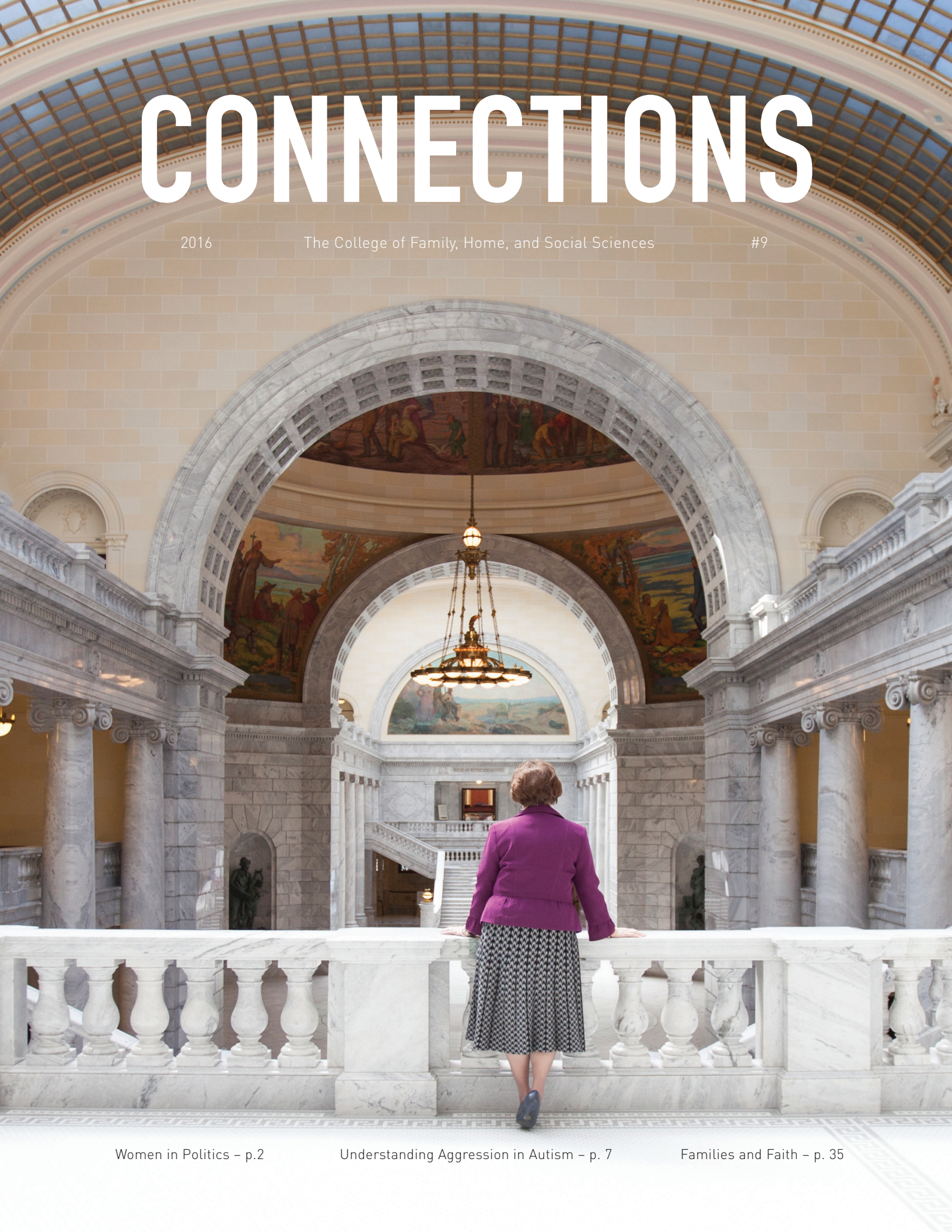


CONNECTIONS

2016

The College of Family, Home, and Social Sciences

#9



Women in Politics – p.2

Understanding Aggression in Autism – p. 7

Families and Faith – p. 35

Dear Alumni and Friends,

I love the mission of BYU, which is “to assist individuals in their quest for perfection and eternal life” through providing “a period of intensive learning in a stimulating setting where a commitment to excellence is expected and the full realization of human potential is pursued.” This gives direction and meaning to our work.



In the College of Family, Home and Social Sciences, we also understand that we have a specific role to play within that broad mission. We teach students

from all disciplines about the importance of the social world through the lens of our various disciplines. We help them to see how issues of human development, inequality, costs and benefits, historical context, culture, man/machine interactions, stress, brain functioning, place, and social and political interactions influence us, and more importantly, how these, as the mission statement says, “make their own contribution toward the balanced development of the total person” . . . who is . . . “capable of meeting personal challenge and change but will also bring strength to others in the tasks of home and family life, social relationships, civic duty, and service to mankind.”

As you examine the stories in this issue of our college magazine, I hope it is easily evident that we are engaged in work, side-by-side with our students, which is helping to achieve this inspired mission.

The mission statement in full reads:

The mission of Brigham Young University—founded, supported, and guided by The Church of Jesus Christ of Latter-day Saints—is to assist individuals in their quest for perfection and eternal life. That assistance should provide a period of intensive learning in a stimulating setting where a commitment to excellence is expected and the full realization of human potential is pursued.

All instruction, programs, and services at BYU, including a wide variety of extracurricular experiences, should make their own contribution toward the balanced development of the total person. Such a broadly prepared individual will not only be capable of meeting personal challenge and change but will also bring strength to others in the tasks of home and family life, social relationships, civic duty, and service to mankind.

To succeed in this mission the university must provide an environment enlightened by living prophets and sustained by those moral virtues which characterize

the life and teachings of the Son of God. In that environment these four major educational goals should prevail:

- All students at BYU should be taught the truths of the gospel of Jesus Christ. Any education is inadequate which does not emphasize that His is the only name given under heaven whereby mankind can be saved. Certainly all relationships within the BYU community should reflect devout love of God and a loving, genuine concern for the welfare of our neighbor.
- Because the gospel encourages the pursuit of all truth, students at BYU should receive a broad university education. The arts, letters, and sciences provide the core of such an education, which will help students think clearly, communicate effectively, understand important ideas in their own cultural tradition as well as that of others, and establish clear standards of intellectual integrity.
- In addition to a strong general education, students should also receive instruction in the special fields of their choice. The university cannot provide programs in all possible areas of professional or vocational work, but in those it does provide, the preparation must be excellent. Students who graduate from BYU should be capable of competing with the best in their fields.
- Scholarly research and creative endeavor among both faculty and students, including those in selected graduate programs of real consequence, are essential and will be encouraged.

In meeting these objectives, BYU’s faculty, staff, students, and administrators should be anxious to make their service and scholarship available to The Church of Jesus Christ of Latter-day Saints in furthering its work worldwide. In an era of limited enrollments, BYU can continue to expand its influence both by encouraging programs that are central to the Church’s purposes and by making its resources available to the Church when called upon to do so.

We believe the earnest pursuit of this institutional mission can have a strong effect on the course of higher education and will greatly enlarge Brigham Young University’s influence in a world we wish to improve.

Best,








A handwritten signature in black ink that reads "Ben Ogles". The script is fluid and cursive.

Ben Ogles
Dean

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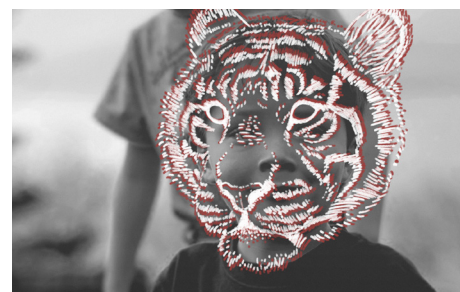
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FRONT COVER:

Utah State Senator, Margaret Dayton,
at the Utah State Capitol Building. 2016.
Photo by Maggie Miller

BACK COVER:

Statue of *Amuse and a Child* at the Utah
State Capitol.
Photo by Maggie Miller



WOMEN *in* politics

BY FRANÇOISE N. DJOUKENG
& JAMIE MOESSER

Photography by Maggie Miller

**“WOMEN DON’T REALIZE HOW MUCH THEY ARE NEEDED. I WANT THEM TO ACCEPT THAT AND BE HONEST ABOUT THAT.”
-KATHLEEN ANDERSON**

“We have to have a woman. We have to have a Republican. We have to have a Mormon. And frankly you are the only one down there we could find,” were the words from the Utah State Governor’s Office to Margaret Dayton. She received the call asking if she would serve on the Board of Trustees for the College of Eastern Utah. She felt the call was misdirected and that the request was intended for her well-educated husband, an obstetrician who graduated from Stanford University. “I was so insulted. I politely got off the phone as quickly as I could and told my husband I was offended,” Dayton recalls. Her husband offered this, though: “You should reconsider, even though [the invitation was extended in a way that] was very inappropriate. You probably have a lot to offer.”

That was 1988.

Dayton, who graduated from the School of Nursing at Brigham Young University in 1972, ended up serving for eight years on CEU’s Board of Trustees, and for nearly four of those years, she served as Chair. Following her term, she ran for state-wide elected office. Dayton is now the longest-serving woman in the Utah state legislature. “I never intended to serve this long. I don’t know how it happened but when I first ran I felt really strongly to have my voice there on behalf of the Constitution and the family,” Dayton said.

Dayton is in the minority. Out of twenty-nine Utah state senators, six are women. Of the seventy-five house assembly representatives, ten seats are filled by women. This puts

Utah as forty-third among state legislatures for the proportion of women, according to the Center for American Women and Politics from the Eagleton Institute of Politics at Rutgers University .

Women make up 50.8 percent of the United States population, according to WorldBank, but in 2016 comprise just 19.4 percent of all members of Congress . Much of the research on this discrepancy indicates that women maintain substantially lower levels of political ambition than do men. Experts in BYU’s College of Family, Home, and Social Sciences are investigating the exact nature of the wedge separating average female citizens from political incumbents.

POLITICAL IMBALANCE

Several professors in the political science and economics departments at Brigham Young University are conducting research that bridges political psychology and institutions, voting behavior, and campaign behavior. This research hypothesizes, confirms, and even changes the outcome of political processes, particularly among women.

Jessica Preece, assistant professor in the political science department and co-director of the Gender and Civic Engagement Lab (GCEL) focuses on gender and deliberative bodies. Along with assistant professor and co-director of the GCEL Olga Stoddard, Preece authored a study in the Journal of Economic Behavior and Organization that found that women are more averse to competitive environments, which results in a gender gap in leadership ambition.



Kathleen Anderson, a political leader and BYU alum.





To conduct this experiment, the professors partnered with a Republican Party chapter in a suburban area of the western United States. The sampling consisted of party members who attended their local 2010 Republican caucus. Since caucus-goers tend to exhibit an affinity for political causes, they represent, according to Preece and Stoddard's hypothesis, the type of individual one would expect to possess leadership skills.

According to Stoddard, the study findings suggest that among politically active individuals, women are indeed differentially turned off by the competitive nature of politics.

She says that significant gender imbalances in leadership have important implications for economic and policy outcomes.

POLITICAL UNDERREPRESENTATION

"I think women's voices are too silent. I think it's time we speak up a little louder," Kathleen Anderson said, a BYU alum ('72) who has held past leadership positions in various Utah women's political organizations. "Women don't realize how much they are needed. I want them to accept that and be honest about that."

Paige Albrecht, who ran for the Lehi Utah City Council in 2015 and won, believes less gender diversity can be attributed to perceptions. During her run for office, Albrecht met with community members, precinct chairs, and neighborhood influencers. "I noticed a funny thing," she said. "The majority of them [were] women. They [were] extremely behind-the-scenes, [and] rarely [took] the stage themselves," Albrecht said. "When I ask why they don't run for office, I hear things like 'Oh, I could never do that!' They just don't see themselves as leaders, while in reality they are doing more than they realize."

Political science professor Christopher Karpowitz agrees. He co-authored an award-winning book, *The Silent Sex: Gender, Deliberation*, and Institutions which concludes

that women don't speak up as much as men during political dialogues. His research shows that contemporary institutions and democratic processes impact women's engagement.

Increasing women's participation in political institutions affects how observers—especially women—think and feel about those institutions and their place in them. For example, women's descriptive representation can elevate the legitimacy of the political institution that purports to represent them and can strengthen some citizens' democratic attitudes or civic orientations (Mansbridge 1999). Men and women view government as more legitimate and trustworthy when women are more numerous in it (Schwindt-Bayer and Mishler 2005). Women who are represented by women tend to view their members of Congress in a more positive light (Lawless 2004). Where women are visible on the ballot, or when the number of women in office increases, women tend to have higher levels of political efficacy, political knowledge, and engagement in a variety of political jurisdictions...Thus increasing the number of women in office may increase the level of political engagement by women and the overall legitimacy of government in the eyes of both men and women. (21-22)⁶

So does Lisa Watts Baskin, a Utah administrative law judge, who spoke about this common hesitation at a presentation hosted by our Civic Engagement Office in November 2015. According to her, some women may not have political ambitions, but they see a problem that needs to be fixed. They may not consider that they could have the power to fix it.

PRINCIPLE REPRESENTATION

All this being said, gender shouldn't be a determining qualification for public office, according to Dayton, because principles make the difference. "I don't think gender qualifies us to serve. I have been embarrassed that there have been some women running saying

*"Your principles, your willingness to work, your experience that brings you there,
those are the kinds of things that qualify people, not gender."*

-Margaret Dayton





“WHEN I ASK WHY THEY DON’T RUN FOR OFFICE, I HEAR THINGS LIKE ‘OH, I COULD NEVER DO THAT!’ THEY JUST DON’T SEE THEMSELVES AS LEADERS, WHILE IN REALITY THEY ARE DOING MORE THAN THEY REALIZE.”
- PAIGE ALBRECHT

“I’m running because we need to have more women in politics,” Dayton said.

“No, your gender does not qualify you to serve,” she continues. “Your principles, your willingness to work, your experience that brings you there, those are the kinds of things that qualify people, not gender.”

Unfortunately, as much as some women in Utah politics would like to leave the matter of gender behind, it undeniably still brings some obstacles, personally and socially. Albrecht said she finds it harder to be taken seriously, and to balance her responsibilities. “It’s hard to balance the obligations of home, family, work and politics and still feel like you are doing a good job in any of those,” Albrecht said. “Family, work, politics - pick two. The perception is that you can’t do all three well.”

Preece adds: “Women who are objectively very well-qualified have a tendency to compare themselves to the perfect ideal candidate, instead of what men tend to do, [which is to] say ‘Look I’m just as good as the [rest of them].’”

