

CONNECTIONS

SPRING 2011 THE COLLEGE OF FAMILY, HOME & SOCIAL SCIENCES ISSUE 2

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LETTER FROM THE DEAN

As evidenced by the articles in this magazine, the College of Family, Home and Social Sciences has superb students and an increasingly respected faculty. This is a wonderful place to teach and learn.

Kudos to the faculty and staff for their willingness to pitch in during a two year long hiring freeze. We have been fortunate to be able to recruit qualified visitors to help fill some of the gaps while other positions went unfilled. In some instances when we had a superb prospective faculty candidate and a pressing teaching need, we were permitted an exception to hire faculty into a continuing faculty slot. For the faculty the past couple of years has meant classes with somewhat larger enrollments, for some a request to develop a new course, and for our staff and administrative employees we have had to shift responsibilities to keep the college operating. In other cases we have employed students where previously we relied on full-time employees. The net effect of this is we have learned new ways to do the work and tried hard to maintain our quality in instruction, research and university citizenship. We realize that many alumni and friends have faced substantial economic challenges in the past few years as well.

One area where we did not cut back was in student employment. We now employ more students as teaching assistants, research assistants, receptionists and lab assistants than ever before. We have seen a growing desire on the part of our students to help pay for their education and their activity has blessed other students, the faculty and university. You will see some evidence of that greater student involvement in this magazine.

I am now completing my tenth and last year as dean. At BYU we believe that administrative positions should rotate and the term for a dean is five years. Having done two terms it is time for me to return to my passion of teaching and research. The new dean has not been announced but a strong faculty committee has been involved in the search and I am confident the University administration will make a wise choice. Thanks for your interest and support of the college.

Cheers!


David B. Magleby, Dean

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FROM THE EDITOR

Students entering the workforce today face tough odds in the aftermath of what some are calling the Great Recession. According to the U.S. Bureau of Labor Statistics, the average unemployment rate of the United States still hovers at 9%, and California trails behind at 12.4%. However, things are looking up for students in the College of Family, Home and Social Sciences. In addition to more rigorously preparing for the future, graduate schools and recruiters are taking more notice of FHSS students.

The Wall Street Journal reported in September 2010 that BYU is ranked number 11 in recruiting, according to the opinions of the nations' top recruiters. On this list of "Top 25 Recruiter Picks," BYU ranked above schools like Cornell, UC Berkeley, Notre Dame, and MIT. Similarly, more than 340 major employers actively recruit FHSS students alone.

In general, recruiters seem impressed with the integrity, work ethic and maturity of BYU students. At a recent university career fair, Brian M. Coleman, Managing Director of Prudential's Rocky Mountain Agency, said, "[BYU] has some very sharp students. They are well dressed, well-prepared and ask good questions." With the superior communication, writing and numeracy skills that come with a degree in our college, many employers actually prefer our graduates.

Studying history or sociology may not at first seem the ticket to a job. But with intensive writing instruction and the ability to read complex sets of data, our students are prepared to think clearly, communicate well and find solutions to the challenges of our time.

Whether it is through participating in mentored learning projects like Flourishing Families, interning with the Washington Seminar, or training at BYU's Comprehensive Clinic, FHSS students are also taking advantage of opportunities to help sharpen their skills and mitigate the blow of entering the "real world."

Political Science internship programs like Washington Seminar and the Utah State Legislature facilitate applied learning experiences for all majors in the college. Russell Barfield, a geography student who participated in Washington Seminar last summer, shares his experience: "Never having worked in an office setting, I was excited to see what life was like after a college degree." he says. "This internship not only gave me confidence in myself as a viable employee someday, it gave me the confidence I needed to communicate with professionals."

The Family and Social Services Internship Program also assists students in

gaining practical professional experience. Tanya Tabarez, a graduate student studying social work, interned with LDS Family Services during fall semester. Of her internship she said, "I feel that I am well prepared to go out and get a job in this field, as I now have experience. Not only have I learned the theories and interventions in classes, but I have been able to implement them in my internship and as a result feel more confident and competent in the field."

More intense academic preparation is also becoming an integral part of student life. Many of the students in our college go on to earn a masters or doctoral degree, landing our college 7th in the nation of undergraduates going on to graduate school. Internships are one way students prepare for the rigors of graduate school. As economics student Mitchell McClellan explains, "My internship imparted a quality work experience and allowed me to become more informed individual. These two assets will assist me as I further my education in law school."

In addition, mentored research opportunities for students in the college are growing. More than 490 students participated in last year's Mary Lou Fulton Mentored Research Conference, up from the 390 students who participated in 2009 and the 315 in 2008.

Many of the posters presented at the Mary Lou Fulton Mentored Research Conference represent research completed on larger academic projects. Alex Jensen, 2009 alumnus and Ph.D. candidate in family studies at Purdue, presented several posters on his research for the Flourishing Families project at the 2009 conference. Jensen attributes his acceptance into Purdue to mentored learning experience. "As an undergrad, you just go through school, but being a part of the coding lab changed my experience from being a student to being involved in things that completed my experience," he said.

With these increased professional and academic opportunities, the future is looking bright for FHSS students. In answer to the perennial question: "What are you going to do with that major?" our students can confidently answer "almost anything."

Kimberly J. Reid
College Outreach Coordinator

¹"Employment Situation Summary," United States Department of Labor: Bureau of Labor Statistics, January 4, 2011, <http://www.bls.gov/>

²"The Top 25 Recruiter Picks," Wall Street Journal, September 13, 2010, <http://online.wsj.com>

³"2008 incubator data," National Science Foundation, <https://webcaspar.nsf.gov/>.

A smiling couple is shown in a white circular frame against a blue background. The woman is on the left, smiling broadly, and the man is on the right, also smiling. They are both wearing light-colored clothing. The overall mood is positive and romantic.

the secret to marital bliss?

Marriage and family therapy student
researches premarital predictors and
wins national award

BY TIFFANY HARSTON

Jeff Jackson, a recent graduate of the School of Family Life's doctoral program of Marriage and Family Therapy, just won a second award in November for his research on premarital couple predictors of marital stability and quality.

The National Council on Family Relations (NCFR) awards one paper each year with the Family Therapy Section Best New Professional Paper Award. This year, Jackson's paper was chosen. He received this award shortly after receiving the Annual Dissertation Award from the American Association for Marriage and Family Therapy last summer.

"I feel honored to have received the NCFR Family Therapy Section Best New Professional Paper Award," Jackson said. "The members of NCFR are known for their scholarly expertise in the family sciences. The fact that my research was selected for the award has been very exciting and fulfilling for me."

Professor Jeffrey Larson, a professor in the School of Family Life and chairman of Jackson's dissertation committee said there are more than 500 members of the Family Therapy section of the NCFR and winning an award from them is an accomplishment.

"The National Council on Family Relations is the primary professional organization for couple research and theory in the U.S.," he said.

Jackson's awarded paper was based on his dissertation, "Premarital Couple Predictors of Marital Relationship Quality and Stability: A Meta-analytic Study," which explored the factors of couple interaction to determine which were more important to future happiness in marriage.

For his dissertation, Jackson analyzed 36,229 participants from 37 previously completed studies. He and a team of graduate and undergraduate students analyzed the studies individually to recode the results and identify the strongest premarital predictors of marital outcomes. In his dissertation, he focused on factors of the couple, but Jackson



Jeff Jackson

and his team are also looking at familial factors, individual factors and contextual factors.

"Jeff looked at results of studies from the past 20 years," said Larson. "He verified what we theoretically think contributes to happiness in marriage."

Jackson found that couple interaction factors (e.g. communication, couple conflict style, empathy, disclosure, physical aggression, sexual coercion, etc.) were the strongest predictors of marital relationship quality, or how happy a couple is in marriage. Relationship factors (e.g. marriage readiness, premarital stability, courtship duration, etc.) were the strongest predictors of marital stability, or the probability of separation or divorce. Other factors like family origin, similar spiritual convictions and personal readiness also contribute to satisfaction in a marriage.

"The more you're kind, have similar religious beliefs and come from similar family backgrounds, the more likely you are to have a happy marriage," Jackson said.

The purpose of the study is three-fold and important in improving RELATE, an online premarital assessment questionnaire. RELATE is a tool developed by the Marriage Study Consortium at BYU to help individuals and couples learn about their personal and joint readiness for marriage.

"One purpose of the study is to revise RELATE to place more emphasis on the strongest premarital predictors of marital outcomes," Jackson said. "We will also be able to rewrite the explanation sections of RELATE to better educate those preparing for marriage. Finally, the results of this study can also help premarital counselors and educators provide more effective services to couples considering marriage."

Jackson's dissertation committee included Professors Jeffrey Larson, Roy Bean, Dean Busby, James Harper and Alan Hawkins.





summary of results

PROTECTIVE FACTORS *against marital distress*

- › Quality of premarital relationship
- › Similar family-of-origin experience
- › Similar values and attitudes
- › Positive premarital couple interactions
- › Religious similarity

RISK FACTORS *for marital distress*

- › Negative premarital couple interactions
- › Premarital violence

PROTECTIVE FACTORS *against divorce*

- › Stability in premarital relationship
- › Religious similarity
- › Quality of premarital relationship
- › Positive premarital couple interactions

RISK FACTORS *for divorce*

- › Negative premarital couple interactions
- › Premarital cohabitation

Listed in order of significance, with the strongest findings first.





The more you're kind, have similar religious beliefs and come from similar family backgrounds, the more likely you are to have a happy marriage.

- Jeff Jackson

The background features a watercolor-style wash of colors, including shades of purple, blue, green, and grey, with some darker spots and splatters. The text is overlaid on this background.

HELP & HEAL- ING

A LOOK AT THE COMPREHENSIVE CLINIC

The caring father gently led his son into the private room. The little boy was nervous to talk to a stranger about his struggles, but his father encouraged him.

"Tell the therapist everything son," the father said. "He has seen a lot of people and knows how to help."

This is what Chris Anderson, a doctoral student in BYU's Clinical Psychology Program, often hears while interning at the Comprehensive Clinic on campus. With prior schooling and licensed professionals to supervise him, Anderson is able to apply knowledge he learns in the classroom with real clients.

As part of their schooling, graduate students in Clinical Psychology, Social Work, or Marriage and Family Therapy intern at the clinic. About 60 intern-therapists work at the center each semester to help both students and local residents of the community overcome personal and family struggles. Last year, there were a total of 114 therapists who provided 9,087 hours of services. All the interns are supervised by licensed clinicians.

"The interns provide therapy under the supervision of faculty to anyone in the community," said Dean Barley, a licensed psychologist and associate director of clinical services at the center. "We take people who are real clients, with real problems, who need real help—and the students do real work."

According to a recent study by Mental Health America, Utah ranked highest among all states for relative depression status and suicide rates. Also about 10 percent of adults in Utah "experienced a depressive episode in the past year." These facts report the grim reality of the need for help. Luckily BYU students or residents near Provo can go to the Comprehensive Clinic on BYU campus for affordable help.

Persons wishing to receive therapy are screened before being admitted to ensure that the interns can provide the level of care that

is needed. Individuals who need long-term therapy, are violent or suicidal, have alcohol or drug problems, or who have legal issues that would require the therapist to appear in court are referred to another local agency.

The facility provides individual, couple, family and group therapy based on need. Assessments are also offered to evaluate if someone has autism or other pervasive developmental disorders, learning disabilities, or an attention deficit hyperactivity disorder.

