
AP Research Academic Paper

Sample Student Responses and Scoring Notes

DRAFT

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AP Research Assessment Overview

Students are assessed with one through-course performance task consisting of two distinct components. Both components will be included in the calculation of students' final AP scores.

- ▶ **Academic Paper — 75%**
- ▶ **Presentation and Oral Defense — 25%**

AP Research Through-Course Performance Task

Weight: 100% of the AP Research Score

Recommended Completion Date for Both Components: April 15

Submission Deadline: April 30

Note: Teachers must carefully plan a calendar that provides time for the task to be completed, scored, and uploaded by April 30.

Teachers must upload and submit the following by April 30:

- ▶ Internal Score Report for the following components:
 - › Academic Paper (AP)
 - › Presentation and Oral Defense (POD)

Retention of Performance Task Presentation and Oral Defense Videos

AP Research teachers are required to keep video files of all performance task presentations and oral defenses for a minimum of one academic year because the College Board may request to review the scoring for these components to identify samples for scoring training and to ensure scoring quality.

Task Overview

Students design, plan, and implement a yearlong, in-depth study or investigation in an area of personal interest through a chosen or designed inquiry method and develop a well-reasoned argument based on the evidence collected in an academic paper of 4,000–5,000 words. As a culmination of their research, students deliver (using appropriate media) a presentation and orally defend their research design, approach, and findings. Students whose academic paper is accompanied by an additional piece of scholarly work (e.g., performance, exhibit, product) must arrange for the teacher and panelists to view this work prior to the presentation and oral defense. Throughout the inquiry process, students communicate regularly with their teacher and, when appropriate, consult with an internal or external expert.

Components

The following components are formally assessed:

Component	Scoring Method	Weight
Academic Paper (AP) 4,000–5,000 words	Teacher scored, College Board validated	75%
Presentation and Oral Defense (POD) (15–20 minutes total for presentation followed by three or four questions from a panel of three evaluators).	Teacher scored	25%

Task Guidelines

Students develop a research question/project goal on a topic of their own choosing in an area of personal interest. They submit an inquiry proposal (see Inquiry Proposal Form, p. 55) for the teacher’s approval, and teachers provide feedback that helps students refine their research questions/project goals. Once the inquiry proposal is approved, students begin their background research (i.e., review of previous scholarship) on their topic.

With assistance from the teacher, students may identify one or more expert adviser(s) — internal or external to the school — to serve as an additional resource. The expert advisers should be experts in the chosen discipline or field that the student is investigating or in the research method that the student chooses to employ.

Under the teacher’s guidance — and using the expert advisers’ expertise as needed — students design or choose a method to collect data and information and then analyze, evaluate, and select relevant and credible evidence to develop a logical, well-reasoned argument or aesthetic rationale that results in an academic paper of 4,000–5,000 words. The argument or aesthetic rationale must directly address the research question/project goal. If the academic paper is accompanied by an additional piece of scholarly work (e.g., performance, exhibit, product), this work is not formally assessed but is viewed by the teacher and panelists to contextualize the student’s research.

Academic Paper (AP)

The academic paper must contain the elements listed in the following table. These elements should be presented in a style and structure appropriate to the discipline in which the topic resides (e.g., psychology, science, music).

Required Element	Description
Introduction	<p>Provides background and contextualizes the research question/project goal and initial student assumptions and/or hypotheses.</p> <p>Introduces and reviews previous work in the field, synthesizing information and a range of perspectives related to the research question/project goal.</p> <p>Identifies the gap in the current field of knowledge to be addressed.</p>
Method, Process, or Approach	Explains and provides justification for the chosen method, process, or approach.
Results, Product, or Findings	Presents the findings, evidence, results, or product.
Discussion, Analysis, and/or Evaluation	<p>Interprets the significance of the results, product, or findings; explores connections to original research question/project goal.</p> <p>Discusses the implications and limitations of the research or creative work.</p>
Conclusion and Future Directions	<p>Reflects on the process and how this project could impact the field.</p> <p>Discusses possible next steps.</p>
Bibliography	Provides a complete list of sources cited and consulted in the appropriate disciplinary style.

The nature of students' inquiries is open-ended in that students' approaches to their investigations and the type of research they conduct may vary widely. However, every student is expected to produce a paper that addresses his or her inquiry, and all papers will be subject to the same standards of college-level work that demand research conducted at a deep, rigorous level.

