

# CONNECTIONS

2020 THE COLLEGE OF FAMILY, HOME, AND SOCIAL SCIENCES #13



## THE CIVIL RIGHTS SEMINAR

**Building Beloved Zion Communities  
on Our Campus and in Our Country**

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Seeing 2020: Gaining a Clear View of Politics **22**

Celebrating the 20th Anniversary of the BYU Neuroscience Center **4**



I am writing this message from the ninth floor of the Kimball Tower, which is mostly empty since many of our faculty and staff are working from home. We are in the middle of social distancing due to the COVID-19 pandemic. We concluded our virtual convocation a few weeks ago by creating a website where we could recognize the 1,500-plus graduates from our college who were not permitted to gather for their commencement or convocation. What an unusual time!

Higher education is also in tremendous flux. Projected enrollments around the country are expected to drop by 20–30 percent in the fall. Some colleges that depend heavily on tuition revenue to operate are on the verge of crisis. Here at BYU, thanks to the generous support of The Church of Jesus Christ of Latter-day Saints and the foresight of our governing board and administration, we continue to operate and expect to provide a challenging and inspiring education for students using the best means possible. At the time of this writing, we have yet to learn whether campus will open in the fall, but whether on campus or online, our students can expect dedicated faculty and staff who will work hard to provide them with the best possible learning experience. Indeed, the pages of this magazine illustrate the many opportunities, possibilities, and efforts that are dedicated to creating inspiring learning experiences for our students.

As you read through this issue, you will be inspired by the examples of faculty, staff, students, and alumni who work in a range of areas, including immigration, neuroscience, religion, psychotherapy, social media, and politics. One feature story focuses specifically on building a diverse and beloved community both on and off campus, yet all of the teaching and research efforts in the college are directed toward helping our “students become informed citizens and thoughtful leaders who make the communities and families in which we live more just, equitable, and happy” (College of Family, Home, and Social Sciences mission statement). As a result, you will see tributes to faculty, students, staff, and alumni who dedicate their lives to building community and serving friends and neighbors.

Out of necessity, our writers focus on a few selected stories and individuals from among thousands of possibilities. The features in this magazine (both seen and unseen) give me confidence and hope that our students will adapt to the adversities of this unique time to create similar advances for our society in the future. And so I write this message at a time of challenge but with a heart full of hope. I expect you will also see in these stories the same possibilities for the future that our students envision.

As always, we express appreciation for your loyalty and concern for the College of Family, Home, and Social Sciences and BYU and wish you all the best.

Benjamin M. Ogles  
Dean

## CONNECTIONS

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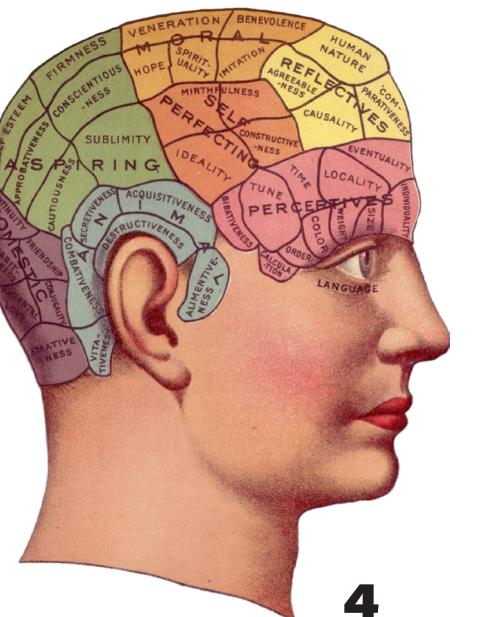
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The Civil Rights Seminar begins in the classroom and ends by giving students an opportunity to visit pivotal sites from the civil rights movement, but its goals reach much further. Students also learn the complex history of race relations in the United States and, most importantly, come to understand how they can build the Beloved Community wherever life leads them.

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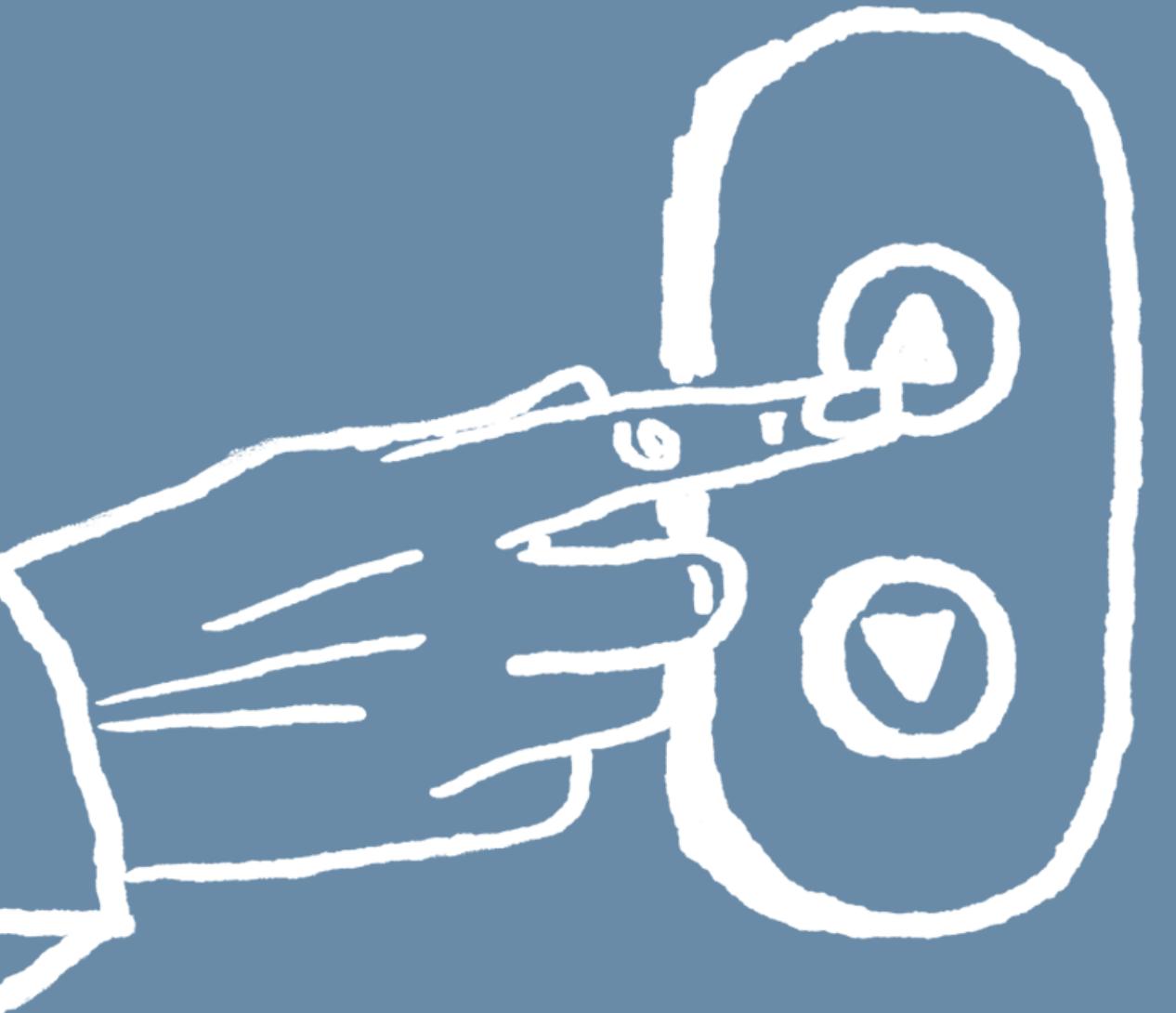
You only have 15 minutes, and you want to find unbiased political news. Who do you trust? Learn the four steps shared by some of our political science faculty to navigate today's complex political and media landscapes and get to the core of key issues facing our country and the world.

**Breaking Eggs and Fighting for Rights: Celebrating the Legacy of Women's Suffragists**

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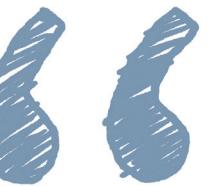
# ELEVATOR EAVESDROPPING



2020

The Spencer W. Kimball Tower is the tallest building on campus. With so many students rushing through the hallways and up and down the elevators, quite a few conversations are shared—and overheard. We've compiled some of our favorite overheard moments from this past year just in case you forgot to eavesdrop along with us. Share your own elevator eavesdropping moments at #elevatoreavesdropping or send them to our writers at fhsswriters@byu.edu.

TREVOR ROWELL



I don't care how much they helped the pioneers—the seagulls should all go back to California.

Chick-fil-A rests on Sunday and so do I.

Anybody else find ASL interpreters so fascinating you miss the entire devotional?

**I have a 10-minute breakdown scheduled at 3 p.m. Wait, no, never mind, I have to take a biology test then.**

Student #1: Ah, this weather is more like home.

Student #2: Dude, you're from Utah.

Student #1: I grew up in Utah, but then I moved to Florida for two years and got weak. It changes your soul and your body.

One time I was in the elevator in the KMBL with this really cute guy and I didn't get his name, and now I'm worried that was my only chance at love.

I'll show you when this hallway isn't a mosh pit.

My bed is on really tall risers, so I kind of have to vault into bed every night.

I'm gonna write an instruction manual for my future husband about how to deal with me.

**Faculty:** I am teaching for the first time today in the MARB, so I asked my colleague where it was, and he said just to head toward the center of soullessness, and I would find it.

Student on his phone: Well if I can't find anyone, I'm taking you, Mom ...

Yeet are the light of the world.

I proposed on Monday and she said yes, and yesterday she broke up with me.

I think I'm in the mood for some real food, like an Uncrustable.

I don't know why I'm so awake right now.... Maybe it's because I had a sausage link and a huge bite of a Crumbl cookie.

Student #1 to Student #2:

He told me if I wanted to date him, I'd better strike while the iron's hot.

Both: (loud laughter)

Think how creepy Santa is out of cultural context. I mean, he sees you when you're sleeping? Seriously.

Student #1: I am in a jazz dance class.

Student #2 (completely serious): How do you do dance like a saxophone?

I'm not like other girls. I watch anime.

**For six months I thought a Kardashian was a pastry.**

**I can't be clean shaven and find a wife. Which is more important, President?**

**Student giving advice to a friend:** You just need to tell him, but you can't tell him until after you're engaged.

**Student #1:** Why are you going back up to our classroom?

**Student #2:** I forgot my phone. I was delirious from falling asleep in class.

**Student #1:** You didn't find that lecture scintillating?

I've been married to my husband for a whole transfer!

It would take the Second Coming for BYU to cancel classes. And maybe not even then.

**Professor:** Can you hit floor six please?

**Student:** It didn't light up; I don't know if I pressed it.

**Professor:** It's a faith-based system.



# CELEBRATING 20 YEARS OF



# NEUROSCIENCE

BYU PHOTO

## WHEN I WALKED INTO DR. BROCK

Kirwan's office, a 3D printer was whirring away, printing a full-size version of the brain for a collaborator who had visited BYU's MRI Research Facility, where students and faculty have conducted brain imaging since 2013. Usually, the 3D printer is busy making mini versions of the brain, which are gifts to thank individuals who participate in MRI scans.

Kirwan, a psychology professor and faculty member of the Neuroscience Center, says that some of the most exciting research being done right now is coming from new technologies and new ways of imaging the brain. While the Neuroscience Center has always focused on state-of-the-art research, new technologies over the past 20 years have changed the way students study the brain.

BY HANNAH SHOAF



DR. BROCK KIRWAN

## THE BYU NEUROSCIENCE CENTER: FROM BRAINCHILD TO GROWING INTERDISCIPLINARY PROGRAM

The BYU Neuroscience Center was the brainchild of psychology and zoology professors who wanted to create an interdisciplinary neuroscience program that would prepare students for graduate school by harnessing the strengths of diverse faculty members from across campus. In 1999, the Neuroscience Center was created, comprising a multidisciplinary group of 36 undergraduate students and 10 faculty members, with Dr. Edwin Lephart, a physiology and developmental biology professor, as chair.

In the past 20 years, the BYU Neuroscience Center has grown to become one of the largest undergraduate neuroscience programs in the nation, with 603 students in the major. The center also includes 28 faculty members from multiple departments, including physiology and developmental biology, mechanical engineering, psychology, biology, communication disorders, and family life.

Before the development of the Neuroscience Center, different disciplines were studying the brain. Now, as Dr. Mona Hopkins, director of the Neuroscience Center, explains, "these sub-disciplines are brought together so we can communicate and try to see the big picture of how the brain works by integrating information from all of our areas of research."

The collaborative nature of the neuroscience program not only sets it apart from other majors but also makes it appealing to students such as Annelise Toolson, a senior majoring in neuroscience. She has appreciated the variety of classes she has taken in the major, including chemistry, biology, physics, and psychology. Toolson adds that everything about the brain "slowly becomes more connected as you take more classes."

Toolson has also been inspired by the constantly evolving nature of neuroscience. "There's a lot that is still unknown about the brain," she explains. "I was really excited that I'd be learning things that have just been discovered in the last ten years."

Developments in the Neuroscience Center haven't come just through new research but through building diversity. The center has been successful in increasing the enrollment of female students, with the percentage growing from around 11 percent in 1999 to 36 percent in 2019. The center has also been holding outreach programs and participating in Brain Awareness Day, when BYU students visit elementary, junior high, and high school students, educating them about neuroscience, in an effort to recruit more women and minority students.



*"These sub-disciplines are brought together so we can communicate and try to see the big picture of how the brain works by integrating information from all of our areas of research."*

—DR. MONA HOPKINS



ANNELISE TOOLSON

### PARKED CARS, IMPROVING LIVES, AND THE BRAIN AS A SUPERCOMPUTER

Kirwan's interest in neuroscience began in an unlikely place: a philosophy class. While taking a class for his undergraduate degree, one of Kirwan's professors posed a perplexing question: "If neuroscience can describe everything about the brain and predict your behavior, what would that mean for free will?"

As Kirwan explains, "I got hung up by that question. Can neuroscientists actually describe the entire state of your brain? The answer is no, we can't.... With our current methods, there is no way we would be able to do that just because the numbers are literally astronomical. You have as many neurons in your head as there are stars in the Milky Way galaxy."

So what do we understand about the human brain, and how does neuroscience help us learn more? The brain is often compared to a supercomputer, but as Hopkins explains, "Our brain is much more complicated than a supercomputer.... Even [compared to] really big, expensive supercomputers, our brain can do more."

Toolson goes on to explain that "neuroscience is understanding why people do things, but it's different from psychology in that it's very cellular. [It's about understanding] at a biological level what is specifically happening with your neurons and synapses while you are behaving in a specific way."

While there is much that remains to be discovered in neuroscience, there are many fascinating new facets of the human brain that the Neuroscience Center has studied in the past 20 years. Neuroplasticity, or the brain's ability to change, has been a research focus of the center. Hopkins explains that our thoughts and actions can change our brain in both positive and negative directions. As an example, she says that "when you travel and you are exposed to different cultures, food, music, and literature, you can take those in and they become a part of you, and it changes who you are." Hopkins adds that our brains, like plastic, can be shaped and changed as we learn new things and grow as individuals.

Research on the brain has also evolved. As Kirwan explains, neuroscience began by focusing on where things are happening in the brain, but now it's discovering how those things are happening. For example, Kirwan and Toolson are studying pattern separation, which is how the brain encodes two similar memories and distinguishes the one from the other. For example, when you park in the same parking lot each day, your brain separates out where you parked today versus yesterday.

Kirwan headed a study conducted by Toolson and PhD student Nathan Muncy that focused on duration and memory. They showed participants an image for a certain length of time, and after showing participants different images, they showed them the first image again for a different length of time than before. They then asked participants whether the image shown was of the same, shorter, or longer length than the initial one. Amazingly, Toolson and Muncy found that people can distinguish memories when one is just a half second longer or shorter than the other.