The students gain practical experience at the clinic as they apply what they learned in the classroom. At first, the work is challenging.

"When I first started, it was obviously overwhelming," said Chrissy Lawler, a student in Marriage and Family Therapy. "These people trust me with very deep stuff. It can be overwhelming knowing they're looking for help and healing."

Barley said that most students are nervous before they start counseling, but are surprised to find that simply listening is sometimes what the client needs to begin their healing.

"The process of coming in and doing therapy is curative itself," said Barley. "People come in and talk about things that are eating them alive. When they come in and talk about

it and put a narrative to it, it helps them."

Even though listening to clients does a lot itself, students apply techniques they learn in the classroom and need to keep learning. They also keep reference books on hand and read up on various topics to help certain clients.

Students also meet weekly with a supervising professor from BYU, many of whom are well-known, top-notch scholars, Anderson said. The licensed professionals evaluate the interns' work and give constructive feedback.

The real-world experience students gain at the clinic is essential to their learning.

"During the first semester of grad school, we were getting a lot of info that didn't really click until we started seeing clients," Lawler said. "I'm over half-way there [in required hours to graduate] and for the most part, I can tell I am making a difference."

Anderson agrees that the clinical experience earned through the programs at BYU is highly competitive. "What they show us here is what goes on in the real world, so it makes it a natural transition where we'll be doing a lot of the same things when we graduate." ■

Comprehensive Clinic Info:

ccmh.byu.edu
(801) 422-7759

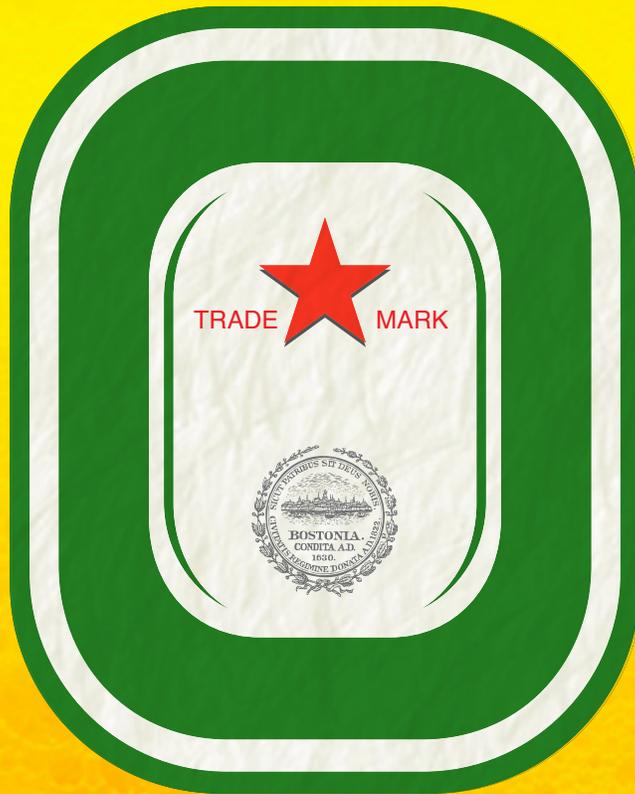
STANDARD PROCEDURES AND FEES

Counseling (Individual, Couple, Family)	\$15 (Free for BYU Students)
Counseling (Group)	\$15 (One-time Fee)
Psychological Assessment	\$50
Neurological Assessment	\$100
Autism/Asperger Syndrome Assessment	\$100

preventative parenting &

BINGE

DRINKING



Parents may feel at a loss about how to influence their children to make good choices, especially when their children associate with other wayward teens. But according to a recent study, parents can make a difference. So what is the key?

Parenting style.

Sociology professors Stephen Bahr and John Hoffmann researched the relationship between different parenting styles and the probability a teen would engage in heavy drinking, defined as five or more drinks in a row. They found that teens were less likely to engage in heavy drinking when they had parents who were authoritative (warm and highly responsive).

"We think about how to parent our children and teenagers and there are different roles we can take," Hoffmann said. "We can be friends, but that is not all there is to being parents to teenagers. It is really important to know what they're doing and where they are going. And as we do it in a loving way, the kids will understand the parent loves them and is asking them to do things because they want them to be safe."

Despite messages today saying parents can't influence their children's drug use, this study proves otherwise, Bahr said.

The researchers surveyed almost 5,000 adolescents in Utah about their drinking habits, religiosity, peer alcohol use and relationship with their parents. The relationship questions explored parent's actions such as praise, monitoring of the adolescent's activities and support. Then researchers used the data to identify parenting styles as neglectful (low on warmth and monitoring), indulgent (high on warmth but low on accountability), authoritarian (low on warmth but high on monitoring), or authoritative (high on warmth and accountability).

They found teens whose parents were authoritative were less likely to drink heavily. Parents who are authoritative are highly responsive and monitor their children's activities. They set limits, but also create autonomy for their children. They also are supportive of their children, and show warmth and love. The result was the same even after controlling for religiosity, peer associations and other background variables. For instance they found that those adolescents who were not religious were still less likely to drink heavily if they had authoritative parents.

Bahr related the advantage of authoritative parenting style to a seatbelt. Seatbelts reduce the chance the passenger will be killed in an accident, but they don't prevent deaths 100 percent of the time. In the same manner, authoritative parents are less likely to have children who drink heavily, but that doesn't mean all children who have authoritative parents won't binge drink.

Researchers also confirmed that adolescents who attend religious services regularly and report that religion is important in their lives are less likely to drink heavily and less likely to have friends who use alcohol. In a study published in 2008 in the *Journal of Drug Issues*, Bahr and Hoffmann explained why strong ties with a religious organization may lessen drug use.

Belief systems of most religious groups discourage drug use which may reinforce personal conviction against use. In addition, since an important part of belonging to a religious organization is the social aspect, individuals may abstain from drugs to avoid alienation from members disapproving drug use. When people are involved in their church, they have less time to get involved in drugs and feel they belong to an organization that provides true meaning, thus making drug use less desirable.

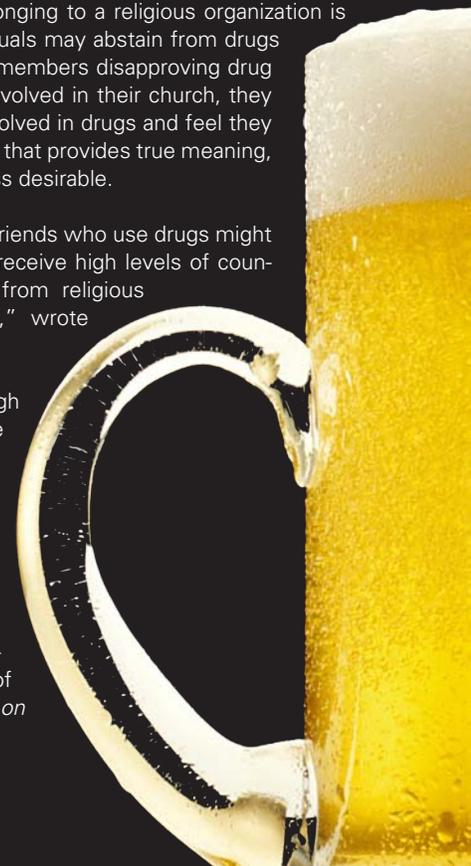
"Even those who have friends who use drugs might refrain from use if they receive high levels of counterbalancing definitions from religious teachings and activities," wrote Bahr and Hoffmann.

Hoffmann said although fewer adolescents use drugs in Utah than in other states, influences for drug use are similar. Thus the study has implications for parents in all states.

The research was published in the July issue of the *Journal of Studies on Alcohol and Drugs*.

Parenting Styles

	High Warmth	Low Warmth
High Accountability	Authoritative	Authoritarian
Low Accountability	Indulgent	Neglectful



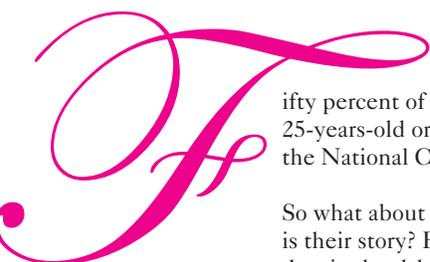


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Flourishing Families

BY TIFFANY HARSTON





Fifty percent of all marriages in which the bride is 25-years-old or older result in divorce, according to the National Center for Health Statistics.

So what about the 50 percent that make it? What is their story? How do they build strong family ties despite hardships and strain that come to every family?

That is exactly what researchers in the School of Family Life are studying in a longitudinal study, called the Flourishing Families Project.

“We are trying to find the characteristics of strong families,” said Randal Day, director of the Family Studies Center and professor in the School of Family Life. “We are looking at a large number of family attributes like sacrifice, conflict, rituals, decision-making patterns and couple negotiation to see which ones specifically help children.”

observe families each year to learn how parenting and family life during early adolescence influences development during later adolescence and through the transition to adulthood. Researchers aim to learn more about the details of family life to help professionals and educators improve clinical practices and education.

THE PROCESS

One great feat of the project is student involvement. Undergraduate students may apply to survey families in the field, code data from video recordings, or enter the data from the surveys.

The field students travel in teams of two to participants’ homes to proctor interviews. Each team is assigned about 35 families to schedule appointments with and then visit. The entire interview takes about 2.5 hours and entails both a written questionnaire and five videotaped discussions. During the videotaped discussions, participants are given cards with specific topics and questions to encourage dialogue.

Then students are involved in coding the videos, a process where researchers apply labels to qualitative data to be able to quantify results and draw conclusions. A video of one family can take anywhere from five to 12 hours to code. Coders use the Iowa Family Interaction Rating Scales to code the couple, family, mother-child, and father-child interaction. About 12 students in the coding lab watch each video and assign labels to things like the tone of voice, compliments, body language and reactions. To participate in coding, students train for about 90 hours and must pass a test with 80 percent accuracy.

Once all the data from the surveys and coded data from the videotaped discussions is entered, it can then be used in SPSS analysis and interpreted for student papers or faculty publications.

THE SCOPE

More than 650 families in the Provo and Seattle areas are being studied over several years to observe aspects of family life from self-disclosure, conflict and parental monitoring to shared decision making. The study is in its fifth year and researchers hope, depending on future funding and direction of the project, that it will continue at least another three years.

Researchers want to assess how family processes generate strength or protective attributes that help during crisis events.

“We are learning what makes families strong in the face of hardships,” said Laura Padilla-Walker, an assistant professor in the School of Family Life and one of the principal investigators of the project. “We can tell people, ‘this is what strong families look like or this is what makes them resilient’ so they can get an idea of how to improve their family.”

In addition, researchers want to look at the development of the family over time. They

The greatest part of the project is student involvement. It's been thrilling to watch students' lives change because of the project.

Laura Padilla-Walker

A PRINCIPAL INVESTIGATOR / ASSISTANT PROFESSOR, SCHOOL OF FAMILY LIFE

PUBLISHED MATERIALS

Several articles written by professors in the project have been published in journals such as *Journal of Early Adolescence*, *Journal of Family Psychology* and *Journal of Research on Adolescence*. Topics include relational aggression in marriage, self regulation of siblings and parental practices.

The research has been and will continue to be submitted to major family journals like the *Journal of Marriage and Family Therapy*, *Family Communication*, and *Journal of Comparative Family Studies*. Future publications will explain how families adapt to stress, how families interact, and how families support each other.

The principal investigators include School of Family Life professors Randal Day, Roy Bean, Sarah Coyne, James Harper, Rick Miller, Laura Padilla-Walker and Jeremy Yorgason.