QUITTING THE STATUS QUO

In addition to the study co-authored by Stoddard, Professor Preece also directed a landmark study that employed experimental treatments which led to a significant increase in women’s electoral success. Preece, with professors Christopher Karpowitz and Quin Monson, both from the political science department, worked with a state Republican Party that exhibited low levels of women’s representation to test the influence of intensified party recruitment. “Our results show,” they say, “that quotas, which face practical and ideological barriers in the United States, are not the only way to increase women’s representation. Although our interventions were mild—a single letter sent to precinct chairs with a request from the state party chair or exposing voters to statements from party leaders—we saw significant increases in women’s representation.”

“Indeed, they found that when party elites specifically recruited women to run for office and encouraged voters to vote for women, women’s representation significantly increased. Precincts that took both of these steps increased the percentage of women elected by four to six percentage points.”

STATESWOMAN

“I’ve heard it said that a politician is looking to the next election and a statesman is looking to the next generation,” Dayton shared. “I hope I’m never called a politician. I’m a statesman.” What, then, can be done to increase both the desire and ability of women to become statesmen as well? Many things:

¹www.cawp.rutgers.edu/state_fact_sheets_ut ²<http://data.worldbank.org/indicator/SPPOPTOTL.FE.ZS> ³<http://cawp.rutgers.edu/women-us-congress-2016> ⁴Fox, R. L. and Lawless, J. L. (2011), Gendered Perceptions and Political Candidacies: A Central Barrier to Women’s Equality in Electoral Politics. *American Journal of Political Science*, 55: 59–73. doi: 10.1111/j.1540-5907.2010.00484.x ⁵<http://www.sciencedirect.com/science/article/pii/S0167268115001298> ⁶Christopher F. Karpowitz and Tali Mendenberg, *The Silent Sex: Gender, Deliberation, and Institutions* (Princeton: Princeton University Press, 2014), 21-22.

How to be More Involved in Politics

RESEARCH

Begin by picking a cause or issue of personal interest and concern, but make sure you are willing to invest time and be willing to follow the issue throughout the process. “It’s like eating an elephant, you start with one bite at a time.” Albrecht said. “It might be where new schools are going to be built or maybe how the freeway connection is run. Go to the meetings. Read the minutes. Follow that issue until you feel comfortable branching out beyond that.”

BE MALLEABLE & HUMBLE

“Persistence is key as is being informed,” Anderson says. “Equally as important to me is listening. Don’t be afraid to learn. The term ‘flip flopper’ is used in a lot of politics. I don’t like that term. I admire someone who has had a position and learned something and changed their position. It’s very easy to surround yourself with people who agree with you.”

SHOW UP

On a local level, attending a city council meeting, talking with policy-makers, and becoming an expert on particular issues can be the bridge from your home to the local city council. Albrecht became involved through sports. “I first started going to city council meetings because I was mad they got rid of men’s softball. I had never cared about anything else but when I got there and saw how much city government encompassed, I never left. Suddenly I realized I wasn’t there because of one issue I cared about. I was there about all the issues. I see most people discover that. I’ve seen that more than once,” she said.

GET INFORMED

Albrecht recommends finding out how the structure of government works in a smaller community setting, because it differs from state or national politics. She says the process of getting into politics is the same in most cities and towns.

DON'T COMPARE

Emotional dilemmas can arise across deliberative bodies, whether in city council meetings or state legislative sessions. For Albrecht, maintaining self-confidence and a legitimate voice is often difficult. So, she advises women to remind themselves that [others] don’t know them like they do. “They are not any smarter than I am,” she said. They don’t have any more experience than I do. They have a tie. The end.”

NETWORK

Consider attending events where you can meet other like-minded people or influencers. These may include local delegate meetings, community groups, or training events. For example, Real Women Run, a nonpartisan initiative dedicated to empowering Utah women to participate fully in public life and civic leadership through elected public office at all levels, hosts a fall networking social as well as an annual day-long training every January, and a follow-up training in the spring for those who decide to run. These trainings are open to anyone in the state.

CHANGE THE LANGUAGE

Preece, who served on the Hawaii State Board of Education as a non-voting member before attending college, said the manner in which we discuss politics matters is important for those interested in participating in it. The political discussion needs to have balance, particularly on the national scale. “If our focus is always about horse-race politics, who’s behind who, that’s not good. If we only focus on that part we are going to talk about it in a way that is not appealing to a large swath of Americans,” Preece said.



UNDERSTANDING AGGRESSION IN AUTISM

*by Ashley Wade Puriri
illustrations by Jenna Barton*

“If you know one person with autism, you know one person with autism,” said Rebecca Lundwall, a BYU psychology professor, quoting a well-known axiom. “Each person’s symptoms are different.” Most researchers, however, continue to look at autism as a whole, rather than a collection of disorders, limiting new developments in symptom-specific treatments. Researchers at BYU aim to dig deeper. “In order to make progress, we need to break the autism down,” Lundwall said.

Leading Edge Research on Autism/Brain Connections

This progress is accomplished, in part, through research focused on particular symptoms within the spectrum of autism. Lundwall, along with psychology professor Mikle South, is part of a research group called Autism Connect, a multi-disciplinary group composed of researchers "committed to

improving the lives of individuals and families with autism spectrum disorders through scientific research."

The team includes other professors from

BYU, the University of Utah, and several BYU graduate students. Its fMRI study of atypical fear learning in autism was recently accepted for publication. This groundbreaking research project aimed to predict aggression in autism based on MRI findings of brain structures. The foundation of this project came from the findings of South's ongoing research on anxiety in people with Autism Spectrum Disorder (ASD).

South studies the overlap between autism and anxiety. He has used different techniques to conduct extensive research on the relationship, including MRI and EEG brain imaging. He measured the heart patterns and sweat responses of study subjects in response to certain stimuli, and had them fill out questionnaires. He recently teamed up with graduate students to research the reasons behind increased anxiety rates in autistic people. The study sample was children ages three to fourteen.

South's various research projects have shown that people with ASD can have great difficulty labeling their emotions and understanding what they're feeling. They can also struggle to differentiate between what's threatening and what's safe. South suggested that people with autism may choose to assume that everything is threatening and therefore adopt anxiety as a default emotion. He believes that this could also be a connection to aggressive behavior.

Aggression is a particularly distressing symptom of autism that exists in approximately fifty percent of children with ASD. Lundwall explained that "most parents report that an aggressive child is more distressing to them than a cognitively-impaired child. It's more disruptive to family life and produces more anxiety in parents." This anxiety may stem from the relatively high level of unpredictability. Parents who have an autistic-aggressive child must be constantly alert.

Dave Eaton, CEO of Eaton Alliance, a company that offers support and services for people with autism and other developmental disabilities, has worked with many of these parents. He has seen that, in an effort to maintain control, families or individuals in these circumstances often end up in isolated situations. Typical family functions and activities are avoided—and the distress is only magnified as the child grows. "Once [an autistic child] hits the pubescent years," Eaton says, "muscles and hormones kick in, then they are able to overpower mom and it becomes this huge family issue." It is usually at that point that families often seek outside help. Eaton believes that Lundwall and South's research could result in families getting assistance sooner rather than later. He hopes that the research will also be used to help educate the general public. "More awareness would lead to less isolation," he said.

Small Brain Stem Equals Greater Irritability

Indeed, the implications of Lundwall and South's research for such families are exciting to consider. While quite a bit of research has been done showing the prevalence and correlates of aggressive behavior amongst people with autism, predicting that aggression based on MRI findings of brain structures is much less explored.

South and Lundwall theorized that the size of

South's various research projects have shown that people with ASD can have great difficulty labeling their emotions and understanding what they're feeling.



certain brain regions could predict aggression. South produced a data set from research he did while at the University of Utah that looked at associations of brain volumes in different regions of the brain with aggression.

Lundwall and others studied this set. They were trying to determine if children with ASD and aggression had different brain volumes in certain regions of the brain compared to children with ASD and no aggression. They found a correlation between the size of the tissue of the brain stem and irritability. "The smaller the volume of the brain stem, the greater the irritability," said Lundwall. The brain stem controls some very basic functions like arousal and alertness. Other studies have shown that autism affects the growth rate of the brain stem. It is common for a child with autism to have a significantly smaller brain stem than a child without autism. "This finding is important because it indicates that the brain stem is associated with aggression in ASD specifically, and not ASD generally."

Real-Life Implications

Eaton believes that this research could improve treatment of autistic people within their communities. He spoke specifically of public schools and first responders:

"I would love for this kind of research to result in school districts being held a little more accountable to help families with individuals who are aggressive and...on the spectrum," he said. "Families have to fight like crazy and most of the time they are told 'we don't have the money. The school district doesn't have the money to pay for a full-time aid for your child.' There's got to be an answer for that. That's one area where I think this kind of research would help enormously."

In addition, it may help first response community members, such as police officers and paramedics, to understand best practices. Often, Eaton says, members of the community who are not accustomed to

interacting with autistic people may struggle with knowing how to do so. "It seems like this kind of research applied would help to educate the first responder community. But I do have to give them credit. A lot of them are trying really hard to keep up with the trend of autism, but still there is a lot of room for them to improve."

So, the Treatment Options Are...

Another research project that Lundwall is involved in seeks to determine the best available treatment options for people with autism and aggression. While treatment options do exist, it is hard to know which are the most effective. This project is being led by another member of Autism Connect, Terisa Gabrielsen, who is directing a group of students as they review published literature to look for effect sizes of aggression treatments. "Ultimately, we want to be able to find ways to teach families more effective,



**“I would like to see someone come up with
a way to teach families...how to effectively
cope with their child on the autism spectrum.
To me it’s just such a pervasive issue.”**

- Dave Eaton

earlier interventions so that the families are not so distressed,” said Lundwall.

Eaton has seen the distress of many families first-hand. Lundwall’s research almost seems to be in perfect response to his request: “I would like to see someone come up with a way to teach families, in the event that they can’t get services or they’re going to have to wait, how to effectively cope with their child on the autism spectrum. To me, it’s just such a pervasive issue.” There is a waiting list in Utah for people with disabilities hoping to receive services, making education for families indeed quite important.

As in any field, groundbreaking discoveries cannot lead to solutions unless they are understood and accepted by those who can implement them. BYU has helped bridge the gap between the lab and real-world applications by hosting an annual Autism Translational Research Workshop. Their most recent workshop, held in January of 2016, was an opportunity for researchers from a number of universities to present evidence-based interventions to practitioners, parents, and teachers. “Sometimes researchers do not present their findings in understandable terms. Sometimes, those on the front lines of treatment do not have time to follow important new findings,” said South. He

presented at the conference, introducing a list of interventions to ease anxiety, and thus hopefully aggression as well, in autistic persons. These interventions included:

- Reduce sensory exposure
- Increase structure
- Simplify expectations
- Facilitate emotional awareness

So, while some questions remain to be answered, the possibilities for decreasing the anxiety of both the autistic person and his or her family through sharper diagnostic tools and more finely-honed interventions can provide hope.

ASK AN EXPERT

DR. EARL FRY

#AskAnFHSSExpert

The breadth of knowledge represented by the faculty of BYU's College of Family, Home, and Social Sciences is astounding...and now available online! In the past academic year, we have hosted a variety of Twitter parties which gave our audiences unprecedented access to our experts. In October 2015, political science professor Dr. Earl Fry, author of *Lament for America: Decline of the Superpower, Plan for Renewal*, answered questions about the reasons and the ways that millennials can and should pay attention to elections.

These are Dr. Fry's answers, from which we can all draw some helpful tips:

1. RECOGNIZE THE IMPORTANCE OF YOUR GENERATION.

@emilyj912 asked: Millennials are the future of the country. How do you suggest millennials become more interested in the future of America?

"We are a 'can do' nation" said Dr. Fry. "Millennials can play a key role in helping America's future. An educated electorate will mean that those running for office must listen to you and also consider your solutions to current problems."

2. ASK EXPERTS ABOUT WHAT THE ISSUES ARE, AND HOW TO GET INVOLVED.

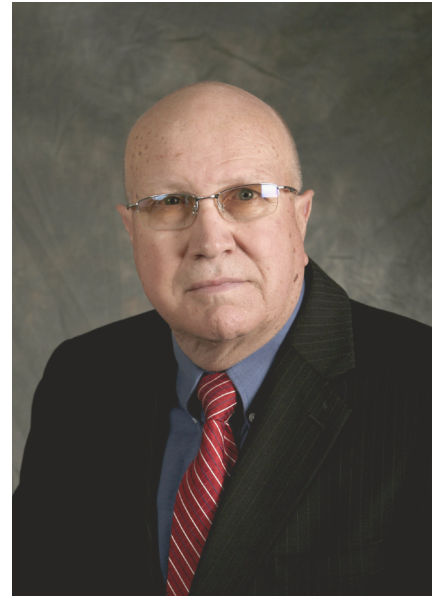
@manderson_a5 asked: What would you have millennials pay attention to during this upcoming election?

"Millennials [should] think about the burden placed on them in terms of student debt and future social security and medicare benefits. Taxes must be restructured to put more of the burden on older and richer people and less on young people just entering the work force."

3. IDENTIFY CHALLENGES SPECIFIC TO YOUR COMMUNITY: AND CONFRONT THEM HEAD ON.

@emilyj912 asked how do Americans unite as ONE group despite religion, race, politics etc?

Dr. Fry responded: "We as [Americans]...have overcome differences before; and if we know how serious ...the problems [are that] we face in a rapidly changing world, we will band together and embrace workable solutions for the good of national progress and stability."



DR. EARL FRY

Political Science

"WE ARE A 'CAN DO' NATION...MILLENNIALS CAN PLAY A KEY ROLE IN HELPING AMERICA'S FUTURE."

Follow @byu_fhss on Twitter to find out about upcoming Twitter chats with our professors and experts.

SOUND BITES

HIGHLIGHTS FROM LECTURES: TIPS FOR LIFE



Social Work Conference on Trauma and Mental Health Treatment Panel Discussion

"The goal with trauma is to help integrate the experience and the processing of [it]. I think as humans we are very complex and to say there is one way that is going to work for everybody is probably a bit naïve. The journey of coping with trauma may not be specific to just one specific way. "

- Ryan Grant, LSCW, Primary Children's Center for Safe and Healthy Families.

Watch the full lecture here:

<https://goo.gl/10Mywc>



Women's Studies Conference

"The intersection of race, faith, and gender [is] like a three- or four-way stop; you don't know if there is a rule that the person to the left of you goes first. I don't know if I'm a woman first, a Mormon first, or black first"

- LeShawn Williams Shultz

Watch the full lecture here:

<https://goo.gl/PFNeEg>



Marjorie Pay Hinckley Lecture

"We worry so much about physical aggression, but...social aggression appears also to pose developmental risks...As our children get older, we need to talk with them very overtly about what type of friend they want to be, what kind of friends they want to have, and to convey that everyone deserves friends they can trust."

