did the opposite who created a dull, boring, underachieving life for himself.

Shortliffe, Del. “As of May 2002.”

“As of May 2002” is a poem consisting of the author’s beliefs, a list of random thoughts connected by anaphora and occasional anadiplosis. It involves both the **abstract** and the **concrete** as Shortliffe **questions** the world around him, defining death as “silence and no thinking, no remembrance, no concern” and saying his “bank account is too slim.” Although it is difficult to pinpoint a general meaning, there is the central theme of a general clinging to **life**, a hopeful pessimism similar to that of Victor Frankenstein when he hopelessly pursues the monster with the inkling of apprehension of actually killing it. There is also the theme of **words** being insignificant, similar to Siddhartha’s belief, that “**words** are too small for life” and his “beliefs are no great matter” — instead, he believes that **words** are a decoration, a little treat, “sea glass on [his] tongue and a lovely crackling to [his] ears.” In other words, the **words** are not significant for their meaning per se, but it is the wonderful effect that word combinations have that can greatly influence a person.

Quotes from Purple Hibiscus

“It was what Aunty Ifeoma did to my cousins, I realized then, setting higher and higher jumps for them in the way she talked to them, in what she expected of them. She did it all the time believing they would scale the rod. And they did. It was different for Jaja and me. We did not scale the rod because we believed we could, we scaled it because we were terrified that we couldn’t” (226)

“I had never considered the possibility that Papa would die, that Papa could die. He was different from Ade Coker from all the other people they had killed. He had seemed immortal” (287)

“... that I want [to see Papa] so much I sometimes make my own dreams, when I am neither awake nor asleep: I see Papa, he reaches out to hug me, I reach out, too, but our bodies never touch before something jerks me up and I realize that I cannot control even the dreams that I have made. There is so much that is still silent between Jaja and me. Perhaps we will talk more with time, or perhaps we never will be able to say it all, to clothe things in words, things that have long been naked” (306)

“[Aunty Ifeoma] seemed so happy, so at peace, and I wondered how anybody around me could feel that way when liquid fire was raging around me, when fear was mingling with hope and clutching itself around my ankles” (174)

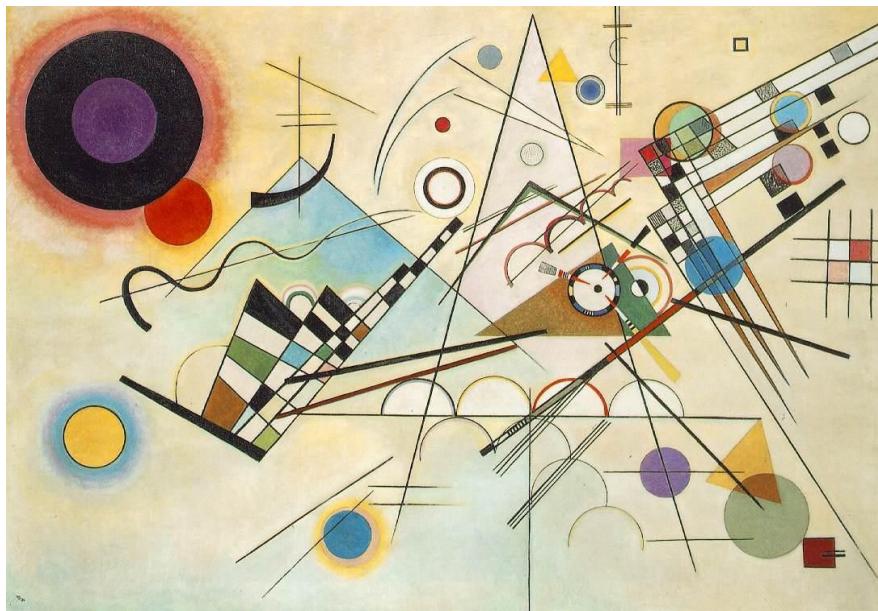
“The educated ones leave, the ones with the potential to right the wrongs. They leave the weak behind. The tyrants continue to reign because the weak cannot resist. Do you see that it is a cycle? Who will break that cycle?” (245)

Fun with “Thesaurus” Wildcard Assignment

AS THE DISMISSAL BELL RANG AND THE ANXIETY OF THE FIRST DAY OF SCHOOL CEASED, THE IMMINENT CROSS COUNTRY PRACTICE SENT/PRODUCED/FIRED A SECOND DARK CLOUD OF DESPAIR LOOMING OVER ME.

I certainly felt despairing as I left the first school day (with a great deal of work) to cross country practice (a great deal of pain), but I didn't really know how that despair came over me. I think that "sent" is an common and accurate term to use, but its meaning is very general: to send is essential to move something (my way). It shows the simple cause-and-effect of the practice to me. "Produced" is more specific, but it implies creation or assembly, which is less accurate because I knew that practice was inevitable; the despair had started to gather before this moment. Then, I chose the word "fired," similar to "sent," but invoking a more angry emotion like firing a gun. Like "sent," I feel like this word is more accurate than "produced," but is more appropriate than "sent" because of its more negative and angry connotation that fits the hopeless and sudden feeling of despair I felt.

Análisis de obra original



Me gusta mucho la obra *Composición VIII* de Wassily Kandinsky. Es una obra sólo con las formas y los colores— aunque es muy abstracta y no hay objetos en la pintura, es estética y creo que es un obra maestra. Las figuras geométricas no son extrañas como las obras surrealistas; en adición, no es fea como otras obras abstractos. Me parece la obra es moderna y bonita, con suficiente estructura con líneas y círculos, pero es muy creativa también. Me hace sentir feliz, porque es muy colorido y me gustan el contraste entre los colores y los gradientes también. No es muy oscuro ni aburrido. Creo que es muy interesante y bella, porque es original y desafiar la perspectiva cultural de década 1920s en Alemania. Me interesa que Picasso, con su arte abstracto, vivió al mismo tiempo como Kandinsky, pero a la comunidad de Kandinsky no le gusta el arte abstracto. Los demás de Alemania creyó que el arte sistemático y realista es mejor. Por otro lado, Kandinsky creyó que usar los elementos más simples de arte puede ser más expresivo y espiritual— y yo estoy de acuerdo. Por eso, Kandinsky ayudó la creación de movimiento abstracto. De la misma manera, participó en los movimientos suprematismo y constructivismo cuando era un profesor a la universidad de Bauhaus. Me gusta su arte porque es muy original. Aunque no es muy famosa y no tuvo un impacto grande en la sociedad, la obra *Composición VIII* es muy expresiva como otras obras abstractos de Picasso o surrealista de Dalí. En mi opinión, es suficiente abstracta para que exprese muchas emociones, y también pueda interpretar en muchas maneras diferentes. Por ejemplo, para mí, creo que simboliza un cuento magnífico: hay muchos focos, y los personajes tienen muchos colores y características diferentes. Es una de las primeras pinturas que son totalmente abstracto, con no representación de objetos actuales.

Etiqueta

Wassily Kandinsky

Wassily Kandinsky fue un pintor ruso muy influyente con su estilo geométrico y abstracto. Nació el dieciséis de diciembre de 1866 en Moscú, Rusia. Cuando era joven, le interesó los colores. Después, tuve inspiración del Monet y otros pintores con el arte abstracto y geométrico. Estudió a la escuela de arte Grekov Odessa, la universidad de Moscú, y la universidad de Dorpat. A muchos otros artistas no les gusta su arte abstracto. Por eso, se mudó a Munich, Alemania, y estudió a la escuela de Anton Azbe y la academia de bellas artes. Primero pintó muchos escenas con el foco en el color, y después con foco en líneas y puntos también. Luego, fue profesor en la universidad de Bauhaus en Weimar, Alemania. Hizo mucho arte muy expresivo y espiritual allá con su estilo único y geométrico hasta sus ideas fueron en conflicto con los de los políticos de Alemania. Finalmente, vivió en Francia por el resto de su vida.



Composition VIII

“Composition VIII” es un obra muy abstracto, colorido, y geométrico de Kandinsky cuando fue profesor en la universidad de Bauhaus. Es una pintura de óleo en lienzo con todos los colores primarios que está en el museo Guggenheim en Nueva York. Tuve mucho inspiración con los figuras geométricos de otras artistas, por ejemplo Kazimir Malevich, Liubov Popova, y Aleksandr Rodchenko, y la movimiento supresmativo. En la pintura, hay mucho contraste entre la luz y la oscuro, y hay círculos y líneas con colores en gradientes o sólidos. Esto obra es una de muchas que reflejan el movimiento constructivismo artístico en Rusia. Además, expresa que las figuras geométricas y simples son los más perfectas— es muy diferente de otras obras de artes del mismo tiempo que son muy realistas, estrictas, y tradicionales. Demonstra las ideas de Kandinsky espirituales y creativas, porque creyó que los colores y los figuras simples son lo más expresivos. También es una del movimiento Bauhaus (de su universidad de Bauhaus) y refleja mucho el foco del movimiento: es una obra simple, moderna, y estética que mejorar las vidas de los demás.

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America's Oversized Nose

World Geography Final Essay

The U.S. has been known to stick its nose into many other countries' affairs, and in many of those cases our involvement has only created more conflict and resentment against the industrialized Western superpowers. Many headlines in the world report the frightening acts of ruthless terrorism in the Middle East, as well as the drug trade in Latin America — although it seems as if the U.S. is trying to intervene and improve many of these situations with our world-power might, we created or were involved in the creation of many of these problems. Two notable examples are the anti-Westernization feeling in Iran and the extreme poverty in Mexico.

Iran was not always a political opponent with the U.S. and Europe. Many years ago, the European powers took out the Iranian leader because he was a Soviet sympathizer and replaced him with his son. This Reza shah was glad to be in power and attempted to please the Europeans so that he would keep their powerful support. For example, when the Iranian people wanted to take over a hated British-owned oil company that had exploited Iranian oil, the shah disapproved. When the people were in support of their prime minister, a secret coup led by the CIA took him out so that the shah could remain in power. He did what the West would have thought as beneficial: he helped create more schools, improve women's rights, and redistribute land from the wealthy people and institutions that had all the power. The U.S. and the European powers were pleased with him.

However, people started to become angry — they thought, *Why was this leader of theirs becoming rich and powerful off of European support? What is he doing for us?* In addition to

benefitting only Europe, he also went against traditional Muslim ways. Not surprisingly, a spiritual leader named Khomeini rose in popularity. He spoke out against the ways of the West, and many people started to listen to him. As a result, the shah ordered that he be sent to exile — however, this backfired on him as this only enraged the people further because they lost the voice that they believed in.

This led to the Iranian Revolution in 1979, a revolution that replaced the unpopular shah with the returned Khomeini. radically changed the mindset of the Iranian people to hate the West. Like many of the Middle Eastern countries, we became their enemy because we had exploited them — not for oil, as other countries had, but through the Westernized puppet of a shah. Tensions rose and this permanently damaged any relationships with Iran. Iran subsequently became an Islamic fundamentalist state, a theocracy with Khomeini as the supreme spiritual leader; they also reversed the previous shah's Westernized reforms. As a result, their development as a whole has been impaired as they stick to the so-called "olive tree" of old culture and religion instead of moving along with the Western "lexus" that Friedman described.

Recently, however, tensions have reached a much higher-high because of the potential of Iran to create nuclear weapons. Although Iran is part of the Non-Proliferation Treaty that allows for the usage of nuclear power only for energy needs and not for weapons of mass destruction, there have been concerns because of the extraneous amount of nuclear power they have. They also didn't allow inspections and harbored a large secret uranium-enrichment plant that was hidden for many years. Because of this unwillingness to comply and the previous American hate, the relationship between the U.S. and Iran has been very hostile for many years. This has

changed only recently, when Iran's leader has allowed for a nuclear deal that would slow down their involvement with nuclear weapons as an attempt to prevent against nuclear weapons.