THE 2010 CODING TEAM

STUDENT MENTORING

Because of the Flourishing Families Project, students have the opportunity to participate in mentored research—an opportunity not widely afforded to undergraduate students at other universities.

The Flourishing Families Project is a longitudinal study of more than 650 families from Provo and Seattle aimed to find the characteristics of strong families. Researchers want to assess the characteristics of strong families to help professionals and educators improve clinical practices and education. The project involves professors from the School of Family Life and students, the majority of which are undergraduates from the College of Home, Family and Social Sciences.

“The greatest part of the project is student involvement,” said Laura Padilla-Walker, an assistant professor in the School of Family Life. “It’s been thrilling to watch students’ lives change because of the project.”

Undergraduate students gather information, enter the data and even code videotaped responses. At other universities, most students who do hands-on research like this are getting a master’s degree, law degree or doctorate. But this is not the case of students helping with this longitudinal study, initiated by the Family Studies Center.

“About 500 students have been involved in the project so far,” said Randal Day, director of the Family Studies Center. “It is a great opportunity to be involved in a real-life, real-time, real impact project such as this.”

The opportunity to be so directly involved in the research process has benefitted students in many different ways.

UNDERSTANDING RESEARCH

Some students have learned how extensive research is and that it actually takes donations or grants to fund all the work that goes into it.

“It is so cool to actually see hands-on research,” said Dara Poppleton, a senior majoring in human

development. “You read research articles and can understand all that goes into it. I am thankful for all the people that donate [to this project] so we can keep going.”

Poppleton is not the only student who learned about research firsthand from the project.

“Flourishing Families gave me a taste for research and realize it is fun,” said Ben Harrison, a senior studying sociology. “It made me realize I want to study things—and I want to be the one to find out those things.”

Harrison spent a summer last year scheduling interviews and visiting families to collect data. Experience with this research project fueled a fire within Harrison, who is now working on research he sought out himself. He actually approached a professor and asked him if he could work on any research. The professor was happy to oblige and handed part of a research project over to Harrison.

Last semester, he interviewed 21 court judges to learn their opinions of the laws of interracial adoption. Now he is coding and interpreting the data. He enjoys the research and hopes the experience will help him get into graduate school.

“The coding office is a breeding ground for pursuing further education,” she said. “The association with people academically gave me the confidence and exposure to further my education. I also had so much experience watching parents and children interacting [through the study of the videos], that it made me interested to continue on and to specialize in parenting.”

Ellsworth still works at the coding office, is a family therapist intern at the Comprehensive Clinic on campus, co-facilitates a parenting group at the clinic and is teaching a parenting class to BYU undergraduate students.

Alex Jensen, who graduated with a major in Marriage, Family and Human Development in April 2009, was one of the first undergraduates to code. He is now attending Purdue University to receive his doctorate in family studies. His experience in the lab not only made him more competitive when applying for graduate school, but helped him create lasting relationships.

“As an undergrad, you just go through school, but being a part of the coding lab changed my experience from being a student to being involved in things that completed my experience,” he said.

Many other students attribute getting into graduate school to their experience with being so highly involved in a research project as an undergraduate. Ben Malczyk, a senior studying marriage, family and human development, said he received letters of recommendation from professors he worked with on the project. With the unique research experience from the project, he was accepted into the school he wanted to attend. The project also helped him form some educational and career goals.

“I hope to one day become a professor and conduct further meaningful research to help families,” Malczyk said.

GRADUATE SCHOOL

Other students say the experience of working on the project has influenced their desire to attend graduate school and increased their probability of being accepted into one.

Allison Ellsworth, a master’s student in marriage and family therapy has worked on the project as a coder for almost three years. Ellsworth said although several influences, from an internship in India to her mission, affected her decision to attend graduate school, the greatest influence was the Flourishing Families Project.

The association with people academically gave me the confidence and exposure to further my education.

ALLISON ELLSWORTH
GRADUATE STUDENT IN MARRIAGE AND FAMILY THERAPY

I saw so many different dynamics of families. Some were really quiet, some outgoing, but they were all very happy.

NATHAN JORGENSON
STUDENT IN MARRIAGE AND FAMILY THERAPY

IMPROVED CAREER

The project has also helped students develop skills applicable to their current jobs and future careers.

For instance, Ellsworth said her experience with coding has been valuable in giving her the tools to help real families in therapy at the clinic.

“I have an advantage over other therapists because I am able to tune into things and to label them,” she said. “Like if I see someone rubbing their arm, I am able to ask them, ‘Are you feeling anxious?’” Coders are trained to notice subtleties of family interactions in the videos such as tone of voice to code different actions of each person. Some things they look for are dominance, humor, consistent discipline or warmth.

Ellsworth said since she has spent hours in the lab watching these family interactions, it is natural to notice and name intricacies of interactions and then be able to address those patterns.

“I come home and talk with my husband about different parenting skills and things that I see that don’t work, but just pushes the kids from their parents,” she said. “A lot of kids also express desires to spend more time with the family. That has impacted me a lot. I tell my husband, ‘we need to make sure we spend time with our kids.’”

Amanda Christenson, a junior in psychology, agrees working in the coding lab has taught her important principles about families. “I have been looking a lot at parent-child relationships and hoping I could have some of the good qualities some families have,” she said.

“Some children seem distanced from their parents and I don’t want that to happen in my family.” Nathan Jorgensen, a marriage and family studies major and current student field director of the provo team, said it was fulfilling to meet different types of families as he went into different homes to administer the survey.

ENHANCED PERSONAL RELATIONSHIPS

Other students said that working on the project has improved their personal relationships. “It’s made me a better husband,” said Jeffery Crane, a recent graduate of marriage, family and human development and former coder in the lab. “I have become more aware of my own behaviors because you watch for behaviors like listener response. Now when my wife talks to me, I notice if I have good listener response and try to improve.”

Olivia Garrison, a senior in history, wants to train to become a therapist and joined the project to get experience in social research. Her time spent watching different parents and children interact has given her and her husband food for thought.

“The most surprising thing to me is there isn’t really an ideal family,” he said. “I saw so many different dynamics of families. Some were really quiet, some outgoing, but they were all very happy. I think people have an idea if a family is a certain way it would be bad, but then you see one like that and they’re really happy.”

People interested in supporting this project can contact Jim Crawley, Associate Director of Major Gifts, at jim_crawley@byu.edu or (801) 422-8028.



FLOURISHING FAMILIES PROJECT
Survey of Family Life





ARE FOULS CALLED IN NBA GAMES RACIALLY BIASED?

Despite being given the most authority in a basketball game, referees are not exempt from making racially biased decisions. In fact, BYU economics assistant professor Joe Price and University of Pennsylvania professor Justin Wolfers argue that the NBA is an ideal organization to study for racial biases because referees and players are involved in continual, high-energy interaction requiring “split-second” decisions. These “split second” decisions often reveal an “implicit bias,” which is a type of behavior that operates unconsciously and is driven by learned stereotypes.

By studying the results of fouls and offenses called on opposite-race players versus the fouls and offenses called on same-race players, Price was able to research whether or not racial bias exists in NBA refereeing. “You’re a white player, and I’m curious if racial bias influences how many fouls you receive. I’m going to compare the results of three white refs and three black refs,” says Price.

Price says that he started the “roots” of the project as an undergraduate, working with NBA data and BYU professor Lars Lefgren. As a graduate student, Price was no longer working on the research. However, he remembered the project while reading a book by Malcolm Gladwell, *Blink: The Power of Thinking Without Thinking*—which is about mental processes that work quickly and automatically, the adaptive unconscious and stereotypes. Upon realizing that the NBA is a perfect “laboratory” for researching racial biases in society, he resumed research.

The data contained the box scores of each NBA game played from the 1991-1992 season to the 2003-2004 season, producing nearly a quarter million player-game observations. Each player was observed according to their performance statistics (points, blocks, steals, etc.) as well as how long they played and how many fouls they committed. Also included were the lists of the referees mediating each game.

The results indicated that the number of fouls earned by black players remain roughly the same whether the refereeing crew is predominantly black or white. However, when the refereeing crew is predominantly white, white players receive fewer fouls. This result may reflect favoritism from white referees or prejudice from black referees. Players of an opposite-race scenario received 4% more fouls than those in a same-race scenario. While the numbers seem small, Price says that even a small percentage can influence a game. The research states that actual outcomes of 3% of the games will be affected by implicit biases.

“Player statistics that one might think are unaffected by referee behavior are uncorrelated with referee race. The bias in foul-calling is large enough that the probability of a team winning is noticeably affected by the racial composition of the refereeing crew assigned to the game,” noted the conclusion of the research.

Price goes on to say that research of racial biases would be interesting in other arenas such as a court of law, highway patrolling and a job hiring setting. “Those are really high stakes, and unfortunately those settings don’t lend themselves well to empirical testing.”



The results of this research are striking given the expected level of racial equality in the NBA and the “high level of accountability and monitoring under which the referees operate.” Because the results are unexpected, other arenas, as mentioned above, lend themselves to suspicion of racial biases. ❖

Ever had a sibling stick up for you
at school? Perhaps it was an
older brother who saved you
from that mean school bully. Or
maybe it was a sister who told
her friends that they shouldn't
make fun of you...



SIBLINGS

A PROTECTIVE FACTOR

BY TIFFANY HARSTON

Ever had a sibling stick up for you at school? Perhaps it was an older brother who saved you from that mean school bully. Or maybe it was a sister who told her friends that they shouldn't make fun of you.

A new study, in the August issue of the *Journal of Family Psychology*, shows that having a sibling, whether older or younger, can protect adolescents in a myriad of ways. Researchers, including Laura Padilla-Walker, lead author of the study and an assistant professor in the School of Family Life, discovered having a sister protected adolescents from feeling unloved, lonely, guilty or fearful. They also found that sibling affection is related to more kindness and lower levels of delinquency and depression.

"Siblings help adolescents learn how to self-regulate," Padilla-Walker said. "For instance, when they fight with a sibling, they learn how to control themselves and important skills like how to make amends after the fight."

The research is part of the Family Study Center's Flourishing Families Project, studying 395 families in Seattle and Utah that each has more than one child, one of whom was between the ages of 10 and 14 when the study commenced. Researchers look at a variety of components, both from written surveys and coded video interactions of each family to analyze different family strengths and dynamics.

They found that even after controlling for the parents' influence, siblings have a positive, unique effect on each other. Padilla-Walker said it was important to verify the sibling's influence while accounting for parental influence because other studies have not done so.

One message from the study is that siblings are very powerful – for good or for bad—but that affection was found to be more important than hostility, Padilla-Walker said. All siblings fight, even over silly things. It is normal to protest, 'you're wearing my blouse,' or 'get out of my room!' Parents have a big role in curtailing fighting and a good rule-of-thumb is to ask yourself, would I let them do this to a friend?

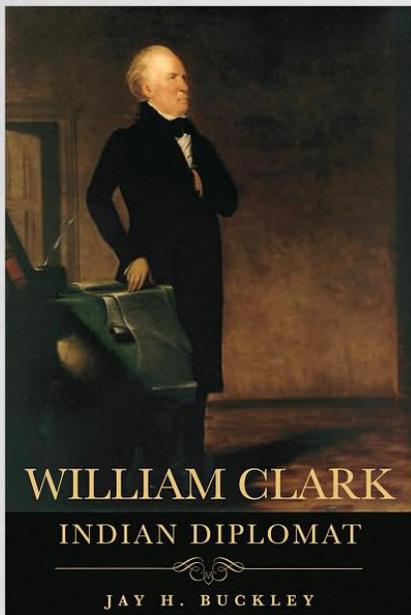
"If you can do your best in their childhood to encourage affection, it might be a protection factor in adolescence," Padilla-Walker said. "Then siblings may be able to go to each other when the teen doesn't want to talk to the parent."