Similarly, Kirwan studies interference, which is when memories are so similar that the brain confuses them, like when you are taking similar classes and it's hard to remember what information came from which lecture. Kirwan explains that as you get older, interference becomes a bigger problem. He says, "We are hoping that we can find some ways to help older people overcome interference, whether it's through exercise or cognitive training or other mental training skills." One study Kirwan is conducting evaluates if older individuals' memory can be improved by learning a foreign language.

Hopkins is also conducting pioneering research in the field of neuroscience with studies on the outcomes of ICU patients after they return home from the hospital. The adverse impact of a stay in the ICU includes lasting cognitive and physical impairments for patients and mental health challenges for both patients and their caretakers. Hopkins explains, "The impact for the patient and families is huge, and it has been largely unrecognized, so they were suffering in silence." Hopkins and her team are working to alleviate these effects through developing peer support groups, post-ICU clinics, and interventions to help prevent and treat these issues.

## THE ART OF NEUROSCIENCE

The Neuroscience Center holds an annual art contest, which began in 2018 after Dr. Rebekka Matheson of the Psychology Department had the idea to add student artwork to the center's third-place winner, Michelle Duersch, a neuroscience master's student. Her piece, *Knowledge Transcending*, encapsulates what knowledge means to her and what she has appreciated about BYU's neuroscience program.

**Q: WHAT INSPIRED YOU TO GET A MASTER'S IN NEUROSCIENCE?**

**A:** When my fifth child was a few months old, I sought inspiration on what I should do next in my life. The thought came very powerfully to me that I ought to get a master's degree. As I researched fields of study, I was clearly led to neuroscience, an area central to many of my life-long interests: learning, memory, music, language, motivation, and physiology. Once I saw how connected I had been to the field my whole life, the choice seemed like a no-brainer.



**Q: WHAT HAVE YOU LOVED MOST ABOUT THE NEUROSCIENCE PROGRAM? WHY?**

**A:** BYU's neuroscience program is incredibly expansive and helps each student grasp how interdisciplinary the field currently is and continues to become.

**Q: WHAT DO YOU FIND MOST FASCINATING ABOUT THE BRAIN?**

**A:** One of the most fascinating facets of the human brain is its ability to adapt based on exposure and experience, a process called neuroplasticity. This means we truly have the ability within us to expand our minds with exposure to enriched environments, creative thinking, and intellectual challenges.

**Q: WHAT WAS THE INSPIRATION BEHIND YOUR PIECE, KNOWLEDGE TRANSCENDING?**

**A:** I was inspired to create *Knowledge Transcending* based on a scripture in the New Testament, Matthew 6:20-22. Specifically, I wanted to target individuals who feel like they are not learning or progressing in this life. Our whole lives are about progression, and if we believe that knowledge acquisition and progress is only made in a school or high-powered job setting, we are sadly mistaken.

**Q: WHAT DOES YOUR ARTWORK REPRESENT?**

**A:** In the mind of the woman in the painting, we see many possibilities for growth in mortality which represent diverse fields of interest: physical, intellectual, spiritual, and emotional. All these skills, lessons, and refiner's fires build her, mold her, and prepare her for what is yet to come.

**Q: WHAT DOES KNOWLEDGE TRANSCENDING MEAN TO YOU?**

**A:** *Knowledge Transcending* is my interpretation of another one of my favorite scriptures, Doctrine and Covenants 130:18-19: "Whatever principle of intelligence we attain unto in this life, it will rise with us in the resurrection." Life can be challenging, beautiful, depressing, unexpected, and miraculous. Along our mortal journey, we can learn from our experiences as we actively pursue additional education and growth.

## FULFILLING STUDENTS' POTENTIAL THROUGH CAREER AND RESEARCH OPPORTUNITIES

One reason for the Neuroscience Center's exponential growth in the last 20 years is its dedication to helping students find jobs, internships, and research opportunities. Internships have become a new focus, especially as the major is growing. Hopkins explains, "We have really started pushing internships with our students ... to broaden their point of view about what they can do with their degree."

Kirwan has also seen the benefit of internship opportunities and reports, "We do a great job of placing people in top programs—three-quarters of our majors are going on to medical or dental school, ... going to grad schools and research programs." In addition to medicine, recent graduates have started careers in education, business, engineering, and more.

*"I think studying the brain tells us a lot about who we are and what our unique abilities are, both as humans and as children of our Heavenly Father."*

—DR. BROCK KIRWAN

mented her academic learning with hands-on experience. Working in the memory and decision-making lab, Toolson says, "We do a lot of fMRI research, and it's been really cool to learn how an MRI machine actually works at a basic level and how to analyze that data."

Hopkins finds this mentored research especially beneficial because students from various disciplines are collaborating with other neuroscience students on research, and their different backgrounds and training help them learn a great deal from each other.

Students can also participate in the Neuroscience Club, which currently has over 100 members. Enoch Councill, the student club president, says that the organization "gives students opportunities to understand what the major is about and what you can do after graduation."

One of the main activities held by the club is Food for Thought, where a group of 15 students are invited to a catered dinner with a professor or another professional working in neuroscience. Councill says that Food for Thought is "a good networking opportunity; you can listen to really intelligent people talk about their research and ask them questions."

Perhaps one of the greatest impacts that the Neuroscience Center can have on students is a better understanding of each person's potential, both temporal and spiritual. As Kirwan says, "I think studying the brain tells us a lot about who we are and what our unique abilities are, both as humans and as children of our Heavenly Father. There is a reason that the brain looks the way it does and operates the way it does, and that allows us to do some pretty amazing stuff.... I think that people are amazing, specifically because they have amazing brains." ☀



**FUN FACTS ABOUT THE BRAIN**

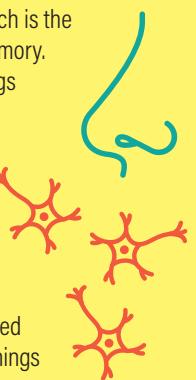
"Dolphins actually sleep with one hemisphere of the brain asleep at a time. For a dolphin who is underwater, they must be constantly swimming, and so they'll have REM sleep with half their brain while their other half is still awake."

—ANNELISE TOOLSON



"If you are told to move your arm from point A to point B, there is an unlimited number of [ways] to do so, but everyone will do it the same way. Your brain automatically minimizes both effort and error in any of the movements you make, which is why your bodily movements are fluid."

—ENOCH COUNCILL



"You don't grow new neurons after you are born, except in two places: One is in the olfactory bulb, where your sense of smell is, and the other one is in your hippocampus, which is the part of your brain involved in learning and memory. Current thinking is that as you learn about new things throughout your lifetime, you need new cells to represent those new memories, so that's why you grow new neurons in these two places. As to the other bit about smell, your olfactory sensory neurons actually poke down into your nasal cavity, so when you breathe in, your sense of smell is from the interaction of molecules in the air with those neurons themselves. The neurons are exposed directly to the air, so they get exposed to toxins and things like that. [Because of this], they die off pretty quickly, so you grow new neurons to replace the ones that die."

—DR. BROCK KIRWAN



# BREAKING EGGS AND FIGHTING FOR RIGHTS

BY HANNAH SHOAF

CELEBRATING  
THE LEGACY  
OF WOMEN'S  
SUFFRAGISTS

The year 2020 marks 150 years of women's suffrage in Utah, 100 years since the passing of the 19th Amendment to the United States Constitution, and 55 years since the passing of the Voting Rights Act. During the 2019–20 academic year, BYU students and faculty celebrated these achievements with a number of activities, including a voter registration drive, a women's history night, and several lectures across campus. The College of Family, Home, and Social Sciences joined the efforts to honor women's suffrage with two events: the G. Homer Durham Lecture, featuring Better Days 2020 CEO Neylan McBaine, and the Dead Suffragists' Debate.

## Neylan McBaine Shares Utah's Suffrage Story

**IN FEBRUARY**, Neylan McBaine, cofounder and CEO of Better Days 2020, discussed the history of women's suffrage in Utah at the annual G. Homer Durham Lecture. Better Days 2020 seeks to publicize the heritage of early Utah suffragists in order to encourage and support Utah women in their corporate and political endeavors. Using excerpts from her book, *Pioneering the Vote: The Untold Story of Suffragists in Utah and the West*, McBaine explained that Utah Territory was the first to grant white women voting rights in 1870, with Seraph Young being the first woman to cast a ballot under an equal suffrage law. McBaine went on to describe how in 1887, Utah women lost the right to vote under the Edward Tuckers Act, which disenfranchised all polygamous individuals. Although some Utah women regained their right to vote in 1896 and again in 1920 when the 19th Amendment was passed, Asian American, Native American, and African American women (and men) did not gain full voting rights in Utah state elections until 1952, 1957, and 1965, respectively.

In her lecture, McBaine shared three key observations about the importance of women's suffrage in Utah. First, she explained that the story of suffrage isn't just about voting; it marks one clear way in which white American women began to move from the limited domestic sphere into the broader political sphere. Second, suffrage history isn't just women's history; it's a history of Utah women and men working together to achieve mutual goals. Third, Utah suffragists cannot be defined as either pawns or militants; the lives of women (and men) are never "all good or all bad" but "contradictory." Finally, McBaine invited listeners to consider: "Are you living up to the legacy that these men and women left for us 150 years ago?" She finished her speech by exclaiming, "You can claim this heritage!"



## The Dead Suffragists' Debate

**IN NOVEMBER**, the History Department held the Dead Suffragists' Debate, the most recent installment of the annual Debate of the Dead series, in which faculty and students take on the roles of historical figures to discuss historical topics. During this year's debate, four prominent suffragists were represented: BYU English professor Dr. Jamie Horrocks represented the views of Alice Paul, cofounder of the National Woman's Party and writer of the 1923 Equal Rights Amendment; University of Nevada, Las Vegas, English professor Dr. Jane Hafen represented the views of Zitkála-Šá, a Yankton Dakota Sioux writer and political activist for Native American rights; historian Barbara Jones Brown represented the views of Martha Hughes Cannon, prominent Utah suffragist and the first female US state senator; and BYU political science graduate Kayla Jackson represented the views of Ida B. Wells, journalist and cofounder of the National Association for the Advancement of Colored People (NAACP).

MCBAINIE (2); FHSS PHOTO; ILLUSTRATIONS: BROOKE SMART; DEBATE: FHSS PHOTO



## Suffragists' Stories

Alice Paul, Zitkála-Šá, Martha Hughes Cannon, and Ida B. Wells each fought for the extension of women's suffrage, facing unique challenges while developing distinct visions for a better future. Alice Paul studied in Great Britain and learned from suffragettes how to get one's voice heard by lighting fires, setting off bombs, and holding hunger strikes. Paul brought these more militant tactics back with her to the US; as Horrocks (quoting Paul) explained, "If you want to make an omelet, you have to break a few eggs."

"IF YOU WANT TO MAKE AN OMELET, YOU HAVE TO BREAK A FEW EGGS." —HORROCKS AS ALICE PAUL

Paul formed the Silent Sentinels, a group of suffragists that picketed outside the White House gates every day for two years to generate political support for the 19th Amendment. Paul also cofounded the National Woman's Party to advance the suffragist cause.

Zitkála-Šá was dedicated to fighting for the rights of Native Americans. She was one of the first to write about the racist violence and dehumanization endemic in government boarding schools for Native Americans. Known for saying, "There is no great; there is no small; in the mind that causeth all," Zitkála-Šá authored a number of books, articles, and speeches advocating for the rights of both women and Native Americans.

"THERE IS NO GREAT; THERE IS NO SMALL; IN THE MIND THAT CAUSETH ALL." —ZITKÁLA-ŠÁ

She also co-founded the National Council of American Indians in 1926, determined to help Native Americans receive civil rights, including the right to vote.



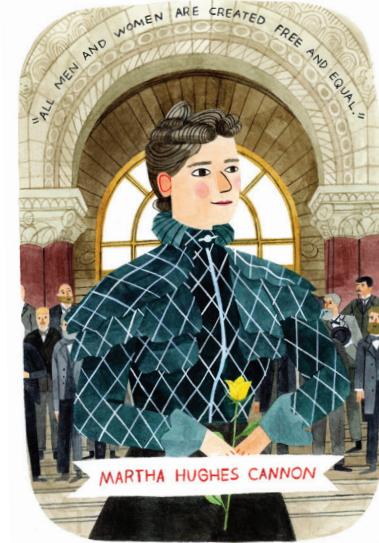
"WOMEN DON'T NEED TO BE PROTECTED; THEY NEED TO BE INCLUDED." —BROWN AS MARTHA HUGHES CANNON

Though opposition was strong, Wells was undaunted and believed that suffrage was vital to the advancement of all people, including people of color.

## Invitations from the Dead

At the end, the panelists advised listeners to take a stand and to be more inclusive. Hafen, as Zitkála-Šá, invited us to "think about your history and how it's been affected by relationships with Native Americans." Jackson, as Wells, encouraged us to "involve people of color; bring them to the table so they can speak for themselves." Horrocks, as Paul, urged us to prioritize education. Brown, as Cannon, concluded, "Make sure you take opportunities to vote and have your voice heard. Don't just fight for the rights of people who look like you but be aware of all people who are oppressed."

Finally, these panelists, along with McBaine, encouraged the BYU community to honor women's suffragists by being politically engaged and supportive of women's educational and civic goals. □

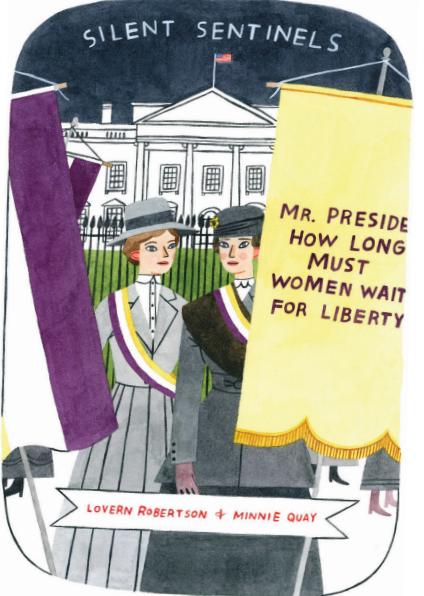


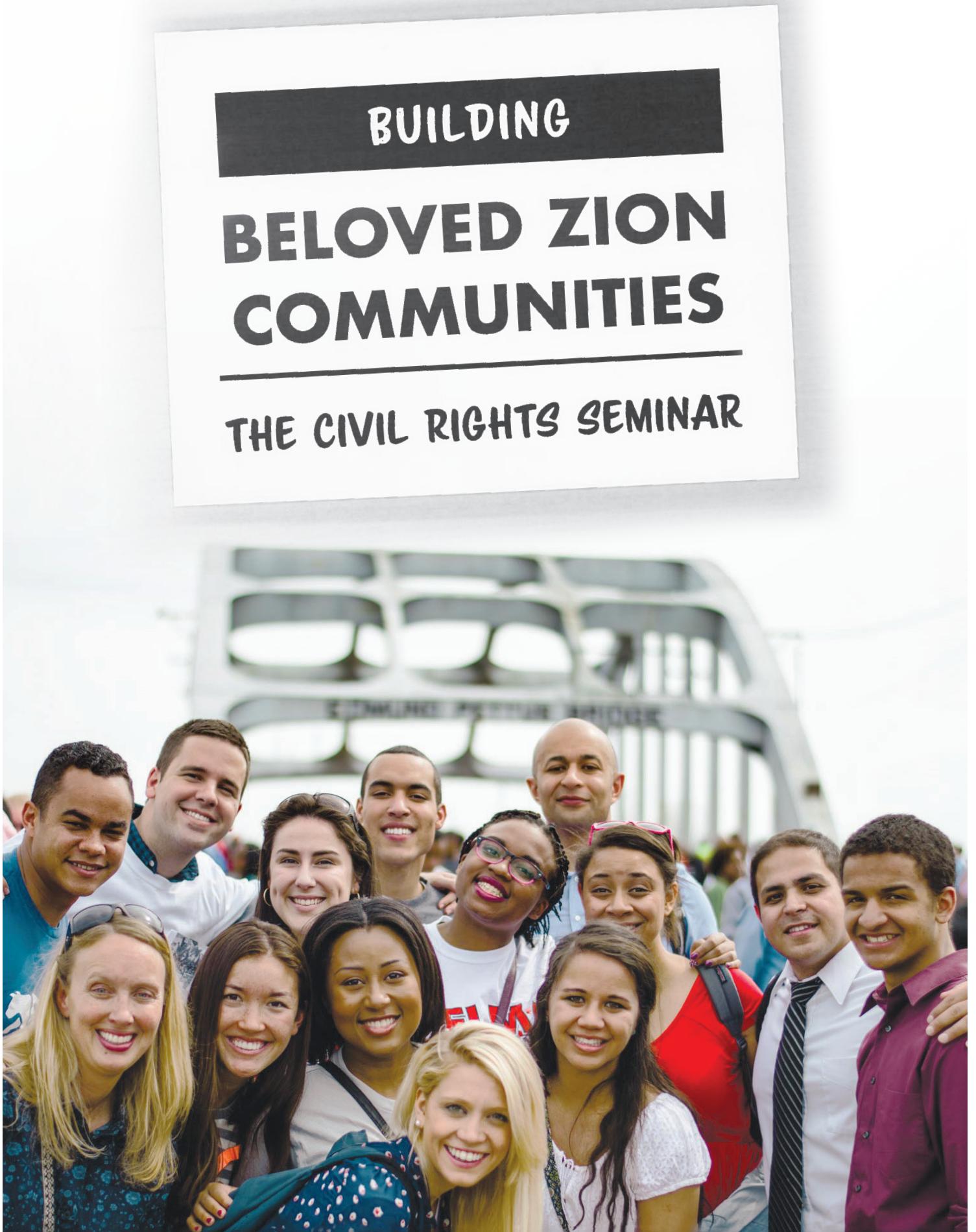
A distinctive challenge that suffragists in Utah faced was religious prejudice. Martha Hughes Cannon, a plural wife and a doctor with four degrees, experienced this opposition firsthand. When the American government revoked the voting rights of polygamists in 1887, Cannon and other Utah suffragists worked with politicians inside and outside of Utah to regain the right to vote. In the debate, Brown, as Cannon, said "Women don't need to be protected; they need to be included."