I was surprised by several results of this study with 13-year-olds. When we asked them, 'What is more important to you, your offline social experiences or your online?' They said online social experiences were more important."

"WE ALL NEED TO STRUCTURE OUR HOMES...TO AVOID OVER-INVOLVEMENT WITH SOCIAL MEDIA."

"What seems to hurt children the most in the online social world is so subtle that even the most vigilant parent, who might be trying to monitor their child's social media for cyber bullying, might not pick this up. What hurts them the most is very difficult for adults to see...Parents simply being friends with their children on social media was insufficient to protect them from distress."

"Spending lots of time lurking could make adolescents feel terrible about themselves and their lives because they are comparing their inner, emotional experience to everyone else's filtered, carefully selected, and highly-curated pictures showing the most positive pictures of their lives."

- Dr. Marion K. Underwood

Watch the full lecture here:

<https://goo.gl/82XSkl>



Celebrating the Family Proclamation

"The whole plan of happiness was an idea in the mind of God. But His plan had to move from being an idea to becoming a word, a spoken declaration in the councils of heaven that was brought to life and made flesh by our loving Savior."

- Dean Busby, Chair, BYU School of Family Life

Watch the full lecture here:

<https://goo.gl/JgG7Wp>





**BY CHASE OLSEN AND
ASHLEY WADE PURIRI**

These days, family history is on the minds of millions of individuals and families. People yearn for relationships with both their living and deceased relatives. With the growth of several prominent genealogy websites, the creation of mobile apps that make it possible to do it all from home or on-the-go, and an increasing pool of DNA samples available for research, today's access to family history is unprecedented and those relationships with deceased relatives easier. BYU's Center for Family History and Genealogy is riding that wave of increased interest, and hopes to see it build for many years to come.



INTEREST AMONG BYU STUDENTS & YOUNGER PEOPLE

Members of the Church of Jesus Christ of Latter-Day Saints may see this rise as a response to the call from prophets and apostles for a hastening of the work. In the First Presidency message of June 2014¹, President Thomas S. Monson said, “The Lord has never, to my knowledge, indicated that His work is confined to mortality. Rather, His work embraces eternity.”

Not only are more people doing family history work, but they are starting to do it at a younger age. Within the LDS church, an emphasis has been put on the participation of younger people in this work. In the October 2011 LDS General Conference, Elder Bednar spoke specifically to the youth. “Many of you may think family history work is to be performed primarily by older people,” he said. “But I know of no age limit described in the scriptures or guidelines announced by Church leaders restricting this important service to mature adults. You are sons and daughters of God, children of the covenant, and builders of the kingdom. You need not wait until you reach an arbitrary age to fulfill your responsibility to assist in the work of salvation for the human family.”²

In the last decade, family records have become more accessible and the process of searching for them has become simpler, at least for those who understand how to use technology, as many young people do. In that same conference address, Elder Bednar said, “It is no coincidence that FamilySearch and other tools have come forth at a time when

young people are so familiar with a wide range of information and communication technologies. Your fingers have been trained to text and tweet to accelerate and advance the work of the Lord—not just to communicate quickly with your friends. The skills and aptitude evident among many young people today are a preparation to contribute to the work of salvation.”

More students at Brigham Young University are choosing to study family history as well. In fall 2015, enrollment in the major grew fifty percent over winter 2015, according to Amy Harris, the program coordinator. “Some of that is attributable to the end of the “mission bubble” and some of it is an expected overall trend of growth given the church’s recent emphasis on the youth doing genealogy,” said Harris. “That fifty-percent jump, however, has no precedent. And that, I think, is more indicative of the kind of growth we’ll see in coming years.”

Annie Leishman Merrell, who graduated in April 2015 from the Family History program, believes that the hastening of the work has had a major influence on more students choosing to study Family History. “This is part of the work of salvation,” she said. “As we’ve heard more and more from the prophet and the leaders of the church, youth are starting to respond to the call when they’re younger. So,

by the time they get to BYU they already have exposure and experience with it.”

BYU Family History students have easy access to The Center for Family History and Genealogy, located in the Joseph F. Smith building right on campus. This research center is a community of family history scholars, faculty, volunteers, and students who are provided with experience beyond the classroom. Students employed at the center are mentored in research and assigned to work on projects such as the Immigrant Ancestors Project and the Nauvoo Community Project. Their work is then made available to the public. Students and community members are exposed to large family history conferences and workshops held on campus or locally each year. A conference held on campus in July 2015 was attended by 765 people and sixty-two high-schoolers attended the first-ever youth family

history camp that same summer. A wide array of relevant internship and work opportunities are also available to the students. Merrell said of her time in the major,

“I was given so many different opportunities to work within my field, whether it was on-campus work experience or internships. By the time I graduated, I had a really solid resume that made it possible for me to jump right into work.”

“THIS IS PART OF THE WORK OF SALVATION.”

GROWTH OF THE INDUSTRY

But neither BYU nor the LDS church have a monopoly on the family history market. Family history sites are visited daily by visitors of all different beliefs. "Family history is a lucrative business," said Gilad Japhet, CEO of MyHeritage.com in a 2014 *Deseret News* article, "The main reason is people are passionate about it and it is very meaningful in their life. Anything that people are passionate about, which involves a lot of word-of-mouth, has to be good business."³

In fact, family history is such a good business that big business is booming and brand new businesses are blossoming. Old staples of the online family history world are seeing increased success. Ancestry.com, for instance, reported that their revenues increased from \$225 in 2009 to \$620 million in 2014.⁴ The site has over two million paid subscribers. Younger sites such as MyHeritage, with seventy million users, are seeing similar growth.

MORE PROFESSIONAL OPPORTUNITIES

The growth of the industry has increased the amount of professional work opportunities for family historians, as well as the variety. Jill Crandell, director of the Center for Family



History and Genealogy, said that some family historians choose to work for a genealogical database companies like Ancestry or FamilySearch. Others may work for historical societies, libraries, archives, or law firms. The options seem to be continually expanding. "But beyond that," said Merrill, "there are so many businesses out there in regards to archiving and software and programming that are all connected to family history. Having a family history background and going into business is lucrative and there are lots of jobs. There are also a lot of us who really love archival work and research, so we kind of stick with the academic side."

ROOTSTECH

A discussion of the growth of the family history industry isn't complete without a discussion of the exponential growth in attendance at the annual

RootsTech family history and technology conference and trade show in Salt Lake City, Utah. RootsTech, hosted by FamilySearch, has distinguished itself as the largest family history conference in the world. In 2015, there

were nearly 24,000 conference attendees, an eighty-three percent increase from the previous year. Much of that growth was international, as there were attendees from 37 countries. There was also an expansive online viewership.

"At RootsTech we're looking to facilitate the development of technology that will make family history more exciting, engaging, and easy to use," said Paul Nauta, Rootstech Public Relations Manager. "We want it to look good to every generation."

BYU has participated in RootsTech every year since it began in 2011. The presence of the University at this year's conference was stronger and more united than ever before. Seven departments came together to form one big interactive booth at the conference expo hall. The booth highlighted the many programs and services offered by different entities at BYU,

including innovative computer applications developed by students and faculty, library resources, publication opportunities, and the university's family history bachelor's degree. Attendees were also made aware of the Y's

"WE'RE LOOKING TO FACILITATE THE DEVELOPMENT OF TECHNOLOGY THAT WILL MAKE FAMILY HISTORY MORE EXCITING, ENGAGING, AND EASY TO USE."

new Family History Portal⁵, a bringing-together of thirty-four different resources offered to students, researchers, and the public.

Stephen T. Rockwood, President and CEO of FamilySearch International as well as a BYU alum, and Taysom Hill, current student and beloved quarterback, were invited to participate in the conference. In Rockwood's keynote address, he acknowledged the ever-expanding definition of family history: "The millennials and the teenagers of today, they are a journaling generation like the world has never seen before. They just do it in small little tweets and posts and snapchats," said Rockwood.

The chief genealogical officer of FamilySearch, David Rencher (BYU History, '80), spoke





highly of the conference and its contribution to the growth of family history. "RootsTech, there's no question...it's one of the richest educational experiences in the geneological community today," he said. And as impressive as RootsTech has been in years past, according to Rencher, it is only going to get better. He says:

I think we're seeing it mature as a conference. The first one was put together in less than a year and still drew two to three thousand people. Now we're seeing crowds of twenty-six to twenty-seven thousand people and the exhibit hall is continuing to grow, the number of sessions are continuing to grow. We're really seeing this conference come into its own ... We will continue to see the quality of all of those products

go up, we'll continue to see the quality of education go up, we'll continue to see the quality of the experience of RootsTech improve.

THE FUTURE OF FAMILY HISTORY

The Future of Family History: change it to read "It may be said that family history, whether it is a business, hobby, or spiritual pursuit, has as much to do with the future as it does with the past. Learning about our heritage gives us a sense of identity and belonging that can inform and deepen our efforts to connect with living family members. And if we can make it easier on the next generation to find our stories, they will be able to better able to join in and carry on that identity. "As family historians, we need to look beyond the

horizon of our own lifetime," said Nauta. "We no longer want to simply look back, but also look forward." It is as important to find our deceased ancestors as it is to share stories with living relatives and record them for the future. At BYU, the future of family history is being shaped in the present. As our family history program strives to provide its students with the best training and resources available, the years to come look promising for families across the globe.

Visit: familyhistory.byu.edu

¹<https://www.lds.org/ensign/2014/06/hastening-the-work?lang=eng> ²<https://www.lds.org/general-conference/2011/10/the-hearts-of-the-children-shall-turn?lang=eng> ³<http://www.deseretnews.com/article/865600580/A-glimpse-into-the-thriving-business-of-family-history.html?pg=all> ⁴<http://corporate.ancestry.com/press/company-facts/> ⁵ <http://familyhistory.byu.edu/>



OH THE PLACES THEY'LL GO

ALUMNI SPOTLIGHT

JOHN WELCH

By Françoise N. Djoukeng

"I have no doubt that the twentieth century will go down in history as the century of rights," says veteran scholar John Woodland Welch (BYU History, '70). "The rights trajectory of [that] century was inexorable and indomitable, progressing from voting rights, suffrage rights, and women's property rights in the 1920's to workers' rights in the 1930's and '40's, civil rights in the '50's and '60's, privacy rights in the '70's, and also human rights, equal rights, gay rights, disability rights, children's rights, and many more. While I certainly applaud these important steps forward, which have been won at the expense of lives, crusades, reputations, and costs untold, I can only hope that the twenty-first century will eventually go down in history as the century of duties: civic duties, human duties, equal duties, fiduciary duties, professional responsibilities, intellectual duties, religious obligations, environmental stewardships, and duties to future generations. Duties and rights are not polar opposites; they go hand in hand."

That insight, expressed in 2013¹, broke through from his study of American history, philosophy, and jurisprudence. He asked: "how do we define rights? What are the moral implications of holding rights?" "I hope this new insight will have practical utility for a lot of people, and not theoretical."

"We need to balance the Rights-Duties Budget," he continues, through concerted effort by everyone to:

- point attention toward duties and their linkage to rights in blogs, social media, editorials, and books
- collect real-life stories of professionals, politicians, and ordinary people who did their duties.
- donate to academic institutions that can provide scholarships, prizes, and subventions that encourage students, lawyers, and historians to write about duties.
- think creatively about remedies and incentives to prompt the voluntary fulfillment of obligations and civic service
- start or contribute to a dialogue that classifies all rights by their source of origin, so that mutual clarification of their attendant duties can be established.

It was, in fact, the last century that saw the rise of Welch's training. As a student of Hugh Nibley and a mentee of Robert Thomas, Truman Madsen, and a host of professors from the BYU history department, including James Allen, Tom Alexander, Robert Hill, George Addy, Welch was fortunate. These monumental mentors, he says, were scholars to their core.

Welch's studies in Greek and Latin tradition not only prepared him with a classical understanding, but fed his natural interest in other people. More than a decade after graduating from BYU and obtaining additional degrees from graduate programs at Oxford and Duke, Welch met with Dean Rex Lee, who asked him to teach at the J. Reuben Clark Law School.

"What if I wanted to teach a course on the laws of Hammurabi?" asked Welch during the interview with Dean Lee. His response, according to Welch: "That's exactly the kind of thing we want."

"Now, of course he didn't mean it. But I did," Welch said.

His determination to teach courses on ancient Near Eastern law and the Bible evolved from his background as a historian. Like any other craftsman, a scholar needs to master a lot of abilities: the capability of working with documents and the capability of using language precisely to say what you really mean, according to Welch.

He holds the Robert K. Thomas of Law professorship and says when the opportunity arose to name it, he couldn't think of anyone he owed a deeper debt to. "Brother Thomas was very inspiring in a lot of ways, spiritually and intellectually. He especially wanted us to get tools that would allow us to make useful contributions," Welch explains.

In 1981 Welch published *Chiasmus in Antiquity: Structures, Analyses, Exegesis*, a book about chiasmus represented in ancient languages. "That was an important publication for me because it was my first book and it gave me confidence that I

"WE NEED TO GET OUT OF THE MODE OF 'MY RIGHTS, MY PRIVILEGES, MY BENEFITS.' WE NEED TO BALANCE THE RIGHTS-DUTIES BUDGET."

could pull together a group of non-Mormon scholars who worked with ancient texts," Welch commented.

His decade-spanning work as a successful professor and scholar can be characterized by consistent, meaningful, collaboration.

"Throughout my career I have always tried to reach out to historians, lawyers, and biblical scholars who are not here at BYU and try to speak to and with them about interests that they have and where I could make a contribution to something they have thought of," Welch said.

Welch's adroit talent for communicating with scholars and a specialty in Mormon issues led him to organize the Foundation for Ancient Research and Mormon Studies. Since FARMS, Welch has also entered his twenty-sixth year as editor of *BYU Studies*, a quarterly publication dedicated to disseminating scholarly religious material. Subsequent work from the journal prompted him to publish *Opening the Heavens*, a book that presents documents of key events such as the Restoration, First Vision, and the Revelation of the Priesthood.