The next step in research is to see if friends can have the same positive impact as siblings. Researchers started to study the impact of friends versus siblings this last fall.

"We expect that siblings will still be uniquely linked to positive outcomes, especially given the close and consistent contact they have with one another, but we expect patterns between siblings and friends to be similar," Padilla-Walker said.

JAY BUCKLEY'S BOOK WINS NATIONAL HONORS

BY TIFFANY HARSTON



Jay Buckley, an associate professor of history, recently earned the Lewis and Clark Trail Heritage Foundation's Meritorious Achievement Award for his contributions to Lewis and Clark scholarship.

"I was both humbled and honored to be selected to receive the award," Buckley said. "It is very gratifying to spend a decade of your life doing something you feel is really important and to have others recognize that effort as something significant and meaningful."

The Meritorious Achievement Award recognizes outstanding scholarship or long-term contributions to promoting Lewis and Clark scholarship and only one award is given each year. Buckley's contributions include a book about Meriwether Lewis, *By His Own Hand?: The Mysterious Death of Meriwether Lewis*, and more recently a book about William Clark, *William Clark: Indian Diplomat*.

While most books about Clark relate adventures he had with Meriwether Lewis, Buckley's biography (published in 2008) focuses on Clark after the famous expedition.

"I decided to focus my attention on William Clark's post-expedition career as an Indian agent and Superintendent of Indian Affairs, a period of his life that was at least equally, if not more, important to the history of our country than co-leading America's most famous expedition," Buckley shared. "Few people know or realize that William Clark conducted and signed more treaties with American Indian nations than any other

American, fully one-tenth of all the Indian treaties ratified by the U.S. Senate."

Through analyzing Clark's papers and treaty documents, Buckley portrays Clark's relationship with Indians and fellow government officials in his work. Buckley's book had previously won the 2009 Eagleton-Waters Book Award and the 2009 Missouri History Book Award from the State Historical Society of Missouri.

As a professor of history, Buckley teaches American West, United States and American Indian history courses and directs the Native American Studies minor. His research interests include fur trade, Indian-white relations, Lewis and Clark and other Western history.

He is also currently a board member of the Lewis and Clark Trail Heritage Foundation and chairman of the Education Committee. Buckley also helps educate teachers about American history with the Larry H. Miller Education Project and will be co-directing the American West Field Study in Idaho and Montana this June.



**OH, THE
PLACES
THEY'LL
GO**



ALUMNI HIGHLIGHTS

STORY BY TIFFANY HARSTON/ CRYSTAL KEVAN



// EDUCATION BECOMES THE KEY OF OPPORTUNITY FOR EVERYONE IN THIS LIFE //

LIZ LEGERSKI

Sociology



"Education becomes the key of opportunity for everyone in this life," said President Hinckley. "It may involve sacrifice, it may involve unusual effort, but with the help of heaven, it can be had."

BYU sociology graduate Elizabeth Legerski took President Hinckley's counsel to heart. Despite being the first in her family to attend college, she remained dedicated to her education and took extra opportunities to learn along the way. Education and learning became such a part of her life that she decided to continue past a bachelor's degree.

Today, she has two children and just recently defended her dissertation at the University of Kansas.

"Having a family has not slowed me down at all, which I probably wouldn't have believed before I started," she said.

Legerski didn't always have the vision of completing post-graduate degrees. Just finishing college would have been a success. But as she continued her undergraduate education, she found a passion for research and developed a love for the field of sociology.

"I absolutely loved the sociology department [at BYU]," she said. "I was intrigued by the topic and how important I thought the things we studied were, like social inequality."

In addition, Legerski said without the influ-

ence of a supportive BYU faculty, she would not have decided to pursue her education further.

"I loved the mentoring I received through working with professors on research," she said. "As an undergrad, I did research with Marie Cornwall, who encouraged me to go on and get a master's. I thought, 'yeah. I love this, so why not?'"

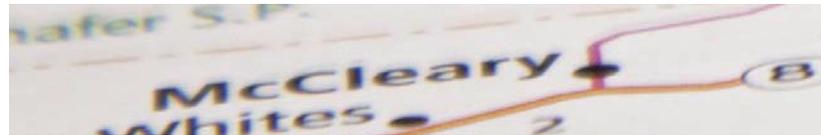
She has since participated in more research on social inequality, social and health policy, and work and family. She has published several research articles and plans to continue her research.

While at the University of Kansas, she found another passion —teaching. As she worked on her doctorate, she was required to teach research methods and social problems classes, and she found she loved it.

Now she has graduated from the University of Kansas, and she would like to be hired as a professor to continue to do the things she loves most: research and teach.

Sociology is not only a career and interest, but is a part of who she has become.

"Sociology has helped me to be a more compassionate person," she said. "That's helped me to be a better mom."



SYDNEY LAMBSON

Anthropology

"These events, along with many other seemingly meaningless events make up our lives. Simple occurrences turn pivotal in the light of the past." Sydney Lambson's own philosophy helped some of these occurrences in her life turn her toward the Peace Corps.

Lambson graduated BYU in 2009 with a degree in sociocultural anthropology. After a professor's encouraging remarks and a well-placed pamphlet on an empty table at the career fair during her junior year at BYU, she applied for the Peace Corps. A year after her graduation in April 2010, she was able to leave for her assigned area of Botswana, Africa.

"Botswana is not what I expected when I imagined my two years as a Peace Corps Volunteer. I imagined having to haul my water to a communal tap half a mile away, teaching English under a mango tree, or wearing brightly colored skirts to fit in with the locals. Instead, I find myself with a house that is nicer than most of the places I stayed in Provo, speaking English to my colleagues at the clinic, and wearing slacks and blouses. I still look shabby compared to the chic look of the Batswana."

With a population of only 1.8 million, Botswana still has been able to move forward in actively building their social capacity by providing health care and education to all citizens. Efforts to improve the standard of living in their

country cannot stop the pandemic HIV/AIDS that sweeps their continent. Nearly 24 percent of adults in Botswana are living with HIV, or one in four people. "And it is here, between the poverty and the virus epidemic, that you will find the other 109 Peace Corps volunteers in Botswana, working with various schools, clinic, social work offices, and NGOs to build capacity and work with Batswana to build an HIV-free generation," says Lambson.

Lambson works in a small community called Nata in the northeastern portion of Botswana. She is assigned to a clinic that services the residents of Nata and the surrounding villages. Lambson commented, "The beauty about the Peace Corps is that they expect me to be out in the community. So while I technically work at the clinic, mostly working with health educators to mobilize the community and the HIV counselor to assist in outreach, I go out and meet the community and work with people, on the ground, to understand, and then move forward."

Traveling faraway may not be every BYU graduate's desire, but Lambson believed joining the Peace Corps would help her fulfill the mission of BYU and accomplish personal goals. Of her experience at BYU Lambson said, "It was this desire to learn more about the world I am living in that lead me to the join the Peace

Corps and ultimately find myself in Botswana. What is that saying as you enter BYU? The sign says, 'enter to learn, go forth to serve.' As hokey as it might sound, I hope to leave the world a better place."

To follow Sydney during her two-year sojourn in Botswana, visit www.sydneylambson.com.

“THE BEAUTY ABOUT THE PEACE CORPS IS THAT THEY EXPECT ME TO BE OUT IN THE COMMUNITY”

ALLEN KREUTZKAMP

School of Family Life

You wouldn't know by talking with him, but Allen Kreutzkamp has opened or been involved with more than dozens of companies. Humble and abundantly blessed, the BYU family financial planning graduate attributes his successes to going on a mission, marrying in the temple and following the Spirit.

"Along our journey the Holy Ghost whispers to each of us things to do," he said. "Although we're not perfect, the best thing we could do is align ourselves to it."

One of his first experiences with the promptings of the Spirit was in deciding where to attend college.

While visiting a friend at the University of California Santa Barbara, he struck up a con-

versation with some students on an elevator. The students told him they took classes only on Tuesdays and Thursdays. In addition, they skipped class on Tuesdays so they could party most of the week. Kreutzkamp was horrified and knew he didn't want to go to school in that atmosphere.

"I liked the classes, but I didn't like the drugs and alcohol," he remembered.

Although he was not a member at the time, Kreutzkamp felt he should not attend a college with that environment. He sought advice from a trusted high school teacher, who also happened to be an LDS stake president.

"I told the stake president how I felt and he suggested going to Ricks" (now BYU-Idaho),

Kreutzkamp recounted. "I didn't know anything about it, but I trusted him."

While at Ricks College, Kreutzkamp read *The Miracle of Forgiveness*, *Jesus the Christ* and other church books. He was fascinated by the doctrines taught and decided he should read *The Book of Mormon* and determine whether it was true. Soon after, he was baptized and decided to serve a mission. President Hinckley signed a letter granting Kreutzkamp special permission to begin serving his mission prior to being a member a year. He was called to the Virginia Roanoke Mission.

During his mission Kreutzkamp learned how to interact with people and speak in front of large audiences.

"I fully attribute the ability to communicate with people in all walks of life to the mission," he said.

After his mission he transferred to BYU and graduated from the College of Family, Home and Social Sciences in family financial planning. At age 30, he met his wife on a blind date. After a few weeks they were engaged, and five months later they were married in the Salt Lake Temple.

"Caroline is the love of my life for which I am eternally grateful and without her I would have never been so blessed," Kreutzkamp said. "She has given me the greatest asset— three beautiful children, Chazz, McKayla and Erika."

With his financial education and entrepreneurial spirit, Kreutzkamp started a property management company in college. Since then, he has owned or operated dozens of businesses, such as Evergreen Capital, Del Coronado Investments and Transformations Accountable Life Coaching. It is interesting, he commented, how the gospel teaches to seek what is sufficient for our needs, and then use the surplus to bless others.

"Having things is not a crime in our life, but do they own us, or do we own them?" he said. "And what can we do with them to help bless the lives of others?"

Kreutzkamp expressed he is grateful to be able to give back a portion of what he has received from BYU by serving with the FHSS Volunteer Leadership Council and with the Willis Center for International Entrepreneurship at BYU-Hawaii. He emphasized joy in life comes not from things, but from helping others.

"There is a unique color in life that comes from doing things along the way," he said. "We all have things we can give. We just have to make a choice to give to others."



ASHTON YOUNG

History

Some college graduates study a discipline for four years, only to attain a job in a different field.

Not so with BYU history graduate Ashton Young. He has been able to combine both education and a passion for history into a dream job. He recently finished assisting in the preparation of original, firsthand accounts for publication in a book, *My Father's Captivity*.

Ashton Young worked with Al Young Studios for about three years transcribing more than 35 original sources published in the book. He also assisted with research and editing. He attributes knowledge he used to his experience at BYU.

"The project was a wonderful opportunity to use what I had learned at BYU, particularly from Dr. Thomas Edlund in a Latin paleography class he taught the semester before I graduated," Ashton Young said. "His focus on craftsmanship in reading handwritten documents greatly influenced my work with these World War II documents."

The book is not a history of just any man, but Ashton's grandfather.