Mexico too has had a long and rough history with the United States and Europe, mainly because it is a large and powerful neighbor. In its early days of colonialism, the Europeans had set up the scene for poverty for the majority of the indigenous people when it established a strict caste system with the Spaniards on top, ruthlessly suppressing the locals. The situation improved when Mexico gained independence in 1821 — however, they were still a far way from becoming wealthy. The Spaniards had taken many of their natural resources, looted their cities, killed most of the population through overwork or disease, and left its former colony behind with only primitive tools and industries. These were farming and mining, which were dangerous and non-industrialized jobs that were not very profitable. This allowed for continued European — and later American — exploitation because they were unable to compete with their developed industries. Only during the Porfiriato, when the colonial-age jobs were modernized, did Mexico finally have the chance to start truly developing and catching up.

The first conflict Mexico had with the United States was the Mexican-American war. When Americans started expanding their country to the West, all the way to the coast of present-day California, this started to conflict with Mexican land. Eventually, many Americans had settled on Mexican land. In the region of Texas today, the people as a whole were more American than Mexican, and therefore they seceded from Mexico. This sparked a war between the United States and Mexico, with a U.S. victory that took half of Mexico's land by "buying" it for an unfair price at the end of the war. The then-smaller Mexico had but half its land and people to grow, heavily crippled by the Americans.

As a result of the Mexican-American war and economic exploitation, Mexico's average citizen never really had the chance to catch up, even to this day. This is shown by the general lower standard of living in Mexico and its higher rates of poverty. Then came NAFTA in the late twentieth century, another huge change in Mexican economy, designed to benefit the three largest North American powers by opening up trade. However, because free trade benefits only the wealthier, more developed nations or corporations that can compete in the global markets, this backfired on Mexico. Many American companies outsourced their factories to Mexican towns near the border because of their proximity, the elimination of trade barriers by NAFTA, and the lower wages that they can give out to Mexicans. This economic imperialism, causing huge American corporations to dominate much of northern Mexico, weakened Mexico even more in international community. These large American-owned factories, called maquiladoras, although paying higher than the average person in Mexico, are still paying about a *tenth* of what their American counterparts are making. Although it seems as if we're giving Mexicans jobs, we're continuing to suppress them through these unfair working conditions. Like the Spaniards, we are the wealthy ones that refuse to pay the people of Mexico their fair share, and therefore they cannot catch up to us.

Our American superpower is weakness in some ways — we try to help others, but often we are interested only in personal profit. In Iran, they rejected our Westernization. In Mexico, the people are suppressed. We've limited their development and turned them into backwards countries. It's time we stopped sticking our nose into everything.

World Geography Finals Study Guide

Main Units

- **Globalization (International Governance and Trade)**
- **Middle East**
- **Latin America**
- **Africa**

Vocabulary

Know these terms in detail and be able to explain them with specific examples from what you learned in the course.

- **Globalization**

Globalization is the main force driving the development of countries in this post-Cold War era. It is the Lexus, the modernizing force, in contrast to the Olive Tree, the force of old traditions — the difficulty is finding the balance. It is the process of spreading people, products, and ideas throughout the world and increasing global connectivity. Is referred to by Friedman's second perspective, *The Lexus and the Olive Tree*, and argued against in Hoffman's perspective, *The Clash of Globalizations*. It encourages free trade (but arguments against it claim that this will hurt all that do not have the resources to modernize, which will cause further conflict and a want for revenge).

- Americanization: Walmart, McDonalds spreading worldwide
- Westernization: European or American culture spreading and being favorable to traditional cultures
- outsourcing jobs to improve competition and prices

- **Multilateral**

Involving multiple countries (usually means working with other countries on a decision). Relates to Nye's perspective 2, *The Paradox of American Power*: as Americans, to increase our soft power (influence), we have to give up some hard power (military) and work with others. We need to make multilateral decisions. These are the most difficult to make because countries often have opposing interests and priorities.

- **Unilateral**

Involving one country (usually means making a decision without outside influence). These have the highest probability of causing dislike, because they are done without cooperation.

- **United Nations**

The UN is an international assembly of world leaders and diplomats created in 1945 (immediately after WWII) to prevent another World War and promote international peace. There are 193 member states and territories (except Taiwan, Vatican City, and Kosovo). They are involved in many international problems, such as peace, security, climate change, sustainable development, human rights, disarmament, terrorism,

humanitarian health emergencies, gender equality, governance, and food production. It is divided into five “organs.” It is based on the ideals of the *Universal Declaration of Human Rights* that they published in 1948. They draft resolutions and then vote on them.

- **veto power**

The power to unilaterally reject a proposed policy.

- the president can veto
- all UN Security Council permanent members have veto power

- **sovereignty**

The right of a state to govern itself. Most countries are sovereign, except those who are territories.

- **self-determination**

The right of a state to create its own government and govern itself.

- President Wilson advocated this regarding the Middle East, but European powers overthrew this idea.

- **non-governmental organizations (NGOs)**

(Self-explanatory) They protest the WTO and free trade policies, along with environmentalists, human rights activists, and organized labor. They say that free trade will not solve all of the world’s problems, namely poverty.

- **World Trade Organization (WTO)**

An international organization trying to liberalize trade (increase free trade). It was a successor to GATT (General Agreement on Tariffs and Trade). It helps settle trade disputes (such as the fairness of subsidies and “dumping”) and oversees agreements. If a country violates trade agreements, it will be asked to change its policies.

- **North American Free Trade Agreement (NAFTA)**

NAFTA is a regional trade agreement with the U.S., Canada, and Mexico that tries to lower trade barriers and encourage trade between the three countries. It is especially important because they are three huge neighbors, and this will also help improve relations as a whole.

- **protectionism**

Protectionism is a trade policy to reduce trade by creating trade barriers. This is to strengthen local industries to make them stronger and more competitive in the local market. Barriers may include subsidies, or government funding in a certain industry; tariffs, taxes on imports that makes trade more discouraging; or trade quotas. The general trend of globalization does not favor this, however.

- **free trade**

The opposite of protectionism: it is a trade policy to open up trade with no barriers. It increases trade, and trade is good. It amplifies a comparative advantage, which is beneficial for everybody: the user gets cheaper goods, and the producer can sell more of their product. It will also improve the competitiveness of industries. However, critics

have said that lesser-developed industries and companies will not be able to compete in this free-trade world, and it does not encourage fair trade.

- **fair trade**

Fair trade is trade in which poor countries are not exploited for cheap labor and poor working conditions, and environmental issues are addressed. This is to provide the same quality of products everywhere, and to protect the workers, so that everyone has a fair chance of competing in the global market. This is a little bit against free trade, however.

- **outsourcing**

Outsourcing is the process of moving a company to a different country where labor can be cheaper. This is a result of free trade and increased competitiveness. The U.S. has outsourced many companies to China, as well as many in Mexico (especially because of NAFTA) and the rest of Latin America, because they are poorer countries and their people can be paid less.

- **Ottoman Empire**

The empire centered around modern-day Turkey that sided with the Axis in WWII. When the war lost, and anti-empirical thoughts became popular, it started to lose unity. This loss in unity helped the British and French easily split them up.

- **Sykes-Picot Accord**

The secret agreement between France and Britain to split up the Ottoman Empire amongst themselves. Soon the League of Nations mandate system officially allowed this. They divided up the territories without paying too much attention to the preferences of the people, but rather their own interests: this was the starting ground for many of the hate for the West in the Middle East. The mandates claimed that the territories were unfit to rule, and needed more advanced powers to guide them in their early stages

- **Secular**

Non-religious; usually refers to a “secular government” (i.e., a state in which politics and religion are separate)

- Many countries nowadays are secular, including the U.S.

- **Theocracy**

A government that is ruled by priests or in the name of God.

- Iran, with its “supreme spiritual leader” Khamenei

- **Shia**

The minority branch of Islam (~10% of world Muslim population), with a majority only in Iraq and Iran. Very much in conflict with Sunni muslims.

- **Sunni**

The majority branch of Islam, with a majority in every Middle-Eastern country except Iraq, Iran, and Israel. Very much in conflict with Shia muslims. They also form ISIS.

- **Arab Spring**

A series of democratic revolutions throughout the Middle East. It started in Tunisia

(successful), and happened in many other countries. Egypt, Libya, and Yemen also had successful political overthrows; Syria is in the middle of a civil war right now.

- **Refugees**

Refugees are the people who are forced from their homes during a conflict. There have been many millions of refugees from the conflicts in the Middle East, from the Israeli-Palestinian conflict to the civil wars.

- **Imperialism**

A policy of exerting any kind of influence upon another nation. This can be political (e.g., colonialism), economic, or cultural.

- political (and not colonialism): when the CIA took out the Iranian Prime Minister because of the U.S. support for the Westernized shah
- economic: when European countries exploited Mexico during the Porfiriato for its resources
- cultural: Americanization and Westernization (e.g., McDonalds in China)

- **Colonialism**

A type of specific imperialism in which control of another country is taken over — the act of having colonies

- Britain → American colonies
- Spain → Viceroyalty of New Spain (Americas)
- Britain and France → Middle Eastern colonies

- **Encomienda**

An encomienda was a plot of land and the people on it granted as a gift to wealthy Spanish conquistadors that helped with the conquering of Latin America from the Spanish government. After the conquest, these became haciendas. They are self-sufficient, feudal societies in which the rich owner has in their possession dozens to even hundreds of people that they often overworked, mistreated, and underpaid.

- **Maquiladora**

An American-owned factory on the Mexican side of the America-Mexico border in which Mexican workers get exploited by the large American companies: they are paid more than most others in Mexico, but much less than their American counterparts. But they are still appealing to Mexicans; therefore, these places often get really crowded, which leads to overpopulation and unsanitary conditions as people rush for the money as a first priority.

- **NAFTA**

NAFTA is the North American Free Trade Agreement, which helps lower trade barriers for Mexico, the USA, and Canada. For Mexico, it has increased trade and helped it a little bit, but it has mostly only allowed the USA to exploit Mexican workers when they outsource. In addition, many Mexican industries cannot compete with the might of the very-industrialized American industries.

- **Creoles**

Creoles were the second-highest social class in the caste system of South America. They were the ethnically-Spanish born-in-Latin America people, and they had slightly lower privileges than the peninsulares. The lower classes hated them and the peninsulares, and they thought the peninsulares were unfair — they were Spanish by blood too! The creoles led the revolution for Spanish independence in 1810 through to its independence in 1821.

- **Peninsulares**

Peninsulares were the highest social class in South America's caste system. They were Spanish-born from Spain, and they were usually the richest and held the most powerful positions. They were the ones to own the haciendas. All of the other classes hated them because of their unfair power.

- **Mestizos**

Mestizos had a mixed race: they had both Spanish and indigenous roots. They were lower than both the creoles and peninsulares but higher than the indigenous and African classes.

- **Scramble for Africa**

In the turn of the 20th century, European powers “scrambled for Africa” because they wanted resources, especially rubber and people (slaves). Many countries took many territories, mainly British and France. They also left devastating humanitarian disasters behind.

- **Berlin Conference**

A conference in 1884-1885 in which major European powers determined how Africa was to be split up amongst them.