A devotion to scholarship and leadership will undoubtedly shape Welch's historical footprint. His contributions give expert witness of how to do one's duty. In anticipating the next century, Welch's inspirational voice will echo. It will take serious commitment and devoted effort to bring about the next century of duties: a collection of the world's best writing on duties, documentation of the stories of those who nobly fulfilled duties, and the offering of positive incentives that prompt honorable civic service, to name a few. "We need to get out of the mode of 'my rights, my privileges, my benefits.' We need to think about other people," Welch says. "I would like my legacy to bridge [history and the future] in a way that recognizes needs and abilities that can then be transformed into good decisions, what ought to be, what will be good and beneficial to all of us eternally." +



¹ <http://digitalcommons.law.byu.edu/cgi/viewcontent.cgi?article=1052&context=clarkmemorandum#page=32>





“I’M COMMITTED. I’M DEDICATED. I’M GENUINE. I’M PASSIONATE. I’M HONEST. I HAVE A REAL SENSE OF RIGHT AND WRONG THAT DRIVES ME.”

KATHLEEN ANDERSON

by Françoise N. Djoukeng

In her eighth-grade civics class, Kathleen Anderson watched as Ronald Reagan ran for presidential office. “It was the first time I remember coming alive in school. Politics really interested me at a young age,” Anderson says. A transplant from southern Virginia, Kathleen Anderson became a permanent Utah resident after graduating in political science (’89) from BYU. “My father did not think it was a useful major. As hard as he tried to convince me, he wasn’t able to persuade me to change my major,” Anderson explains.

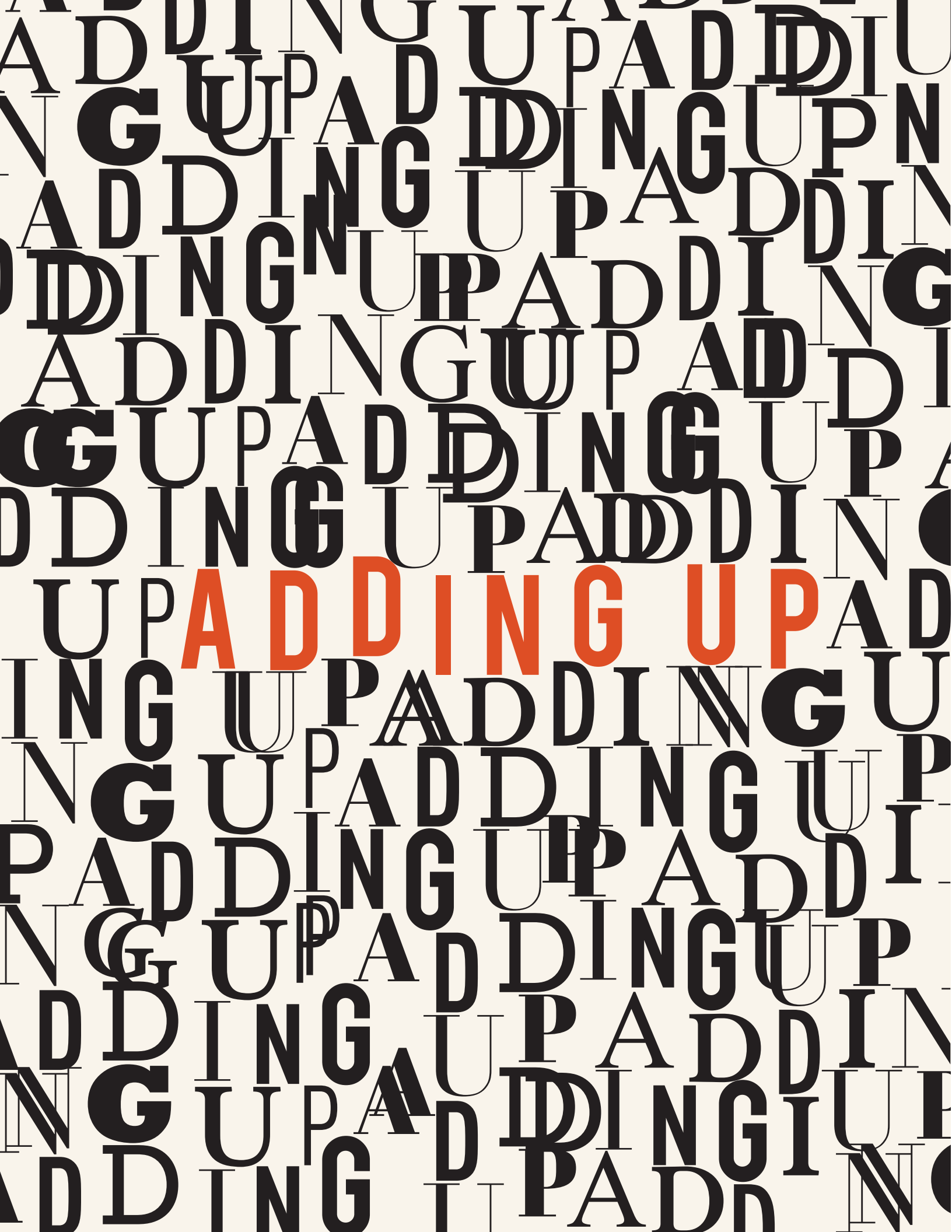
Since then, Anderson has not only stuck with politics, but even calls it her “addiction.” She is now deep in the field, having run for vice president of the Utah Republican Party last summer. Her civic career spans education and government on local and state levels. Her political titles have included precinct chair, county and state delegate, Davis County party secretary, and Utah State Central Committee member.

Anderson has also fielded many phone calls over the years from political activists who noticed her above-average attendance at various political meetings, including the state caucuses. “I got called out-of-the-blue: ‘Would I be the president of the Women’s Republican Club in Salt Lake City?’” she recalls. “It’s the oldest existing women’s Republican club in the nation.” She was elected, and served in the two-year position from January 2010 until January 2012.

This position overlapped her work as vice president of the Utah Federation of Republican Women, which she held from December 2011 to December 2013. The group engages in fundraising efforts for Republican candidates for office and encourages political participation. In between raising eight children (her youngest is 13 and her oldest is 24), Anderson chooses to serve and volunteer. “I could have stayed home and

just raised my children for the seventeen or so years I haven’t worked for pay. But I didn’t. I have always been involved,” Anderson said. “It’s very rewarding. You get paid, just not by money or a paycheck. You get paid in other ways.”

Anderson describes politics as an emotional experience and even at times “gut-wrenching.” She has learned much about her community and its members through her civic and political work. She recalls one of her eye-opening experiences while overseeing all Salt Lake County schools as a regional director for the Utah Parent Teacher Association. “I went in and out of every school in the school district and met with different principals and parents and PTA presidents,” she said. “I was ashamed at how little I knew about the demographics and issues in Salt Lake City. It is very easy to stay in a comfort zone but there is no growth there.” Anderson is proud of the work she has done and believes her moral convictions keep her in the heart of politics. “I’m committed. I’m dedicated. I’m genuine. I’m passionate. I’m honest. I have a real sense of right and wrong that drives me,” she said. Her love of good government and conservatism means she will continue to listen, observe and serve. +



New Research Into Causes of ADD/ADHD May Mean Earlier Intervention

FRANÇOISE N. DJOUKENG

The attention span of most eleven-year olds is decent, at best. But Richie Ramirez, who was diagnosed at age nine with Attention Deficit Hyperactivity Deficit Disorder, was especially challenged. He remembers playing with lighters in his mother's study room, at age 11. The room, filled with teddy bear stuffing (the highly flammable kind) turned into a fire hazard. "My mother called me so I left the room with the lighter and the whole room caught on fire," Ramirez recalls.

Fortunately, his house in Mexico City still stands today. But Ramirez says his journey from his hometown to a sophomore student at BYU has brought challenging highs and lows. Living with ADHD is something he manages every day. "If you have ADHD and you are in a competitive place like BYU where it's so academically challenging and demanding, it can take a toll on your emotional health," Ramirez says.

Soon after he was diagnosed, Ramirez says his mother enrolled him in several extracurricular activities, including tae kwon do, which initially kept him busy. Doctors later prescribed him with methylphenidate but it made him physically numb. At that point, his mother took him out of tae kwon do and enrolled him in physical therapy sessions. He eventually quit all forms of treatment and left for a proselyting mission for the Church of Jesus Christ of Latter-day Saints. During this period, he says he didn't feel inhibited by his ADHD.

After his mission, Ramirez accomplished his goal of earning admission to BYU, but experienced a rude wake-up call. "My first year, I was

“IF WE CAN IDENTIFY
SIGNIFICANTLY INCREASED
RISK FOR A DISORDER
VIA GENETICS, THEN WE
COULD DO SO AT BIRTH”

ADD IN
G U P G
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ADD IN G UP

put on probation because I failed a few classes,” Ramirez says. “I felt stupid because testing at BYU is crazy challenging. I got so depressed big time so the doctors put me on meds.”

He reached out to different resources on campus. The University Accessibility Center ran some tests and confirmed that he had ADHD. They recommended that he take Aderol. Ramirez said his GPA went up significantly and that he was able to stay on top of things. “The world became 100% different that semester,” Ramirez says. “But second semester I noticed it was making me edgy with my anxiety and my grades went down.”

This sequence of events led Ramirez to quit taking ADHD medication again for several months. Eventually, he met with a psychiatrist who issued him a prescription for Citaloprom. He still uses this medicine to combat anxiety and hyperactivity.

Many people struggle, like Richie, with attention problems. These kinds of problems occur in common disorders like depression, anxiety, and autism. Rebecca Lundwall, professor of psychology at Brigham Young University and faculty member in the neuroscience program, researches reflexive attention, genetics and development, among other areas. Her research interests include disorders that have an attentional component. She said that there is a potential to determine genetic-based factors for attention-deficit disorders that will make earlier intervention possible. Such intervention might have made the difference for young people like Ramirez.

“If we can identify significantly increased risk for a disorder via genetics, then we could do so at birth,” Lundwall says. “This wouldn’t really be a diagnosis but it might be a compelling indication to act to avoid problems. It would be a little bit similar to testing for Phenylketonuria



(PKU) in that we can get a blood test at birth. If the test comes back positive, then we know that putting the infant on a special diet will prevent serious mental retardation. It could render parents more prepared and offer a higher chance of disorder prevention.”

According to Lundwall, there are two common types of attention styles: sustained attention and reflexive attention. Sustained attention is the ability to ignore stimuli in the environment and focus on the task at hand (e.g., reading a passage of text). “Teachers and parents have commonly noted that children with ADHD struggle to do these type of tasks and methylphenidate, which is associated with the neurotransmitter dopamine, helps,” Lundwall explains.

Reflexive attention is the ability to benefit from cues out of the area of current focus. Both attention styles, reflexive and sustained, appear to be relatively independent. “Many people have assumed that reflexive attention stops developing soon after birth, that there are few differences between individuals in terms of reflexive attention, and/or that ADHD is only associated with sustained attention,” Lundwall says. “I think reflexive attention does develop after infancy, that there are individual differences, and that it is associated with disorders such as ADHD.”

Results from Lundwall’s research mean that earlier detection of ADHD and similar disorders is possible so that children who may need or benefit from intervention can be identified. “The child may not yet meet the criteria and by intervening we can alleviate symptoms [or help them manage them better] so that they never meet the criteria for a diagnosis,” Lundwall says. “Diagnosis is often based on impaired functioning in school or home life. In many cases it would be best not to wait until the child qualifies for a diagnosis but to intervene before things get that bad.”

Richie Ramirez is now 26 and studies information technology. He says that the past years have taught him that living with ADHD is something he has to manage. “It won’t go away when I enter the work force. Everyone has a challenge. This one is mine.”

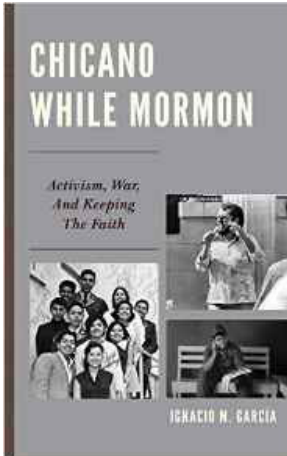
Challenges don’t necessarily remain permanent. Looking towards the next decade or two, Lundwall anticipates research studies that answer the following questions:


- Is there an adjunctive medication that can be given that will improve performance with a specific aspect of attention that current medications are not helping with?
- What is it that the children with ADHD who are doing relatively better are doing that helps them manage their symptoms?
- If we train children at risk for ADHD in different ways of responding to stimuli (perhaps via a game-like computer task) or different ways of recognizing and responding to their challenges (perhaps with more macro-level training), will they benefit from this training in day-to-day functioning?

“Maybe my research will help treat the attentional symptoms of these disorders and, thereby, make these children’s lives better now and in the future and give their parents more hope and peace about the future,” Lundwall says. ●

BOOKSHELF

RECENT PUBLICATIONS OF PROFESSORS IN THE FHSS COLLEGE



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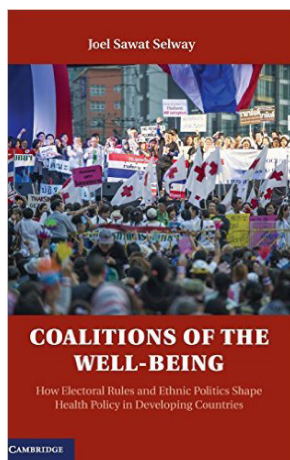
Chicano While Mormon: Activism, War, and Keeping the Faith

Ignacio M. Garcia, History Department

"This memoir is about activism and religion on the ground."

Fairleigh Dickinson University Press
Mormon Studies Series

This is a memoir of the early years of Ignacio Garcia. His work as the Lemuel Hardison Redd, Jr. Professor of Western and Latino History at BYU, and his activism, were motivated by his Mormon faith. The narrative follows him as an immigrant boy in San Antonio, Texas, who finds religion, goes to segregated schools, participates in the first major school boycott of the modern era in Texas, goes to Viet Nam where he heads an emergency room in the Mekong Delta, and then to college where he becomes involved in the Chicano Movement. Throughout this time he juggles, struggles, and comes to terms with the religious principles that provide him the foundation for his civil rights activism and form the core of his moral compass and spiritual beliefs. In the process he pushes back against those religious traditions and customs that he sees as contrary to the most profound aspects of being a Mormon Christian. This memoir is about activism and religion on the ground and reflects the militancy of people of color whose faith drives them to engage in social action that defies simple political terminology.



 Amazon
Cambridge.org

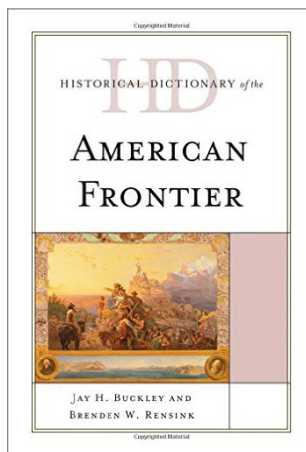
Coalitions of the Wellbeing: How Electoral Rules and Ethnic Politics Shape Health Policy in Developing Countries

Joel Selway, Political Science Department

This book answers the question: "Why do some developing countries have more efficient health systems and better health outcomes than others?"