"Growing up around Grandpa, most of the stories shared in the book were already familiar, but I lacked an outline in which to put them, that the book provides," Ashton Young said. "The way Dad told the story also helps me understand more of what Grandpa experienced emotionally during these very formative years in his life."

My Father's Captivity tells the story of Ashton's grandfather, Alfred Young, a young man who left his family and enlisted in the U.S. Army Air Corps. During World War II, he experienced horrors including bombings, beatings, disease, slave labor and starvation. Despite the hardships he faced, Alfred Young survived and was introduced to *The Book of Mormon* as a prisoner of war.

"If what I went through was the only way I could receive *The Book of Mormon*, I would do it all again—even knowing beforehand what I would have to endure—just to have that book," Alfred Young was known to say about his experiences.

My Father's Captivity is the work of 30 years of research and writing. From 1981 through June 2006, Al R. Young interviewed his father about his war experiences and recorded about 40 hours of audio and video footage. This narrative, along with a documentary history and 140 illustrations were published in the book, allowing readers experience the war from the words of one who lived it.

What started out as a project to write a

book, turned into an online archiving project of original documents, photos and indexed access of the 2,775 people involved in the story.

"One of the major objectives for online publication of these original sources pertains to the ongoing search for such information by Japanese POWs and descendants, many of whom are still searching for even scraps of information about what became of friends and loved ones," Young said.

The online archive is a public service and contains materials like pictures, letters, newspaper clippings and documents collected over the last 70 years by Al Young, Alfred Young and Alfred Young's father. It is a living museum that still continues to accumulate original sources for writers, researchers and descendants of Japanese POW's.

Ashton Young works at Al Young Studios where he does oil painting, stained glass, framing, ceramics and illustration. He is able to apply the love of history he acquired at BYU to art, both in subject matter and research. He recently completed a series of pen and ink illustrations for *Women of the Old Testament*, a book by BYU Professor Camille Olsen.

He is currently working on a historical transcription project which focuses on papers of his mother's grandparents who were early converts to the LDS Church in Switzerland.

“MOST OF THE STORIES SHARED IN THE BOOK WERE ALREADY FAMILIAR, BUT I LACKED AN OUTLINE IN WHICH TO PUT THEM, THAT THE BOOK PROVIDES”





BROCK AND JULIE RASMUSSEN MET AT BYU WHILE WORKING FOR THE STUDENT HONORS ASSOCIATION. AFTER MARRIAGE AND GRADUATION FROM THE COLLEGE OF FAMILY, HOME AND SOCIAL SCIENCES, THEY MOVED TO ST. GEORGE, UTAH WHERE BROCK WAS A FINANCIAL ADVISOR FOR MERRILL LYNCH. NOW BROCK WORKS AS A CFO FOR THE FOOT AND ANKLE INSTITUTE WHILE JULIE RAISES THEIR TWO SONS AND MAINTAINS A SMALL BUSINESS. BOTH HAVE UTILIZED THE SKILLS AND KNOWLEDGE THEY LEARNED WHILE AT BYU TO BLESS THEIR LIVES.

BROCK RASMUSSEN

Economics

Husband. Father. CFO. Life for Brock Rasmussen has been busy the past year and a half with MBA student added to his titles. But with skills he acquired while an economics student at BYU, a unique MBA program, and keeping things in proper perspective, he was able to balance all his responsibilities.

"The best part of the economics degree [from BYU] is the analytical skills," he said. "I don't necessarily use calculus every day, but I do use the skills of breaking down complex problems into manageable parts."



Rasmussen lives in St. George and is the CFO of the Foot and Ankle Institute, where he oversees operations and performs financial analysis of the company's profits and expenses.

"My job responsibilities are all-encompassing of keeping a watch on the entire business of the practice, financially and operationally, to be sure we are profitable and becoming more efficient," he said. "The best part of this job is taking the analytical skills and frameworks I was given as an econ student and using them every day. My job is to look at the business from a broad level view and then drill down into what problems are occurring and how they can be fixed."

He just finished his MBA degree at Duke University in December. The Duke MBA Cross Continent program is unique with its international focus and allows students to complete the program remotely. Students travel to various countries for 10 to 14 days each term to take classes, learn from local CEOs and experience the culture of each place. They also visit regional company plants and corporate headquarters of various companies to see how business operates each day in that particular area. Then they return to their various homes to complete six weeks of online study, tests, classes and team assignments.

The year-and-a-half long program Rasmussen just completed included trips to London, Dubai, New Delhi, Shanghai and St. Petersburg. Traveling to five different countries in just 11 months, Rasmussen saw a lot of different cultures and had some eye-opening experiences.

"One big culture shock was going from the upscale money capital of Dubai to the poverty stricken New Delhi," he said. "Even within New Delhi the disparity of wealth was astound-

ing. Literally at one point we drove through the streets of New Delhi and on one side of the highway there were people living in shacks with no running water, dirt floors, and no electricity and on the opposite side of the highway was a giant mall with movie theaters, restaurants, and high end stores like Armani."

Working full-time, fathering a family of two boys, fulfilling a church calling and finishing an MBA is time-consuming—to say the least. But Rasmussen said keeping a broader perspective on what is important, rather than just focusing on the little tasks, has helped him manage his time.

"When I have a break from school or a vacation, I take time to analyze various responsibilities from family to education to church to work," he said.

As he recognized he could do better on his school assignments, or needed to help his wife out more, he set goals to improve. He said taking time to step back and remember why he is doing things is essential to making sure he has the correct balance.

"There definitely has to be a balance between family and other pursuits," he said. "That is one of the things I learned while at BYU. I worked during college and I had to balance a job and dating and then marriage. Those were skills I had to rely on in a more robust situation with a company that relies on me, a family and an MBA program."

Photo to the right and on the next page are of the Rasmussen family.







JULIE RASMUSSEN

School of Family Life

Julie Rasmussen, a home and family living graduate, believes prioritizing is the key to maintaining a family and a business. A busy mom with two young boys, she still finds time to run half marathons, maintain her spiritual life and operate a small business.

"I am busy," she said. "Some days are smoother than others. But as long as I make time for things that are essential, like scripture study and prayer and the things that are necessary, like family and house-keeping, then I've found I've always had time for hobbies."

Rasmussen sells various items from camera straps, to logo designs and party ideas on her website, <http://www.etsy.com/shop/masonjarholdings>. She said she has always been creative and her business provides her an outlet for things she likes to do.

"I don't view myself as a businessperson, but I was always intrigued with moms that had a family and still maintained a small business," she shared.

Rasmussen was first exposed to women business owners during a home-based entrepreneurship class she took as an elective course at BYU. As women discussed their catering, sewing or home-made jewelry businesses, Julie thought she could easily do something like that one day. Now she utilizes her talent and skills to sell small things she makes.

"I don't have a lot of time, but as I have time, I will create things and add them to my shop," she said. "Sometimes I feel like I don't have time to do creative things because of my family. But then other times I think I wouldn't have a reason to think of creative ideas—like the little man."

"The little man" was a themed birthday party she created for her 1-year-old son. The little man party kit is now sold on her website so other parents can throw "the little man" parties. Kits include invitations, bottle wrappers and mustache tags to use for favor bags. Rasmussen explained she originally got the idea from

her sister-in-law, who threw a "teeny party" for her 2-year-old and served miniature food. Julie knew she wanted to create a themed party for her son that would also be fun for the families. She decided to serve mini food and have a photo booth where families could pose with fake mustaches. The party was a hit and a testament to Julie's creativity blessing her family and enhancing her life.

"Creativity is a gift, a talent I've been given," she said. "As long as I can prioritize it correctly, I can be closer to Heavenly Father and serve my family better [with it]."

Rasmussen said she learned a lot about priorities while at BYU.

"My education helped me solidify a foundation that the most important thing I could be

“THE PARTY WAS A HIT AND A TESTAMENT TO JULIE’S CREATIVITY BLESSING HER FAMILY AND ENHANCING HER LIFE.”

doing is within my own home—raising a family and caring for my family," she explained. "Although I believe my creativity is an important part of motherhood, I never want it to distract from that foundation."



KENNETH CANNON

History



Ken Cannon pursued both a bachelor's and master's degree in history and a law degree from BYU. Today, he still uses his history degrees, both in his law career and passion for writing.

He said his history degrees provide him a broad view of the world and useful skills in his current career as a lawyer.

"It's surprising how much the skills I developed from studying history have helped in being a lawyer," he said. "I do a lot of research and writing. It is different in certain respects, but very similar."

Cannon also utilizes his history degree in his passion for writing. In fact, he is currently working on a biographical work of George Q.

son, Abraham, was a member of the Quorum of the Twelve while another son, Frank, was the most infamous anti-Mormon of the early 20th century. So even with similar backgrounds and genes, their experiences and their individual wiring resulted in very different lives."

While collecting research for the biography, Cannon has written a few vignettes and submitted them to journals. An article about one brother was published in *The Journal of Mormon History* and other articles about the other brothers are set to be published in other journals.

Cannon works on the book mostly at home at night on his computer and with books he owns or checks out from libraries.

"I couldn't be doing what I do now several years ago," he said. "But because so much is digital on the computer, I can do a lot of research from home."

He said he also spends some Saturdays in the L. Tom Perry Special Collections at the BYU Harold B. Lee Library and rare days away from work in other archives. Last year, he spent a day in the University of Iowa's special collections after doing a deposition in Kansas City.

Although some of the history he's discovered is unpleasant, Cannon said it is important to tell the whole story.

"I believe it is important to present as full a picture as we can, to understand what things were like," he said. "This requires addressing the bad with the good. By objectively and dispassionately describing and analyzing the good and bad together, we increase understanding and appreciation for each other—our appreciation for humanity grows."

Along with researching and writing, Cannon enjoys building furniture. He said making furniture is therapeutic for him. His wife is appreciative of his skill as he has built floor-to-ceiling shelves in their library and den and molding in various rooms for their home.

"My father was very handy and I would help him build things sometimes," remembered Cannon. "My dad encouraged me to learn some kind of trade because he thought it was as important to understand this kind of work as it was to get an academic education."

Cannon taught himself how to build furniture and looking back is grateful he did.

"The older I got, the more I realized how important it is to me to learn to do something with my hands," he said.

Ken Cannon is vice chair of the college's National Advisory Council and a lawyer at Durham Jones & Pinegar, P.C. He and his wife, Ann Cannon, have five sons and live in Salt Lake City.

“IT’S SURPRISING HOW MUCH THE SKILLS I DEVELOPED FROM STUDYING HISTORY HAVE HELPED IN BEING A LAWYER”

Cannon's three oldest sons. Inspired by a family member who is pursuing a doctorate in history, Cannon started to research and write about the history of the Cannon brothers a few years ago.

"I heard my nephew give a paper in 07," he said. "Seeing him there I thought, I need to do this again—I love to do this stuff!"

Cannon resolved to get back into research and started to study George Q. Cannon's sons because of his enthusiasm for 19th century American history.

"I love late 19th century and early 20th century American history and an important part of this history is Mormons and their place in America," he shared. "Critical changes were made by the Church to survive and to transition into mainstream America. I like fitting Mormon history into the history of the United States and the world. We do not live in a vacuum—we are affected by movements, laws and fads like everyone else."

He also chose to study the brothers because he knew enough about them to believe that their contrasting lives would make an interesting study.

"Even though the three sons came from the same father, had similar talents and were given similar training and opportunities, they turned out very differently," he explained. "One



TRENT HOWELL

Economics

Children in the Howell family rush to finish their homework. Finishing means they can pick from over 130 games in their game closet to play that night. Even with the number of choices, they usually pick a familiar favorite—Settlers of Zarahemla, Sequence, or Bang.