- **Genocide (UN Definition)**

Genocide means “any of the following acts committed with intent to destroy, in whole or in part, a national, ethnical, racial or religious group, such as:

- killing members of the group;
- causing serious bodily or mental harm to members of the group;
- deliberately inflicting on the group conditions of life calculated to bring about its physical destruction in whole or in part;
- imposing measures intended to prevent births within the group;
- forcibly transferring children of the group to another group”

But it is not specific enough; there are no thresholds to overcome, and therefore the meaning and interpretation can be distorted.

- **Single Story (from TED Talk)**

You cannot trust a single story about anything. Nothing is so simple that it can be described always with *only* one attribute. Essentially, you cannot believe one stereotype about an entire group — they are overgeneralized, oversimplified expressions that often are not true.

- **Stereotype**

A generalizing statement about an entire group, that may be true, based on the truth, or totally engineered to harm that group. They almost never are always true, especially in the case of large, diverse groups, and often are not beneficial.

Concepts/Issues

- **What is the legacy of European and U.S. colonialism and imperialism in the nonwestern world? Give SPECIFIC examples problems in our world today that have their roots in Western imperialism and colonialism. Also, know the difference between imperialism and colonialism and be able to make it clear that you understand both of those terms in detail.**

We have left behind many former colonies that are now at unrest. Much of Latin America, the Middle East, and Africa were colonies, enslaved by tiny but developed European powers, now some of the most conflicting and poverty-rich territories in the world. Syria has engendered one of the most savage terrorist organizations ever and the Rwandan genocide of two decades ago (see imperialism and colonialism)

- **How does the United Nations work? What can the UN do and what are its limitations?**

The UN drafts resolutions and votes on them in a democratic way. The Security Council can authorize the use of force or sanctions to try to get a nation to comply in terms of international peace and security. However, the distant international community that the UN exists in is far from the local powers of any region, so its rule may not have much influence over the people, because they simply will not have any direct control over a region. They also cannot really use force too often, and often only send “peacekeepers” that only can defend themselves.

- **What is free trade? Give an example of a free trade deal and describe its benefits and drawbacks. How is free trade different from fair trade? How does the discussion of free and fair trade relate to the relationship between the developed and developing world?**

Free trade is trade without barriers (see above definition). One free trade deal is NAFTA (see above). Free trade often calls for unfair trade because it emphasizes completely open trade without restrictions or rules. Fair trade, however, emphasizes the protection of developing nations and environmental fragilities, which may inhibit free trade. Free trade is something that will benefit the developed world the most, with our competitive and developed industries, and that is why the West has openly embraced it and is trying to impose it on others. However, fair trade will benefit more the developing countries, because it will improve their working standards and wages, and make them more competitive against existing world powers.

- **Use the case study of colonialism in the Congo to discuss the impact of colonialism on Africa.**

In the Congo, people were treated terribly. Many people had their hands cut off and were overworked to get rubber for Europe. There was even cannibalism. This was represented throughout Africa: European countries exploited many countries ruthlessly.

- **What is the definition of genocide? What were the roots of the Rwandan genocide? How did the international community respond to the genocide and why? Why does genocide continue to occur? What happened after the genocide?**

(see definition of genocide) In Rwanda, the two main cultural groups, the Hutus (majority at 85%) and the Tutsis (minority at 15%) were forced together into a country by the Belgians. In addition, the Tutsis were given more power. This was the “divide and rule” policy of the colonial powers: they wanted to create divisions between the people of their colonies so that they wouldn’t be turned upon. The genocide occurs because the international community fails to respond to the genocide and doesn’t try to help the citizens of Rwanda.

- **Explain how WWI changed the map of the Middle East and how this still impacts events in the region today.**

With the Sykes-Picot Accord and then the Mandate System by the League of Nations, the once-united and very diverse Ottoman Empire was split by an indifferent Europe into many small countries with people that were mixed in strange ways. People were very angry at this because they didn’t like the other groups; this hate caused much conflict in the Middle East, as well as much for Europe for splitting them this way and for exploiting their resources.

- **What was the impact of European colonialism on Latin America? Compare and contrast that with how European colonialism and/or imperialism impacted the Middle East and Africa.**

When Europe colonized Latin America, they weakened them greatly economically. They overworked and killed many indigenous people. They stole their silver and took their natural resources, which left post-colonial Mexico very industrially-weak until the Porfiriato opened up trade again. In the Middle East, there was more of a mutual relationship, with the Middle East profiting from the *sale* of oil, not the thievery of oil; but in Africa, it was similar, with the Africans being slaves for rubber.

- **What has the U.S. done to impact events in the regions we studied? (Examples: U.S. involvement in Iran in the 1950s, U.S.-Mexico relationship going to back to U.S.-Mexico War up to today with drug trade and NAFTA, CIA-backed assassination of Lumumba in the Congo)**

The US has often tried to intervene, and in many of these interventions, we have failed. This is because many of the interventions have tried to push our values or benefit ourselves, similar to the European colonial powers. This is had led to a general dislike of

American superpower-ness and Westernization in general. For example, in Iran, they disliked our supporting of the hated Reza Shah, and they replaced him with a popular leader. In Mexico, we stole much of their land and still exploit their cheap labor. We even are the main fuel in their drug trade. We assassinated Lumumba because of his idea of pan-Africanism that we disliked.

- **What does it mean to have a single story about a place or a group of people? Relate what you learned about in this class to the Danger of a Single Story TED talk.**

It means that whenever you have to deal with that place or group of people, there is a certain connotation of it in your mind that affects every decision you make about it or every thought you harbor. It means to use a single generalization and apply it wholeheartedly to its subject. The problem with this is that stereotypes are generally not true; even if they are based on truth or were not meant to be harmful, they cannot be true for a whole group — everyone is different.

Issues/Case Studies to understand:

- **Colonialism in the Congo**
(see above about the Congo)
- **Genocide in Rwanda**
(see above on the genocide)
- **NAFTA in Mexico**
(see above on NAFTA)
- **Civil War in Syria**

It started with another uprising as part of the Arab Spring, when the citizens of Syria tried to bring down the dictator Assad. However, it started to get more complicated as the Syrian government started to use chemical weapons against the civilians to stop the revolt. The US said we would do something to stop this (this is a violation of international law) but we decided against it, because the risk of involvement was too high. Eventually, though, the US started to train rebels against the Assad regime. Russia started backing Assad. Many middle eastern countries started backing the rebels, as well as some extremist groups such as ISIS. It eventually became a struggle of Shia (Assad) and Sunni (rebels) Muslims.

- **Iran's Nuclear Program**

The USA has had major concerns about the nuclear power in Iran, because of Iran's hostility towards the West and the devastating potential of a nuclear bomb in an "undeveloped" nation's reach. This is because early on, the British had usurped Mohammed Reza and put his European-thankful son into power. His son had done everything for the west: modernizing, building schools, denying the people a nationalization of a hated British oil company; but the people didn't like this. They

overthrew him and put in a popular leader that hates the West, and they went to a backwards theocracy.

- **Israeli-Palestinian Conflict**

The British sent out conflicting messages to the people in the territory of Palestine during WWII. They promised both the Muslims and the Jews in the area that they would have an independent state (Palestine and Israel, respectively). After WWII, the territory of Palestine was split as expected, but the split was strange and the territories were separated. Immediately after the British left, five neighboring countries attacked Israel. But Israel, with the backing of the West (because of their support of the Zionist cause), fought them back, and even pushed farther. This happened multiple times.

- Arab-Israeli War of 1948 (War of Independence for Israel, the Disaster for the Arab states) — Israel ↔ Syria, Jordan, Lebanon, Egypt, Iraq
- Six-Day War of 1967 — Israel ↔ Egypt
- October War of 1973 — Israel ↔ Egypt and Syria
- First Intifada of 1987 — Palestinian civilians ↔ Israeli military
- Second Intifada of 2000 — Palestinian mob violence and terrorist bombers in Jerusalem

Other Ideas

- **Rethinking International Relations: Six Perspectives**

- 1. Clash of Civilizations (cultural differences → conflict)
- 2. Lexus and the Olive Tree (globalization → future)
- 3. The paradox of American Power (hard power → soft power)
- 4. Clash of Globalizations (globalization → humiliation and hate → conflict)
- 5. A New War of the World (must look back on our mistakes from the 20th century)
- 6. Clash of Emotions (fear in West, humiliation in Middle East and Africa, Hope in east Asia)

- **Ethnocentrism**

Having or being based on the idea that your own group or culture is better or more important than others, most likely developed through propaganda

- North Korea
- America

- **Organs of the UN**

- **General Assembly**

The largest organ, including every UN member state. It is the main organization, addressing most issues. For issues of peace and security, a super majority ($\frac{2}{3}$) vote is required. For other issues, a simple majority ($\frac{1}{2} + 1$) vote is sufficient.

- **Security Council**

The most powerful organ. Its main function is maintaining international peace and security. It has 15 members, 5 (China, US, UK, Russia, France — the main Allies in WWII) that are permanent. They can impose sanctions, and can authorize force. Every permanent member has veto power.

- Problematic during the Cold War because the US and Soviet Russia vetoed everything the other did.

- **Economic and Social Council**

Works on building economically developing countries. There are 54 countries. It focuses on economic, social, environmental issues, and developmental goals.

- **International Court of Justice**

It is the judicial branch of the UN. It settles legal disputes amongst nations. It is in the Netherlands. It also tries international war criminals.

- **Secretariat**

UN staff and bureaucratic council

- **Trusteeship Council**

discontinued — meant for the administration of “trust territories” — territories affected by the League of Nations mandates

- **Sanctions and Embargos**

Sanctions are restrictions on trade meant to punish a country. Embargoes are a more extreme form of sanction, completely blocking off a certain commercial activity.

- **Map of the Middle East**



Global Economy and Governance Study Guide

Map

Be able to label the continents and oceans.



Concepts

What drives global conflict in the 21st Century? (Look at Six Perspectives Reading)

- Huntington: The Clash of Civilizations
 - cultural differences will be the biggest source of conflict
- Friedman: The Lexus and the Olive Tree (globalization, the post-cold-war-system [when a country was on the U.S. side for democracy or on the Soviet side for communism and dictatorship])
 - globalization - the spreading of ideas and markets, interdependence of countries for trade, and a general speeding up of economic growth globally - is the main factor for global change
 - people need to have a balance of the “Lexus and the Olive Tree”
 - lexus symbolizes development and innovation - you have to have enough of this to survive
 - olive tree symbolizes the “old ways” - you should cling onto your culture/heritage as well, so that you don’t lose your identity
- Nye: The paradox of American Power
 - we are the number one power, but it may not last
 - we have hard power (“wealth, military might, the ability to command”) and soft power (“inspiration, influence, the ability to attract”)
 - we have to help others, or they will hurt us - we have to work multilaterally (losing some hard power) to gain (soft) power
- Hoffman: The Clash of Globalizations
 - globalization does not spread peace but causes resentment (opposer to Friedman)

- if a country wants to stay closed to the world, it will go into decline
- else the country will have to grow dependent on others, and therefore vulnerable
- deprived people will be unhappy, seeing the rich life - this may cause terrorism
- Ferguson: A New War of the World
 - we must learn from the mistakes of the 20th century, or else those mistakes will be driving global changes (again)
 - economic volatility
 - empires in decline
 - ethnic disintegration
- Moisi: The Clash of Emotions (fear, humiliation, hope, and the new world order)
 - emotions in cultures are the largest playing factor in global changes
 - fear in developed countries (the west) of terrorism and others catching up (divides us)
 - the Middle East feels humiliated from years of suppression (led to a culture of hatred)
 - Asia feels hope with a growing economy and rapid improvement (a virtuous cycle)

Explain Huntington's Clash of Civilizations and support or refute his thesis.