"THERE IS ROOM ENOUGH FOR ALL OF US AT THE TABLE." —JACKSON AS IDA B. WELLS

That same year, Cannon ran against her husband for political office and won, becoming the first female state senator in the nation.

Ida B. Wells fought racism as a civil rights activist, investigative journalist, and suffragist. Born a slave, she became a teacher after emancipation, writing about the poor condition of schools for black Americans and especially decrying lynching. In 1909 she cofounded the NAACP and organized civic and suffrage clubs for women. In the fight for suffrage, white women often excluded women of color, making cooperation difficult. Jackson, as Wells, said "There is room enough for all of us at the table."





# BUILDING BELOVED ZION COMMUNITIES

## THE CIVIL RIGHTS SEMINAR

LEFT: CARA DUCHENE; RIGHT: COURTESY ANTHONY BATES

BY UDIM OBOT



A world where we have a loving, genuine concern for the welfare of our neighbor; a society in which we reflect a devout love of God. These ideals may sound like part of the Church's overall mission to establish Zion here on earth and likewise part of Brigham Young University's goal to establish a Zion community on campus. But this hallowed goal is also not far from the philosophy of the Beloved Community, popularized by Dr. Martin Luther King Jr. As the King Center in Atlanta, Georgia, explains:

*"Dr. King's Beloved Community is a global vision, in which all people can share in the wealth of the earth. In the Beloved Community, poverty, hunger and homelessness will not be tolerated because international standards of human decency will not allow it. Racism and all forms of discrimination, bigotry and prejudice will be replaced by an all-inclusive spirit of sisterhood and brotherhood."*

King believed his Beloved Community was the prescription for a healthy society, but to realize his ideals, America will need to resolve issues involving class and race. Brigham Young University faculty and students are doing just this by fostering King's Beloved Community through the Civil Rights Seminar. This program, sponsored by the College of Family, Home, and Social Sciences, begins in the classroom and ends by giving students an opportunity to visit pivotal sites from the civil rights movement, but its goals reach much further. Students also learn the complex history of race relations in the United States and, most importantly, come to understand how they can build the Beloved Community wherever life leads them.



### History

Dean Benjamin M. Ogles was in the right place at the right time when he participated in a civil rights seminar in 2010 at Ohio University. The idea came from his association with a faculty member in the Department of African American Studies, C. Michael Gray. Professor Gray encouraged Ogles to participate on a trip visiting anti-apartheid sites of South Africa. The experience was life changing for Ogles, but such a trip is cost prohibitive for many students. But Ogles and Gray saw that there was maybe a more compelling opportunity to learn about civil rights right here in the United States. As a result, they later led a domestic trip with students exploring civil rights locations in Georgia and Alabama.

In 2011, Ogles was running with colleague Jonathan Sandberg, who told him he wanted to start a similar multicultural experiential program at BYU. Ogles shared the experiences he had had with the civil rights seminar at Ohio University. Within hours, Sandberg had a proposal on Ogles's desk, and the BYU Civil Rights Seminar began in March of 2012. The seminar is now in its ninth year.

### More Than Just a Class

Though the students admitted into the Civil Rights Seminar have a textbook and teacher like everyone else, this course aims to go further than a classroom understanding of history. The true focus of the class is to help students create the Beloved Community by practicing acceptance and love in the classroom. Teaching the civil rights movement requires an atmosphere of openness, so the class size is small. This gives the students and faculty the chance to create a safe space where students can share and learn from the experiences of others. Dialogue is highly encouraged so that students can welcome vulnerability, experience positive racial dynamics, and learn why the civil rights movement is relevant today. Classes go in depth to discover why there were discrepancies in civil rights and why the goals of the movement were not fully achieved.

Success in this learning environment is not measured only by letter grades. Sociology professor Dr. Ryan Gabriel, who has attended this trip for the past three years, believes true success in the seminar is represented by how the students live outside the classroom. He says, "If students can continue to be and feel safe and vulnerable, that's a success." The hope is for the participants of this seminar to be champions for racial justice, peace, love, and understanding in their families, classes, workspaces, and neighborhoods. This is done by helping students forge lasting connections so they know they have a strong community of support—in other words, by teaching about the Beloved Community.

**IN THE BELOVED COMMUNITY . . .**

**RACISM AND ALL FORMS OF DISCRIMINATION, BIGOTRY AND PREJUDICE WILL BE — REPLACED BY AN — ALL-INCLUSIVE SPIRIT OF SISTERHOOD AND BROTHERHOOD**

— MARTIN LUTHER KING, JR.

OGLES: JAREN WILKEY; RIGHT: CARA DUCHENE (3)

### On the Ground Learning

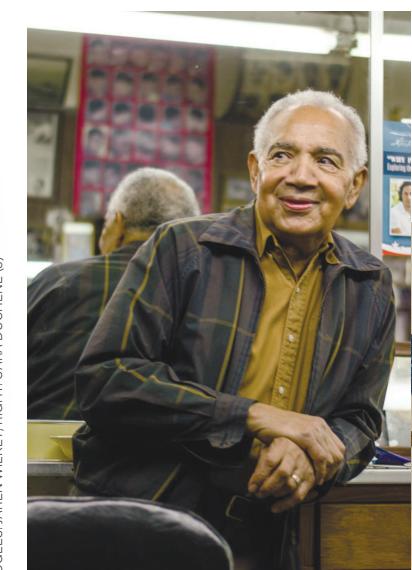
Although the lessons of the Civil Rights Seminar begin in the classroom, they are magnified by a four-day trip to the South to visit some of the iconic sites from the civil rights movement. These sites include the 16th St. Baptist Church, which was bombed as an act of racially motivated terrorism, the Rosa Parks Museum, and the Martin Luther King Jr. home, among many others (see sidebar). Though many of the stops on the tour remain the same year to year, the faculty who run the seminar find that the experience is always changing due to the needs of those participating.

BYU administrator Anthony Bates, who assists with the seminar every year, says, "Each group of students is different because everyone comes on the trip with different needs." One such need was met for a group traveling with Professor Gabriel, who had been trying to make sense of lynchings for his students when they visited the National Memorial for Peace and Justice in Montgomery, Alabama, a site created to remember lynching victims across America. The site consists of 800 coffin-shaped monuments made from COR-TEN steel, a material designed to withstand harsh elements, that hang from the ceilings of the outdoor memorial. Recounting the powerful experience of reading all the names of the 4,400 lynching victims to the students, Gabriel sensed a moment of emotional healing for the group and felt that these slain men, women, and children were finally being honored with the funeral they deserved.

This trip is more than sightseeing. Like the movement itself, the most touching experiences are often spiritual in nature. One year, the students were able to sit with Reverend Robert Graetz, the white Lutheran pastor who led an all-black congregation and openly supported the Montgomery bus boycott. During their visit, a faculty member turned to a student and asked her to sing for the reverend. Anthony Bates remembered this moment, saying, "As she sang 'I Am a Child of God,' the spirit in the room was palpable."

But these spiritual moments are also challenging. For both students and faculty, visiting these civil rights sites can be utterly heartbreaking. While pain and anger naturally arise while examining such hard history, gratitude for the determination of men, women, and children, black and white alike, that fought for justice also grows through the cracks of broken hearts. During some years, the seminar visits the South in conjunction with the annual Bridge Crossing Jubilee, a commemoration of Bloody Sunday, the first attempted march from Selma to Montgomery, Alabama, which ended tragically at the hands of law enforcement officers. During the 2019 trip, the class visited Selma a couple of weeks after the jubilee so that they would be able to be the only ones crossing the bridge. Bates said that when the group reached the top

of the hill, they were "overcome with emotion" knowing that if they had been walking to that point just 54 years earlier, they would have seen the lines of deputized citizens with broken bottles, horses, and bats standing next to state troopers with batons and tear gas. Bates continued, "I was overcome with feelings of



LEFT: NELSON MALDEN; RIGHT: REVEREND ROBERT GRAETZ AND HIS WIFE, JEAN, AT THE 2015 CIVIL RIGHTS SEMINAR



### CIVIL RIGHTS SEMINAR

#### Sites

- 16th Street Baptist Church
- Anniston Civil Rights Trail
- Birmingham Civil Rights Institute
- Ebenezer Church
- Edmund Pettus Bridge, Selma (Bloody Sunday, March 7, 1965)
- Freedom Riders National Monument
- Kelly Ingram Park (Children's Crusade)
- Martin Luther King Jr. home
- National Memorial for Peace and Justice and the Legacy Museum
- Rosa Parks Museum
- The National Center for Civil and Human Rights, Atlanta
- Tuskegee Airmen National Historic Site

#### People

- Former Freedom Riders
- Nelson Malden, Martin Luther King's barber
- Participants in Birmingham Children's Crusade
- Reverend Robert Graetz, white pastor of an all-black congregation who supported the Montgomery Bus Boycott and was a neighbor to Rosa Parks

sadness and pain for people who were willing to do that to other humans, but also humbled and appreciative of the courageous women and men who were willing to take those steps just so I could go to a ballot box."

### Reconnection

For one student, the seminar was a chance to learn about his disconnected heritage. Jacob Smith, a senior studying global studies, was adopted as an infant into a white family, and as an African American growing up in predominantly white Draper, Utah, he found himself in a world that kept him from feeling truly accepted. All he was expecting to gain by participating in the seminar was a little more knowledge about the civil rights movement and what it means to "be a member of the black community." What he didn't expect was to create lasting connections or feel the Spirit on the trip.

Going to Martin Luther King Jr.'s home and Ebenezer Church, where King served as assistant reverend to his father, gave Smith "the very tangible feeling of the spiritual beings that still live there." For him, standing on those grounds united the worlds he'd learned about and the world he lives in. Looking back on his experience with the seminar, Smith now understands that "there is a difference between intellectual and experiential understanding." He says, "No matter how well read we are, we will not ever be able to truly understand what those powerful, driven heroes endured during their nonviolent war for rights. However, we can honor their sacrifices by striving to create these sought-after beloved communities wherever we can."

### Creating a Beloved Zion

Brigham Young University's dedication to educating young people to "go forth to serve" is exemplified through the Civil Rights Seminar. Through their experiences in the program, students are gaining a more complete knowledge of American history, because in a Beloved Community, the story of one of us is the story of all of us. Thus, the final product of the seminar is the creation of a group of students and faculty who are all striving to create King's Beloved Community, along with Zion communities, throughout their lives. As King said:

*"The end is reconciliation; the end is redemtion; the end is the creation of the Beloved Community. It is this type of spirit and this type of love that can transform opponents into friends. It is this type of understanding goodwill that will transform the deep gloom of the old age into the exuberant gladness of the new age. It is this love which will bring about miracles in the hearts of men."* ☽



COURTESY ANTHONY BATES (4)

NICK FEWINGS/UNSPLASH

WE CAN HONOR  
THEIR SACRIFICES  
BY STRIVING TO CREATE  
THESE SOUGHT-AFTER  
BELOVED  
COMMUNITIES

— JACOB SMITH  
Civil Rights Seminar Student

# Moving Past Perfectionism:

## Compassion-Focused Group Therapy

BY  
**UDIM OBOT**

In the gospel of Matthew, Christ commands us to love God first and then our neighbors as ourselves. We tend to focus on one part of the second commandment—loving our neighbors—but are we as committed to loving ourselves?

Gary Burlingame, chair of the Department of Psychology, and Kara Cattani, clinical director of BYU Counseling and Psychology Services (CAPS), worked with colleagues to build a compassion-focused group therapy model. This technique helps students and others who are struggling with self-criticism and shame, which can lead to various mental health problems. Using the original compassion-focused therapy (CFT) model developed by Paul Gilbert, Cattani and Burlingame created therapy groups to help individuals both experience compassion and foster compassion for themselves and others.

The work done in these groups is multifaceted, but below are a few examples of CFT techniques.

### 1. Imagining a Compassionate Other

We all need someone on our side, and CFT uses imagery to

help individuals build a compassionate other who can give emotional and physical support. Therapists ask their groups to imagine an "ideal compassionate other" who can be fictional or a combination of many loving people like family, close friends, or even divinity. This compassionate other does not trigger guilt or shame but rather offers a sense of peace, love, and unconditional acceptance.

Although this can be challenging, with the support of a therapist, most people eventually succeed in creating a compassionate other that activates the soothing or parasympathetic nervous system. This is the first step in CFT. Burlingame and Cattani have found that using strategies to calm the body invariably works to calm the mind.

### 2. Shining a Light on Mindfulness

What can a flashlight teach us about focusing thoughts? A lot,

according to Burlingame and Cattani. Patients suffering from depression and anxiety often feel like their minds are chaotic and out of control, but CFT teaches them that a wandering mind is normal. Therapists say the challenge is not to control or rid the mind of thoughts but rather to learn to focus (and refocus) our attention. To demonstrate this, a therapist will turn off the lights in

a room and give members in a group session a turn at holding a lit flashlight. Members shine the flashlight at different parts of the room—the ceiling, a clock, the floor, a picture on the wall. After everyone has a turn, the therapist points out how most members' eyes focused on whatever the flashlight illuminated.

This reminds us that we are in control of what we focus on, and it teaches that if we're depressed, our attention will invariably wander to sad and hopeless parts of our lives. While CFT acknowledges that negative thoughts are not the individual's fault, it also shows group members that it is their responsibility to refocus the flashlight of their attention. At first group members may only be able to refocus for seconds, but with practice they can develop this skill, and refocusing often becomes easier.

### 3. Defending Yourself Against Your Inner Critic

When you think about a behavior you would like to change, notice what you say to yourself. Notice the tone of your voice and how your critical voice leaves you feeling. Does it motivate you? Does it frighten you? If you had

a friend or a child with this same behavioral struggle, how would you talk to them about the problem? You deserve to receive the same patient, positive tone that you would likely share with your loved ones.