What is a family of six in Lehi, Utah doing with over 130 games?

“The Board Game Family,” as they are known, tests out new games and posts at least one how-to-play video and review a week on their web site, www.theboardgamefamily.com.

“It all started when we videoed our 6-year-old playing a game,” said Trent Howell, father, creator of the site and BYU economics graduate. “It was so funny. So then we had an idea to put kid reviews online to help families know what games their kids would like.”

At first, they would rent games from Board Game Revolution, then occasionally buying their favorites. Now, the Howell family receives games to review from game publishers and their collection continues to grow.

Howell said it is easy to find reviews and information on games on numerous web sites, but there is not much information from a kid’s perspective. Contrastingly, their website in-

cludes ratings by each of the family members and posted videos of the kids explaining how to play each game. Recently Howell has added articles to the website on topics such as the importance of family and tips on how to be a good sport.

The family has about 60 game reviews posted on the website and post more every week. Saturday morning the kids know one of their chores will be to film a few game reviews.

“Sometimes when they are asked to review games, they complain about it,” Howell laughed. “So we assign them reviews as a chore like dishes or vacuuming so it gets done.” The Howell family has received emails from all over the world, including Hong Kong, thanking them for the website and the advocacy for family togetherness.

“This fun project has turned into a good-will cause that I hope will promote family time,” Howell said. “Games give families something else to do besides watching TV.”

Michelle Howell, mother and BYU dietetics graduate, said sometimes the kids are really noisy as they play.

“The other night, Trevor had over about 20 friends,” she laughed. “It was so noisy, but it

was so fun because I knew they were enjoying themselves.”

Other times, she struggles to find her kids because it is silent. Sometimes after searching the house for the kids, she will find them shut up in a room, concentrating quietly on a strategic game.

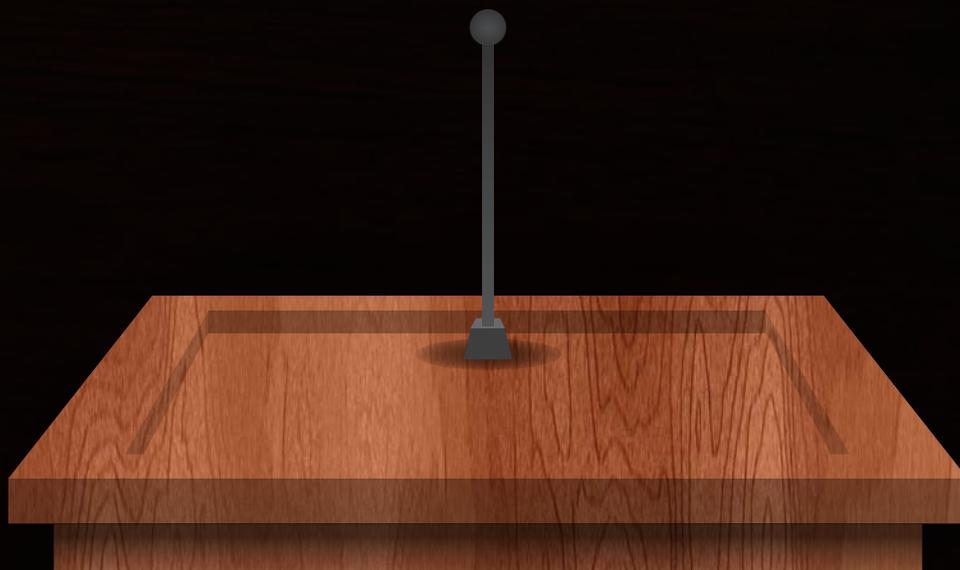
Michelle Howell said she likes that games give the kids a chance to learn how to be a good sport in a safe environment. She said they also develop speaking and critical thinking skills as they play. In fact, Caleb, the youngest son, taught his 60-year-old grandmother how to play chess when he was only 5-years-old. She said the skills her kids develop playing games help them academically as well.

Games are also an important part of the Howell family life; they often play a game as part of Family Home Evening.

Trevor, 14, the oldest son and video editor, agrees games are an important part of family time.

“Games bring us together and make us closer,” he said. “We talk to each other while we play.” Caleb, 7, responded succinctly when asked why families should play games. “It’s just fun.” ■■■

EVENT HIGHLIGHTS



Free the Slaves: Fifth Annual Social Work Conference

by Crystal Kevan

If you look around the world and say there is no slavery, you would be mistaken. Even if you were to look around America and say we are a free country with no more slaves, you would be mistaken.

According to the U.S. Department of State Trafficking in Persons report in 2006, “The United States of America is principally a transit and destination country for trafficking in persons. It is estimated that 14,500 to 17,500 people, primarily women and children, are trafficked to the U.S. annually.”

The United Nations Population Fund or UNFPA reported that, “trafficking victims to the United States come from no less than 50 countries and are often forced to toil in garment shops on the outskirts of Los Angeles, brothels in San Francisco, bars in New Jersey and slave-labor farm camps in Florida.”

Slavery or human trafficking, its contemporary name, was the focus of discussion at the Fifth Annual Social Work Conference held at BYU in October 2010. The conference focused on what we can do to solve the problem of human trafficking and how to raise awareness of the human trafficking that occurs closer to home.

An example of slavery in Utah was recently reported in The Salt Lake Tribune. Global Horizons, a company that offers workers to farms around the U.S., brought almost 400 Thais to the United States. Many of these Thai workers ended up in Utah working with no pay for up to seven weeks. The workers came from Thailand under the promise of a better life with pay for one month greater than what they would make in a year in Thailand.

But in order to sign the three-year contract they had to pay a large fee equivalent

of \$14,000 U.S. dollars. They put their land up as collateral to receive the loans necessary – thus trapping themselves into the work. They could not stop working for fear of losing their homes. Global Horizons, who are now facing charges for slavery, employed a popular tactic of enticing people into work as slaves.

According to Dr. Kevin Bales, president of the non-profit organization Free the Slaves and keynote speaker at this conference said, “A lot of people come into slavery today, not because somebody pointed a gun at them, but because somebody says, ‘would you like a job?’”

With the enticement of a better life, people walk into their slavery positions. This is how the world ends up with a number around 27 million in modern slaves.

“Whether it’s in a small village in Cambodia or in Salt Lake City, every day all over the

world people are bought, sold and coerced into prostitution, coerced into bonded labor,” said Christine Chan-Downer, a State Department officer who works to monitor and combat trafficking in persons.

Slavery is a reality today, but what is it that we can do today? Can we really make a difference?

Dr. Bales said, “We can have a slave-free city if everyone in Salt Lake City could learn to recognize human trafficking and understand what to do when they saw it.” First we look to see if we are doing all we can to get rid of slavery in our city. Then we look to see that the products we buy and sell, all the food, clothing, and other products are not produced by slavery.

“I think we can end slavery,” said Dr. Bales. We just need to say to ourselves, “Slavery ends today with us, we start today. We are going to abolish it now!”

Geographical Degrees of Racial Diversity

by Alyssa Calder

Richard Wright, Distinguished Chauncy Harris lecturer and professor from Dartmouth College, discussed the geography of racial integration and segregation last November. He recently completed a study to discover where mixed race households live, focusing on black/white, Asian/white, and Latino/white couples.

Through analyzing his data, Wright found that if the male partner is white, the couple is statistically much more likely to live in predominantly white

neighborhoods. Wright explained that discoveries like these lend to endless research projects for future analysts.

“Where are these couples going in the future? What about the gender asymmetries of heterosexual marriages/partnerships? Why are there more black men marrying white women than black women marrying white men? Why are more Asians in mixed race households females rather than male?” Wright said.

He introduced BYU to www.mixedmetro.us/, where all

of his and his partner’s data and studies are applied to a map of the United States. Anyone can go to the site, choose a popular city and see by multiple overlays of color where mixed race couples lived in 2000 and 1990. The site also shows low and high densities of diversity in these cities. The site will be under construction until mid-2011 when his study is officially published.

One day Wright hopes to have his overlays as an option on Google maps so that people can learn about locational diversity.

He hopes to include a comment section where people can report their own experience about living particular part of the states, thus making the topic of racial diversity a conversation that will facilitate change.

“Hopefully this knowledge will change the conversation from ‘segregation equals bad,’ to ‘to what degree am I segregated or diverse?’” said Wright.

Kay King- Always Learning

by Crystal Kevan

“When I got married, I was really afraid that would be the end of my career,” said Kay King, during a lecture to women students in the college on October 7th. Her words speak to the fears many LDS women face today. Questions like, Should I have a career? When should I get married? When should I have children? Can I work and be a mother?

“Different couples do it differently,” King said. “There is no one formula. You need to choose to do what works best for your situation.”

Kay King met her husband, Ambassador to North Korea Robert King, while finishing her Ph.D. in linguistics from the University of California. They got married and upon

graduation decided to go with his job offer in Europe rather than hers at Stanford University.

They planned on one year but stayed several, remembered King. While in Europe, she kept in contact with the academic world of linguistics by writing articles and staying up-to-date on news. But these were all side hobbies as she raised her sons. About the time her last son entered school, King decided to accept a job offered to her by Congressman Tom Lantos. She began working one day a week and her new career in politics grew from there. Eventually, she accepted an offer from Speaker Nancy Pelosi to be on the Interparliamentary Affairs group of the U.S. House of Representatives. She has since

had many more opportunities in government positions. She currently works for the international branch in a lobbying firm, the Podesta Group.

King encouraged women to get an education. Even if you plan on being a mother and staying home to take care of the children, get an education, she said. You never know if something will happen to the primary bread-winner and you will find yourself in need of a job.

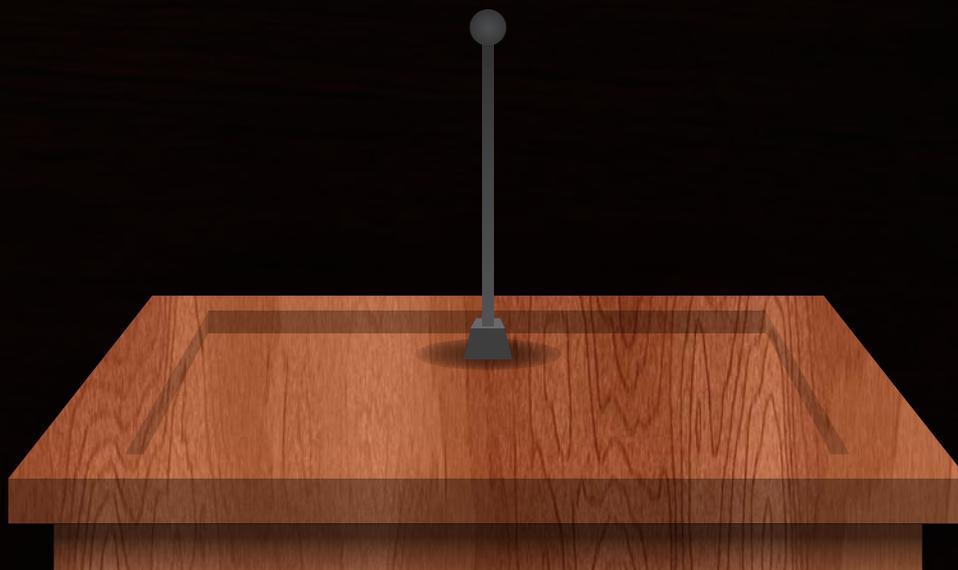
There is still time for a career after your children leave, she said. Say, for example, you got married at age 21 and have four children two years apart. You would be 36 when the last child started school and you could consider doing part-time work. The last child would finish high

school when you are 50. Now, even if you retire at the age of 65 that would give you 15 years for a career.