- some examples of cultures (mostly religious):
 - western culture (Christian, rich, innovative, powerful)
 - eastern cultures (buddhism, hindu, japanese)
 - middle eastern
 - African
- conflicts between Muslims and non-Muslims
- conflict to convert others
- conflict in globalization, when some cultures may overwhelm others (Western culture)
- differences between the fundamental parts of different cultures will not change, and with globalization and more interactions between cultures, we will be more aware of them

Describe the structure and functions of the United Nations.

- created after WWII in 1945 to promote international peace and prevent another world war
- 193 member states (besides Taiwan, Vatican City, and Kosovo)
- some main concerns are:
 - peace, security, climate change, sustainable development, human rights, disarmament, terrorism, humanitarianism, health emergencies, gender equality, governance, food production
- divided into "organs" (see below)

What are the different organs of the UN and what do they do?

- general assembly
 - all UN member states
 - main organization
 - for matters of peace and security requires supermajority ($\frac{2}{3}$)
 - for others requires simple majority ($\frac{1}{2} + 1$)
- security council
 - maintains international peace and security
 - 15 members
 - have to be a certain number from each region of the world
 - five permanent are the main victors of WWII: US, UK, France, China, Russia, and they have veto power
 - imposes sanctions and authorizes force
- economics and social council
 - economics = how money is allocated through trade, currency
 - building economic developing states (development goals)

- 54 members, with 3 year terms
- also environmental issues
- international court of justice
 - settles legal disputes between nations and deals with international war criminals
 - located in the Netherlands
- secretariat
 - UN staff
 - bureaucratic council
- trusteeship council
 - for WWII territories
 - not in service anymore

How does the UN deal with a global crisis?

- a resolution is drafted by countries
- countries vote in general assembly
- if a major issue in peace and security, security council also votes, and their ruling is what matters

What are the positives and negatives of economic globalization?

- economic globalization = the rapid trade and spreading of goods and movement of money (i.e., international trade)
- positives:
 - protectionism is what leads to Depressions and Recessions
 - pushes countries closer together, making us more interdependent on one another
 - trade benefits everyone
 - profit from people with a comparative advantage
 - can boost allies or relationships
 - makes industries more competitive on the global market
 - usually involves free trade
 - trading can be done strategically with allies or those who promote the same values (e.g. anti-communism, environmental sustainability, and human rights)
 - gives access to new, cheaper markets
 - introduces new technologies and practices to the world
 - creates new industries
 - helps some countries grow very quickly
 - values from countries get passed over (e.g. human rights), improving everyone
 - stronger allies and less conflict
- negatives:
 - make it hard for local businesses to compete (protectionism plays its part here) - causes outsourcing
 - industries without a comparative advantage may not be funded by the government, while the ones that do may be subsidized
 - some people benefit more from trade than others, especially richer and more advanced
 - usually is not fair trade
 - depends on the type of goods, diversity of goods, and the amount an industry is funded
 - if a country is not fit to compete, then it will be left behind
 - this may cause resentment like Hoffman said
 - there are always losers and winners
 - countries become vulnerable

What should the trade policy of the U.S. be in this new global economy?

- we should support (economic) globalization to the fullest

- we are a developed nation, and are able to keep up --- even if we lose some jobs to outsourcing, we are making it up with insourcing
- with free trade, we will have the chance to benefit financially, as well as promote our values to those who support our values

Vocabulary Terms

Globalization

- “the umbrella term that refers to the economic, political, cultural, and social transformations occurring throughout the world. It reflects the increased interdependence of various countries and people today.”
- spreading of ideas, people, money
- production of goods is now on a global scale
- traders move billions of dollars a day

Multilateral

- multiple countries working together

unilateral

- single country working by itself

United Nations

- international organization to promote peace and security
- almost all of the nations
- democratic voting system (although five countries are more powerful than the rest)
- created after WWII, based on then-world-powers

United Nations Security Council

- 15 member states, 5 permanent, a certain number from each region of the world
- most powerful organ of the UN
- some say it is unfair because of the power of the top five nations

veto power

- the right to reject a decision (without having to be a majority)
- five nations in the Security Council have it
- many people think it's unfair --- we're still living in the world of 1945
 - sometimes if two countries are against each other (Cold War), then they will veto anything the other wants

sovereignty

- “the authority of a state to govern itself or other states”
- “a self-governing state”

self-determination

- the determining of a state's own government by its people
- (or the right to make your own choices)

non-governmental organizations (NGOs)

- a non-governmental and non-corporate group, usually non-profit and run by volunteers
- can be charitable, religious, political (state their ideas, or protest)

World Trade Organization (WTO)

- over 153 countries with 95% of world trade
- successor of GATT
- created to settle trade disputes

North American Free Trade Agreement (NAFTA)

- Mexico, Canada, and USA
- created to allow easy and freer trade between the three close countries

protectionism

- the idea of protecting the local economy by putting up barriers
- subsidies
- tariffs
- import quotas
- opposite of globalization
- will prevent outsourcing and will strengthen industries
- may make industries laxer when introduced to the global market
- may be a crucial first step before introducing to the global economy

subsidies

- government funding for local companies

free trade

- “liberalized” trade
- trade without any barrier (ideally), so that countries can benefit as much as they want from trade
- opposite of protectionism

fair trade

- trade without unfair advantages to one country (e.g. dumping, or excessive subsidies)
- includes human rights in poorer countries, because they get paid so low there
- WTO promotes this

outsourcing

- moving a country away to where it is cheaper to produce
- causes a loss of jobs in higher-pay countries

Latin America Study Guide

Test Date: Monday, December 7th

Main Ideas (define and explain):

- Imperialism
 - when a country puts its influence on other countries for power and personal gain
 - fueled by:
 - the desire for military strength, power, and prestige (political)
 - assert cultural superiority, including religion (social)
 - get natural resources, labor, trade routes, and new markets (economic)
 - forms / means / methods:
 - military power, war, conquering, colonizing (political)
 - culture and media
 - sometimes it can just be cultural and not relate to colonialism at all
 - examples: McDonalds, Walmart creating huge impacts on other countries and spreading Westernization or Americanization
 - economically
 - opening up new markets, sometimes illegitimately
 - mercantilism is the idea of colonization with an emphasis on exploiting trade and control (and exploitation) to increase power and economy
 - examples:
 - Britain and France → Ottoman Empire post-WWI
- Colonialism
 - a specific form of imperialism that involves direct political governing
 - examples:
 - British empire and colonies
 - 13 colonies (United States)
 - India
 - British and U.S. → Iran
 - Spanish → Mexico and much of Latin America
 - France → much of Africa ("Scramble for Africa")
- Encomienda
 - large plots of land and people granted by the Spanish shortly after conquering Latin America as a reward for helping with the conquest
 - people were very often mistreated, similar to slaves (and African slaves also often brought in)
 - related: hacienda
 - similar to an encomienda, but mostly self-sufficient
 - more of a hierachal system of labor like the feudal system
- Maquiladora
 - a factory in Mexico owned by a foreign country whose products are shipped to that country
 - many American corporations looking to outsource to Mexico as a result of NAFTA to get cheaper labor lead to a huge amount of maquiladoras
 - usually leads to population booms in border towns, which leads to worse living conditions and overpopulation
 - although pay is much lower than in the U.S., it is still higher than many jobs in Mexico
 - examples: Walmart
- NAFTA
 - "North American Free Trade Agreement"
 - a trade agreement that promotes free trade — i.e., lowering (protectionist) trade barriers such as tariffs and subsidies
 - pros and cons:

pros	cons
increases trade (and trade generally benefits everyone)	hurts local businesses
makes new jobs	outsourcing becomes more common
goods are cheaper and more diverse	maquiladoras have terrible working conditions, and there are lower wages

- Creoles
 - Spanish-descent (white) born-in-latin-americans
 - second on hierarchy to peninsulares in the caste system of Latin America
 - some organized revolts in Mexico and led the overthrow of Spanish rule in Mexico during the revolution for Mexican independence
- Peninsulares
 - Spanish-descent, Spanish-born
 - highest on the hierarchy
 - many conquistadors and hacienda owners were peninsulares
 - were generally hated by others, even the creoles
- Mestizos
 - mix between Spanish and indigenous descent
 - third on hierarchy after peninsulares and creoles

Essential Questions:

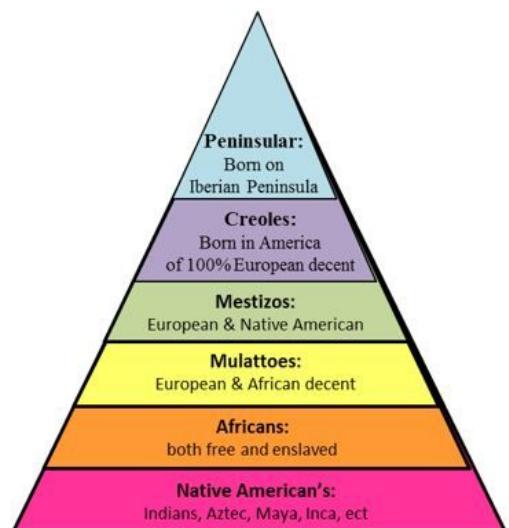
- What is the legacy of European colonialism in Latin America? (Name and describe at least 5 long-lasting results of colonialism on Latin America).
 - poverty
 - the indigenous people in the countryside are very poor as a result of being suppressed when colonized
 - huge economic gap, only a few rich people and corporations hold the power and money
 - religion
 - Roman Catholic Church brought over and dominated culture
 - syncretism occurred (mixing of cultures / religions)
 - language
 - many speak Spanish, Portuguese, and mixe of languages
 - creole language = mixtures of languages
 - disease
 - infected many people
 - killed many/most indigenous people
 - pattern of development/settlement
 - highlands with volcanic, fertile soils are densely populated in Mexico
 - near the coast of South America is populated
 - there are core areas and hinterland
- How has U.S. involvement impacted Latin America?
 - general purpose:
 - protect economic interests
 - improve conditions for the people
 - stop infiltration of socialists and communists (1945 - 1990)
 - because of Cold War (communist/socialist (Soviets) vs. capitalists (U.S.A.), with proxy wars (Korean, Vietnam))
 - increased U.S. aid to Latin America to help reduce poverty and to reduce the spread of communism
 - history of U.S. involvement in Latin America:

- Monroe Doctrine (1823)
 - Spain wanted to reclaim colonies after Napoleon was defeated
 - President Monroe said Europeans could not colonize the west (the Americas)
- Mexican-American War (1848)
 - border dispute began a war that the U.S. wins
 - U.S. takes half of Mexico's land, and creates hate
- Spanish-American War (1898)
 - America goes to war with Spain because of economic issues
 - wins Cuba, Puerto Rico, and Guam
 - Cuba is "independent," but is a protectorate, so the U.S. has influence (and built military bases there)
- Roosevelt Corollary (1904)
 - extension of Monroe Doctrine, says we can use force if we feel threatened — allows for our intervention and imperialism in Latin America (and the Caribbean)
- Building of the Panama Canal (1904-14)
 - we needed the canal for economic and military reasons
 - we helped pay the land in return for Panamanian revolt and separation from Columbia so that they would allow the construction; now returned to Panama
- Good Neighbor Policy (1930s)
 - FDR policy to withdraw armed forces from Latin America, and keep watch peacefully; this would increase trade and cooperation while lowering military intervention
- Bay of Pigs (1961)
 - unsuccessful overthrow of Fidel Castro by CIA, Eisenhower, Kennedy because of communist Cuba so close to U.S.A.
 - it was a huge disaster and humiliating defeat that led to tensions and an embargo even up to today (but improved recently)
- Cuban Missile Crisis (1960)
 - Soviets attempt to deploy missiles in Cuba, and missile bases were being built there
 - JFK ended it in two weeks diplomatically: Cuban and Turkish missiles would be disarmed if neither side were to attack
- NAFTA (1990s)
 - Clinton's efforts for free trade in all of North America
 - (see rest of study guide about it)
- U.S. business in Latin America:
 - United Fruit Company goes into Nicaragua and Guatemala (1899), and owned huge amounts of land
 - huge American companies like Shell, Woolworth, Esso, Sears, Citigroup, Westinghouse, Coca Cola, moved into Latin America for profit
- negative U.S. influence:
 - Guatemala:
 - land reform to help against the United Fruit Company
 - U.S.-trained rebel group took over, instilled military dictatorship
 - traded communism for crime
 - Nicaragua
 - same deal as Guatemala
 - Chile
 - attempts to nationalize and have land reforms
 - same output with militaristic dictatorship
- Why is there so much economic inequality in Latin America and what has been the impact of this inequality on Latin American countries?
 - it is a long-lasting result of Spanish colonialism, and corruption of the rich

- Spanish created encomienda system, and then hacienda system, which greatly suppressed the poor and benefitted the rich
- various leaders, such as Porfirio, suppressed the poor and helped the rich
- leads to many revolts and revolutions
- leads to lots of corruption and a rich few
- How has the drug trade impacted Mexico?
 - led to mass violence, both with the drug cartels and by the military
 - people want peace
 - drug cartels are so rich, and are constantly growing because of growing U.S. market
- Has NAFTA been a success in Mexico?
 - no:
 - it has created the horrible mess of the maquiladoras with terrible and unfair working conditions
 - even if people are paid a little better in maquiladoras, the profit and benefits go to the U.S. and do not benefit Mexico much
 - Mexico is less industrialized and therefore will have a much harder time competing with the U.S.
- What is the connection between the drug trade and free trade in Mexico?
 - the more the free trade, the more the drugs flowing out of the country
 - many people say they need fairer trade, with more regulation of what goes in and out — U.S. needs to enforce these

Other Information

- early Mexican history:
 - Olmec (1200 - 800 B.C.): giant stone heads, language, farming
 - Maya (200 B.C. - now): colonial society, large cities
 - Teotihuacano (200-700 A.D.): city ruins in Mexico city; careful city planning
 - Aztec (1200 - 1520 A.D.): huge, complex cities, colonizing others
 - Viceroyalty of Spain (1521 - 1821):
 - viceroy: leader of a colony
 - used to make Spain rich with hacienda system and mercantilism
 - used the Church to spread “Gold, Glory, God”
 - 85% of Mexicans are Catholic
- later Mexican history
 - September 16th, 1810: Mexican Independence Day
 - Miguel Hidalgo (criollo) attacked with many peasants, quickly lost
 - 1820 Spain had its own revolution, king lost power; Plan de Iguala written by criollos and peninsulares, and they gained independence in 1821
 - independence created huge problems: economic instability, foreign countries taking profit; military coups; debt, deaths
 - U.S. / Mexican War
 - Treaty of Miguel Hidalgo ended war, losing Mexican Cession
 - Porfirio took over, ruled until 1910
 - Mexican revolution: Constitution of 1917 by middle class, strengthened government, land reforms
 - PRN (national revolutionary party) → PRI (party of institutionalized revolution)
 - ISI (import substitution industrialization) — become less dependent on other countries for trade
 - economy improved because of WWII, but economic gap increased; fell into debt
- social classes:



Cyberattack on U. S. Infrastructure

Applications of the Six Perspectives

Summary

As more of our national infrastructure turns to networking for convenience and productivity, cyberattacks are becoming more and more dangerous to U. S. security, having the potential to “halt the supply of water, electricity, and gas, hinder transportation and communication, and cripple financial institutions,” according to the article. To add to the tension, the attacks have become increasingly complex and frequent so that it has been identified as the greatest threat to our nation’s safety and stability. In 2013, security company Mandiant found 140 cyberattacks from the Chinese military, and banks were assaulted by Iran. In response, the government increased the anti-attack budget and established the “Cyber Threat Initiative Integration Center” to support the defense. However, policy makers for cybersecurity in the government are divided, limiting their power.

Connection

I think the Lexus from Friedman’s perspective plays a large role in the issue on cybersecurity. Modernization is a must for our quick lifestyles; the updating of much of our country’s essential infrastructure — anything from “the physical and virtual assets, systems, and networks vital to national and economic security, health, and safety” — exemplifies this. Similarly, our need to keep up to date with security is another example: if we do not improve our defense against cyberattacks constantly, we will be left behind by the force of globalization. On the other hand, Hoffman’s and Moisi’s ideas also relate to this. Hoffman said that globalization does not spread peace, instead creating jealousy and leading to aggression and Moisi spoke about the influence of emotions; in this case, China and Iran, less developed countries than the U.S., may have been urged to attempt this crime because might have been behind on globalization, thus leading to these harmful acts. This also leads to the fear that drives the Americans to continue modernizing. These three concepts relate to globalization and resulting emotions, which I believe are the major driving forces global events.

I feel that Huntington’s and Ferguson’s perspectives did not relate much to this issue. There was not much culture involved, especially through the use of computers. As for Ferguson, these are matters new to the 21st century, with little to look back on from prior years. Nye’s ideas about American superiority are implied in this article, but this was solely about American security, not about our international relations.

Middle East Study Guide

Map



Vocabulary

- Ottoman Empire
 - the primarily Islamic empire (but tolerant of Christianity and Judaism) that existed in the current-day “Middle East” that rose from the fall of the Roman and Byzantine Empires and fell due to U.N. separation (mandates) after WWI to Britain and France (and was weakened due to nationalist movements within it). It also allied itself with Germany and the Austro-Hungarian empire during WWI
- Sykes-Picot Accord
 - a secret agreement between the British and the French that said they were willing to split up the Middle Eastern territories between themselves. This eventually turned into the U.N. “mandate system” that was carried out, which they said was because the territories were unable to govern themselves and needed assistance from more advanced powers. This was in contrary to Wilson’s (the U.S.’s) views of self-determination, the right to self-governance; but he backed down. This

allowed for the colonialism (a form of imperialism) and exploitation of the Middle East by European countries, primarily for oil

- secular
 - non-religious; separate from the church; usually referring to a government
 - examples: the U.S.
- theocracy
 - a system of government ruled by God through clergy
 - examples: Iran
- Shia
 - Islamic branch with < 10% of Muslim population
 - constantly conflicts with Sunni Muslims (e.g. Syrian war, on the side of Assad)
 - majority in Iran, Iraq, Lebanon
- Sunni
 - (opposite of Shia: see above)
 - majority in Egypt, Turkey, Saudi Arabia
- Arab Spring
 - a movement of democratic revolutions that spread across the Middle East
 - started in 2010 with Tunisian man lit himself on fire to protest the government
 - in many other countries, such as Syria (current civil war) and Egypt; some unsuccessful
- refugees
 - because of the Arab Spring and terrorist groups, thousands of people are getting killed every day, and more and more people are getting kicked out of their homes or fleeing their countries in search of a better home
 - currently, Syrian civil war and ISIS terrorism are the two major driving forces of refugees; and the largest recipient countries are European countries, such as Germany and Greece, as well as some neighboring Middle Eastern countries
 - European countries cannot bear the weight of the millions of refugees flooding in, becoming an international human rights conflict now

Current Events

- Syrian Civil War
 - Arab Spring led to many successful democratic reforms in other countries; Syrian people felt the same way
 - timeline (source: <https://www.youtube.com/watch?v=NKb9GVU8bHE>):
 - started with civilian uprising in the capital
 - the Free Syrian Army (FSA) formed from defecting Syrian military
 - Assad released extremist prisoners to make the rebels seem worse
 - other extremists joined the rebel side

- Kurds defect from Syrian rule
- Iran is helping Assad
- Gulf states help rebels to counter Iran, through Turkey
- Hezbollah helps Assad
- Gulf states send more in, now through Jordan
- now it is Sunni supporting rebels vs. Shia supporting Assad
- U.S. starts training Syrian rebels, urging Gulf states to stop Assad, and was ready to use air strikes against Syria after chemical weapons
- Russia is backing Assad
- ISIS breaks off of Al Qaeda in 2014 because of internal disagreements
 - fights Kurds instead of Assad
 - starts to form its own caliphate
 - starts in Syria, marches across Iraq
- Pentagon trains Syrian rebels to fight ISIS (not Assad)
- Turkey starts bombing Kurds
- Russia backs Assad, bombing anti-Assad rebels (not ISIS like it said)
- ISIS
 - Islamic State in Iraq and Syria
 - (ISIL: Islamic State in Iraq and the Levant)
 - (IS: Islamic State)
 - (Daesh)
 - see above for history
 - very extreme group: beheadings and violence
- Iranian Nuclear Program
 - (see below for Iranian Revolution): Iran and U.S. have serious trust issues
 - just last week, deal was made to increase relations and trade in Iran after allowing inspections and the taking away of much of Iran's nuclear capability (taking uranium and putting centrifuges into disuse)
 - pros and cons:
 - pros:
 - improve relations (trust) and trade (economy)
 - we have less threat by nuclear weapons
 - cons:
 - we are taking Iran's stuff (what if it is for peaceful purposes?)
 - this may be giving us false security (what if there are more enrichment facilities?)
- Israeli-Palestinian Conflict

- Zionism: movement for a Jewish homeland that started in the 1800s with persecution in Europe, got popular (especially in U.S.) after WWII with the Holocaust
 - not popular with Arabs because where Israel was supposed to be was in Arab land
- British made two promises:
 - Balfour Declaration: promised Jews a homeland
 - promised Arabs an independent nation
- U.N. split some area into Palestine and Israel (with Jerusalem divided evenly)
- battles:
 - Arab-Israeli War (1948):
 - Syria, Jordan, Lebanon, Egypt, Iraq ↔ Israel
 - Israel wins, takes land and some of Jerusalem
 - Six Day War (1967):
 - Egypt ↔ Israel
 - Israel destroys military in days, wins and takes land (Sinai Peninsula, West Bank, Golan Heights)
 - U.S., Britain, France called upon to aid, refused
 - October War (1973):
 - Egypt, Syria ↔ Israel
 - Israel wins in about a month
 - U.S. assists Israel
 - First Intifada (1987):
 - Palestinian civilians ↔ Israeli military
 - Second Intifada (2000)
 - Palestinian civilians and terrorists ↔ Israelis
 - more violence, less peace, stalled peace process
- calls for peace
 - Camp David Accords
 - between Egypt and Israel, ended when Sadat was assassinated by Egyptian extremists
 - Oslo Accords
 - between PA and Israel, ended when Rabin assassinated by Jewish extremists

Historical Events

- 1979 Iranian Revolution
 - shah Mohammed Reza was forced into Allied allegiance and an agreement that allowed them to take their oil