Cattani reports that "to date, the data on compassion-focused group therapy is promising." Burlingame, Cattani, and their colleagues are studying its implementation and outcomes at both BYU CAPS and the Utah State Hospital. Most of their clients report an improved ability to combat stress and anxiety in order to feel calm and relaxed. Many also report that visualization and meditation skills were helpful in creating a sense of safety and self-compassion. One client's comment nicely reflects the empowering aims of CFT: "It gave me a lot of insight into my own emotional needs, . . . what makes me feel safe [and] what kind of people I need to spend time with."

BYU CAPS has created a class to teach students CFT techniques and also offers CFT groups for students each semester. Students who would like to learn more about participating in these groups can contact CAPS at 801-422-3035 for more information. ☽



"IMMIGRATING" SUCCESS INTO THE CLASSROOM:

# IMMIGRANTS BOOST ACADEMIC PERFORMANCE

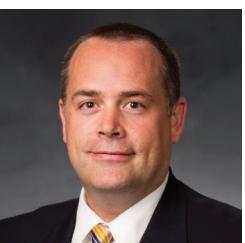
BY BAYLIE DUCE



FLORENCIA SILVEIRA



MIKAELA DUFUR



JONATHAN JARVIS

When you hear immigration discussed in politics today, the narrative tends to focus on the idea that immigrants strain US resources, including education. Many have the perception that immigrant students slow down the academic progress of their peers, but Florencia Silveira, a PhD student at the University of Albany, found compelling data that says otherwise. Silveira completed her undergraduate and master's degrees at BYU, and as part of her master's project, she studied the academic performances of immigrant and native-born students in connection to immigration levels in the classroom.

Mikaela Dufur and Jonathan Jarvis, BYU sociology professors and mentors for the project, discovered data with Silveira that disproved the current immigration narrative. To the team's surprise, they found that classrooms with higher concentrations of immigrants had better academic performances for both immigrants and native-born students. The study consisted of more than 260,000 students across 10,000 academic institutions in the United States.

Based on the 2015 Programme for International Student Assessment, the BYU research team analyzed the mathematic performance of native-born, first-generation

immigrant, and second-generation immigrant students. They discovered that immigrants perform about 15 to 20 points below native-born students in communities with small immigrant populations, which does support common beliefs. However, as the percentage of immigrant students increased, there was a decrease in the performance gap between all three groups of students. As the group wrote in a paper they published about the study, "In countries with 15 percent or more immigrants, native-born students and immigrants are within 10 points of each other; in countries with 25 percent foreign-born, all three groups perform within 5 points of each other." The narrowing of the gap resulted from an increase in achievement for all groups.

The team analyzed data from 15-year-old students across 41 high-income countries that included students' immigrant status and corresponding academic mathematic achievement. Based on the data, they found that first-generation immigrants' mathematic achievement increased by roughly 21 points for every 10 percent increase in foreign-born population in the classroom. They also found that a 1 percent increase in foreign-born population is associated with a 1.2-point increase in mathematics achievement for students in that country. The findings indicated that

BYU PHOTO (3)



students, both immigrant and nonimmigrant alike, benefit academically in populations with a higher percentage of immigrants.

An immigrant herself, Silveira's project was inspired by the current political shift towards anti-immigration sentiment. She observed that people who hold anti-immigration perspectives argue that immigrants come to the U.S. and take resources from native-born people.

Jarvis reflected on the positive results of high immigration concentrations in the classroom. He stated, "Immigrants are often highly motivated and come with high aspirations to succeed. They come [to the United States] for their children's education, and that tends to lead to prosocial and good behaviors."

Jarvis also expressed his hope to connect this data to people that make decisions and are in a position to improve educational systems. He said, "Even if it were a little bit of information, that would help [leaders] see that immigration can have a positive effect in areas that are often misconceptualized."

Improving educational systems is an important and highly debated topic worldwide. Jarvis is aware that many parents are concerned about their kids receiving the best educational opportunities possible.

The study of sociology focuses on understanding people of different race, ethnicity, gender, and social class, but it also examines how structures and institutions influence people. Jarvis believes the results of the study will help citizens develop more empathy for immigrants and their situations and encourage more "willingness to work with people rather than exclude them." Jarvis described the study as "timely" and said the data was interesting since it was taken from so many countries.

## CLASSROOMS WITH HIGHER CONCENTRATIONS OF IMMIGRANTS HAD BETTER ACADEMIC PERFORMANCES.

Dufur expressed the importance of treating everyone as people. "It is so interesting to me the degree to which we have to be reminded that other groups who are not like us are still people," she concluded.

The BYU research team met weekly over the course of a year, and Dufur described her experience working alongside BYU team members Silveira and Jarvis as "amazing." The two sociology professors have known Silveira since she began her undergraduate degree at BYU. Dufur enjoyed seeing her grow and develop as she used complex data and complex methods to introduce fresh ideas into the world of sociology.

Jarvis, Dufur, and Silveira are continuing their research in connection to the study. They are currently writing a paper that looks at language disadvantage in educational performance across five English-speaking countries. Jarvis expressed his excitement at the chance to continue to look at these social issues over time as new data is released.

This BYU research team found evidence challenging the popular narrative circulated in politics today and discovered that immigrants positively affected educational systems. Could this be true in other areas such as crime, job markets, and health services? Only time and more research will tell. ☐



# BOOKSHELF

## 2019 BOOKS BY FHSS PROFESSORS

**Financing the 2016 Election**  
**David B. Magleby, Editor**  
(Political Science)



Beginning with the 1960 election, readers could turn to one book for an authoritative and comprehensive examination of campaign finance at the federal level. The latest in this respected series, *Financing the 2016 Election*, explores the role of money in one of the most unconventional elections in modern American history. A team of leading scholars has dug into the roles played by political parties and special interest groups (including super PACs) in the presidential and congressional elections of 2016.

**Utah Politics and Government: American Democracy Among a Unique Electorate**

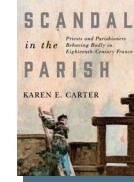
**Adam R. Brown**  
(Political Science)



Utah Politics and Government offers an accessible analysis of Utah's political cultures, starting with the state's unique pioneer heritage, its development into a secular American state, and its explosive modern growth. This book covers the state constitution and its place in the federal system, ongoing public-land disputes, and major political institutions.

**Scandal in the Parish: Priests and Parishioners Behaving Badly in Eighteenth-Century France**

**Karen E. Carter**  
(History)



In 1770, the priest Nicolas Vernier was accused of neglect of church services, inappropriate behavior in the confessional, financial improprieties, and affairs with the village schoolmistresses. In a contentious church court case, parishioners described all of their priest's wrongdoings, and in turn, he detailed many of theirs. Ultimately, Vernier finished his career as a cathedral canon in another diocese.

**Who Is Truth: Reframing Our Questions for a Richer Faith**

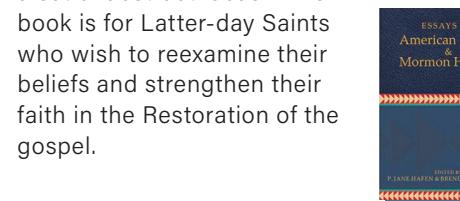
**Edwin E. Gant**  
(Psychology)



Nearly 2,000 years ago, Christ's followers asked, "How can we know the way?" Christ's reply was simple and profound: "I am the way, the truth, and the life" (John 14:6). What happens when we think of truth as a living person instead of a set of abstract ideas? This book is for Latter-day Saints who wish to reexamine their beliefs and strengthen their faith in the Restoration of the gospel.

**Essays on American Indian and Mormon History**

**Brenden W. Rensink, Editor**  
(History)



This collection of essays explores the historical and cultural complexities of Asian American Christian, black

**Multicultural Stepfamilies**  
**Gordon Limb, Editor**  
(Social Work)



With illuminating chapters written by discipline scholars, *Multicultural Stepfamilies* presents research about the composition and diversity of modern stepfamilies. It explores the ways in which race, ethnicity, religion, and culture can influence stepfamily structure.

**Reconstruction and Mormon America**

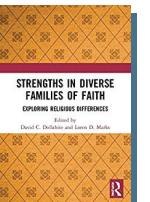
**Brian Q. Cannon, Editor**  
(History)



The South has been the focus of the Reconstruction era, but reconstruction following the Civil War was not a distinctly Southern experience. In the post-Civil War West, American Indians also experienced reconstruction through removal to reservations and assimilation to Christianity, and Latter-day Saints—Mormons—worried that government actions to force the end of polygamy would disestablish the Church.

**Strengths in Diverse Families of Faith: Exploring Religious Differences**

**David C. Dollahite and Loren D. Marks, Editors**  
(School of Family Life)

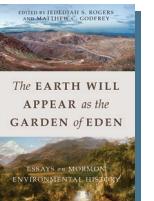


This book explores how religious families draw on their spiritual beliefs, religious practices, and faith communities to strengthen their relationships. Using in-depth interviews from eight religious groups—Asian American Christian, black

American Indian and Mormon history from a decolonizing perspective. Essays cover the historical construction of the "Lamanite," settler colonialism and the Book of Mormon, and connections between Seneca leader Handsome Lake and Joseph Smith.

**The Earth Will Appear as the Garden of Eden: Essays on Mormon Environmental History**

**Matthew C. Godfrey**  
(Religious Education)



Although scholars have increasingly investigated the impact of religion on nature, studies of the interactions between Mormons and the natural environment are few. This volume applies the perspectives of environmental history to Mormonism, providing a scholarly introduction to Mormon environmental history.

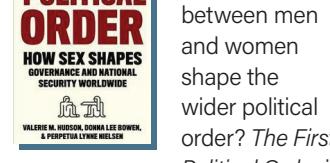
**The First Political Order: How Sex Shapes Governance and National Security Worldwide**

**Donna Lee Bowen**  
(Political Science, Emeritus)

Christian, Catholic and Orthodox Christian, evangelical Christian, Jewish, Latter-day Saint, mainline Protestant, and Muslim—this book uses the interviewees' own words to show how their religion influences their relationships.

**Contemporary US Populism in Comparative Perspective**

**Kirk Hawkins**  
(Political Science)

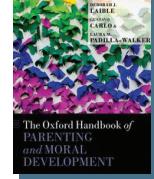


How does the relationship between men and women shape the wider political order? *The First Political Order* is a groundbreaking demonstration that the systematic subordination of women underlies all other institutions with wide-ranging implications for global security and development, even functioning almost as a curse upon nations. *The First Political Order* explains what the international community can do now to promote more equitable relations between men and women.

**The Oxford Handbook of Parenting and Moral Development**

**Laura M. Padilla-Walker**

(School of Family Life)

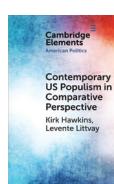


This handbook provides a collection of state-of-the-art theories and research on the important role that parents play in moral development. The contributors take a comprehensive yet nuanced approach to

consider the links between parenting and different aspects of moral development. This volume lays out the next set of fundamental theoretical and empirical issues that will significantly advance the field. It is a must-read for scholars, practitioners, educators, students, and policymakers interested in parenting and moral development.

**Return to Ixil: Maya Society in an Eighteenth-Century Yucatec Town**

**Mark Christensen**  
(History)



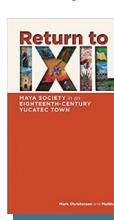
With the victory of Donald Trump in the 2016 presidential election, populists have come to power in the US for

the first time in many years. However, US political scientists have failed to anticipate or measure populism's impact on the campaign or to offer useful policy responses. The conceptual and theoretical insights of comparativist scholars can benefit Americanists and applying their techniques can help US scholars and policymakers place events in perspective.

**Weights and Marketplaces from the Bronze Age to the Early Modern Period**

**Edward Stratford**

(History)

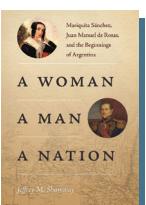


This book examines over 100 colonial-era Maya wills from the Yucatec town of Ixil,

presented together for the first time. These testaments make up the most significant corpus of Maya-language documents from the colonial period. *Return to Ixil* provides a rare close-up view of the inner workings of a colonial Maya town and the communal and familial affairs that made up a large part of the Maya colonial experience.

**A Woman, a Man, a Nation: Mariquita Sánchez, Juan Manuel de Rosas, and the Beginnings of Argentina**

**Jeffrey M. Shumway**  
(History)



In 1837 Mariquita Sánchez de Mendeville was so fed up with Governor Juan Manuel de Rosas that

she chose to leave her beloved city of Buenos Aires. Leaving was especially hard because Mariquita felt that she had played an influential role in transforming Buenos Aires from a Spanish colonial outpost into a brilliant capital in a world of republics. Mariquita's and Juan Manuel's lives corresponded with the major events and processes that shaped the turbulent beginnings of the Argentine nation.

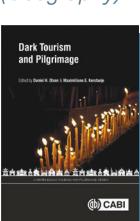


record? What economic changes did such objects bring about? These are some of the questions

which were investigated in two workshops held in 2016 and 2017 in Munich and Göttingen, Germany. The theme of the first part of the volume is the identification and use of early weights from the Chalcolithic and Early Bronze Age in western Asia to the early medieval period in northern Europe. In the second part, the phenomenology of marketplaces from the Bronze Age to the modern period is discussed within a global perspective.

**Dark Tourism and Pilgrimage**

**Daniel H. Olsen, Editor**  
(Geography)



In recent years there has been a growth in both the practice and research of dark tourism—the phenomenon of visiting sites of tragedy or disaster. This book examines dark tourism through the new lens of pilgrimage. Taking a broad definition of pilgrimage so as to consider aspects of both religious and non-religious travel that might be considered pilgrimage-like, this book covers theories and histories of dark tourism and pilgrimage, pilgrimage to dark tourism sites, and experience design.

# SEEING 2020:



ISAIAH RUSTAD/UNSPLASH

BYU PHOTO (3)

# GAINING A CLEAR VIEW OF POLITICS

By Baylie Duce

You only have 15 minutes and you want to find accurate political news. Who can you trust? Trying to find accurate and unbiased political news plagues all generations. Dean Barley, psychologist and director of the BYU Comprehensive Clinic, said of the media mayhem of today's politics, "It's overwhelming. Where do I spend my limited time to make a difference? I don't know where to start, who to vote for, and I don't even know who is running!"

We turned to BYU political science faculty members, including the directors of the Center for the Study of Elections and Democracy (CSED) and the Office of Civic Engagement Leadership, for help understanding the complex political landscape. They suggest four ways that we can gain a clearer political view:

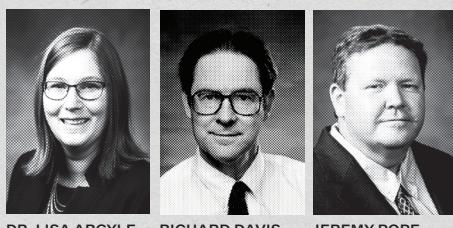
- Identify biases in news sources
- Verify online sources
- Read opposing views
- Participate in the political conversation

## IDENTIFYING BIASES

Many citizens seek balanced sources to understand party platforms and public policies, but in today's world it seems like there is no such thing as unbiased media. This can be frustrating to those who want to make informed decisions and are searching for the facts. Dr. Lisa Argyle, a professor of political science and CSED scholar, described the biases seen in media today. She said, "Journalists make decisions on which stories to cover, what aspects of the story to emphasize, and the words used that lead to some bias no matter how impartial outlets try to be."

With the prevalence of biased sources and "fake news," Richard Davis, a BYU political science professor and director of the Office of Civic Engagement Leadership, knows that finding the facts can be a struggle. He said, "The average person is either going to say, 'I am overwhelmed by this,' and check out, or they're going to pick just one source to read."