King emphasized that one size doesn't fit all in terms of mothers and careers. Of her own life, she said they had worked it out as a couple and it had turned out well.

The most important thing is that you keep your eyes on the stars, your feet on the ground, you never forget the tent (which is your children, family and values) and you never stop learning.

“Always learning. Keep yourself active and involved,” said King. “Make sure you're ready personally to deal with whatever comes.”



The Ambassador to North Korea Visits BYU

by Crystal Kevan

The lecture hall in the SWKT was full to the brim with students and faculty—latecomers found themselves standing in the back of the hall. They were there for the Honored Alumni Lecture for fall 2010. Ambassador Robert R. King, special Envoy for North Korean Human Rights Issues, spoke about human rights in North Korea.

Ambassador King started his career at BYU when he graduated with a Bachelor of Arts in political science. He later earned a Ph.D. in international relations from the Fletcher School of Law and Diplomacy in Boston. He and his wife Kay, who was also visiting, have three sons and nine grandchildren.

Ambassador King briefly explained the situation with

human rights in North Korea—horrible. He went on to explain that North Korean life expectancy actually decreased from 1987-1998. A sign of a prosperous country is when the life expectancy increases. Freedom of speech is unheard of, as those that speak out against the government find themselves and their families inside prison camps. Cell phones, radios and satellites that can reach outside of North Korea are illegal. Health and well-being for citizens is also a problem. When comparing teenage boys from South Korea with the North, they found that North Korean boys tended to be five inches shorter than those in South Korea.

But all is not lost. During the question and answer period of the lecture, a student

asked what could be done? Ambassador King responded positively. He said things do look grim in North Korea, but the United States and other countries are working to improve the situation for North Koreans.

“I’m convinced that information is the most important element in terms of promoting the kind of change in North Korea... we would like to see,” said Ambassador King.

The United States’ main focus is to increase the flow of information in and out of North Korea. When the North Koreans realize that their country is not as good as it could be then things can begin to change.

Ambassador King finished his lecture by expressing a great admiration for BYU interns

that participate in the Washington Seminar. He explained that BYU interns have an attitude of humility and helpfulness around the office. They can be trusted to help get things done. He said that compared to the other interns he has seen in Washington, BYU is not lacking.

TO VISIT OUR LECTURE ARCHIVE, GO TO:

<http://fhss.byu.edu/lectures/>

The Crisis of the 1590s Reconsidered: Philip II, His Enemies and Climate Change

by Kim Reid

In the late 1500s, Philip II of Spain ruled one of the largest empires on the planet. He owned territories on every continent then known to Europe and more gold and silver was shipped to Spain during his era than ever before. So what drove Spain to a crisis in the 1590s?

This is the question Geoffrey Parker, Professor of History at Ohio State University, helped answer in the Annual De Lamar Jensen Lecture. “Philip II had been defeated by a synergy between war and weather,” he explains. “There has been a lot written about war in the 1590s but very little written about the weather. And yet, climatologists have recently published numerous series of data that reveal the forcible tempest at times and places unlooked for.”

To determine what weather conditions looked like in the 1590s, Parker turns first to tree rings. A thin ring on a tree indicates a year of drought, while a thick ring signifies a year with more precipitation. By examining rings on one of the oldest trees in Spain, it is discovered that the country experienced the most severe drought it had seen in centuries in 1597.

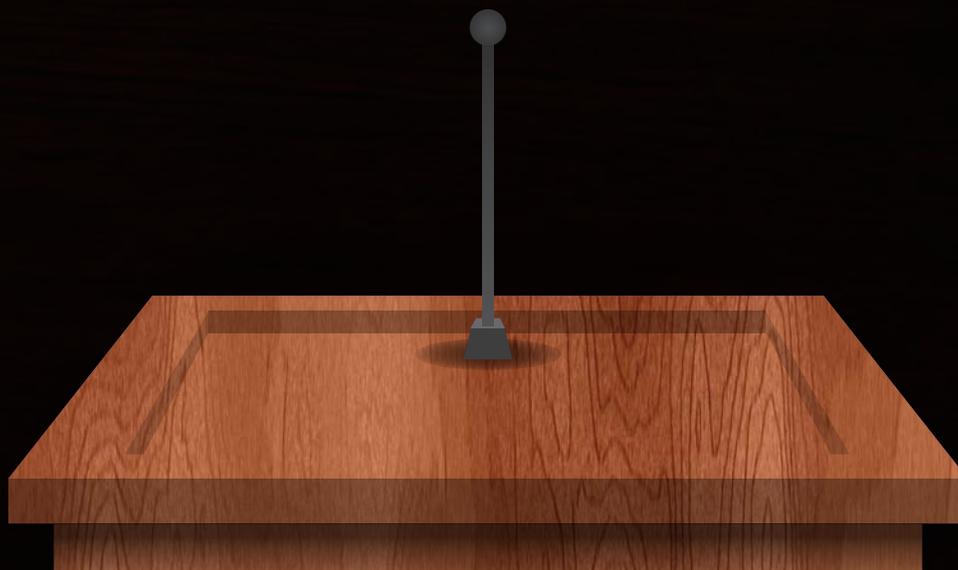
He also looks at the records of the Catholic Church in Spain. In 1598, records indicate the lowest number of tithes in the Catholic Church for decades, indicating a poor harvest year. Similarly, burials exceeded baptisms between 1595 and 1599 and some communities lost up to one-third of their population during the famine of the 1590s.

Not only did Spain experience severe drought and famine, but the population was unprepared for it, Parker says. In 1591 – before the drought became severe – Philip II’s administration performed a census of the kingdom to include roughly six-million people in 12,000 separate communities. Their records report three problems that were already putting strain on the kingdom: under-population in some areas, over-population in other areas and a striking prevalence of poor households.

To complicate matters, Philip II was determined to continue military conquests throughout Europe. In an exchange between Philip II and his secretary in 1591, Philip justified these wars by stating,

“These issues involve religion, which must take precedence over everything.”

Yet despite famine, poverty and raised taxes, Spain still remained a world superpower even after Philip II died. How did Spain get away with it? “The answer is, I think, that the same combination – the same synergy of war and bad weather – also afflicted Philip II’s principle enemies,” Parker explains. “Climate change weakened Philip II; prevented him from achieving his goals. But because it also affected his adversaries, the hegemony of Spain in Europe survived intact and therefore the king managed to bequeath, in spite of climate change, an empire on which the sun has never set.”



Guiding Children to a Healthy Social Life:

Virginia Cutler Lecture

by Tiffany Harston

Parenting matters was the message of the Virginia Cutler Lecture, given by Dr. Craig Hart, Zina Young Williams Card Professor in the School of Family Life, this fall.

“Longitudinal research findings suggest parents act on child dispositions in ways that enhance or diminish child dispositional tendencies toward sociability, withdraw and hostile aggressive behavior both inside and outside of the home,” he said.

Hart said while peers matter with more superficial subjects as clothes, parents have more of an influence on religiosity and the values of their children. The amount of influence however, depends on the relationship. If the parent-child relationship is strong, parents can have a large effect on their children. If the relationship

is strained or weak, then the child turns to peers for guidance.

In order to have a positive impact on children, Hart made three suggestions.

First, he encouraged parents to teach moral values.

Since religiosity has shown to be a protective factor, parents should teach moral values. Consistency with the values taught and the examples of the parents is also important.

“Children are more likely to adhere to values preached that they actually see practiced in the daily living of those they trust,” Hart said.

Second, adapt parenting to overcome unfavorable dispositions.

Parents who notice their children struggle with being social can create playgroups

and opportunities to help their children overcome their fears and develop skills.

Finally, he said parents should engage in authoritative child rearing.

Studies have shown authoritative child rearing consistently predicts positive outcomes for children, even those in different countries, Hart said. Authoritative parenting consists of consistently connecting with children, establishing rules and consequences, and affording children autonomy. Hart explained even children with difficult personalities are more likely to cooperate when their parents do certain things.

“Children with difficult temperaments are more likely to conform to parental expectations and be cooperative

with peers when parents foster a warm, nurturing parent-child relationship, establish clear limits that are reinforced by reasoning about why the rules are important, and then systematically following things through with pre-established consequences when rules are violated,” Hart said.

While authoritative parenting leads to healthy outcomes, coercive and permissive parenting are detrimental to childhood outcomes. Overprotection and shaming leads to withdraw. Psychological control leads to relational aggression. Thus parents are fundamentally important to promoting children’s social competence.

Dysfunctional Government:

Annual Constitution Day Lecture

by Tiffany Harston

For the Annual Constitution Day Lecture this past October, Dr. Norman Ornstein discussed the dysfunction in American government and encouraged students to be creative to think of solutions.

“I hope for the sake of all of you students, who are going to inherit the debt our generation has put forward—and something worse—that you can figure out perhaps even some better ideas or ways to move us from this ugly pattern.”

Ornstein said politics have changed. There used to be different seasons: a season of campaigning, season of transition and season of governing. By

the 1970’s however, there were no seasons, but always campaigning. He also said parties have become more homogenous and have moved away from the middle. Parties used to be more collaborative, but not today.

“So working with someone on the other side has become the equivalent of sleeping with the enemy,” he said.

He said the polarization of parties prevents recently passed regulation to be successful because one party has a vested interest in helping it succeed, while the other party is just bitter. The differences between parties also make sensitive issues like health care or long-term country debt difficult to solve.

One suggestion Ornstein made is to adopt some version of the Australian system for mandatory attendance at the polls. Australians who do not go face a fine and so the country has a turnout rate of about 96 percent. He said if a similar system were instituted, candidates would stop spending time, money and rhetoric convincing their base that they have to vote for fear of what the opponent would do, because they are required to vote anyway. He explained if everyone were required to go to the polls, candidates would be interested in persuading the people in the middle. Ornstein believes with a similar system, politicians would focus on issues such as the

nation’s debt rather than wedge issues like same-sex marriage.

Ornstein said adopting the Australian system would not be a direct solution. He encouraged students to think of some ways to change the patterns.

Dr. Norman Ornstein, a resident scholar of the American Enterprise Institute, has worked in Washington for 41 years. He was recently elected as a fellow of the Academy of Arts and Sciences. He has authored and coauthored books such as “*The Broken Branch: How Congress is Failing America and How to Get it Back on Track*,” “*The Permanent Campaign and Its Future*” and “*Intensive Care: How Congress Shapes Health Policy*.”



INTRODUCING



**JOHN PATRICK
HOFFMANN**
ASSOCIATE DEAN

Dr. Hoffmann has degrees in political science, justice studies, criminology and epidemiology. He has taught at the University of North Carolina-Charlotte and Hokkaido University in Sapporo, Japan and has worked as a research scientist at the National Opinion Research Center of the University of Chicago. He joined BYU faculty in 1999. His research interests include the causes and consequences of adolescent drug use and juvenile delinquency. His research has been published in sociology and criminology journals such as the *Journal of Drug Issues*, the *Journal for the Scientific Study of Religion*, and *Social Forces*. Dr. Hoffmann is married to Lynn Hoffmann and has four boys. While home, work and church responsibilities take up most of his time, he enjoys reading books and poetry when he gets the chance.