Cambridge University Press

Contrary to existing theory that posits the superiority of proportional representation (PR) rules on public-goods provision, this book argues that electoral rules function differently given the underlying ethnic structure. In countries with low ethnic salience, PR has the same positive effect as in past theories. In countries with high ethnic salience, the geographic distribution of ethnic groups further matters: where they are intermixed, PR rules are worse for health outcomes; where they are isolated, neither rule is superior. The theory is supported through a combination of careful analysis of electoral reform in individual country cases with numerous well-designed cross-country comparisons. The case studies include Thailand, Mauritius, Malaysia, Botswana, Burma, and Indonesia. The theory has broad implications for electoral rule design and helps establish a middle ground in the debate between the Consociational and Centripetal schools of thought.



Historical Dictionary of the American Frontier

Jay H. Buckley, History Department

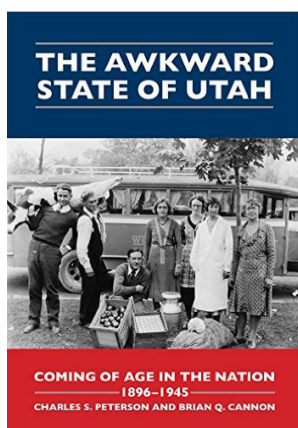
Brenden W. Rensink, History Department

Roman and Littlefield

The Historical Dictionary of the American Frontier covers early Euro-American exploration and development of frontiers in North America. It includes the multiple North American frontiers explored by Spain, France, Russia, England, and others. The focus is upon Euro-American activities in frontier exploration and development, but the roles of indigenous peoples in these processes is highlighted throughout. The history of this period is covered through a chronology, an introductory essay, and an extensive bibliography. The dictionary section has over 300 cross-referenced entries on explorers, adventurers, traders, religious orders, developers, and indigenous peoples.



Amazon
Barnes & Noble.com
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Rakuten.com



The Awkward State of Utah: Coming of Age in the Nation, 1896-1945

Brian Q. Cannon, History Department

Charles S. Peterson

University of Utah Press

The half century between statehood in 1896 and the end of World War II in 1945 was a period of transformation and transition for Utah. This book interprets those profound changes, revealing sweeping impacts on both institutions and ordinary people. Drawing upon expertise honed over decades of teaching, researching, and writing about Utah's history, the authors incorporate fresh archival sources, new oral histories, and hundreds of scholarly articles and books as they narrate the little-known story of the crucial formative years when Utah came of age. During its sometimes awkward years of adolescence and maturation, Utah was gradually incorporated into the American political, social, and economic mainstream. Urban and industrial influences supplanted agrarian traditions, displacing people socially, draining the countryside of population, and galvanizing a critical crisis in values and self-identification. National corporations and mass labor movements took root in the state as commerce expanded. Involvement in world events such as the Spanish-American War, two world wars, and the Great Depression further set the stage for entry into the modern, globalized world as Utahns immersed themselves in national politics and became part of the democratic, corporate culture of twentieth-century America.



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AROUND THE WORLD

PHOTOS FROM FHSS STUDENT INTERNSHIPS





VISHAKHAPATNAM, INDIA

Christina Riley



WASHINGTON, D.C., USA

Samantha Hawkins with Senator Reid.

LONDON, ENGLAND

Ashley Lish



EDINBURGH, SCOTLAND

Jordan Beal in front of the Scottish
Parliament



MACHU PICCHU, PERU

Anna Gregory

CHIANG MAI, THAILAND

Field study students Laura Boyer,
Marcos Gallo, Sam Elmer, and others,
with their faculty advisor Joel Selway





WHAT WE'VE BEEN UP TO

OF PATIENTS HELPED AT THE
COMPREHENSIVE CLINIC:

1696

OF FACULTY
PRESENTATIONS AT
CONFERENCES

706

OF MENTORED
STUDENTS

1,247

FHSS
COLLEGE OF
FAMILY, HOME, &
SOCIAL SCIENCES

600

OF CHILDREN HELPED
IN THE CHILD AND FAMILY
STUDIES LABORATORY

26

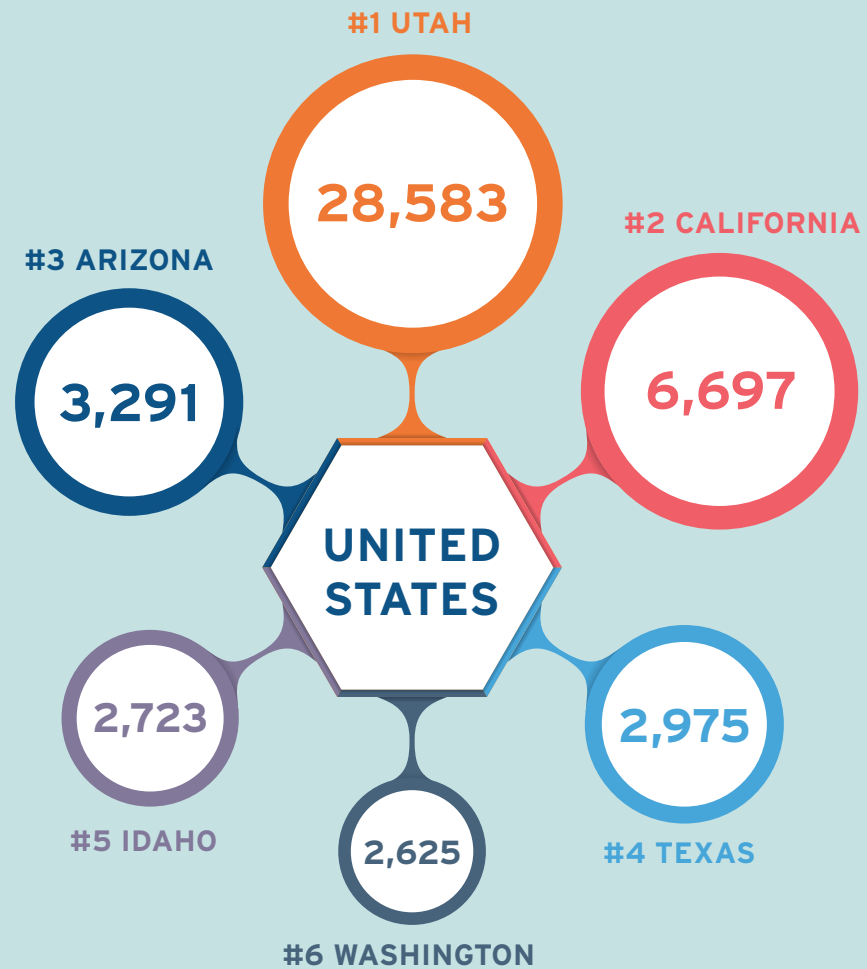
OF BOOKS
PUBLISHED

374

OF JOURNAL ARTICLES
PUBLISHED



WHERE ARE OUR ALUMNI?



INTERNATIONAL:



AMERICAN FAMILIES *of faith*



BY CHASE OLSEN

"True leaders...invest in people. Why? Because success without a successor is failure. So your legacy should not be in buildings, programs, or projects; your legacy must be in people."

--Myles Munroe

It all started with a decision. A young Dave Dollahite found himself at BYU. A self-proclaimed "dumb ex-jock" and "lame-o convert from California," he had been a member of the LDS church for only three and a half years previously, two of them as a missionary. "I wanted to be the best husband and father I could be. So I said to myself, 'I guess I'd better study this stuff intensely for a few years.'" So he declared a major in Family Life, a school committed to "enhancing the quality of life of individuals and families within the home and communities worldwide." And that decision prepared him to do just that.

David Dollahite is now the co-director of the American Families of Faith Project, a qualitative research study at BYU of how religion and family can strengthen, support, and complement each other. The project's naissance was made possible by a few miracles, as well as a tragedy.





DOLLAHITE & MARKS

Twenty years ago, a young man named Loren Marks also set foot on the Provo BYU campus. After playing a year of college basketball at another university, he had “come to the realization that [he] was not talented or bright enough to do both sports and academics.” With a concrete self-awareness, he said to himself, “If I focused really hard, I might be able to succeed at one or the other, but not both. That wasn’t in the cards.”

So, he decided to focus on academics. His first semester at BYU, he took a class from Dr. Dollahite. It wasn’t long before he “fell in love with the field of family studies.” Along with Dr. Alan Hawkins, Dr. Dollahite invested a lot of time and energy in young Loren Marks, guiding and mentoring him every step of the way. As Marks developed his love and talents for the study of the family, a conviction of the

importance of what he was doing, what the School of Family Life was striving for, was swelling up inside him. His determination to stay committed to this field of study would be made manifest near the end of his years as an undergraduate.

“I remember Loren sitting in my office as I advised him to think of other options,” said Dr. Dollahite. “Options other than qualitative research on religion and family life.” There were limited opportunities in the field at the time, and a concerned Dollahite, hoping to be a conduit for Marks’ success, offered him the best advice he could. But Loren Marks made no concession to the idea of doing something he did not feel driven to do.

Dollahite recalls, “Loren [was] sitting in my office, and he graciously said, ‘Thank you, I appreciate the advice. I know it’s sound advice, and I know you’re watching out for me.’ But

ultimately, Marks stuck with what he felt he was supposed to do, what he would be motivated to do.

Marks would go on to receive a Master’s Degree at BYU and a PhD from the University of Delaware, emphasizing in qualitative family studies the whole way through. He would teach at Louisiana State University for thirteen years before coming full circle to BYU in July 2015. “He’s had great success, and has influenced a lot of lives. I know a lot of people are going to miss him down there,” says Dollahite.

Whether by serendipity, fate, or divine plan, Dr. Marks now finds his office right next to the mentor he first learned from all those years ago. The duo can now work uninhibited on the project they started together while Marks was at LSU.

THE PROJECT

Ask either of the co-directors how The American Families of Faith Project got started, and they'll tell you it was a culmination of several things. "It was a result of a lot of good research done by others that left room for a lot of good questions to be answered," says Dollahite. On the surface, it would seem that this is just another research project. But a little bit of digging into the story uncovers a fascinating set of circumstances that lead to the project's fruition.

Dollahite says that when he began his studies he never thought an exclusive study of religion and family would have been possible. "At that time, studying religion was like touching the third rail," meaning that doing so usually meant immediate ostracism from certain academic circles. But his research would gravitate towards the nexus of religion and family. He began at BYU studying fatherhood. "It worked out that we happened to study a group of fathers that had kids with special needs and...it turned out that religion was a really important part of how these fathers dealt with the fact that they had a child with a significant disability. And then one thing led to another and Loren got involved and pretty soon we were publishing on these religious fathers. And we were fortunate and blessed to see a lot of those things get published."

So after a string of success in the field of family and religion studies, Dollahite decided to go all in. He would leave behind nearly all other research endeavors and focus on family and religion. And after years of sociological and family studies, he decided to find his niche. "I'm not a strong multitasker. I can do one thing at a time. And I decided [religion and family] would be my focus." Both Marks and Dollahite had decided that the most important place they could put their efforts would be in helping families embrace religion in ways that led to strong and happy relationships.

"Interestingly enough," says Marks, "That point in time...was not long before 9/11. And that tragic event heightened some openness, I think, to religion and the social sciences. The academic world was more open to it."



Dollahite (Left) & Marks (Right)

Dollahite and Marks had both been a part of a continuing conversation among scholars regarding the relationships between religion and family. But before they started the project, a lot of the published research was quantitative. Studies done across several fields (i.e., psychology, sociology, family studies, economics) found that healthy and happy family relationships were positively correlated with practicing religion in the family. So they knew there was a correlation, but they didn't know how or why.

Marks' and Dollahite's expertise is in qualitative research, meaning they study meanings and processes. The research duo undertook answering questions like, "Why are you more likely to have a happy family if you practice your religion in certain ways?" To find out, then, what it was about religion that strengthens families, Dollahite and Marks went searching for exemplary families of faith. They contacted religious leaders of Mormon, Christian, Muslim, and Jewish communities and asked to be directed toward these sorts of families. They then visited them in their homes, and asked what their religion contributed to their lives.



Dollahite delivered some of his and Marks' findings to a standing-room-only crowd.





"I think, at the core level," says Marks, "Dave and I are trying not just to inform and to enlighten and to promote respect and tolerance across religion, but to leave the readers with a desire to be a better human being."

The insight gained from these in-depth interviews proved to be incredibly rich. "You could be the best qualitative researcher in the world," says Marks, "but if you have garbage data, you're sunk." Fortunately, a tremendous wealth of valuable shared experience from these families allowed Marks and Dollahite to begin mining the gems, and presenting their findings for the benefit of others.

"At first I thought it would be great to have fifty families of faith," recalls the younger of the two scholars. But they soon found that they were learning so much that the number climbed well beyond fifty. "The vision for the project was there for both of us all along, so we just kept on going," says Marks. "But I never dreamed we'd have 200. And we wouldn't have without the help of tremendous students along the way."

THE STUDENTS

Dollahite and Marks work with graduate students on the project, instilling a love for the field of family studies in them, just as Dollahite did in a young Loren Marks. Hilary Dalton, a student heavily involved in the American Families of Faith Project, said of Dollahite, "He's helped me to recognize talents I have, and cultivate a desire to build on those."

Marks and Dollahite define their success differently than many. "I think, at the core

level," says Marks, "Dave and I are trying not just to inform and to enlighten and to promote respect, and tolerance across religion, but to leave the readers with a desire to be a better human being." And the influence of their research has already begun to accomplish that.

"I've had more than one student," says Marks, "who has read pieces that we've done and said things such as, 'I honestly never wanted to get married. The marriages I've seen have been disastrous. But if I could have a marriage like these families have, I think I'd like to give it a shot.'"

Dollahite felt that what he was learning from these families was so important that he proposed a class be taught on it at BYU. Called "The Family and World Religions," it gives students a chance to learn from the examples of several exemplary families of different faiths.

INFLUENCING OTHERS FOR GOOD

"Our wives are probably hoping that we will learn and apply some good things from all this time that we're spending on this," Marks says jokingly. "But truly, on a personal level, the project has made me want to be a better husband and father. And I think that is what Dave and I hope to be able to capture and pass on to the readers." But it is not just the readers of their publications that have benefited from the project. Their families have, in fact, benefited as well.

Dollahite reveres many of those he was able to interview to the point that he and his family have implemented some of the principles and practices he learned from them. He even took some of his 7 children to some of the interviews he performed, and to many worship services. His children have developed a respect and admiration for families of other faiths.