Davis warned that looking at only one source will most likely provide individuals with skewed information. Most media



DR. LISA ARGYLE

RICHARD DAVIS

JEREMY POPE

sources conform to the views of their target audience and angle stories to please specific mindsets.

According to the Pew Research Center, about a third of those in the 18–29-year demographic said that social media was the most helpful source when learning about the 2016 presidential election. But Davis cautioned us to be aware of potential biases that we see on our social media feeds. We tend to be friends with like-minded people who share many of our same opinions. We also choose which accounts to follow, and even more problematically, social media algorithms often suggest similar content based on who or what we already follow. We need to be aware that our feeds are often just echo chambers of our own thoughts.

Jeremy Pope, a BYU associate professor of political science and codirector of the CSED, explains that the problem with reading one source is not an issue of accuracy: "If you just tie yourself up to one particular outlet, they will tell you things that are true, but they won't tell you all the things you need to know or all the things you should consider because they are not interested in giving you a full picture."

## VERIFYING ONLINE SOURCES

As we identify biases, we also need to be able to verify a source's credibility. Dr. Sam Wineburg, a professor of education and history at Stanford University, shed light on the issue of navigating media sources in his BYU lecture "Online Civic Reasoning: Surviving the Digital Onslaught and Making Better Decisions." He stated that citizens today lack the crucial skill of evaluating information. He performed a study on students to determine their ability to recognize credible online sources and found that 82 percent of middle school students could not distinguish an ad from a news article. He found similar results among high school and college students and even adults. Wineburg was alarmed by the results of his study and said, "The state of young people's ability to discern truth from falsehood on the web can be described in one word, and that word is *bleak*."

Wineburg attributed students' inability to distinguish between fact and fiction to a lack of education. Most students today have not been trained in digital literacy. He called on educational systems to implement digital literacy classes, saying, "How can you expect future voters to investigate

*If we only seek information from sources that we agree with, we are susceptible to confirmation bias, or the tendency to interpret new information in a way that supports our current beliefs and to avoid information that challenges those beliefs.*



issues without teaching them to identify false online groups?" He went on to suggest that we follow the practices of expert fact checkers and search the names of sites to determine reputability. To do this, Wineburg believes that we need to ask ourselves the following questions before everything we read online: "Who is telling me this? And what do I know about the organization?"

## ANALYZING OPPPOSING VIEWS

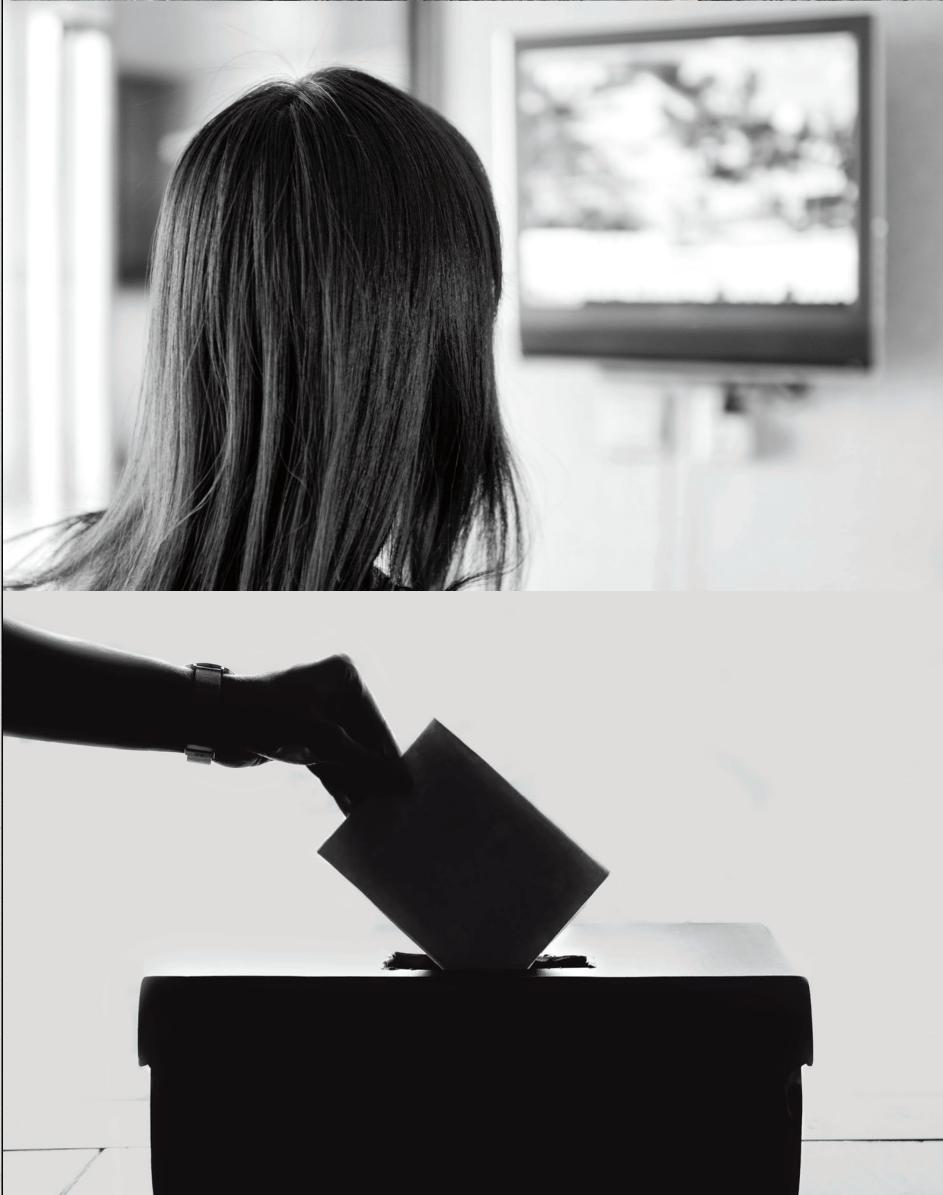
Not only is it important to identify the quality of our sources, but we also need to read a variety of content from reputable outlets. Pope said that we can get a broad picture of politics by learning what different people think: "If we rely on one source, we are only getting one side of the story." He says that in his own daily news search, he looks at opposing views and remembers that every publication has something to offer. Pope believes that reading widely "forces you to confront why someone who disagrees with you does."

Argyle said that reading opposing views presents a challenge for many people: "Psychologically, everyone finds it more pleasant to read things that reaffirm our beliefs, so it is natural to gravitate to those sources that fit with our prior opinions." To become informed, sometimes we must be willing to step outside our comfort zone. If we only seek information from sources that we agree with, we are susceptible to confirmation bias, or the tendency to interpret new information in a way that supports our current beliefs and to avoid information that challenges those beliefs. To combat confirmation bias, we should seek reputable sources that are both left- and right-leaning.

Reading multiple sources and verifying their reputability can take a lot of time and cause many people to feel overwhelmed. Davis suggested that we divide our time between sources: "Take your 20 minutes and divide 10 minutes here and 10 minutes there so you can get different perspectives." Constantly engaging in political news can also be emotionally taxing. To alleviate this stress, Argyle encouraged us to set limits. She said, "Sometimes it's OK to disengage for a while to preserve our mental and emotional health."

## PARTICIPATING IN THE POLITICAL CONVERSATION

Argyle's final suggestion for navigating politics is to move beyond lurking or arguing



LEFT: MARKUS SPiske/UNSPLASH; TOP: TIMI DAVID/UNSPLASH; CENTER: PHOTOK/GETTY; BOTTOM: ELEMENT 5 DIGITAL/UNSPLASH

on social media to opening up to others in discussion. She said, "I think that talking to other people—actually having a conversation—is a constructive way that people can learn about politics and develop their opinions."

The Office of Civic Engagement Leadership provides BYU students with opportunities to engage in politics and have these conversations with community leaders. The office holds annual workshops and conferences where students can discuss political topics with members of state legislatures, political party chairs, advocacy leaders, and public officials. The practitioner workshop held each spring includes keynote speakers who discuss the importance of political engagement and civility in public discourse. As director of the center, Davis has seen the impact of these programs on students. "They're learning and they're growing and expanding their understanding of the world by being involved with community leaders," he says.

Through this office, students also join the political conversation by obtaining a minor in civic engagement leadership. This minor allows students to build skills communicating with elected officials, helping shape public policy, and working effectively in government. As part of the minor requirements, students can work in a nonprofit or service organization or serve in a government office. Through experience, they learn to initiate civic engagement opportunities and stimulate civic engagement by others.

BYU students can continue to expand their political views through CSED. In this research lab, students conduct semester-long projects on a specific political topic. Through research and literature reviews, they are able to synthesize data and make informed conclusions about political issues. Codirector Pope has seen the benefits of participating in the program: "The students are better able to design projects, think critically, and analyze politics."

## TAKING ACTION

By following these four steps, BYU political science faculty think we can gain a broader and ultimately clearer view of politics. Most importantly, once we feel we have gathered the best information, we need to make our voices heard by voting. Only then can our political engagement move past our phone screens and social media feeds so that we can each truly make a difference in public policy in 2020. ☐

# Monitoring Kids' Media Usage

One Plan Does Not Fit All

**"Having open, frequent, non-judgmental conversations about what kids encounter on social media can help them become critical consumers of media."**

—Sarah Coyne

BY  
**BAYLIE DUCE**

**M**any parents worry that if their child spends too much time on social media, they will develop mental health issues and other problems. These parents may try to control their child's social media use, and they often focus solely on limiting screen time, usually by demanding, "Give me your phone." But researchers from the BYU School of Family Life have questioned that approach. Several independent studies have found that the healthiest and most positive results come when parents create individualized media plans incorporating child input.

For example, Sarah Coyne, a BYU professor of family life, conducted an eight-year longitudinal study and found that time spent on social media does not directly affect depression and anxiety in adolescents. Coyne found that it's more important to monitor content and context.<sup>1</sup>

## Have Open Discussions

The first step is to talk with adolescents about the content they are

viewing, a process that researchers call active media monitoring. BYU family life professor Laura Stockdale said, "Ideally you're sitting with your child actively engaging with them." She recommended asking them to reflect on what they see. For example, parents could ask, "I just saw a lot of violence. What do you think would happen in real life if someone behaved like that?" Stockdale admitted that these kinds of conversations can be difficult for parents, especially by the time kids reach the teenage years, but it's extremely helpful in early adolescence. Coyne said,

"Having open, frequent, nonjudgmental conversations about what kids encounter on social media can help them become critical consumers of media."

## Encourage Active Use

BYU human development graduate student McCall Booth said

parents should encourage active rather than passive use of media.

"Adolescents should avoid going

on social media out of boredom,

which results in passively scrolling and lurking," she said. In order for media to be a beneficial tool rather than an emotional hindrance, she

said, adolescents need to actively like, comment, share, and be a participant on social media. Studies show that adolescents who use social media passively as outside observers can feel more anxious than those who are actively engaging in online conversations.<sup>2</sup> Parents can teach children to be active users and use social media as a productive tool to connect with friends and family.

## Establish Bedtimes

Sleep is very important for mental health, and screen time can interfere with that. Together, parents and children should set boundaries for media use at night. A child who uses social media right before bed can lose sleep, which negatively affects their physical and mental health.

Booth said that families should create screen-free spaces like bedrooms, which "allows for media use in a way that's connective and avoids isolated media use."

## Be Flexible

When creating social media plans, parents should constantly monitor and update their plans

based on their child's maturity level. Stockdale encouraged parents to be friends with their child on social media and to monitor their use over time. "As children get older, more mature, and show you that they can handle more freedom, you can loosen the reins," she said.

Adolescents are often looking for their own social identity and don't want a parent telling them what to do. When making media plans, both parents and children should be involved in setting boundaries. BYU professor of family life Laura Padilla-Walker has researched how parents can promote an environment or relationship in which teens feel comfortable sharing what they're doing with media. One of the papers stated, "If parents restrict their child's media use but do this in a way that maximizes the child's autonomy and input, then the child was more disclosing (or honest) about their media use and kept fewer secrets."<sup>3</sup>

## Be Really Flexible

Stockdale encouraged parents to create different plans for different children based on age level

"Every child and every relationship is different," she said. She explained that if one child has broken a parent's trust more than another child, parents can adjust their rules. Adding to this idea, Booth said, "Parents should explain to their children that different rules do not mean different love." Booth encouraged parents to evaluate the needs of each of their children and determine what they can realistically handle.

"If one child has a lot of issues with social comparison, parents should navigate his or her social media use a little differently than a child who doesn't have those issues," she said. Padilla-Walker stressed the importance of open communication between the parent and child, saying, "It is okay to have limits, but the child needs to understand the reasons behind those limits." She explained that at the very least, parents should be willing to listen to their child's perspective and modify media rules within reason. She added,

"When parental control is the primary approach to media rules, it is more often associated with teenagers keeping secrets from parents about media use."

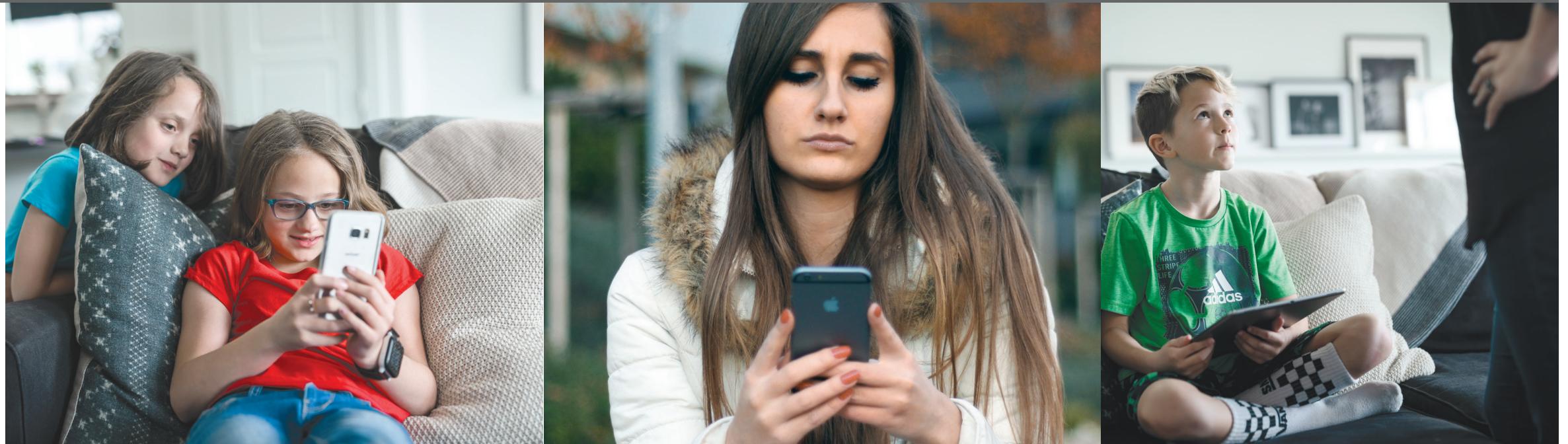
One of the main takeaways from this research is that parents should feel confident in navigating the world of media and their children's media use. Parents should initiate open conversations to determine a child's strengths and weaknesses in order to create a plan that maintains online safety and builds social skills. □

## ENDNOTES

1 Sarah M. Coyne, Adam A. Rogers, Jessica D. Zurcher, Laura Stockdale, and McCall Booth, "Does Time Spent Using Social Media Impact Mental Health? An Eight Year Longitudinal Study," *Computers in Human Behavior* 104 (March 2020), <https://doi.org/10.1016/j.chb.2019.106160>.

2 Ingibjorg Eva Thorisdottir, Rannveig Sigurvinsson, Bryndis Bjork Asgeirsdottir, John P. Allegante, and Inga Dora Sigfusdottir, "Active and Passive Social Media Use and Symptoms of Anxiety and Depressed Mood Among Icelandic Adolescents," *Cyberpsychology, Behavior and Social Networking* 22, no. 8 (August 2019): 535–42, <https://doi.org/10.1089/cyber.2019.0079>.