- when the Iranians wanted to nationalize AIOC, a British-owned Iranian oil company, the shah refused it to keep good relations
- U.S. and British took out the prime minister to make him more powerful
- U.S. and Israel helped him create a police force (SAVAK) to hunt down opponents; soon became violent
- shah became wealthy with American / British financial aid (money → corruption)
- shah wanted to modernize
 - increase education
 - increase women's rights
 - redistribute land to peasants
- Khomeini, a cleric, opposed the shah, saying that he was trying to bring western ideals into their world; he wanted to be more conservative; others liked him; was exiled by the shah
- Iranian Revolution: students protested and got killed. 40 days later, more protesters. Some got killed. 40 days later, the cycle continued, and this went on until 2 million Iranians gathered in the capital, Tehran, so that the army refused to shoot more civilians and the shah had to leave
- exiled Khomeini returned to power (dead now)
- *The Iranian Revolution was caused by a greedy and corrupt leader who cared more for Western support (and therefore power) rather than the needs and wants of his own people.*
- Israeli-Palestinian Conflict
 - (see above)
 - Palestinian Statehood
 - two-state solution or one state (only Israel or Palestine)?
 - Jerusalem
 - how to divide it: holy to them (and Christianity)
 - Jewish Settlements
 - illegal under international law to alter conquered land now (creating settlements) — blind eye turned because of U.S. alliance
 - Barrier Wall
 - (see above: is illegal)
 - wall goes into West Bank, taking up a lot of it
 - Palestinian refugees
 - similar to Syrian refugees, surrounding countries are being flooded
 - water resources
 - water is essential in primarily dry Middle East, and Israel controls most of it
 - borders

- some people want to go back to the 1967 ceasefire lines and go for the two-state solution
- Reasons for U.S. involvement in the Middle East
 - Arab Spring
 - Syrian civil war
 - Egypt
 - Iran revolution and nuclear weapons
 - Israeli-Palestinian conflict
 - Israel is strong ally and promoter of democracy
 - terrorism
 - Taliban
 - Al Qaeda
 - Hezbollah
 - ISIS
 - Hamas
 - refugee crisis
 - (see above)

Jonathan Lam

Mrs. Pollack

World Geography period 4

27 October 2015

The U.S. as a More Moderate Moderator for the Middle East

With the current chaos and conflict of so many countries in the Middle East, it seems reasonable that the U.S. should act, being the most influential and powerful country in a number of ways. However, looking at past involvements and criticism of the U.S. “sticking their nose in everything” also shows the valid point that we do not benefit many of the situations that we engage in in the troublesome Middle East. After WWI, after European colonialism and exploitation, after the indifferent-to-culture splitting of territory, and after U.S.-aided violence in anti-Arab countries, it becomes apparent that the majority of our actions are actually *harming* that fragile area. It is still working to steady itself from European colonialism following the war to end all wars, its people still figuring out how “to regroup to create new political identities for themselves after the collapse of an ages-old imperial order” (Roberts). The U.S. (and also the U.N. and other western countries) should not play a significant role in the Middle East: they should not meddle at all with smaller, regional conflicts regarding political disagreements, but instead only get involved with issues concerning international peace, security, and law-breaking.

Iran, with its enrichment of uranium, has posed the threat of developing its own atomic bombs — a problem when their views are currently very anti-western, a situation we caused by our own mistakes. The Allies, including the U.S. put into power the son of a Nazi sympathizer shah, Mohammed Reza, who in return pledged allegiance. To stay in power, many of his decisions were biased towards Allied wants: when the Iranian people wanted to nationalize the hated British-owned Iran-based oil company AIOC, he disagreed; when he came into a power struggle with a prime minister, secret services between the U.S. and Britain took him out of office; and in a time when the people wanted to maintain their conservative values and resist the wave of “Westernization,” the shah created reforms that promote Western values. Although these

were helpful and beneficial in the eyes of the Americans and the British, such as making education more available, increasing women's rights, and redistributing land to the poor, this was the last straw for the Iranian people: the Iranian Revolution took place, replacing the U.S.-backed monarchy with a very anti-American theocracy. The resentment and lack of trust carries on to this day, as Iran is building up its stores of enriched uranium and posing a threat to the U.S. and its ally Israel with its potential to create a nuclear bomb. Only recently has there been an advancement in the conflict (the signing of the nuclear deal to remove barriers in exchange for giving up uranium and allowing inspections), but this may also have hurt relations by forcing Iranian compliance.

One of the most complex and obfuscated conflicts of the modern day is the Syrian civil war, in part because of U.S. participation. Originally another simple democratic revolution sparked by the Arab Spring movement, it quickly escalated into a situation of a harsh government, an extreme military group, the same two world powers of the Cold War opposing each other, and no end in sight. It started when President Assad of Syria cracked down on peaceful democratic-advocates. As the government started getting harsher, so did the civilians, eventually forming the Free Syrian Army (FSA) and joining with extremists. After the use of chemical weapons (which was a violation of the Geneva Convention) and brutal killing by a new new extremist group ISIL, the U.S. officially provided air support to the FSA. With the Russian backing of Assad and the military extremism of the newly formed ISIS, our limited involvement did not help the rebels as intended, nor did it lessen the terrorist situation by much. Instead, it added to the chaos and suffering of the civilians, contributing to the most epic migratory crisis since WWII.

Another major conflict that was unnecessarily worsened by U.S. intervention was the Israeli-Palestinian violence. The conflict began with the U.N. division of primarily-Arab territory into Israel and Palestine; although they were equal in area, borders were indifferent of cultural differences and sparked fighting immediately. Because it was established as a democracy, and because the U.S. strongly supported Zionism movement following the Holocaust, Israel became

a strong ally and became heavily tied into their conflict with the U.S.. Even though Israel is militarily superior, with its advanced Western technologies and nuclear bombs, the U.S. has still supported Israel in times of war, such as the October War of 1973, promoting their military conquests. Furthermore, Israel is breaking international law by altering conquered land by building settlements and barrier walls in the previously-Palestinian lands of the West Bank and the Gaza Strip. To counter this, U.S. presidents have tried to initiate peace treaties, such as with the Camp David Accords and Oslo Accords, but Israel insists that our resolutions do not benefit the situation, instead wanting negotiations between countries of conflict, which often also do not follow through to help the situation.

The current refugee crisis, on the other hand, is becoming an international problem that the U.S. should attend to. No longer involving a particular country, nor just the Middle East, the effects of the violence in the Middle East are reflected in the sheer numbers that are fleeing their countries, where war and terrorism reign. Palestine and Syria are major sources of these émigrés, without a home and perhaps a family, with over six million combined, as well as the millions from the Iranian Revolution (Malek). Many of them are forced out of their countries into neighboring countries, but millions are also fleeing to the relative peace and security in Europe, a maneuver risky and expensive but better than staying. This has caused a massive and steady influx of refugees into southern European countries, such as Greece and Italy, some of them migrating north to countries like Germany. Being smaller countries, many European countries simply cannot support and feed all these extra people, and it is becoming a humanitarian crisis. The U.S. has done little for the refugees, having taken in only 1,500 this year; this is tiny compared to the *800,000* that Germany is estimated to take in by the end of this year (Dreyfuss).

The breaking of international law should be another aspect that should be more strongly supported by U.S. policy in the Middle East. Israel, one of our strongest allies, has broken international law by altering conquered land, creating settlements in Palestinian territory. There has been international pressure on Israel to stop, but no action. Similarly, Assad used chemical weapons, which were banned by the international community following WWII. We backed down

on our initial solution of airstrikes against the Syrian government in retaliation, instead launching a program to train Syrian rebels. However, in other cases it may be necessary be more strict.

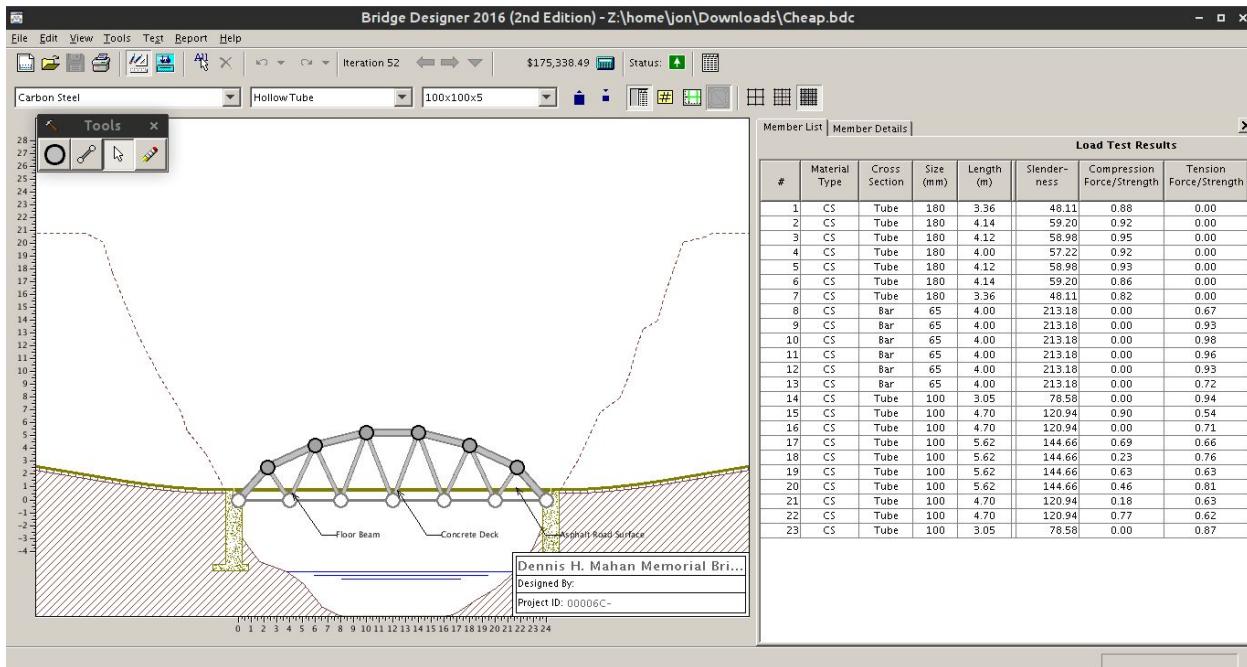
Finally, terrorism is the greatest threat to international peace and security, and needs to be addressed as fiercely as possible. With all of the fighting and confusion in the Middle East, people have turned to terrorism as a means of forcing a message when diplomacy fails (and it did many times). The Palestinian Liberation Organization began as a militant organization to fight Israel; now, Hamas is trying to do the same after the PLO turned to diplomacy and became the PA. Hezbollah formed as an extremist organization after Israel invaded Lebanon, and they participated in the Syrian civil war as well. Al Qaeda carried out the infamous 9/11 attacks, killing thousands of Americans and provoking fifteen years (and counting) of U.S. military engagement in the Middle East. Just outside of the region, the Taliban gained power in Afghanistan, and was severely weakened by the U.S. invasion. In Iraq and Syria, ISIS has used extreme violence and wrecked havoc throughout much of Syria and Iraq. They have been identified as a major threat, but there has been no significant progress towards stopping them.

What was once the great, unified Ottoman Empire now seems to be a lost cause, with many of its territories not true states, but “neighboring countries that have not become nations even today” according to historian David Fromkin (Roberts). To add the least harm to this perilous situation, we must not attempt to get too involved with many smaller conflicts that we risk escalating or complicating, mostly because we have a vastly different value system and cultural background. American democracy is not so easily spread. Instead, we must offer help where we can for humanitarian reasons, to help those who are involved with political struggles and need help. In addition, as a nation with unmatched military power, the U.S. should strike when international laws are clearly violated, but not where smaller skirmishes (in relation to the global community) erupt that don’t concern us. It is essential that we keep our stance in the Middle East as a moderator, but more moderate and less willing to “help” everyone.