Dollahite's and Marks' legacies are found in people. The weight of that decision made in 1981 is difficult to measure. The people their research has benefited includes scholars, general readers, students, and even their own families. "The best result we could have from our research would be to influence individuals and families to try to live better through sacred practices in their families," says Dollahite.

The fifty studies that have resulted from the American Families of Faith project have appeared in 21 different scholarly journals across a range of social science disciplines. Since 2013, the focus of the project has moved to writing a number of books "to share what [the project has] discovered with a broader audience." Professor Dollahite also presented their findings at the Virginia Cutler lecture at Brigham Young University and at the World Congress of Families in 2015.

You can learn more about the project's aims, findings, and publications at Americanfamiliesoffaith.byu.edu.

BLAINE PORTER



Blaine R. Porter, former chair of Child Development and Family Relationships and former Dean of the College of Family Living, passed away on August 4, 2015, at the age of 93.

He received his bachelor and master's degrees from BYU, and his PhD from Cornell University. He developed a passion for teaching when he was assigned as a flight instructor in the U.S. Army Air Corps. He was a faculty member at Iowa State University, and later, Chairman of the Department of Human Development and Family Relations. In 1963, he was selected by the BYU student body as Professor of the Year. He also served as president of the National Council on Family Relations from 1963-1964. He was a visiting professor and Fulbright research scholar at the London School of Economics and Political Science at the University of London. He then returned to BYU as Dean of the College of Family Living in 1968, a position in which he served until 1981. He retired in 1987.

In 1988, he married Myrna Katherine Kennedy, his third wife after his first wife, Betty, passed away in 1963, and his second wife, Barbara, also passed away. He and Katherine established Families for Children International, a non-profit organization aiding children in Ghana. Together, they supported humanitarian efforts in Europe and Latin America.

His life was memorialized as "embodying a unique blend of religious faith, intellectual rigor, character and service to others. He was a true disciple of Christ. His contagious optimism and sense of humor touched all those who had the privilege to know him." A doctoral scholarship in the School of Family Life still carries his name, as does a Family Life scholarship in the name of his first wife.

MARY LOU FULTON



1933-2015

On Thursday, October 1, 2015, Mary Lou Fulton passed away. She was 82.

Ten years ago, she and her husband Ira, founder of Fulton Homes in Arizona, gave BYU more than \$50 million. At the time, they were celebrated as the biggest donors in school history. Indeed, the Fultons have been listed among the biggest philanthropists in America. They have given away more than \$250 million, much of it to Arizona State University and BYU.

"Mary Lou Fulton profoundly and positively impacted education at BYU and at numerous other institutions of higher education throughout the nation," BYU President Kevin J. Worthen said. "Just as impressive was her love and support for Ira, and his for her. Their example of both generosity and love will forever benefit students at BYU." President Worthen expressed his deepest condolences to Ira and their family.

In 2004, the first Mary Lou Fulton Chair was established in Theatre and Media Arts. At the time, it was the largest single endowment in that school's history. They went on to create three more chairs at BYU, each with endowments of \$5 million. Those chairs were: the Mary Lou Fulton Chair of World Languages, the Mary Lou Fulton Chair in Health and Human Performance, and the Mary Lou Fulton Chair in Family, Home, and Social Sciences.

Their giving also benefited the new Joseph F. Smith building, the BYU athletic complex, the BYU broadcasting building, the Gordon B. Hinckley Alumni and Visitors Center, and the upcoming expansion of the engineering building.

In 2003, the Fultons purchased a supercomputer for BYU. As students and faculty maxed it out almost immediately, they also paid for multiple upgrades in short succession. By 2009, the machine in the Fulton Supercomputing Lab was known as Mary Lou IV and was listed as one of the 500 top supercomputers in the world. Today, it is affectionately called "M8."

"Mary Lou was a dear friend to BYU and an extraordinary individual," said Curt Swenson, director of LDS Philanthropies at BYU. "She treated everyone as though they were her dearest friends and had an infectious enthusiasm for life. She especially loved being with our students and celebrating their

successes. Side by side with her sweetheart, she...impacted literally thousands of lives through her generosity and caring."

Mary Lou was born Mary Lou Henson on August 10, 1933 in Phoenix, Arizona. She met Arizona State football player Ira Fulton in 1953.

Thirteen years ago, she told BYU students: "You're beautiful. You help us to do what we do. Because of your excellence, testimonies, hard work, deans, and professors, you're probably the most prized students in the world. We'll be with you and help you as long as we can."

Indeed, her legacy lives on.



LIFE CHANGER: MENTORED RESEARCH



A record number of students participated in the twelfth annual Mary Lou Fulton Mentored Learning Conference. Six-hundred sixty-six students, including both graduate and undergraduate students, participated with 299 posters. Their efforts were led by seventy-five FHSS faculty members.

What is Mentored Learning?

Mentored learning is significant hands-on research that engages BYU faculty or qualified adjunct faculty with students. It may be one-on-one or in small groups. The Mentored Learning Conference provides an avenue for undergraduate and graduate students from all departments in the College of Family, Home, and Social Sciences to showcase their mentored research in the form of a concise poster. The conference is a full-day event sponsored by the Mary Lou Fulton Chair.

A Life Changer for Price

For Dr. Joe Price, a professor of Economics who spoke to the conference participants during a special luncheon in their honor, mentored learning proved to be his most impactful experience at BYU. "It changed my life as an undergrad student," he said. He became a mentor when he joined the faculty, and that has allowed him to return the favor. Since 2007, he has employed over 300 students as research assistants.

He shared some words of advice for students doing mentored research:

- Recognize that your mentors love and care about you.
- Find a way to see the big picture in what you're doing.
- Try to become part of the idea-generating process.
- Find your passion.

President Worthen also offered his congratulations to conference participants. He recognized that a lot of time and effort goes into these projects - probably more than the student initially anticipates. He encouraged them to take time to express gratitude to everyone who helped make their work possible. He acknowledged the meaning in the work they are doing. "What goes on here is important to God. You are not here by accident," he said.

Faculty representatives from the college selected first place winners from each department. Some departments also awarded second, third place winners, as well as honorable mentions. Evaluation of the posters was based on quality of research, overall poster clarity and visual appeal.

"If You're Not Doing Research, You're Only Getting Half a Degree"

"If you're not doing research, you're only getting fifty percent of a degree," said Clarissa Gregory, a senior Political Science major, who won third place in her department. Her poster was titled, *The Senator Who Cried Filibuster: Using Game Theory to Explain the Dynamics of Filibuster Threats*. Gregory is extremely grateful for the University's emphasis on undergraduate research. She could not say enough good about her mentor, Dr. Magleby, who has assisted in her research, and helped her make plans for post-graduation.

First time participant Laura Hovey says she plans on doing the conference again next year. Her Winter 2016 sociology class required participation in the conference, but she said that her experience with the conference was better than she ever expected. The students picked a research question at the beginning of the semester and their professor, Carter Rees, was there to help them along the research process. Hovey chose to study how parents pass down religious commitment to their children. "I am grateful that we were pushed to do this conference somewhat early [in our education]," Hovey said.

ALUMNI ACHIEVEMENT AWARD 2015

—
DAVID FOSTER



David Foster is an optimist. He is a BYU FHSS alum who is CEO of a cutting-edge test security firm that exists solely to stop those who would cheat on high-stakes computerized tests. He's encountered barriers along his road to success, but he thinks of them as opportunities. He's what you would call, in today's vernacular, "agile."

A recipient of the College of Family, Home, and Social Sciences 2015 Alumni Achievement Award, David is a leader in the field of test security and measurement. If you've ever taken a computerized test, where the questions changed depending on the person taking the test, it is likely that David's company helped compose that test, and fortified it against would-be cheaters. He introduced computerized adaptive testing and simulation-based performance testing as part of Novell's IT certification program in the 1990's. After Novell, he co-founded Galton Technologies, which was acquired by Thomson Learning in 2000. And, in 2003, he co-founded Caveon, the industry's first test security company.

He holds a PhD in Experimental Psychology from Brigham Young University and completed a post-doctoral fellowship in Psychobiology at Florida State University. While experimental psychology doesn't appear to relate closely with test security, he said that his degree was critical to his being hired in several positions related to psychology. "While I'm not working in the field of Experimental Psychology," he said, "the cross-over to



"I HAVE BEEN MOST SUCCESSFUL IN MY CAREER WHEN I HAVE MOVED AWAY FROM USING 'BEST PRACTICES' AND SOLVED INDUSTRY PROBLEMS USING ENTIRELY NEW METHODS"

psychological and education measurement was made easier by [my] BYU degrees."

On October 8, 2015, he delivered an address on campus that encouraged others to adopt that same agile mindset: "This is a lesson to be learned," he said. "You get your education, and a lot of opportunities exist that might not necessarily fit your plan. You need to know when to jump on that moving train. If you do, you're going to be fine."

He continued: "I have been most successful in my career when I have moved away from using current 'best practices' and solved industry problems using entirely new methods and technologies. I am fairly comfortable with taking risks, at least in business and in my career."

In his career, he faced many barriers to progress, as do many others in their respective fields. These barriers came in the form of statements like "We always do it this way," and "This is the best way." But sometimes, in fact, many times these days, the way things have always been done is not the best way to solve problems or scenarios currently at-hand.

Back to that optimism: "The good news is that plenty of problems means plenty of opportunity and fun." He quoted Mark Twain, who said:

"Twenty years from now, you will be more disappointed by the things you did not do than those you did do. So throw off the bowlines. Sail away from the safe harbor."

He credits various BYU professors in helping him adopt this attitude. Paul Robinson was his major professor, mentoring him in experimental psychology and introducing him to important psychology concepts that have stayed with him. Harold L. Miller, Jr. helped him earn his PhD and started him on the path to a career in testing. In 1982, he invited David to work on a testing project in Utah, allowing them to return to Utah from the East coast. Then they stayed and raised their family. "Because of their examples to me, I have tried to be as helpful to others with whom I have worked over the years."

See David Foster's presentation at:
<http://bit.ly/1OdCFau>

#TWITTER AND POLITICS

SOCIAL MEDIA'S ROLE IN THE 2016 PRESIDENTIAL ELECTION

*by Chase Olsen and Jamie Moesser
illustrations by Jenna Barton*





Is Twitter, a non-traditional form of media, going to reach its full potential if it is used in a traditional way?

Much has been said in recent years about the influence of social media on politics, but researchers have struggled to construct a truly representative gauge of the effects of online interaction on political and civic engagement. This is primarily because the nature of those key platforms, their audiences, and their outcomes is still fluctuating rapidly. Thousands of studies¹ have, in fact, been done on the effects of various social networking sites on offline behavior, but rarely have they taken into account large audiences or objective measurements of political activity. Politicians and journalists alike have enthusiastically embraced various social networking platforms like Facebook and Twitter, without knowing for sure if such reliance actually results in more votes.

Richard Davis, professor of political science in BYU's College of Family, Home, and Social Sciences and author of thirteen books about politics, the press, and various online vehicles, will soon be coming out with his fourteenth, a volume whose purpose is to address that gap between use and analysis by looking at Twitter's particular influence on political parties, campaigns, and elections. He and co-authors Christina Holtz-Bacha and Marion Just provide a review of some of those thousands of studies and a fresh look at the way politicians and political journalists use Twitter, with surprising results.

"Is Twitter a novelty that will fade with 8-track tapes and mood lamps?" they ask. "Or has

Twitter acquired a niche that promises a long future as a communications forum?" Even after the extensive research done by Davis, his co-authors, and chapter contributors, it is clear that the impact of Twitter will continue to be a source of fascination and ongoing research."

WHY TWITTER?

Twitter is, as has been evidenced by presidential hopeful Donald Trump, a vehicle that candidates are drawn to because it provides a "sense of intimacy with voters," says Davis. Beyond that, though, what is its appeal to them? Davis says they prefer it because:

- Tweets are not filtered through traditional journalists. Politicians can tweet what they wish and as often as they wish.
- They find it handy for communicating with activist followers and raising money.

Additionally, "actors involved in political communication prefer Twitter to Facebook," says book contributor Reimar Zeh. However, little is known about why this is so. Twitter has a fraction of the penetration of Facebook², which is nearly half of the U.S. adult population. Facebook has more users than Twitter by a long shot, and yet people gravitate to Twitter to increase their political understanding, or at least their political affiliation. Davis says: "the main advantage is

its broad usage, particularly among politically interested people. Clearly the disadvantage is the length requirement. But that can be overcome with links to other campaign material."

In the realm of political journalism, tweets dominate the dissemination of information on social media platforms. Political journalists use it to gauge public sentiment during campaigns, follow breaking news, and communicate with each other.

Virtually every American presidential candidate has accounts on several social media platforms, including Twitter. But understanding of the possible implications of campaigning through social media in general, and Twitter in particular, rests on a deeper level.

CAMPAIGNING WITH TWITTER

"So far, politicians' Twitter use is not very sophisticated usage," writes Davis. "Many scholars who have studied the subject find not only that [actual] interaction with the public is sparse, but common Twitter communication devices, such as hashtags, @users, hot links, and images are underused in campaigning." And although there are many diverse ways to share a message and interact with potential voters, political campaigns usually do so by broadcasting a generalized message to a broad audience. While this technique certainly



has its place in campaigning, the question is: will Twitter, as a non-traditional form of media, reach its full potential if it is used in a traditional way?

Journalists' usage of Twitter in their coverage of those politicians and their campaigns is more advanced, according to Davis, Holtz-Bacha, and Just, in that they use it to accelerate the process of news generation, "leading journalists to skirt the boundaries of objectivity with retweets and commentary that emphasize analysis and offer opportunities for partisanship." But they too have not yet fully, collectively embraced Twitter's full conversation-driving capabilities in that they avoid, by necessity, any tweets that express partisanship.

One of the main uses of Twitter, according to Dr. Davis, has been to "attract the attention of traditional media to [political] campaigns." It may be argued that, in the 2016 United States presidential race, Donald Trump's flamboyant tweets were in part why he had some of the highest coverage on traditional

news media. When Trump tweeted something that was unexpected, humorous, or just plain controversial, it gave traditional media outlets something interesting to use as a headline for a news story.

And lay people in the electorate may prefer Twitter for their daily dose of politics because it can direct them quickly to more traditional media. If political journalists post links to their content on Twitter more often than other platforms, then Twitter serves as the perfect springboard for someone wanting to follow a particular political conversation.

ANSWERING QUESTIONS RAISES MORE

Despite the dramatic rise in Twitter usage among politicians and journalists, Twitter's effect on political opinion may be negligible or modest at best. Americans still rely primarily on television for their political news. According to a 2012 Pew Research Center survey³, roughly only a third of Americans use social

media in general to engage politically by liking or sharing politically-related material, encouraging people to vote, posting their own comments on political issues or links to stories on such issues.