3 Laura Padilla-Walker, Laura A. Stockdale, Daye Son, Sarah M. Coyne, and Sara C. Stinnett, "Associations Between Parental Media Monitoring Style, Information Management, and Prosocial and Aggressive Behaviors," *Journal of Social and Personal Relationships* 37 no. 1 (January 2020): 180–200, <https://doi.org/10.1177/0265407519859653>.





# AROUND THE WORLD



**Karina Holt**  
**CAMBODIA**  
*HELP International*

Karina Holt (center) with the girls at the Smile Institution in Cambodia

During my internship, I taught sex education classes to high school boys and girls and was the project lead for a social enterprise. I also focused on helping to emotionally support refugees. This internship made me realize the passion I have for helping refugees and how this is something I want to make a part of my future career.



**Trevor Lloyd**  
**CALIFORNIA**  
*Stanford Medicine Ophthalmology*

During my internship, we gathered data that will be published and will lead to funding for thousands of oxygen blenders. They will be donated to clinics in Sub-Saharan Africa to help prevent ROP, a potentially blinding eye disorder. I was extremely grateful for the opportunity I had to make an impact on the children of Africa, who I care deeply about.



**Daniel Stodtmeister**  
**INDIA**  
*Kaiizen Foundation*

Daniel Stodtmeister with volunteers in India

During my internship, I led groups of both volunteers and interns to carry out economic development and sustainability projects in India. We were able to create a fish farm with a water entrapment system that, when implemented, will be sufficient to cover all the fixed costs of a local orphanage every year.



**Kimberly Brown**  
**IRELAND**  
*Irish Family History Centre*

During my stay in Ireland, I observed and heard about how dramatically the Irish have been affected by politics, religious contention, and available resources. Interning at the Irish Family History Centre was a great preparation for becoming a professional Irish genealogist. I acquired new skills and received valuable experience in a supportive, non-competitive environment.



**Braydon Madson**  
**AUSTRALIA**  
*State Department Consulate, Melbourne*

Braydon Madson at Brighton Beach in Melbourne

Because of this internship, I have a desire to help my country and do what I can to make it a better place. I learned more about America's interests and how to achieve them. This internship has been invaluable and has allowed me to glimpse opportunities that I had never even thought of.



**Annie Smith**  
**NORWAY**  
*Norwegian Emigrant Museum*

Creating, implementing, and hosting a weekly genealogy service was a unique experience for me. I was able to learn more about teaching and presenting while also developing translation skills. This internship provided me with the opportunity to go out into the world and make a difference.



**Juan Camilo Camargo**  
**COLOMBIA**  
*Elevate Global Business*

Juan Camilo Camargo at Elevate Global Business in Colombia

During my time at Elevate, I trained and consulted with enterprises in best business financial practices. I was able to work with incredible individuals on an everyday basis while training entrepreneurs who are at the core economic development in their region. This internship has helped me establish valuable experience in Colombia so I will be able to return after graduation.



**Jacqueline Davis**  
**THE UNITED KINGDOM**  
*AMAR International*

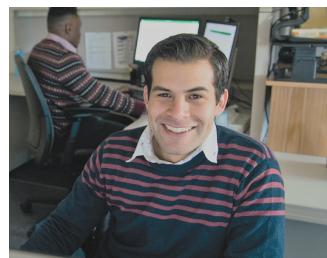
The opportunities I had to observe parliamentary meetings and lectures at Oxford University and the London School of Economics were amazing experiences that would not have been possible with any other organization. I am also extremely grateful for the opportunity to visit the homes of many of my ancestors in Wales, Scotland, and northern and western England.



**Patricia Franks**  
**MALAWI**  
*Force of Good: School of Agriculture for Family Independence (SAFI)*

Patricia Franks (third from left) with a group of interns in Dowa, Malawi, at the SAFI campus

This experience has given me a wider perspective of the kinds of poverty people experience in the world, especially rural poverty. This was important for me to learn because I want to create policies that will empower the full spectrum of people and not just the urban poor or upper-middle class families.



**Felipe Antileo**  
**BELGIUM**  
*Bruegel*

This internship granted me a well-diversified knowledge of European governance, societal trends and realities, and different important factors in the economy. I also faced unique challenges during this internship that provided me with very special skills and experiences that will benefit me for the rest of my life.



# DEPARTMENT HIGHLIGHTS

BRIGHT SPOTS FROM EVERY CORNER OF FHSS



In the spring of 2019, Dr. Michael Searcy and Dr. Marion Forest were accompanied by Scott Ure to lead an inspiring learning experience with BYU students to excavate a Viejo period site (AD 700–1200) in northwestern Chihuahua, Mexico. Over the course of six weeks, the group uncovered the remains of a large, 30-foot wide community house. Professor Janis Nuckolls also led a field school to Ecuador which included a three-day visit to a community of Wao Tededo speakers, whose language and culture are threatened and not yet well understood by linguists or anthropologists. The department also added a new course, Marx and Marxian Anthropology, which discusses the Marxian theory of political economy and its modern extensions in the study of culture.



In 2019, the Department of Economics began hosting networking treks for its students. These treks gave attending students an opportunity to explore potential companies and career paths while building their network and professional skills. The department took students on a local trek around Utah Valley in March and then took students on a larger trek to San Francisco in September. Professor Emily Leslie joined the BYU Economics Department as an assistant professor in the fall of 2019. Faculty members Lars Lefgren,

Olga Stoddard, and John Stovall published their article "Rationalizing Self-Defeating Behaviors: Theory and Evidence." Dr. Olga Stoddard, an assistant professor in the department, was interviewed last June by the *Deseret News* for her research on the effects that women outearning men have on women's happiness.



In the School of Family Life, several professors were awarded new professorships. Laura Padilla-Walker was named a Camilla E. Kimball Professor, and Sarah Coyne was named a Mary Lou Fulton Professor. The department's student journal, *Family Perspectives*, published research from students Kaelie Crockett, Emma Allen, and Madisen Bird. Janessa McQuivey and Kaylin Cash were published in *Family Today*, a site dedicated to strengthening families. Student Isadora Ferreira De Melo and associate professor Hal Boyd's article "Hollywood Needs a Better Marriage Story" was published in the *Deseret News*. Hal Boyd, a graduate of BYU and Yale Law School, was hired as director of public scholarship and associate professor of family law and policy.



As part of the Kilimanjaro study abroad, 14 students hiked Mount Kilimanjaro and participated in a weeklong safari in association

with the College of African Wildlife Management. Other student experiences included travel to China, work in Wyoming and Michigan on tree ring research, and tourism survey research in California. This year the department produced the second annual geography calendar, with photographs from Dr. Jim Davis and quotes from geography faculty. In the 2019 Geography Brown Bag Lecture, numerous faculty members gave presentations to the students on their research.



Since the summer of 2019, the History Department has celebrated the publication of books authored by faculty members Karen Carter, Mark Christensen, Jeffrey Shumway, Stewart Anderson, and Jeffrey Nokes and books coedited by Edward Stratford, Brenden Rensink, and Brian Cannon. Publications included Karen Carter's *Scandal in the Parish: Priests and Parishioners Behaving Badly in Eighteenth-Century France* and Mark Christensen's *Return to Ixil: Maya Society in an Eighteenth-Century Yucatec Town*.

The department continued its annual debate that brings historical figures to life. In November the Dead Suffragists' Debate featured four faculty members from different departments who played past suffragists and reminded us of the price of the progress of freedom. Maren Kirwan, the department's excellent internship and experiential learning coordinator, worked hard to help many students take advantage of excellent opportunities off campus.



This year was the 20th anniversary of the Neuroscience Center at BYU. There are currently over 600 undergraduate majors, making it one of the largest undergraduate neuroscience programs in the US. Neuroscience student Eric Winzenried received the Travel Award from Faculty for Undergraduate Neuroscience to attend the Society for Neuroscience meeting in Chicago. At the meeting, Eric presented his work with Dr. Jeff Edwards on prophylactic treatment of posttraumatic stress disorder (PTSD) in a rat model. Three neuroscience faculty members received university awards at the university conference in August: Dr. Ramona O. Hopkins received the Karl G. Maeser Distinguished Faculty Lecturer Award, Dr. Scott Steffensen received the Alumni Professorship Award, and Dr. Jeff Edwards received the Phi Kappa Phi Award.



In 2019 the department hosted the third annual Political Science Student Poster Conference. This event gives students the opportunity to present their research projects mentored by faculty members over the past year. On January 30, 2020, the Political Science Department and the Salt Lake chapter of its alumni organization, the BYU Political Affairs Society, hosted its annual state capitol trip and networking event. Neylan McBaine, cofounder and CEO of Better Days

2020, was this year's guest speaker for the 2020 G. Homer Durham Lecture. Her lecture, titled "Pioneering the Vote: The Untold Story of How Utah Women Led the Nation," was a memorable part of BYU's weeklong Women's Suffrage Celebration commemorating the 150th anniversary of Utah women being the first Americans to vote under an equal suffrage law.



This year, Julianne Holt-Lunstad was appointed to serve on a consensus committee for the National Academies of Science, Engineering, and Medicine, which was established to provide "expert advice on some of the most pressing challenges facing the nation and world." Kat Green, a new faculty member who supports the clinical psychology PhD program, received ABPP board certification in child and adolescent psychology, which is a rigorous peer-review certification that recognizes "demonstrated competence." The faculty continues to receive large grants that support students and their labs, and the number of undergraduate majors joining the department continues to increase about 5 percent each year, with over 1,300 majors enrolled in the 2019–20 school year.



In the fall of 2019, Dr. Steve Hoffman was honored with an invitation

to participate in a health literacy workshop in Washington D.C. sponsored by the National Academies of Sciences, Engineering, and Medicine. Dr. Cole Hooley joined the social work faculty after receiving his PhD from Washington University in St. Louis. In October, Dr. Gordon Limb gave the Virginia F. Cutler Lecture about American Indian stepfamilies. Dr. Shaw worked with refugee communities in Malaysia and in multiple sites in the US. Dr. Saasa worked on a project with a team of students to better understand the intersectionality of poverty and education among children from sub-Saharan Africa. Dr. Dave Wood continued to work on help-seeking behavior and suicide prevention program outcomes for veterans, military service members, and youth. In November of 2019, the Social Work Conference hosted Dr. William Miller, the founder of Motivational Interviewing.



A study conducted by professors Mikaela Dufur and Jonathan Jarvis and former graduate student Florencia Silveira found that classrooms with higher immigration concentrations led to better academic performances for both immigrants and native-born students. Professor Jacob Rugh published fascinating research in *Race and Social Problems* about the importance of black and Latino home ownership. The Department of Sociology hosted the 27th annual Martin B. Hickman Outstanding Scholarship Lecture, where Professor John Hoffmann discussed the myths of adolescent drug use.



## SOUND BITES

### HIGHLIGHTS FROM COLLEGE LECTURES: TIPS FOR LIFE



Virginia F. Cutler Lecture  
**DR. GORDON LIMB**

"Family processes are more important than family structure. Children can do really well if there is consistency, continuity, and positive relationship building. It's not so much that the family structure is negative; it's what goes on in that family structure that can either be positive or negative. . . . We are now looking at how we can intervene to help families at early points to adjust family processes rather than just focusing on the different structures of homes."



Social Work Conference  
**DR. WILLIAM R.  
MILLER**

"A listen/evoke/empathy style is more effective than a teach/direct approach, because the normal response to being told what to do is to do the opposite or nothing, whereas empathy results in feelings of affirmation and acceptance. Motivational interviewing is a dance. . . . It's a collaborative approach that involves counselor and client working together to create change. Its principles are partnership, compassion, acceptance, and evocation."



Marjorie Pay Hinckley Lecture  
**DR. KENNETH  
DODGE**

"If there is one thing I've learned in my career, it's how to ask for help. The way to be competent is to ask for help. This is the message that we need to give to mothers and fathers. I remember when I became a parent—it was the most exciting day of my life yet the most frightening day of my life. I felt very ill equipped. We need to help families get the help they need."



Homer Durham Lecture  
**NEYLAN MCBAINE**

"In learning about the history of women's suffrage in Utah, it is important to realize that first, the story of suffrage was not just about voting. The suffrage movement marked a transition for American women to move from the limited domestic sphere to the broader political sphere. Second, Utah women worked with men to achieve their goals. Women were adept at working with men—this is part of our legacy and a position of strength that we should hold onto. Third, Utah women were neither pawns nor militants. History is complicated, and we should not paint women as all good or all bad. Working together for the betterment of humanity is messy but always worth it."



Martin B. Hickman Lecture  
**DR. JOHN  
HOFFMANN**

"There is a common myth today that there's little we can do as parents, concerned citizens, or society to reduce substance use or the harms associated with it. Even though there's no magic bullet that's going to stop every kid from using drugs, there are things we can do to decrease the likelihood of our kids using. Parents can reduce the risk by having a good relationship with their kids, talking to them, spending quality time with them, getting to know their friends, and helping them engage in positive activities."



Hickman Diversity and inclusion Lecture  
**IGNACIO M.  
GARCIA**

"At BYU, students will be trained and educated to find good jobs, and they will learn much about the nation's role in the Restoration. They might even win a few sports titles, and some of them might become influential political leaders. But all these accomplishments will be secondary to creating a place where all of God's children have the same possibilities and are not limited by race, economic situation, [or] gender. BYU can be that place, but it will take time to accomplish this. I'm investing in change, regardless of how long it takes."

LEFT: KATARZYNA BIALASIEWICZ / GETTY; RIGHT: LINDA RAYMOND/GETTY; DENISE: FHSS PHOTO



## CHANGING LIVES

### One Internship at a Time

#### A Conversation with DENISE HANSEN

BY  
**HANNAH SHOAF**

**D**uring my internship at Wasatch Mental Health, I worked with adolescents and young adults with psychosis as a member of the prevention and recovery from early psychosis (PREP) team. Although the internship was challenging, it was an honor to get to know my clients and to do the best I could to help these young people and their families that are struggling in our community. At first, it was difficult for me to see how pervasive schizophrenia is, and I struggled to find hope for my clients who suffered from it. However, as I got to know them and became more educated about the illness and its management, I found that with specialized support comes hope for their futures. I saw this firsthand through the successes of two of our clients. One had suffered their first psychotic episode and had ended up homeless. After being stabilized on medication, and with

ongoing participation in therapy, this client earned a bachelor's degree and then went on to earn a master's degree online. They recently secured a great full-time job and are very happily working and looking forward to a brighter future and stable life with the hope of living independently. Another client was diagnosed with schizophrenia at 17 and by 18 was completely nonfunctional. After working with the PREP team, they received their GED, started college, moved out of their parents' house, and now live independently.

From the example of these two clients, I learned that there is always hope. Even with severe challenges, we are resilient, we can find a place, we have a voice, and we can reach our goals. These young people still struggle with anxiety, delusional thinking, and other symptoms, but they recognize their illness and its warning signs. They see their progress and are committed to continuing to follow their recovery plans.

It was a privilege to work with this vulnerable population of young adults and youth with psychosis. It increased my understanding about mental illness and its effects. One

of the most valuable things I gained from this experience has been increased love and compassion for God's children. The connections I made with my clients are not only beneficial to them but also enriched me personally. I learned that everyone just wants to be heard and seen, and I can do that. I can hear and see others, no matter what their experience is or how different it is from mine. There is power in hearing someone's experience and validating their story. □



**DENISE HANSEN** is a master of social work student from Orem, Utah. Her internship was supported by the Marjorie Pay Hinckley Endowed Chair in Social Work and Social Sciences.

# The Virtues of Holy Envy

BY  
HANNAH SHOAF

School of Family Life professors Dr. David Dollahite and Dr. Loren Marks recently authored *Strengths in Diverse Families of Faith*, which highlights how individuals live their religions in ways that strengthen their marriages and families. In writing the book, Dollahite and Marks interviewed 476 people in 198 families from eight different religious-ethnic groups. During the interviews, they began to appreciate and admire the different faiths of their subjects, leading them to develop a deep respect and "holy envy" for the practices of different faiths. Dollahite says that this is one of the book's main themes.