DON HARRELD
HISTORY DEPARTMENT
CHAIR

History Department Chair Don Harreld moved across the country with his family in 2001 to join the Department of History at BYU. He teaches various European studies courses and researches early modern commercial networks and early seventeenth-century Dutch circumnavigations. He is also the author of a book, *High Germans in the Low Countries: German Merchants and Commerce in Golden Age Antwerp*, and other articles. Prior to coming to BYU, he taught at the University of Minnesota and Wright State University in Dayton, Ohio. Harreld's wife and three boys, Christian, Jakob and David, love being outdoors—camping, fishing, hiking and snowboarding are among their favorite hobbies.

There are some new faces in some new places. Last summer, there were a few administrative changes, including a new associate dean and newly appointed chairs of the history, economics, and anthropology departments.



**CHARLES
NUCKOLLS**
ANTHROPOLOGY
DEPARTMENT CHAIR

Soon after Professor Nuckolls graduated from the University of Chicago with a Ph.D. in anthropology, he traveled to India to participate in fieldwork. For over 30 years since his first visit, he has been traveling to the same tribe in India to continue his research there and says it is like returning home. His hobby is his work—research and interacting with natives. He has studied spirit possession and divination in India, nationalism in Japan and most recently how reproductive techniques affect family relations in New Zealand. His work has been published in *Medical Anthropology Quarterly*, *Social Science and Medicine* and *Cultural Anthropology*. He is the director of the India study abroad program that takes about 12 students twice a year to India. He is the father of a son and two daughters, who often accompany him and his wife to India and New Zealand.



ERIC EIDE
ECONOMICS DEPARTMENT
CHAIR

Professor Eric Eide, the department chair of economics, graduated with a degree in economics from BYU and then went on to University of California Santa Barbara for his doctorate in economics. He returned to BYU in 1993 and joined the economics faculty. He teaches Econometrics, Economics of Education, and Economics 110. His research includes the economics of education, labor economics and health economics. Several of his articles are published in such journals as the *Journal of Human Resources*, *Economics of Education Review*, and *Educational Evaluation and Policy Analysis*. Along with his teaching career, Dr. Eide has a couple years of experience working as an economist of international education reform for Rand Corp. Professor Eide is married and has three children, the oldest serving a mission in Brazil. His family enjoys participating in a variety of athletic activities including soccer, basketball, running and football. In fact, Eide and his wife recently completed an Ironman this past summer. Along with sports, Dr. Eide enjoys traveling and reading.

A photograph of five old, worn leather-bound books standing on a wooden shelf. The books are arranged in a row, showing their spines. The leather is dark brown and heavily aged, with some areas appearing lighter and more worn. The books have a traditional raised-band binding. The background is dark, making the books stand out. The text 'the fhss book shelf' is overlaid in white, bold, lowercase letters across the middle of the image.

the fhss book shelf

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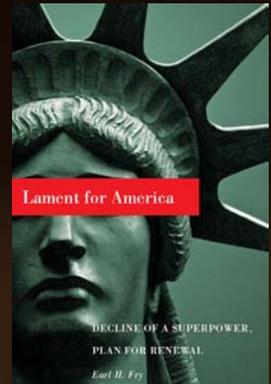
Lament for America: Decline of the Superpower, Plan for Renewal

Earl H. Fry, Political Science

In his book, *Lament for America: Decline of the Superpower, Plan for Renewal*, Earl H. Fry explores the inevitability of America's relative decline as a superpower and discusses the rapid changes that will take place over the next few decades. He says that this decline will happen faster and be a more transformative than any other time period in history. In areas of defense policy, health care, education, and the environment, Fry offers recommendations for rejuvenation and discusses how these decisions will change both the United States and the world.

"This extraordinarily valuable, well-researched book fills a real need in public discourse. Whether it's educational decline, our new Gilded Age of growing inequalities, or a governmental system buckling under the weight of massive debt and imperial overreach, Fry's book skillfully dissects the major challenges now facing the United States. His carefully reasoned proposals for an 'American renewal' should engage all civic-minded citizens who care about the state of our democracy," said Steven P. Erie, professor of political science, University of California, San Diego.

Professor Fry is a faculty member of the Political Science Department at BYU, currently working with the Washington Seminar.



Henry Hulton and the American Revolution: An Outsider's Inside View

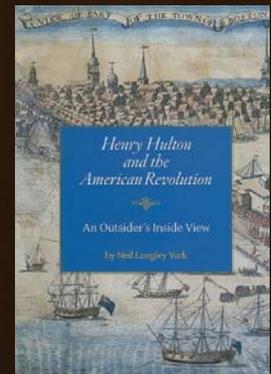
Neil L. York, History

Neil L. York, professor of history at BYU, has recently published two books about American history. The first book from this year's publications is *Henry Hulton and the American Revolution: An Outsider's Inside View*. The book is based on a history of the American Revolution written by Henry Hulton. Hulton's perspective on the war is unique because he was a native Englishman without the problems of the detached Loyalists who were driven from their native land. He moved to Boston in 1767 as a member of the new American Board of Customs Commissioners.

Eventually failing to curtail smuggling for the English crown, Hulton fled Massachusetts in 1776. He then wrote his own history of the American Revolution. Hulton's interpretation of history provides a case study of how an author can combine his individual actions with the deeper internal forces of two countries to explain events. He was not a historical determinist, but he did see the event of the revolution as the logical result of the English crown allowing certain American attitudes and behaviors to go unchecked for too long. York presents Hulton's written and lived history by providing his written documents, letters, and letters of his sister, Ann.

York's second book is *The Boston Massacre: A History with Document*. It takes a look at the historical Boston Massacre on March 5, 1770 by analyzing primary documents associated with the incident. Included are sections on London's response to the incident, the governor's laments, Bostonian protests, soldier's complaints and more, all designed to show the reader the events leading up to and away from the massacre. These documents include images, newspaper stories, the official transcript of the trial, letters, maps of the area, as well as how the massacre is remembered in today's America.

Neil L. York is also the author of Turning the World Upside Down: The War of American Independence and the Problem of Empire.



THE MARJORIE PAY HINCKLEY

Endowed Chair in Social Work and the Social Sciences

BY DANIELLE LEAVITT

In 2003, BYU's College of Family, Home and Social Sciences established The Marjorie Pay Hinckley Endowed Chair in Social Work and the Social Sciences. The chair enriches the educational and professional lives of students and faculty in the college as they strive to alleviate problems faced by individuals and families worldwide.

The chair emphasizes the ultimate need to reach out in service. Marjorie Pay Hinckley encouraged living congruent with these teachings. As Sister Hinckley once said, "We are all in this together. We need each other. Oh, how we need each other."

In addition to the primary goal of service, the chair promotes a focus on the family in the areas of marriage, parenting, family roles, family well-being, development of women and the challenges of children. In accomplishing these goals, the chair brings together the best of both research and practice. This includes uncovering cutting edge research and developing intervention strategies relating to the challenges of children and parenting. Professors at BYU and other universities around the world work together to better understand the family and to educate parents and individuals.

The chair also provides student grants for mentored research, internships and conference presentations. With these grants, numerous students have conducted research regarding studies in fragile families, eating disorders, emotional adjustment parenting, the media

within the family and families raising children with chronic conditions.

In addition, multiple lectures, seminars and conferences are hosted by the chair. This includes the annual Marjorie Pay Hinckley lecture, which is delivered each year by a prominent social sciences scholar from a visiting university.



THE EMOTIONATE CHILD

Seventh Annual Hinckley Lecture:

BY CHRISTINA HANSEN

Ross Thompson presented his research on the effect of a child's emotional development at the seventh annual Marjorie Pay Hinckley lecture February 10.

Thompson said this is an historic time in the research of early childhood development because researchers no longer think children's emotions are irrational and primitive.

"Emotions are the constructive foundation for some of the really important achievements we care about in the early years, including morality, self-understanding and compassion for others," Thompson said.

He also warned, "Emotions have the potential to undermine children's healthy development."

Thompson said there are two sides to emotional development: the emotional child and the emotionate child.

The emotional child refers to the child's understanding of different feelings and how children cope with those feelings.

The emotionate child refers to a child's insight and sensitivity into other people's emotions.

Thompson said his research shows preschoolers can be depressed and suffer anxiety, and these early forms of stress can have long-term consequences.

"We used to think that children are untouched by trouble, much the same way that water floats off a duck's back," Thompson said. "The emotional lives of young children are deep and rich, but they are also vulnerable."

Ten percent of children in kindergarten

show disruptive emotional or behavioral problems, and two percent of preschoolers suffer from depression.

The bright side of this data, Thompson said, is that because these children's brains are resilient, they are also at a time when consequences from emotional stress can be prevented or mostly repaired.

Thompson said children are sensitive to emotions as young as six months, and by the time they are a year old, they recognize emotions are about something.

"Emotion is a child's first entrée into another person's internal experience," Thompson said.

At 18 months a child uses emotions to recognize the needs of others.

Thompson gave an example of a child who would give a researcher broccoli instead of goldfish crackers when the researcher showed obvious pleasure at eating the broccoli.

"If the toddler was responding on the basis of her own preferences, she would simply give goldfish crackers," Thompson said.

If adults give children clear signs of needing help with something, a child will respond and help. This demonstrates a foundation of compassion being developed in the child, Thompson said.

A child can also comprehend that the feeling of sadness he or she was feeling yesterday may be the same feeling his or her sibling is having today, Thompson said.

Thompson called this connection a linking event and said if mothers used linking events to

talk to their children about an experience they are having, the mothers would build greater emotional understanding in the child.

"A warm, secure mother-child relationship is important for the growth of emotional understanding in young children and planting seeds of compassion," Thompson said.

Children who have a secure attachment with their mother are less lonely, have better social problem-solving skills and are less likely to assume people have bad intentions toward them in ambiguous situations.

Thompson said mothers also encouraged conscience development by providing justification and reasoning to obey rules and by talking about people's emotions.

Children are sensitive to their emotional environment, Thompson said. "They think of themselves as being in an environment of relationships."

Two of the five children of Marjorie Pay and Gordon B. Hinckley were in attendance at the lecture, as well as three siblings of Sister Hinckley and many of her grandchildren. President Cecil O. Samuelson and his wife, Sharon Samuelson, Sister Rosemary Wixom, General Primary President, Sister Cheryl Esplin, Second Counselor in the General Primary Presidency, along with BYU students, alumni and professors, also attended the lecture. 🌸

Photo by Jaren Wilkey, BYU Photo



WHY HE IS SAYING THANK YOU (IN HIS NATIVE LANGUAGE)

Hieu Nguyen understands the value of a scholarship. After all, he's an economics major.

Hieu came to the United States from Hanoi, Vietnam, hoping for better educational opportunities and eventually found his way to Brigham Young University. Today, with support from an Annual Giving scholarship, Hieu has emerged as one of the college's best students. Not only does the senior have nearly a 4.0 GPA, he also works as a research assistant with Dr. Joe Price.

About his scholarship, Hieu writes, "I am very grateful and have been using it wisely. It has been very beneficial and has greatly encouraged me."

We invite you to help encourage more students by supporting BYU Annual Giving. You can donate online by going to giving.byu.edu. And please designate the College of Family, Home and Social Sciences. We think that's the right thing to do—economically speaking, that is.

EVERY GIFT MATTERS

BYU
ANNUAL GIVING

*To make a special gift to the College of Family,
Home and Social Sciences, please contact Jim Crawley at
801-422-8028 or jim-crawley@byu.edu*