Davis' role in the discussion of the relationship between social media and political science has thus been both to answer and raise questions. "At the end of our analysis about Twitter," he says, "there are still critical questions about elections that we have raised through the presentation of these studies." These questions include:

- Does Twitter increase actual electoral participation? While it may be argued that it increases awareness of candidates, political issues, and voter turnout, does it affect any of those things at a statistically significant level?
- Do certain political structures constrain or magnify Twitter's electoral role (e.g. party-based vs. candidate-based systems)?
- Will Twitter remain primarily a unidirectional medium that fosters candidate communication with voters, but limits voter communication with candidates? Under what circumstances could it become a more interactive medium?
- Can Twitter reach and/or persuade undecided voters to one side of the political spectrum?

But Professor Richard Davis's book effectively combines the efforts of several political scientists to move the conversation forward. The several studies of Twitter and politics, and Davis's analyses of them, will be of utmost importance to campaigns, journalists, and everyday citizens. He says: "it is the work of scholars to study this new medium and what impact it has on the electoral process."

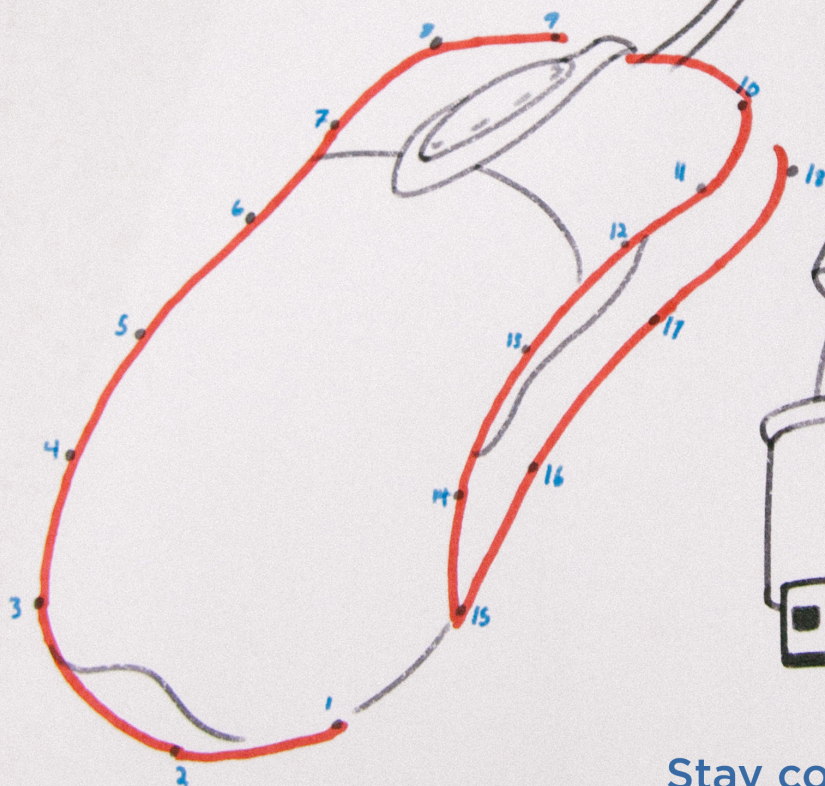
Drs. Davis, Holtz-Bacha, and Just's book *Twitter and Elections Around the World: Campaigning in 140 Characters or Less* will be available in September 2016.

¹<http://journalistsresource.org/studies/politics/digital-democracy/social-media-influence-politics-participation-engagement-meta-analysis>

²<http://www.statista.com/statistics/284508/united-states-social-network-penetration/>

³<http://www.pewinternet.org/2012/10/19/social-media-and-political-engagement/>

WANT TO CONNECT?



Stay connected with other alumni in your department to network, mentor, and grow!



School of Family Life
<https://goo.gl/dokLZ7>

Family History
<https://goo.gl/w8lwYi>



Economics
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FHSS Advisement
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Anthropology
<https://goo.gl/pJGNGu>



School of Family Life
<https://goo.gl/vL7Qsd>

Economics
<https://goo.gl/47GIIO>

Political Science
<https://goo.gl/aU2UKf>

WHERE ARE THEY NOW?

RETIRED FACULTY SPOTLIGHT



If you could teach one last lecture on a topic of your choosing, what would it be?

It would be called: "Keep Learning - It's a Lifelong Pursuit." A well-educated LDS woman doesn't take a back seat to anyone! The average number of careers in a lifetime used to be seven. Now, it's anywhere from seven to twenty. Learning is fun and life presents the unexpected. Many women think they will never work, but that is far from the truth, so get ready and enjoy it!

CATHERINE BURNHAM

What was your most important accomplishment while at BYU?

#1 Serving as a role model to young LDS women who needed to see that education is important and worth fighting for, and encouraging them to continue their education after marriage and even after the arrival of children.

#2 I also brought a professional edge to the Clothing and Textiles Department with more emphasis on design as a career, and developed curriculum with newer technologies and kept Clothing and Textiles (CLTX) classes alive after 1999 when the CLTX department was shut down.

What do you do in your spare time now?

- NOT getting up early, NOT grading anything, NOT attending faculty meetings!
- A lot of traveling (China, Italy (a textile history and design tour that was amazing!), Israel, South Africa, Turkey and Greece March 2016.
- Family history research
- A LOT of sewing

What tips for success would you offer current students?

I would offer this advice about choosing a career: choose something you absolutely love and could do the rest of your life, literally, at home, at someone else's institution, in your own business (all of which I've done) and follow inspiration.

MIKE SEIPEL

What are you doing with your spare time now?

Since my days in graduate school, I have collected literally thousands of articles and notes, and I am trying to organize them and read the ones that I did not have a chance to read before. I am still involved with my international organization where I interact with scholars from other parts of the world. I also am able to spend some quality time with my wife and my parents.

What would be the most important tip for success you would offer current faculty or students?

In order to have a successful academic life and to be helpful to others, I think it is important to prepare yourself academically, mentally, and physically every day. [When you go on an airplane flight, they tell you that you] should first put the mask on yourself and then help your child. Along the way, I have learned that in order to be an effective faculty member you have to do all you can to take care of yourself. To this end, I made a habit of going in to work at least an hour early in order to have a quiet time that was my time. That was the time I had to read scriptures, pray, reflect, meditate and think about what it is that I wanted to do, what it is that I wanted to accomplish, and what I wanted to become. This was a beneficial time for me so that when it was time to work, my mind was clear, I was more resolved, and I had a purpose in the things that I wanted to do.

Another thing that benefited me was that I took advantage of opportunities on campus to go to interesting lectures, presentations, and symposiums. There have been many interesting and creative people who visit our campus as well as colleagues who share their expertise. Their presentations provide me with knowledge, insight, wisdom, and understanding of a lot of things that otherwise I could

not have gleaned from my own effort. Being able to interact with these people has been a great inspiration and motivation for me to better myself. I was also able to impart the knowledge and understanding I gained from them in the classroom and in my writings.

Another way that I tried to become more effective was to try to maintain good physical health. I tried to eat a healthy diet and set aside time every day to walk around the campus for exercise (both for the body and mind). Instead of taking elevators I would take the stairs. I just tried not to become sedentary. I also enriched myself by attending many of the free and low-cost campus musical theatrical and cultural events. I believe that all of these things helped me to become a better faculty member.



STEVE BAHR

What do you consider to be your most important accomplishment at BYU?

It is difficult to list only one so I have listed three:

(a) My most important accomplishment as chair of the Department of Sociology was hiring several good faculty members, particularly John Hoffmann.

(b) My most important accomplishment as a teacher was involving students in my research and mentoring them so that they learned the value of research and how to use it for practice and policy. I also developed relationships with professionals and practitioners in the community (jail, prison, probation, substance abuse treatment specialists) which enriched my classes and provided internship opportunities for students.

(c) My most important accomplishment as a researcher was completing my last book, *Returning Home: Reintegration After Prison or Jail*. It summarized my research over almost a decade.

If you could give one last lecture, what would it be on?

If I were to give a last lecture it would be on my last book, *reintegration after prison*. I would discuss who goes to prison and why, what we do in prison to help people prepare for release, and then identify what helps offenders



reintegrate successfully.

What do you do in your spare time?

I have been

- spending more time with my wife, children, and grandchildren,
- playing more basketball,
- doing more family history and temple work, and
- completing two unfinished research projects.

What tips for success would you offer FHSS alumni and others?

I would refer them to the speech I gave at the FHSS college convocation in August of 2015. Specifically,

- Learn to respond constructively to criticism,
- Be a team player, and
- Write—leave a written record of your professional and personal life.

In addition, today there are so many activities and requirements pulling people in different directions that it is easy to get spread too thin. The result is that people end up working hard and getting little accomplished. Therefore, it is important that they

- set goals and plan carefully how they will spend their time,
- simplify so they prioritize and focus on their plans, and
- develop self-discipline so that they can execute their plans.
- Finally, they should learn to take responsibility for their actions. In today's world, it has become common, even fashionable, to blame others, especially administrators, when things go wrong.

"THE MOST ESSENTIAL FACTOR IN OUR REACH OF SUCCESS, IS TO BE SURE THAT OUR EFFORTS ALIGN WITH THE LORD'S PLAN FOR US."



SHIRLEY COX

What do you consider to have been your most important accomplishments while at BYU?

As I look back over my twenty years at BYU, I am very happy that I accepted Dr. Gene Gibbons' invitation to leave [what had been a] rewarding position at University of Nevada, Las Vegas and apply as Field Director for BYU's Social Work program. He said that I would never regret that decision and he was right! I will always cherish the peer academic and community partnerships forged here and the students' insightful and never-ending questions.

If you were to give a last lecture at BYU, what would the topic be?

I haven't previously considered that, but would likely choose the topic "As Directed by the Lord: How Might I Truly Love My Neighbor?" (Mark 12:31)

What are you doing with your spare time now?

I'm currently serving as the Brazil Area Mental Health Advisor, located in the Area Office of the São Paulo mission. Because my Portuguese is pathetic, I am counseling with mostly English-speaking missionaries, and referring other missionaries to local providers. This includes a committee of Brazilian counselors appointed by the Area President. I am also still working and consulting with a group of therapists in the US, who are working to find common ground to provide ethically-based mental health services to individuals who seek treatment for issues relative to same-sex attraction.

What would be the most important tip for success you would offer current faculty or students?

Over the years, I have been, and still am, amazed at the very active hand of the Lord in my life and in the lives of my students and faculty peers. The most essential factor in our reach for success, is to be sure that our efforts align with the Lord's plan for us. To do this, we must be careful that we stay open to opportunities to be of service to others in our professional field, in our classrooms, and in our families. Then, we must be open to His inspiration as to which of these many opportunities we might best focus our attention, at any given time. This constant contact and flexibility is essential.



Bill Daynes



THE PASSING OF A POLITICAL PUNDIT AND
CONSUMMATE COLLABORATOR

BY RICHARD DAVIS AND DAVID B. MAGLEBY
DEPARTMENT OF POLITICAL SCIENCE,
BRIGHAM YOUNG UNIVERSITY

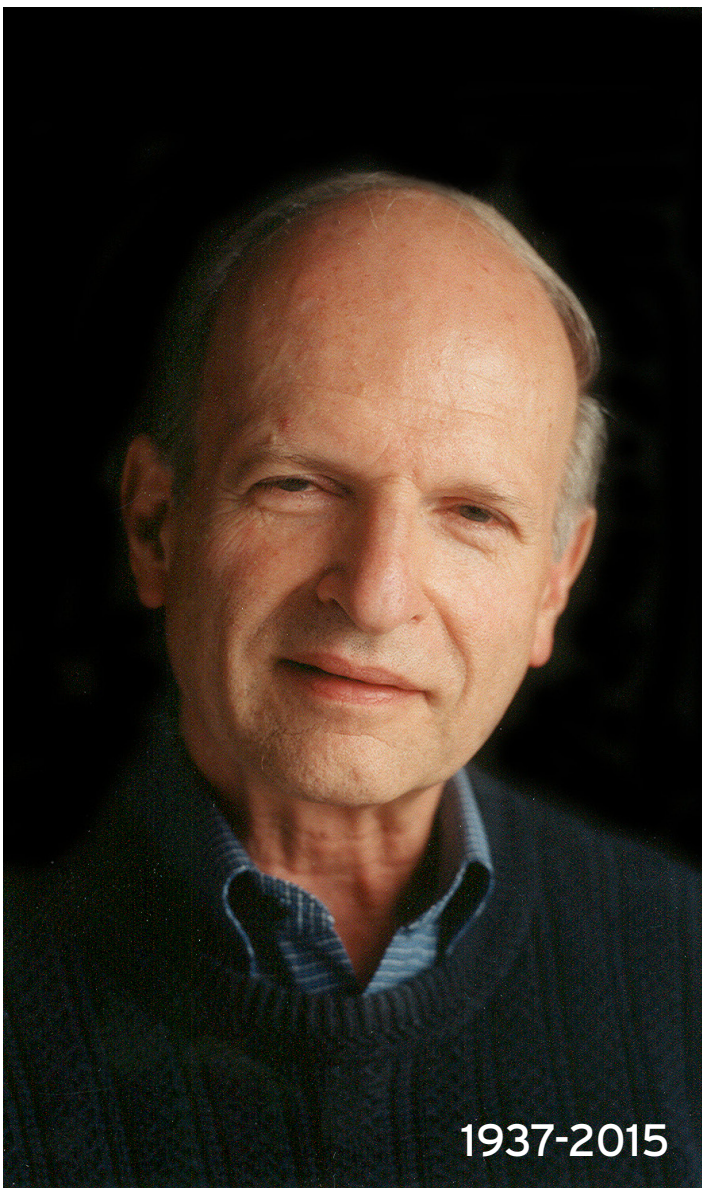
On June 7, 2015, our good friend and colleague Byron W. "Bill" Daynes passed away after a brief illness.

Bill was born on October 26, 1937 in Salt Lake City, Utah. He received his BS and MS degrees from Brigham Young University and his PhD from the University of Chicago. Among others he worked with at Chicago were Ted Lowi and Duncan MacRae, Jr. Bill taught at DePauw University (1971-1990), where he also chaired the Political Science Department, and at Brigham Young University from 1990 until his retirement in 2013.

Bill's scholarship focused on environmental policy, social policy, moral policy, and the presidency. He wrote books on how Franklin D. Roosevelt shaped American political culture, on Roosevelt's dealings with Congress, and on the New Deal's impact on public policy. Other presidents Bill wrote about included Madison, Jefferson, and Clinton.