Marks and Dollahite studied the following eight religious-ethnic groups:

- Asian Christian
- Black Christian
- Catholic and Orthodox Christian
- Evangelical Christian
- Jewish
- Latter-day Saint
- Mainline Christian
- Muslim

## What Is "Holy Envy"?

Dollahite explains that "holy envy" is "what you feel when you hear about, observe, or participate in a religious practice of another faith and you find it so meaningful and delightful that you wish that your faith had a [similar] practice." An example of holy envy from Marks and Dollahite's book is the respect and admiration they have for the Islamic practices of Ramadan and zakat. During the celebration of Ramadan, Muslims fast for a month and pay zakat, a charitable offering of 2.5 percent of one's wealth, to alleviate suffering and poverty. In their book, the authors said, "If this level of generosity were practiced by all, . . . world hunger might be eradicated in short order. Indeed, the lived principle of zakat stimulates not only a sense of deep respect and holy envy, but also hope for a better world."

## The Church of Jesus Christ of Latter-day Saints Inspires Holy Envy

The concept of holy envy is recognized widely by other faiths, but its origins have connections

to The Church of Jesus Christ of Latter-day Saints. The term was used by the late Krister Stendahl, the former bishop of Stockholm for the Church of Sweden. Stendahl was serving in this position when many Swedish citizens were strongly opposing the building of the Stockholm Sweden Temple. While learning about the Church, Stendahl was impressed by the doctrine of vicarious baptisms for the dead. During this conflict, Stendahl held a press conference to address the negative perceptions of the Church. He shared his thoughts not only on the Church but on how everyone should interact with different faiths, saying, "Try to leave room for holy envy, or a deep appreciation of the good qualities of other faiths that you admire so much you might even wish they were a part of your own faith."

## Inspired by Holy Envy

In the last section of their book, Marks and Dollahite focus on the holy envy they gained through studying diverse faith groups. One of the practices they admired was the Jewish celebration of the Sabbath, or Shabbat. In a *Deseret News* article about Shabbat, Dollahite says, "One of the strengths of observant Jewish



DR. DAVID DOLLAHITE



DR. LOREN MARKS

BY  
PHOTO (C2)



*"Holy envy helps to convert potential conflict and contention into mutual awareness, deep respect, and authentic admiration."*

— DR. LOREN MARKS

*"Look for [other religions'] strengths and their virtues, and you will find strength and virtues that will be helpful in your own life."*

— PRESIDENT GORDON B. HINCKLEY

families is the way they strive to keep the Sabbath by making it a joyous holy day. Latter-day Saints can learn much from our Jewish friends about making the Sabbath a delight."

Another point of holy envy for the authors was Catholic and Orthodox Christians' practice of meaningful rituals. Marks and Dollahite explain that these rituals contain deep symbolic meanings, including a longing for unity with God, with one's family, and with "sisters and brothers inside (and outside) the faith." While the authors note that these Christian groups are aware that this unity can be difficult to achieve, they admit human mistakes by confessing either to a priest or to family members. Both authors conclude: "We find ourselves feeling respect and holy envy for the extensive and explicit efforts of Catholic and Orthodox Christian faiths as they strive to replace guilt with

hope, bitterness with forgiveness, divisiveness with unity, and animosity with atonement."

By emphasizing holy envy, Dollahite and Marks hope to dispel falsehoods and foster respect between different faiths. Marks explains, "Holy envy helps to convert potential conflict and contention into mutual awareness, deep respect, and authentic admiration." Dollahite agreed, adding, "Holy envy strengthens friendships, relationships, and communities. It can motivate people to work together with those of different faiths. It can heal wounds

caused by religious ignorance and misunderstanding."

## Developing Holy Envy

When asked how we can cultivate holy envy in our daily lives, the authors are happy to share a few ideas. Dollahite says that for many people, developing holy envy "is the result of a process of really getting to know a person of another faith or getting to know another faith well enough that you come to see how wonderful they are." Marks adds that this process involves focusing on what we appreciate about another faith, not on what

we may find confusing. He says, "What is ennobling and elevating is to consciously attend to the admirable and beautiful aspects of a person. Holy envy is attending to the admirable and beautiful on a larger faith-oriented scale."

Marks and Dollahite have experienced the blessings that come from developing holy envy and invite us to do the same. They believe that as individuals learn to celebrate other faiths, they also can become more committed to living their own. Marks explains that this permits "their faithful example to inspire you to a loftier level of living your own faith with beauty and integrity." Dollahite suggests following President Hinckley's advice from his biography *Go Forward with Faith*: "Look for [other religions'] strengths and their virtues, and you will find strength and virtues that will be helpful in your own life." □

## BYU Mary Lou Fulton

The 16th annual Mary Lou Fulton Mentored Research Conference was unlike any other. Due to COVID-19, it took place completely online. This annual conference gives students the opportunity to work with faculty on research projects.

Although students were not able to enjoy the regular interactions of the poster conference, the college created a website to host a virtual competition, which allowed the public to view all 261 poster submissions. Department faculty judges selected 34 student winners at both the undergraduate and graduate levels.

All Fulton Mentored Research Conference Posters can be viewed at [fultonchair.byu.edu](http://fultonchair.byu.edu). Students were awarded prize money supported by the Mary Lou Fulton Endowed Chair. The chair not only funds the conference but also supports students through grants for internships, conference participation, and mentored learning experiences.

Below are the 17 first place prize winners chosen by faculty judges.

### ANTHROPOLOGY CHLOE D. BURKEY

*"Analyzing the Authenticity of Archaeological Collections Donated to Museums Through the Use of Non-Destructive Methods"*

### ECONOMICS GEORGE REUBEN GARCIA III

*"BMI and Mortality: Should Overweight Be Normal Weight?"*

### GEOGRAPHY ELIZA SYNDER

*"How Nuclear Power Affects Cancer"*

### HISTORY KELLIE EGAN

*"Nurturing Civic Engagement in Young People Through a Study of Harriet Tubman's Friends"*

### NEUROSCIENCE EMMA JANE GLEAVE

*"Effects of Adolescent Concussion on Neural Performance Monitoring: A Longitudinal Study"*

### POLITICAL SCIENCE ANNIE JARMAN

*"The Case for Denial: How Denying and Deflecting an Allegation Benefits an Implicated Official"*

### PSYCHOLOGY: COLT HALTER

*"Early-Life Plasma Cortisol Concentrations Are Associated with Later Adult Insensitive Parenting in Female Rhesus Macaques (Macaca mulatta)"*

### SCHOOL OF FAMILY LIFE PAIGE SMALLEY

*"Maternal Warmth, Autonomy Allowance, and Child Self-Control"*

### SOCIOLOGY MACKENZIE HEIM

*"Parental Incarceration: A Predictor of Political Affiliation?"*

### ANTHROPOLOGY JARON DAVIDSON

*"Long-Distance Interaction in Viejo Period Casas Grandes"*

### PSYCHOLOGY TYLER GRAFF

*"Can I Get a Little Help Here? Single Mothers' Depressive Symptomology"*

### SCHOOL OF FAMILY LIFE RACHEL AUGUSTUS

*"Longitudinal Links Between Sexual Frequency and Relationship Satisfaction in Emerging Adulthood"*

### SOCIAL WORK ANN CHERIE CARTER

*"Legal Involvement, Engagement, and Substance Use Treatment Outcomes"*

### SOCIOLOGY JARED THORPE

*"Family and School Social Capital and Growth in Academic Achievement"*

### CHARLES REDD CENTER FOR WESTERN STUDIES SAMUEL JENSEN

*"A Source Study of Ancestral Puebloan Obsidian in San Juan County, Utah"*

### THE OFFICE OF CIVIC ENGAGEMENT CARRIE JUDD

*"Overcoming Obstacles: The Role of Suicide Stigma in US Veteran Help-Seeking"*

### GERONTOLOGY WHITNEY D. ALLEN

*"Testing Food-Related Inhibitory Control, Behavioral and Neural Processing In Older Adults: A Go/No-Go ERP Study"*

### UNDERGRADUATE WINNERS

### GRADUATE WINNERS

### RESEARCH CENTER WINNERS

FHSS PHOTO (2)

# Our Student Writers



From left to right: Baylie Duce, Hannah Shoaf, Udim Obot

Since its beginnings in 2010, *Connections* magazine has been completely written by students studying at Brigham Young University. As we celebrate the 10th anniversary of *Connections* this year, we want to say a special thank-you to the over 20 student writers who have contributed to the magazine's success. We also wanted you to meet the three writers who have contributed to our 2020 edition.

## Baylie Duce

BY  
**HANNAH SHOAF**

**B**aylie Duce is a senior from Hamilton, Montana, studying public relations and Portuguese, and she plans to graduate in April 2021. After graduating, Baylie plans to attend law school. Throughout high school, Baylie played basketball, which is still her favorite sport. During her freshman year of college, she started playing rugby, and she is currently a member of the BYU women's rugby team. She served a mission in Portugal and loved learning about European culture. Her highlights of college so far have been winning the D1 National Championship in rugby in 2019 and traveling back to Portugal on a study abroad. Baylie loves photography, traveling to new places, and attending sporting events, especially volleyball and basketball games. Baylie has been a great addition to our team at *Connections* and says one of the most interesting things she has learned from her job as a student writer is the importance of research before an interview. She says she has learned that "just knowing what questions to ask someone is going to get them to give you the most interesting pieces of information."

## Hannah Shoaf

BY  
**UDIM OBOT**

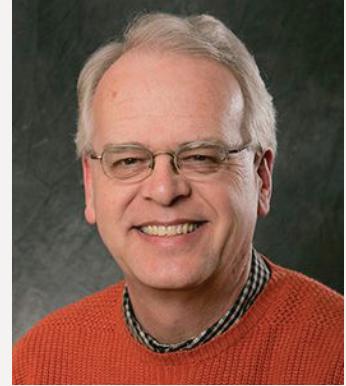
**H**annah Shoaf is a senior from Columbus, Indiana, studying English and German with a minor in sociology. Hannah's love of writing and passion for people have inspired her dreams of becoming a travel writer. Thinking about being able to meet new people and represent their stories excites Hannah to no end. She was able to realize how much she truly loved exploring new cultures and hearing people's stories firsthand while on her mission for The Church of Jesus Christ of Latter-day Saints in Berlin, Germany. Hannah is grateful to write for *Connections* because of the opportunity to attend lectures and learn how to write for a public audience. Hannah graduated in April, and as she looks back at her time at BYU, she wishes she had known sooner about the classes offered through the Ballard Center. She regrets not being more involved in clubs and social activities. She is most thankful for her sociology classes that taught her how to view and represent people as they are.

**U**dim Obot is from Keller, Texas, and is a junior studying public relations with a focus on digital media. She plans to graduate in April 2023. She has been an invaluable addition to the *Connections* team and is currently serving as a missionary for The Church of Jesus Christ of Latter-day Saints in the Salt Lake Utah West Mission. One of the most interesting things Udim learned from being a student writer was how her life is indirectly impacted by all the research being conducted by faculty in the College of Family, Home, and Social Sciences that she gets to write about. She also jokes that her job taught her how to use Facebook. One of Udim's passions is music. Her dream job is to do public relations in the music industry, because she thinks "it'd be super fun to create a more personal context for people, [to] create experiences for fans and artists." Udim's parents are from Nigeria, and her name means "friend." She was named after her great-grandmother, who died just before she was born. With her outgoing, fun, and kind nature, "friend" is a perfect way to describe Udim.



# WHERE ARE THEY NOW?

## RETIRED FACULTY SPOTLIGHT



**TOM HOLMAN**

*School of Family Life, 1985–2013*

### **How has serving others shaped your life?**

I have had a number of service opportunities in both professional organizations and community agencies. However, my service in the Church has been most meaningful to me. Since returning from my mission, 80 percent of my callings in the Church have involved me serving directly with young people. Through this service, I have come to see the power and potential of the rising generation and felt privileged that I've been able to camp with, counsel with, cry with, laugh with, and testify to these young people for so long.

### **What was one of the most meaningful and important aspects of your career at BYU?**

My relationships with faculty, colleagues, and especially with students are the most meaningful and important aspect of my career. I consciously attempted to cultivate the spiritual gifts of "teach[ing] the word of wisdom" and "teach[ing] the word of knowledge" (Moroni 10:9–10) as I worked. My hope throughout my career was to be guided by principles of truth in all of my personal and professional

relationships. I'm a mortal man, so I wasn't always a paragon of principled living. However, I continually tried to learn and make improvements in my own life and in my classroom.

### **What is one of the most important lessons you learned while teaching School of Family Life classes at BYU?**

One lesson I learned is that creating good essay questions and then grading the answers is the most difficult and unpleasant task a professor has to do! However, more important was the lesson I learned that loving students and treating them with the respect they were due as sons and daughters of God was essential. At one School of Family Life commencement, I sat on the stand by then Elder Russell M. Nelson. As students walked across the stage to receive their degrees, he leaned over to me and said, "What beautiful children of God!" I replied, "Yes, and to think I get to teach them!"

### **How are you filling your time now that you've retired from teaching?**

I first accepted an appointment as a visiting professor of family life at Southern Virginia University. My wife and I loved Virginia and the wonderful people there. Next we served as senior missionaries at the Visitors' Centre adjacent to the London England Temple, which was an extraordinary experience!

### **What did you enjoy most about being a BYU professor?**

I was able to create and teach a new course, US Women's History, which was both challenging and satisfying. I found a collegiality with other women professors, all intelligent, interesting, and active players in their departments. I was present when there was a strong



**CAROL CORNWALL MADSEN**

*History, 1986–2002*

### **What has been an impactful lesson from your study of Latter-day Saint women's history?**

As I prepared a course in US Women's History many years ago at BYU, I was overwhelmed at the unrecognized force women have been throughout history. Women have been resourceful, imaginative, resilient, determined, courageous, and subtle in making a place for themselves in the world and eventually in the history books. The women in Church history are my spiritual roots, my past, and part of my identity as a Latter-day Saint.

Emmeline Wells wrote, "I believe in women," and added, "especially thinking women." I would add, and especially believing women, women of faith and testimony.

### **What tips for success would you offer to alumni and/or students?**

I believe that all individuals should follow their own paths and strive to achieve what lies at the end of those paths. As a historian, my focus has been on what has happened rather than how to make things happen. But I can say that I learned early in my studies that women are more elastic than they might think and can accomplish more than they might have thought possible. The drive has to be there along with the goal worth striving toward. Whatever the goal, if it is worthy of attainment, I would say go for it. It is the journey that counts.

move to bring more women into the faculty, to schedule more courses specifically directed toward women's interests, and to create a Women's Research Center. I served as associate director of the Center and taught classes there. I found it exciting to be on the cutting edge of it all.

### **How are you filling your time now that you've retired from teaching?**

My retirement plans went askew when my husband became coeditor of the Joseph Smith Legal Papers. I also wrote two books on Emmeline Wells during my retirement and continue to speak on and write about women's history. My husband and I have also spent many years as guides to Israel and to Church history sites in the US and UK. We have served as consultants for the TV series *History of the Saints* and other video projects. We prioritize organizing documents and other materials relating to our own family histories to keep our children connected to their own progenitors.

### **What tips for success would you offer to alumni and/or students?**

I believe that all individuals should follow their own paths and strive to achieve what lies at the end of those paths. As a historian, my focus has been on what has happened rather than how to make things happen. But I can say that I learned early in my studies that women are more elastic than they might think and can accomplish more than they might have thought possible. The drive has to be there along with the goal worth striving toward. Whatever the goal, if it is worthy of attainment, I would say go for it. It is the journey that counts.