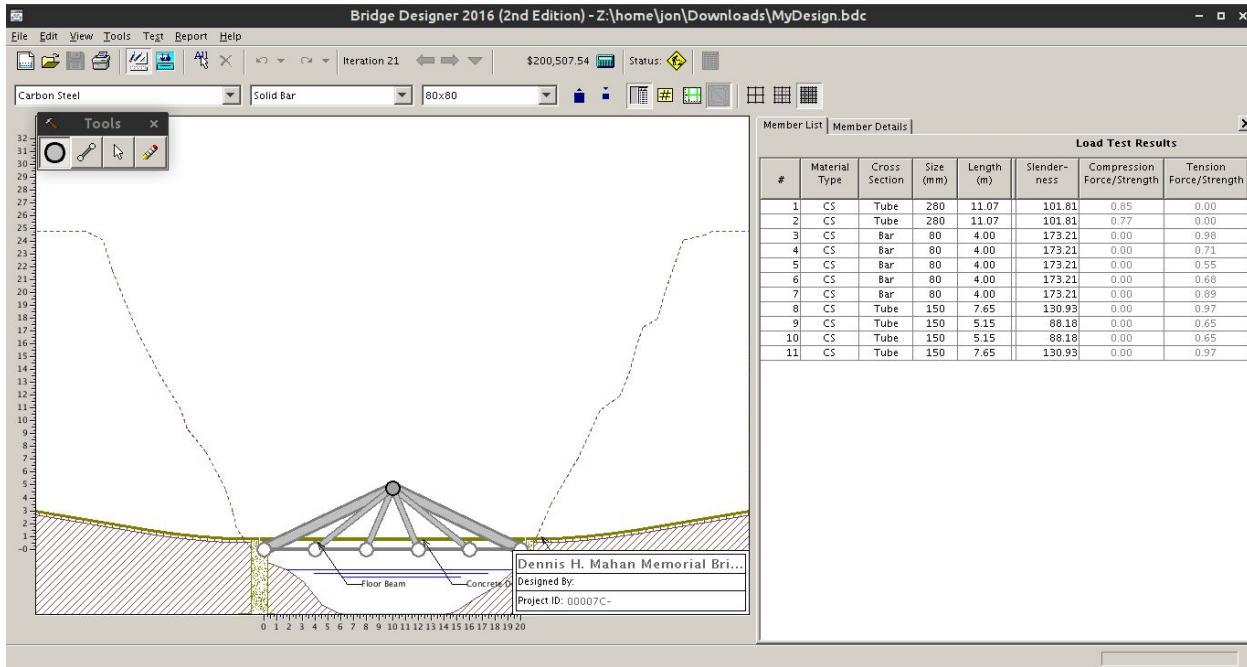
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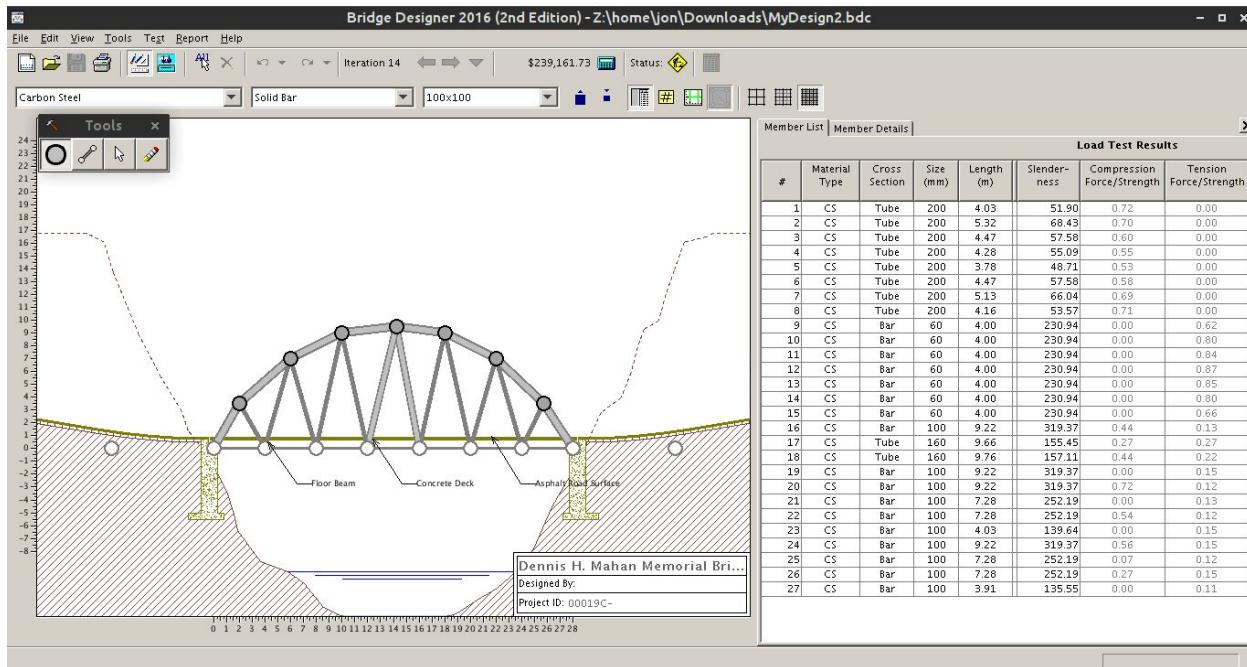
Cheapest



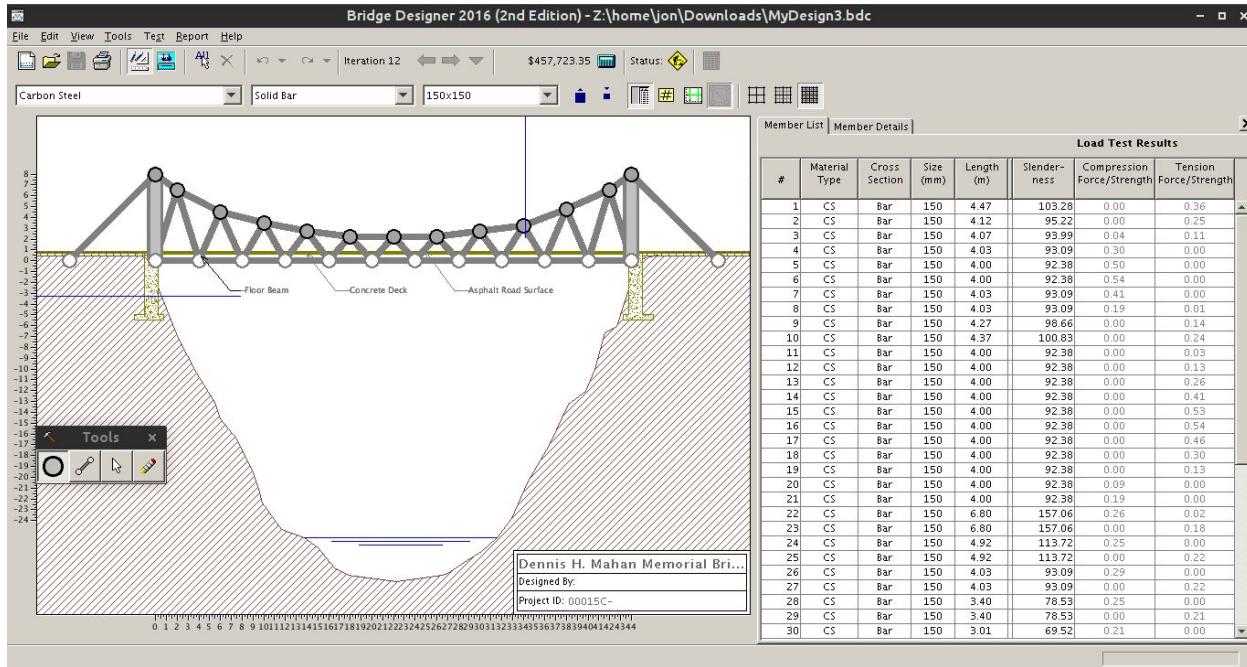
My Design 1



My Design 2



My Design 3



Marijuana and (Supervised Underage) Alcohol Legality Reflection

Should marijuana be legal?

This is the debate that I observed. It was a very intense debate, with very valid and passionate arguments. The first arguments to go around were the pro-choice argument for pro-marijuana and the health risks for the anti-marijuana side. These continued for a while, and we learned some new statistics and facts regarding the use of marijuana: such as the facts that 40% of Americans admitted to (this statistic is probably higher including those who did not admit) having used marijuana and that marijuana makes the person 85% more injury prone. However, there was not too much new learning in these statistics, as these are already the major ideas that have already been taught to us in Wellness class. However, there were a few ideas that struck me, being creative and taking me by surprise.

On the side supporting legalizing marijuana, Monica said that legalizing marijuana would have a major positive impact on our economy, something I never would have thought of. I thought that marijuana, causing a dullness in mind, would lead to people performing worse in jobs and slightly lowering the economy. However, she said that if marijuana was legalized, there would be a huge new market similar to that of alcohol and tobacco, and perhaps even more popular and profitable (temporarily) because of its “new” and “cool” factor. It would become a new product, something that could be bought and sold. A new industry of marijuana-growing and refining could arise, along with many jobs, and domestic and international sales could benefit the U.S. by providing yet another industry. She also mentioned that this would eliminate the cost and responsibility of persecuting and imprisoning marijuana users.

Another interesting argument supporting marijuana was presented by Stephan: he said that there was no such thing as a “marijuana overdose,” such as there is with alcohol and tobacco. There have been no deaths associated with overusing or binging on marijuana, while even those two *legal* drugs can cause a quick death with overuse, even from the *first* use. This would make marijuana “safer” for impulsive teens who might not know their limits.

The last major point that struck me was on the side against marijuana use. Owen and Alex presented the argument that many people arrested for driving under the influence (DUI) in Michigan and Colorado (where it is legal) were marijuana users. They explained how marijuana

could indeed cause some of the same disastrous effects associated with alcohol and tobacco, such as car accidents. In other words, marijuana is just as dangerous as legal drugs in many ways.

Although the science behind it is very compelling, and despite my personal bias against drug use, the first two major arguments made the pro-marijuana use a winner in this debate.

Should underage drinking under parent supervision be legal?

Our assigned side to research was against the legalization of underage drinking in the supervision of an adult. Our debate was similar to the one about marijuana, but I feel that it was a little more repetitive and didn't have as much intensity and creative thought.

I presented the opening and closing statements, both of which emphasized the proven health risks of alcohol, as well as the fact that so many young people have used alcohol and ruined their lives in so many ways. With our share of science, we debated that alcohol is harmful, whether or not it is under parent supervision; even that tiny amount can potentially damage you. Also, there are horrifying alcohol stories — even if it just starts with “responsible” drinking

We also kept on hammering in the idea that everyone is unique: and when that comes to alcohol, it may have drastic consequences. If the parent was poorly educated or an alcoholic, then the student will have a poor idea of “responsible” drinking. On the other hand, even if the parent was educated, the child may deceive the parent into thinking that they are responsible from these supervised experimentations, and still go out and overdo binge drinking. The reality is, parents cannot truly supervise their kid at all times, and when the child goes out to party thinking that alcohol is okay, they might push their limits and still binge drink despite supervised drinking. Lastly, the child may have different alcohol tolerances, which can make a difference.

On the contrary, the pro-alcohol side kept on describing the benefits that it could have to “protect” the child: if the child is “educated in drinking,” then they would have a lesser chance of overdose, a lesser chance of binge drinking, and a better idea of their limits. But again, to our point, this would only work if the kid is a very disciplined child; and, with the factors of peer pressure and the effects of drugs on the brain, education may be ditched during a party.