One of those books, *Moral Controversies in American Politics*, which Bill coauthored with Raymond Tatalovich, is now in its 4th edition. It outlines how issues that are contested in moral terms differ from issues that divide people according to their economic self-interest (Tatalovich and Daynes 2011). Bill wrote an early book that examined community conflict over abortion policy (Tatalovich and Daynes 1981) and, in a coauthored work, addressed how the electoral consequences of attitudes toward abortion changed between 1972 and 1992 (Wattier, Daynes, and Tatalovich 1997).

Moral policy was not the only controversial field in which Bill was willing to engage. His most recent book on the



1937-2015

environment, *U.S. Politics and Climate Change: Science Confronts Policy*, was coauthored with Glen Sussman and published by Lynne Rienner in 2013. In it, he and Sussman parse the growing disconnect between, on one hand, the substantial scientific evidence for the ill effects of climate change and, on the other, the indifference to these findings at the national level. Treating each branch of government in turn, they try to explain why the federal government has failed to lead a change in environmental policy (Sussman and Daynes 2013). Combining his interest in the presidency and environmental policy, he coauthored *White House Politics and the Environment*, again with Sussman, which was published in 2010 by Texas A & M Press. Part history and part political science, this book compares the environmental policies of each modern American president and concludes that, for better or worse, the executive branch has substantial influence over the American public's interaction with the environment (Daynes and Sussman 2010). Bill had previously published *American Politics and the Environment* (2002) with Sussman and Jonathan West. Because of his interest in Clinton's presidency, he felt especially honored when he was named a William J. Clinton Distinguished Fellow (2006-2007) and asked to deliver the William J. Clinton Distinguished Lecture in 2006.

While these three foci are woven through much of what he published, he also wrote about trade policy, the founding, religion and public policy, and term limits, among other topics. Bill was thus a scholar with broad interests who applied his formidable analytic talents to many topics.

Collaboration was a hallmark of Bill's work. Raymond Tatalovich and Glenn Sussman were his most frequent collaborators, but he often coauthored or coedited volumes with other scholars as well. Glen Sussman, one of Bill's frequent collaborators, observed that Bill was the "consummate research collaborator and coauthor," who "always carried his fair share of the work." Sussman adds, Bill was "kind,

gregarious, conscientious and gracious." Ray Tatalovich, a classmate of Daynes' at Chicago, observed that he and Bill complimented each other in their work together and that Bill was "a very precise, careful, judicious researcher and writer." Bill made the most of professional meetings, especially ones in Chicago, where he would meet with his coauthors and map out research topics and work on draft manuscripts.

Above all, however, Bill loved teaching and sharing his passion for political science. His students regarded him as a wise and trusted advisor; he believed, more than they themselves sometimes did, in their potential to achieve their goals. Showing a genuine interest in their wellbeing, he encouraged them to pursue opportunities that were both challenging and rewarding. Students enjoyed Bill's rigor, knowledge of the subject matter, and sense of humor. He was unabashedly biased, but students praised him for fostering open discussion. Indeed, they admired him for his liberalism, even though most considered themselves politically conservative.

Though he mostly taught courses on policy, constitutional law, and the presidency, he liked to do new things as well. A few years before his retirement, Bill created a new course on Japanese internment during World War II. The course fit Bill's strong civil libertarian streak, as it concerned issues of national security and civil liberties from World War II to the present. He took students in the class to Topaz, a nearby internment camp, to help them understand the plight of those interned there. Bill also developed a course called "American Politics through Literature." Students enjoyed the opportunity to discuss American politics through political novels, such as Warren's *All the King's Men*, Steinbeck's *Grapes of Wrath*, Orwell's *1984*, and Richard North Patterson's *Protect and Defend*.

He was an active member of the profession. He was invited to present at many special conferences on topics such as environmental policy, social policy, the

presidency, and specific presidents. Rarely did Bill miss an American Political Science Association meeting during his career. He used conferences to network with other scholars, many of whom he would eventually collaborate with, and to gain new insights on areas of interest to him. Bill was a political scientist's political scientist.

Bill's work habits, even in retirement, were extraordinary. He was actively working on research projects until just a few months before his death. Throughout his career, he would spend most days working normal hours in the office, go home for dinner, and then come back in the evening. He was in the office most Saturdays as well.

But Bill had a life that did not revolve exclusively around work. Bill and his wife, Kathryn, were the parents of three children and three grandchildren. He was devout in his church, even serving as the head of a local congregation in Indiana. A long-time supporter of the arts, he was a patron of the Utah Opera Company and the Utah Shakespeare Festival. But he was also an avid fan of BYU sports. He spent many hours in his office on Saturdays working on various research projects while simultaneously watching a BYU basketball or football game.

Bill and Kathryn were deeply committed to BYU. She was a professor in the History Department until her retirement in 2012, while Bill taught in the Political Science Department until he retired in 2013. Bill was important to our department for many years. We will deeply miss him.

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Endowed Chair in Social Work and the Social Sciences

FEBRUARY 9TH, 2017



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April 13, 2017

Funded by the Mary Lou Fulton Chair in the
College of Family, Home, and Social Sciences

ALUMNI NEWS

CLASS OF 2015

Ashley Lish graduated from BYU in June 2015 with a BA in Family History and Genealogy. She is now an assistant genealogist at AncestryProGenealogists

CLASS OF 2013

Just a few weeks into her design job at Cricut, Desiree Moss designed a dress made of paper. Cricut displayed it at an event where they were launching a new product. The dress got so much publicity through Instagram that Glamour Magazine and Mashable picked it up and wrote an article about the dress on their websites. It was a huge win for the company.

As a designer at Cricut, Desiree conceptualizes and designs projects for product packaging, online marketing, and social media. She is an ambassador at blogger and maker events nation-wide. She received her bachelor's degree in Family Life, having studied clothing construction, pattern making, tailoring, and costume design. She has also served as assistant and principal costume designer for Love Labours Lost, and productions of The Phantom of the Opera and A Wrinkle in Time. She currently designs and creates costumes for BYU Arts main stage theatre productions.

CLASS OF 1999

Jamal Willis received an undergraduate degree in Sociology and a master's in

Educational Counseling. Prior to BYU, Jamal lettered in three high school sports, and received the Gatorade All-American Award. He earned a scholarship in football to play at BYU from 1991-1994. Jamal was a starter and running back all four years and went on to play in the NFL with the 49ers. He started a youth football league in Utah called the NYFL. He and his wife, Leslie, have three children. .

CLASS OF 1998

David F. Holland is a renowned scholar of American religious history and an associate professor of American religious history at Harvard Divinity School. He has the distinction of being the first Latter-day Saint professor at that School. Prior to his appointment, he was a history professor at the University of Nevada, Las Vegas. In 2011, he was recognized as the Nevada Professor of the Year by the Carnegie Foundation for the Advancement of Teaching and the Council for Advancement and Support of Education. Holland is a son of Patricia Holland and Elder Jeffrey R. Holland of the Quorum of the Twelve Apostles of the Church of Jesus Christ of Latter-Day Saints. He served a full-time mission to Czechoslovakia. He earned his bachelor's degree from Brigham Young University in history and his master's and doctoral degrees from Stanford University. He taught at Stanford as a lecturer for one year before going to UNLV. Holland is the author of Sacred Borders: Continuing Revelation and Canonical Restraint in Early America (Oxford University Press, 2011), and "A Mixed Construction

of Subversion and Conversion: The Complicated Lives and Times of Religious Women in America" (Blackwell, 2010). Holland and his wife, Jeanne, have four children.

CLASS OF 1995

Christina Grampp Hibbert, Psy.D., published her third book, 8 Keys to Mental Health Through Exercise," in April of 2016. Dr. Hibbert's other books include "Who Am I Without You? 52 Ways to Rebuild Self-Esteem After a Breakup," and her debut book, an Amazon bestselling memoir titled, "This is How We Grow," won an Independent Publisher's book award. Dr. Hibbert is a clinical psychologist in private practice, an inspirational speaker, founder of the Arizona Postpartum Wellness Coalition, and host of the weekly WebTalkRadio.net show, "Motherhood," which helps "moms of all ages and stages around the world 'grow' through motherhood instead of just 'going' through it." Christina, her husband, OJ, and their six children live in Flagstaff, Arizona.

CLASS OF 1988

Jay Kemble, CHA, is Senior Vice President of Operations for Hospitality Associates. He began with the company more than thirty years ago as a teenager and worked his way from dishwasher to manager of hotels in several cities and states and then to his present position. Along the way, Jay earned an AS degree in Travel and Tourism and graduated Cum Laude



with a BA Degree in Economics from Brigham Young University. He has also received his Certified Hotel Administrator designation from the American Lodging Association. Jay is active in community organizations and has served as President of the Oregon Lodging Association, and serves on the Economic Advisory Board for Marion County, Oregon. He has also served on the Innkeeper Evaluation Team for the United States Air Force.

CLASS OF 1975

Sasha Kwapinski, who received a master's degree in Political Science, took up bicycling as an interest and avocation while at BYU, and has been doing it ever since, both on her own and with organized cycling clubs. In more recent years, this has included long-distance, multi-week touring. These tours have been along the Pacific Coast in 2008; from San Jose, CA to San Diego and back; a cross-country tour from California to Tennessee in 2010; then a ride from the Canadian border to the Mexican border in 2012. In 2013, she completed a tour from central Tennessee up to Palmyra, New York, and in 2014 rode along the Mississippi River from its source in Minnesota down into Tennessee. In 2015, she completed RAGBRAI, which was an organized weeklong ride across Iowa. Her 2012 ride was a fund raiser for animal rescue in Southern California. She has been involved in fund raising for animal shelters and rescue in the San Jose (CA) area and more recently in Southern California (Rancho Cucamonga area), as well as for the Best Friends animal center near Kanab, Utah.

CLASS OF 1957

Allen Eric Bergin is a clinical psychologist known for his research on psychotherapy outcome and on integrating psychotherapy and religion. His 1980 article on theistic values was groundbreaking in the field and elicited over 1,000 responses and requests for reprints, from luminaries such as Carl Rogers and Albert Bandura. Bergin is also noted for his interchanges with probabilistic atheist Albert Ellis. Bergin was raised in a family that did not actively attend any religious services. He went to high school in Spokane, Washington and then began college at Massachusetts Institute of Technology. He then transferred to Reed College. The school had four Latter-day Saints in its student body that year, one of whom was Bergin's roommate and another one, Marian Shafer, he began dating. The following year, Shafer decided to transfer to Brigham Young University (BYU) and Bergin decided to do the same. Through interactions with BYU professor and Reed alumnus Robert K. Thomas, Bergin learned more about Mormonism and, in March 1955, was baptized a member of The Church of Jesus Christ of Latter-day Saints (LDS Church) by Thomas. After this, Bergin married Marian Shafer. Bergin eventually earned a master's degree from BYU and then a PhD from Stanford University under Albert Bandura, followed by post-doctoral research at the University of Wisconsin under Carl Rogers. Bergin then became a professor in the Clinical Psychology program at Teachers College, Columbia University. While on the Columbia faculty, Bergin lived in New Jersey and served

as a bishop and later as a counselor in the Eastern States Mission Presidency. It was also while at Columbia that Bergin co-edited the Handbook of Psychotherapy and Behavior Change with Sol Garfield. In 1972, Bergin joined the faculty of BYU in part due to the encouragement of Thomas. Bergin served as president of the Society for Psychotherapy Research in 1974 and '75. He also served as president of the Association of Mormon Counselors and Psychotherapists in 1980. Bergin received the Distinguished Professional Contribution to Knowledge Award from the American Psychological Association in 1989, the Oskar Pfister Award in Religion and Mental Health from the American Psychiatric Association in 1998, and the William James Award in the Psychology of Religion from Division 36 of the American Psychological Association in 1990. He has acknowledged the significant influence of colleagues who have collaborated with him, particularly, Sol Garfield, Hans Strupp, Michael Lambert, and Scott Richards. Bergin also has a special place in the history of psychologists and researchers who are members of the LDS Church, who traditionally work hard to harmonize scholarship and religion and to reconcile any differences between the truths discovered in science with the truths they believe to be revealed by God. Allen and Marian Bergin are the parents of nine children, have seventeen grandchildren, and three great-grandchildren.



LOOK UP FROM THE ICE

Heart pounding, Fraser Bullock found himself face-first inches from the icy ground, just before the 2002 Winter Olympics. As part of the organizing committee, he'd been invited to take a trial run on the skeleton sled, a head-first dive onto a three-quarter mile half-pipe of ice. His first run—head down the whole way, as he'd been advised—proved to be painful and arduous. Before his second run, however, a Turkish Olympian advised him to look up from the ice, to lean his head into the turns to direct his course. That time, the ride was smooth and enjoyable.

"My perspective had completely changed," said Bullock. "From looking down at the ice and being at the mercy of the track versus looking up from the ice, seeing where I was going, and being in control of where I was going. Many times in life, we are living in the short term, looking down at the ice. We live...driven by the events of the day. Our opportunity is to lift our heads up, see where we are going and drive to where we want to go. Or drive to what we want to be. Or

become," said Bullock, speaking at the April 2016 FHSS graduation ceremonies.

"One aspect of our lives where we need to look up from the ice and steer ourselves to our destination is that of our personal brand. Each of us carries with us a brand of who we are. When we think of brands, we think of Apple, Mercedes, or Nike. Each brand contains a rich connotation. Have you ever thought about your personal brand? When people think about you, what do they see? What do they experience? What is the brand you would like to develop?"

To develop a positive personal brand, Bullock encourages us to:

- Exceed expectations
- Choose happiness
- Uplift others
- Exude the Spirit

"I encourage each of you to look up from the ice and take a careful, deep look at yourself," he said. "And honestly see your personal



brand." Then write down what you would like your personal brand to be and what it will take to get there. Put together a plan. Follow it. Be reliable in developing the personal brand you seek. And along the way you will discover a better person. Someone living closer to the divine potential within."



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Our faculty also conducts cutting-edge research that is relevant and applicable to many familial and societal issues, on subjects like poverty, elections, autism, women's issues, addictions, relationships, governmental policies, and parenting. Importantly, hundreds of students receive direct mentoring experience by working with faculty members on these research projects.

Your donations help our students achieve their goals, hopes, and dreams. Last year, we provided over \$165,000 in needs-based scholarships to 104 students. Thank you so very much.

Please consider making a gift again this year to make possible a BYU education for those students who are capable and ready but who demonstrate financial need.

Sincerely,

Benjamin M. Ogles

Dean, College of Family, Home, and Social Sciences

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