BYU PHOTO

# Dr. David Magleby:

## A Legacy of Care and Excellence



**By building opportunities for students and faculty, Magleby left a legacy of care and academic experience to the BYU community that will not be forgotten.**

BY  
**HANNAH SHOAF**

**D**r. David Magleby, who retired in July 2018, left a lasting impact on the political science department and his students. He has also left a legacy of enhancing student's experiences in the College of Family, Home, and Social Sciences, where he served as dean for 10 years. During his tenure as dean, Magleby organized the Fulton Mentored Conference and the Marjorie Pay Hinckley Lecture and created the college's alumni magazine, *Connections*.

Magleby first came to BYU in June 1981, but his interest in democracy and elections was sparked as a child when he watched the 1960 presidential debate between Kennedy and Nixon. This early inspiration guided his career into academics, where he was able to share his love for politics with his students. As a faculty

member, Magleby participated in the American Political Science Association's Congressional Fellowship Program, working in the Senate with Senator Robert Byrd. His work in the Senate centered on campaign finance reform, a topic he has examined in his books *Financing the 2016 Election*, *Outside Money: Soft Money and Issue Advocacy in the 1998 Congressional Elections*, and *The Money Chase: Congressional Campaign Finance Reform*. On his time in the Senate, Magleby says, "It was a great learning experience about how American politics really happens in the trenches, in the Senate, and I'm grateful that BYU helped make that possible."

Magleby combined his passion for government and his dedication to his students when he created the KBYU/Utah Colleges Exit Poll. With collaboration from other Utah colleges, BYU conducted a statewide exit poll for every biennial general election from 1982 to 2016. Magleby says that these polls have involved "literally thousands of students

across [several] universities" and have included BYU political science, communications, and statistics students. Magleby also created a PBS-type of news show where political science students had the opportunity to go on air for three hours and speak as experts about the exit poll data.

Magleby not only insists that students have been "instrumental and essential" to his work but says that his collaboration with them has "resulted in eternal friendships." He also says that his students have pushed him to improve: "I have often felt that our goal needs to be that we [are] as good as our students, and the students are getting better over time; therefore, we need to get better." Magleby also hopes that the college will employ "the best faculty possible" who will be well-qualified researchers that can open opportunities for students. By building opportunities for students and faculty, Magleby left a legacy of care and academic excellence to the BYU community that will not be forgotten. □



# Better Late Than Never

## Greg Porter's Detour to Success



GREG PORTER, PSYCHOLOGY, 2019

BY  
**BAYLIE DUCE**

Entrepreneur Greg Porter left BYU 30 years ago just three credits short of a degree in psychology to pursue entrepreneurial opportunities, but he was always nervous about his lack of a degree. "Whenever people would talk about college degrees, I had to make it an issue to say I didn't graduate or hope the topic didn't come up," he says. Even without a bachelor's degree, he found success in his 30s developing PowerSchool, currently the largest student information system in the world, which was acquired by Apple Inc. in 2001.

In 2019, Greg Porter was invited back to BYU as the convocation speaker for the College of Family, Home, and Social Sciences. But he was not only the speaker, but also a graduate. He finally earned his diploma after finishing his last psychology class and was able to graduate on the same day as his oldest son, Mason. During his convocation speech, Porter said his graduation after a three-decade detour was "better late than never." As a successful entrepreneur, he recognized that unexpected routes can still result in success and that "being forced to make a detour while heading for a planned destination can lead to an even better place than you had planned."

**FROM BYU DROP-OUT  
TO A VP AT APPLE, GREG  
PORTER'S UNCONVENTIONAL  
PATH EVENTUALLY LED HIM  
BACK TO BYU.**

Porter's experience as an entrepreneur started back in his days as student body president at Fremont High School in California. As a senior, he worked closely with administration and became aware of the challenges in recording student attendance and communicating that information across the district's networks. To solve the issue, Porter and a friend developed an entirely new student information system and sold it to the high school and the local district. His products took on a life of their own and continued to sell while he studied at BYU and served a mission in Ecuador.

Porter decided he wanted to pursue his own path and left BYU. In college he had started to program on a Mac, and he used these programming skills to cofound an internet shopping site. "That's where I learned about what the internet could really do," he said.

Porter's next project would become his most successful. Using his knowledge of the internet and his newly enhanced programming skills he started the first web-based educational technology platform. That platform became PowerSchool, which now has over 40 million users in over 70 countries. But his success did not come without sacrifice. Porter started this venture working without a salary for almost two years. He was living in California at the time but decided to move back to Utah to help run his program at the

first school to use PowerSchool, Mound Fort Junior High School in Ogden.

Porter understood that at the time there was little demand for his product. Every school district in the country already had a records management system. What made PowerSchool different was that it was the first web-based system, so it didn't matter if schools had Macs or PCs; anyone with internet could access records immediately. Porter said that through the online system, "If a student was marked absent in third period, a parent could find out five minutes later."

Porter's one-man company started to get more business, and he attributed the rapid company growth to the speed of his software corrections. As his first customers used the program, they would often find bugs. Instead of making his customers wait several months for the release of a software update like many large companies do, Porter would have the bug fixed by the next day. As a one-man company, Porter took on all roles: "I was writing software and manuals at night, I was doing tech support, and I was making presentations to school district purchasing committees during the day." After a while Porter became burned out, and he decided to hire more employees. He remembers, "I was closing sales, but I just couldn't handle doing it alone."

The company continued to expand until it was acquired by Apple in 2001. Porter says that the fate of the entire company, hundreds of employees, and his own future hinged on a single pitch meeting between him and Steve Jobs. Porter grew up in Silicon Valley, California, and read about Steve Jobs every time he was in the paper or in a magazine. "I knew everything about him," Porter says. "He was my personal business idol and inspiration."

Jobs's opening comment to Porter was, "So tell me about yourself." Porter replied, "I went to Fremont High School right in town

here. Jobs responded with "Hey! I went to Homestead High school, which is right down the road!" Porter was so nervous about meeting his personal hero that he responded with "Oh really?" although he knew where Jobs went to high school and pretty much everything else about him. Porter paused and replied, "Actually, Steve, I'm not sure why I

Porter reflects back on his time at BYU with appreciation. As an undergraduate, he enjoyed being exposed to so many different people and meeting people who inspired him to take risks. He says, "They helped expand my vision for what could happen."

During his convocation speech, Porter shared a proverb to encourage BYU students to live without regret, saying, "The best time to plant a tree was 20 years ago. The second best time is now." Porter encouraged students to start right now doing whatever it is they thought to do earlier. He said, "Today is a new day, and it's the right time to take a step in the direction you want, regardless of what has happened in the past."

Although Porter finally received his degree in psychology in 2019, he recognizes that he has been using what he learned at BYU throughout his professional career. He has a passion for business and entrepreneurship, yet he recognized the importance of interacting with people. "In the end, it's people sitting down and liking each other enough to go into a business deal together," he says.

Throughout his career, Porter has overcome not only professional challenges but personal trials as well. In 2011, he was diagnosed with stage-four kidney cancer, and at the time, his prognosis determined he

had less than a 10 percent chance of living past five years. Porter has since recovered and is now cancer free. During his convocation address he shared that the true key to happiness is to appreciate the moment and "spend as little time as possible thinking I'll be happy as soon as I achieve x, y, z."

Porter has definitely achieved x, y, z, and then some, following an unconventional path. As a recent graduate of BYU, Porter reminds us all, "Point yourself in the direction you would like to go, decide beforehand that you're going to say yes to adventure, and remember it's all going to work out." ☐



Greg and Mason Porter on their shared graduation day.

COURTESY PORTER FAMILY (3)



# Wade Jacoby:

## A Tribute to the Master Teacher

BY  
**BAYLIE DUCE**

Political science professor Wade Jacoby passed away unexpectedly on February 29, 2020, while mountain biking with friends in southern Utah. He was a beloved husband, father, friend, and scholar, and he will be deeply missed by all who knew him.

Jacoby was born on March 15, 1964 in Palmer, Alaska. He attended BYU on an academic scholarship but was also recognized for his athletic abilities, playing backup infielder for the baseball team and receiver on the football team. His colleagues have described him as "the least nerdy political scientist ever."

During his undergraduate career, Jacoby participated in a life-changing study abroad in London, where he met his wife Kindra Nelson and discovered another love: European politics. After graduating from BYU in 1987 with a BA in European studies, he returned to Europe as a Fulbright Scholar.

Jacoby continued his education and earned a PhD in political science at MIT in 1996. He began his academic career as an assistant professor at Grinnell College, where he taught for five years. In 2000, Jacoby returned to BYU as an associate professor of political science. During his time as a faculty member, he secured a Title VI grant and founded BYU's Center for the Study of Europe. He led many study abroad programs to London and directed the Washington Seminar in Washington,

DC. Jacoby was an accomplished scholar specializing in European politics.

Following his passing, Abby Woodfield, a student and teaching assistant of Jacoby, helped organize a student-led memorial service. Abby admired the fact that Jacoby empowered his students to become not only

how Jacoby lived his life: he assumed good will of everyone."

Just two days after Jacoby's passing, political science colleague and friend Professor Darren Hawkins sat in Jacoby's capstone seminar and asked students for memories. The common theme was "He cared about me as a person, demanded much of me, and inspired me to do better." Hawkins said, "I had intended to help fill his shoes but realized that it was utterly hopeless. Jacoby was a master teacher; the rest of us are poor apprentices."

Hawkins said he was stunned while talking to colleagues and friends of Jacoby around the world in the couple of weeks after his death. "They all care about him as deeply as I and feel he was a best friend. I have no idea how someone can have dozens of best friends, but Jacoby managed it."

Jacoby had a positive impact academically and personally on the Political Science Department, the university, the academic community, and, most of all, his students. He inspired positive change in everyone he met. Hawkins shared his hope that we can remember him by "assuming good will of everyone." □



better writers but better people. Abby said, "As a TA of his, we were grading a particularly horrible essay when he suddenly put down the paper and said, 'Sometimes you just have to assume good will.' Abby added, "This is

COURTESY JACOBY FAMILY (2)

### **Arnold Harrison Green (1940–2019)**

Arnold Harrison Green passed away on July 24, 2019, at age 79. At the time of his passing, Green and his wife, Lanigene Handy, were serving a mission compiling history records in the Middle East. Green earned a bachelor's degree in American studies from California State University in 1965. He received a scholarship to pursue a master's degree in history at BYU. He went on to earn a master's and a PhD in Middle Eastern history from UCLA. Green began his teaching career in 1972 as a visiting professor at the University of Miami. Later, he was appointed to the Department of Arabic Studies at the American University in Cairo, where he also served as the director for Arabic studies. In 1985 he became a faculty member at BYU, teaching history for 24 years. He served as the director at the BYU Center for Near Eastern Studies in Jerusalem and as the chair of the BYU History Department.

### **Della Nielson Steineckert (1933–2019)**

Della Nielson Steineckert passed away at age 86 on September 24, 2019. She was an influential professor in the Clothing and Textiles Department at BYU. Steineckert graduated from BYU with a degree in home economics. Later, she earned a master of science in education from Adams State College in Alamosa, Colorado. She went on to earn her PhD from Florida State University and returned to BYU to teach. Steineckert was a professional fashion designer, tailor, and seamstress and coauthored a fitting and pattern alteration textbook. She also founded the Intermountain Sewing and Needle Arts Conference in 1982. She was dedicated to serving others and served a mission in Nauvoo, Illinois.

### **Robert L. Gleave (1951–2020)**

Robert Lloyd Gleave passed away on March 15, 2020. Gleave was a psychologist and worked at BYU for almost 30 years. He taught in the doctoral program and was a group coordinator for 18 years. His group program was awarded by the American Psychological Association (APA), the first ever Excellence in Group Practice Award. He



## MEMORIALS

### **William James (Bill) Hamblin (1954–2019)**

William James Hamblin passed away on December 10, 2019, at the age of 65. After serving a mission in Italy, Hamblin received a bachelor's degree in history from BYU. He earned a PhD in Middle Eastern history from the University of Michigan in 1985. He worked as a Middle East intelligence analyst for the United States Department of Defense before joining the history faculty at BYU in 1989. He was recognized as

a specialist in Near Eastern history and the Crusades and served as a board member of the Foundation for Ancient Research and Mormon Studies (FARMS). Hamblin especially loved his time teaching at the BYU Jerusalem Center. Hamblin married Loree Peay in 1977, and together they had three children. They later divorced, and he married Laura Behling Schroeder on February 19, 2019.

served as the president of Division 49 of the APA and the president of the Utah Psychological Association. Gleave received the Karl F. Heiser Presidential Award from the APA for outstanding service on national and state issues. Gleave served in many leadership callings in The Church of Jesus Christ of Latter-day Saints and as a missionary in the France Paris Mission. Robert and his wife, Lori Gleave, raised seven children.

### **Owen William Cahoon (1937–2018)**

Owen W. Cahoon, 80, passed away on February 27, 2018. He received a PhD in education from Pennsylvania State University. He was a professor in the College of Family Living at BYU and prepared students to be preschool and elementary school teachers, authoring several child development textbooks. He served on the Sunday School General Board Child Committee, writing and developing nursery and child curricula. He also served several full-time missions in the southern states, in Des Moines, Iowa, and in both the Provo and St. George Temples. He and his wife, Charlotte, raised five children.

### **Randal Day (1948–2017)**

Randal DeWayne Day passed away at age 68 on January 17, 2017, while serving as a full-time senior

missionary in the Romania Moldova Mission with his wife, Larri-Lea. Day's career focused on researching family systems. He graduated with a bachelor's in speech and hearing sciences, a master's in child development, and a PhD in family studies from BYU. He also earned a master's in developmental child psychology from the University of Wisconsin-Madison. In 1977 he began teaching at South Dakota State University and later taught in the School of Family Life in 1999. While at BYU, he served as the director of the Family Studies Center and the Camilla Kimball Research Chair. Day's scholarship was recognized nationally, and he served on the National Council on Family Relations.

### **John Joel Moss (1922–2017)**

John Joel Moss, 94, died on March 3, 2017. Moss graduated from Ricks College and then served in the Hawaii Japanese Mission. He was drafted into the army in 1944 and became a master sergeant. After returning home, he graduated from BYU with a bachelor's degree in 1948 and a master's degree in sociology with a minor in psychology in 1949. He earned his PhD from the University of North Carolina in 1951. Moss served as the chairman of the Child Development and Family Relations Department at BYU for 10 years. He was recognized as one of five Home Economists of the Year in 1962–1963 and was awarded the Osbourne Award for Distinguished Teaching in the family life field in 1970. He was president of the Family Living Council of Utah County from 1987 to 1990. Moss married Audra Lucile Call in 1948, and together they had six children.

*Save the Date*



17th Annual Lecture  
MARJORIE PAY HINCKLEY

February 4, 2021\*



SAVE THE DATE

MARY LOU FULTON  
MENTORED RESEARCH  
CONFERENCE

APRIL 8, 2021\*

\*DATES SUBJECT TO CHANGE DUE TO COVID-19 PRECAUTIONS.

**"THIS  
EXPERIENCE  
CHANGED  
MY LIFE  
FOREVER"**



Economics student Brighton Kiser *served as a missionary in Ghana.*

*In 2019 he returned to intern at a school which educates and employs students—an amazing opportunity for many who otherwise would not get an education. "Now I know that I want to spend all my energy working to alleviate poverty in Ghana through social ventures," says Brighton.*

*To donors, he adds, "Thank you for the funding you have given me and other students who struggle so we can participate in internships."*



**INSPIRING EDUCATION** • Donations assist the College of Family, Home, and Social Sciences in providing education that helps students become informed citizens and thoughtful leaders who make the communities and families in which we live more just, equitable, and happy. The college's departments and schools use funds given by generous alumni and friends to provide and enhance learning opportunities for deserving students.

*If you would like to help students like Brighton, please visit [give.byu.edu/FHSS2020](http://give.byu.edu/FHSS2020).*

**BYU**  
ANNUAL GIVING



**10**

Find out how  
the college  
celebrated 150  
years of voting  
rights for women  
in Utah in  
“Breaking Eggs  
and Fighting  
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