In this debate, I feel that our argument against underage use was stronger: the opposing side could not defend against the many “what-ifs” — the uncontrollable and unsupervisable aspects — of alcohol. I think we provided compelling arguments against using for young people.

Substance Use and Abuse Parent Interview

Interviewee: Dad (doctor: talks to lots of people, many with drug problems)

1. What is your definition of peer pressure?

Dad defined peer pressure as “when friends or family or coworkers said or felt that you should [do something] — sometimes it’s nonverbal, sometimes it’s behavioral.” I thought this was a valid and simple definition. When I asked him whether it is always negative, he said that it “could be neutral, or negative or positive — for example, it could be get you to achieve good goals.” In his opinion, it includes any advice from friends “with an intention to change you.” In other words, anything meant to persuade can be considered a form of peer pressure, but it is not *all* negative or *all* positive. It really depends on what it is.

2. Does the media influence underage drinking?

“Yes. It legitimizes it, because they often see attractive, famous people who drink, and they want to identify themselves with those successful people, which makes them more susceptible to drink.” When I asked about the wellness program and how science and general education is improving, “This only happens in a protected environment, like Easton. Especially in the inner city, there’s a lot of smoking and drinking involved.” Dad lived in the Bronx for many years, so I guess he would know. I also strongly agree with him that our education is advanced and our small bubble of friends and people we know in Easton and Redding is very isolated and “protected.” And then, when I asked about the anti-drug advertisements, the opposite of this negative media, he said, “Yes, [they are getting more effective], because they’re getting smarter … No, not more science; they’re more geared towards psychology. They use the snowball effect when using drugs or car accidents. They used to show the [medical] effects of the drugs, but now they aren’t. Now they’re showing people struggling with what really matters to them. That has a much greater impact than before — it’s not as much a scare tactic, but goes more to the core: people don’t really care about themselves, but about the people they love.” I just thought this was a great description of how the new advertisements try to help people — they appeal to emotions and what people really care about. This is especially important in societies like ours where there

are many affluent families with easy access to drugs, no drive to work hard to survive (parents already have money), and where people have the freedom to experiment for no reason.

3. Is marijuana a “gateway” drug?

“Yes, but it’s not the only one. Some people feel that alcohol is a gateway drug. Some people feel that cigarette smoking is too.” I asked him whether or not he agreed with the statistics that show that many people who use multiple or stronger drugs originated from marijuana, he said, “I can’t argue with the statistics, but they’re probably flawed. It’s based only on the people who are willing to report and risk themselves. It actually may be a higher number.” But he concluded with, “My feeling is that starting with one drug, and getting away with it, feeling that you’re not harmed, often times emboldens the individual and will make them try something more. But only if it didn’t give them the high they wanted and if they are susceptible to addiction.” This is a logical argument. The second statement that people will turn to other drugs “if it didn’t give them the high they wanted” is especially true of marijuana.

4. What is the best approach to talking to young people about substance abuse?

“A balanced education. Not to use excessive scare tactics. Not to use unnecessary authority. But to be fair. And not to vilify everyone who uses drugs; instead, understand the statistics — they are powerful. But it is also important to legitimize [some drug use], because it may not always be your fault: you may have an addiction personality, and need to seek help. Generally, education will help, but there are a lot of psychiatric diseases that it won’t help.” He went on to explain in which cases it might help, and the few exceptions: “Education will affect a lot of people, but reality will affect everything. For example, if your whole family dies— there is no meaning to life anymore. No matter how educated you are, you’re going to feel like you want to kill yourself, you’ll want to find an escape from life. But this is really why you should understand and help them: they’re not all bad people.” This put the idea of drug use in new light to me. We’ve heard of an “escape from life” and depression as causes of drug use, but we had only focused on the stresses of school and a possible escape from a bad mistake. But I hadn’t realized that it could this terrible feeling of depression that might lead to drug use might come from something like a death or something else you can’t control. It’s true: they’re not all “bad people.”

Parents Article Summary and Reflection

I totally agree with this article — parents can be a drag sometimes, but their reasonings are often sound. They do not want to hurt us, but help us; they probably don't consider these habits of theirs annoying like a teenager might. The article began with overprotectiveness, which is totally acceptable; then snooping, embarrassing, nagging, talking about, and comparing you. Most of these actions will not result in any real harm to the child but just be a way the parent expresses their feelings.

I think my parents give me plenty of freedom and do not cause too much trouble. They are not too overprotective, because they want me to grow independent for myself. As I grow older, they are allowing me more and more freedoms; and, because I am not too naughty of a child, they do not refuse me too many options except when it's unreasonable (for various reasons, such as time, money, or intent). They tell my sisters and me to go out and experience the world for ourselves, to learn and expand our minds. This is a great aspect of my parents.

Snooping is also not a big deal in our house. My younger sister and I don't have phones, so we don't have text messages, instant alerts, or phone calls to bother us at home or in class — or for our parents to read. Our major form of communication is e-mailing, usually a slower, more formal system that doesn't need to be snooped on. My Facebook page is also very clean, so there isn't too much harm in that. I think my parents trust me, and I trust them not to look into our every actions. Although this doesn't mean they do not monitor us as a whole: when my siblings or I take too long to do a homework assignment or fail an assignment, they usually get onto us pretty quickly and ask why. We don't have to "explain why [I] deserve some privacy [or] brag about what a good kid [I] am," as Leary said in her book *A Teen Girl's Survival Guide*.

Most annoying of all is the embarrassment: when our parents tell a supposedly funny story of myself when I was a foolish and careless little child to strangers, or even our relatives, it makes me cringe. It happened so long ago, and is irrelevant now — why bring it up? Unfortunately, if it's humorous to them, they will not hold back. Similarly, if they try to explain a concept to us in public or talk about something we're uncomfortable about, such as our grades

or minute details of our life, then I have to explain to them that I would rather they didn't talk about it. This ties in with "comparing you with others" and "spilling about your personal life" sections that the article mentions: I do not like when others talk about me in front of myself, either negatively or positively, as I would prefer the "ignorant bliss" of not knowing how others perceive me.

One final idea that the author didn't discuss that I would like to mention is lying on the parent's part. White lies to give us a slight false sense of security and relief are okay; however, when our parents give us false information, turn back on their word (even if they "promise"), or respond with a false answer when distracted (i.e., on a phone call), this can be very aggravating. Some of it may be mistakes, or maybe to discipline us; but sometimes it also seems downright unfair. When it seems like it was done on purpose, it feels like they are people in power bullying us. As I've grown up, I realized that many times it just seemed like they were lying or they were being tricky to motivate us to do something.

The Big Decision Summary and Reflection

This article explained why your first-time sexual act is so important, as well as the “dos” and “don’ts” of it. It explained how that act is a way for you to understand your sexuality first-hand, to really know what your values are. Maybe you thought it was going to be a great experience, or maybe you thought it was an overhyped activity — whatever the case, that first time is a way to confirm or totally change the way you think about something, just like any other first impressions. But whatever you originally think, it is always of utmost importance to stay healthy and do this in a controlled manner: if it gets out of control, whether or not you enjoy it or not, the consequences could be disastrous to your life, or perhaps even deadly (with an STI). The article also highlights a few “whys” of first-times, and how important it is to do it for your own sake, not for your partner’s or your reputation to friends. In summary, the article outlines the importance of learning your human sexuality with a safe first-time.

In many ways, I agree with this article; much of it is common sense. You don’t want to be literally out-of-control to have your first time, such as with Tara’s experienced being wasted (on alcohol). Drugs are especially terrible in such a situation, because unlike peer pressure you can be totally disinhibited, “blacked-out” — not having *any recollection* of what you did. I find this extremely frightening, the fact that you wouldn’t know if you had sex the night before; and if you did, did you contract an STI? Did you become pregnant (if you were a girl)? Were there incriminating pictures taken? Was it illegal? On the spot, however, peer pressure and the idea of “jumping on the bandwagon” is another scary idea. If you were in your closest group of friends, all of whom had lost their virginity some time ago, and they were threatening to kick you out if you didn’t become like them at the next party or if they constantly teased you for it — then it becomes a tough struggle between morals at friendships, an important support system. I totally agree with this first part on staying safe by staying in control.

I also partially agree with the argument that a first-time encounter means for a way to learn your own sexual values. It is true that if a person is really curious or has a powerful sex drive, then let them go ahead and try it out for themselves — there wouldn’t be any fault. But I don’t think it’s as important for someone who’s uncomfortable with the idea to have to test it out.

You don't *have* to choose to ever be sexually active, like the article says. I personally, for example, am really uncomfortable with the idea and do not know if I ever will be; I don't believe that this is so necessary to a person's life.

Lastly, I also understand the three main reasons that were listed about having sex for the first time, based on my knowledge of us teens. It is true that we are very curious, some of us to the point of pushing us to do "crazy" things like sex; like the article said, it is perfectly natural. Again, I don't totally agree with this because it really depends on the person; some people may not be as curious or willing to go so far as others. The second reason I also see often in teenagers: they tend to go for something for power, for a better standing with friends or a more attractive look. When this starts to happen, though, is when major problems arise for both sides: the person who does it for power may not realize that they aren't really gaining any; and the person who is being used for power may feel manipulated by the other. This is just another impulsive trait of teens. Thirdly, if teens do it for peer pressure or just because "it happened," this means that they start to lose control over the situation, and negative consequences usually occur if you can't have the control and power over yourself to stop them. Interestingly enough, I rarely hear about love in high school: I only hear "cute" and "hot," but not any signs of emotionally attachment over physical looks and "sexiness." I guess this means that most (or all) of us teens in high school are not nearly mature enough to understand such a complex idea, and that, unfortunately, young people don't get sexually active because they "love" each other.

Wellness Test Study Guide

Media/Internet Influences

- body image
- glorified negative behaviors
- violence
- cyberbullying → depression
- blackmail
- viruses
- harassment
- stress
- addiction
- illegal actions
- meeting creepers/stalkers
- positive:
 - connect with people
 - better and faster communication
 - school / work
 - finding information quicker (Google!)
 - spreading ideas
 - business
 - increase range, speed (efficiency)

Team Building

- steps:
 - forming
 - testing
 - polite
 - guarded
 - storming
 - infighting
 - conflict
 - opting out
 - norming
 - getting organized
 - establish procedures
 - confronting issues
 - performing
 - mature closeness
 - open
 - flexible
- fail because of:
 - getting off task (fooling around)
 - arrogant members (infighting)
 - too guarded, not contributing
 - no communication and/or obedience
 - no leader / bad leader
- roles:
 - leader

- listener/follower
- slacker/copier
- thinker (“idea presenter”)
- writer/presenter
- troublemaker/distractor
- editor/techie
- planner/keeping on task
- timekeeping

Stress

- the physical and mental reactions of the body and mind to any demand made upon it
- reactions:
 - withdrawal
 - act out
 - deal with it (try)

Communication

- the ability to clearly express one's thoughts, feelings, beliefs, opinions, reactions, values, and hopes
- types:
 - verbal
 - written
 - non-verbal
- source → encoding → channel → decoding → receiver → source (msg feedback loop)
- appropriate techniques:(see sheet — mostly common sense)

Risky Behavior and Judgement

- judgement is all personal

STAR

- Stop
- Think
- Act
- Reflect

Wellness

- your overall state of well-being
- SOSIPEE
 - Social
 - Occupational
 - Spiritual
 - Intellectual (mental)
 - Physical
 - Emotional
 - Environmental