Students must avoid plagiarism by acknowledging, attributing, and/or citing sources throughout the paper and by including a bibliography. Students must also observe ethical practices when gathering information through such vehicles as interviews or discussions, and be prepared to sign agreements with individuals, institutions, or organizations that provide primary and private data. Students should also be prepared to obtain institutional review board (IRB) approval prior to engaging in research involving human subjects. Graphs, data tables, images, appendices, and the bibliography are not part of the total word count for the academic paper.

Day 1 Samples

GROWTH FOR GOOD: HOW PAST EXPERIENCES MOTIVATE EXECUTIVES TO JOIN
DOUBLE BOTTOM LINE ORGANIZATIONS IN THE INDIAN CONSTRUCTION
INDUSTRY

Word Count: 5183

Abstract

Researcher Anthony Bisconti defines the unorthodox companies called double bottom line (DBL) organizations as businesses which do good for society while earning profit (Bisconti, 2009). Since 2001, the amount of these organizations has started to increase in the Indian construction industry. By thematically analyzing the narratives of eight executives working in Indian construction DBL organizations, I seek to understand the reason for this growth. Specifically, this study looks at important events in an executive's life in order to understand how experiences motivate executives to join Indian DBL organizations within the construction industry. Through interviews with eight executives working in this sector, I collected multiple narratives detailing how past experiences influenced the decision to work with the double bottom line. With a thematic analysis, I drew connections between common themes arising from the narratives in order to find the types of experiences which functioned as motivators to join a DBL organization. This paper was written with the initial assumption that experiences and events relating to poverty would make people more prone to joining a DBL organization. Through the research process, however, it was instead revealed that experiences based off a need to self actualize - defined as the desire to use one's skills for social impact rather than profit-catalyzed the desire to work with a DBL organization. Therefore, this study concludes that experiences related to doing good for society engender the motivation to join a DBL organization. This research indicates that certain experiences do, in fact, play a role in motivating executives to join DBL organizations. Therefore, it can be used in order to understand how to best augment the growth of DBL organizations in the Indian construction industry.

Introduction

Although India has the second largest construction industry in the world, only 20% of its total workforce are a part of the organized sector (Nihas, 2013). The organized sector is comprised of businesses which are publicly listed, and therefore can be regulated by the government (Nihas, 2013). The other 25 million workers operate in the unorganized sector, meaning they are hired by unincorporated businesses (Nihas, 2013). This fragmentation of labor has made regulation of the industry difficult, as government institutions have no way of officially cataloguing the companies in the unorganized sector (Tiwary et al, 2012). Moreover, the lack of both federal monitoring and efficient labor laws has made it easy for the aforementioned companies to abuse workers (Tiwary, 2011). Over time, this has caused an epidemic of human rights violations which directly impacts the lives of many impoverished Indians. As of now, there is little anyone can do to protect the rights of Indian laborers. The government, due to rampant corruption, is inefficient in regulating the unorganised sector (Betancourt et al, 2013). Non governmental organizations (NGOs) have had some success in bringing human rights to the industry, but typically withdraw because of their dependence on donations and third party funding (Chung, 2008). Although both these parties have had limited success, businesses known double bottom line organizations have been instrumental in causing social change within the market (Afsharipour, 2013).

It is widely believed that double bottom line businesses can bring about societal change within an industry (Jue, 2015). Double bottom line (DBL) organizations are essentially companies which earn profit while doing good for society. Indeed, Bisconti defines the double bottom line as “a way to describe a social enterprise's balance of financial viability and social impact.” (Bisconti, 2009). There are many examples of such companies currently doing social work while earning profit in India. In the construction industry, for example, some DBL organizations educate their laborers on workplace security. Others may provide them with vocational training (Char, 2011).

In India, DBL organizations have started to grow in number (Bos, 2015). While the rise of these businesses is welcome in society, it is also puzzling. This is because conventionally, social enterprises of all forms pay less than conventional businesses due to their need to sacrifice profit for social impact (Char, 2011). DBL organizations are no exception to this rule. As a result, they offer lower compensation packages to executives who join them, and are more difficult to sustain than a for-profit organization (Afsharipour, 2013). However, despite the obvious disadvantages to joining them, trained professionals are forgoing work at conventional businesses for a job with a DBL organization (Sodhi et al, 2011). This growth indicates that something other than profit motivates entrepreneurs to join DBL organizations - perhaps something such as an executive's past experiences. Therefore, it is in our best interests to investigate how past experiences motivate executives to join businesses adopting the double bottom line metric.

Literature Review

In order to understand why this study analyzes the past experiences of executives and how they influence a DBL organization's growth, it is important to look at the existing body of research on the subject. There are currently few studies looking at how these experiences function as motivators, however, some studies suggest that they build a positive reputation for themselves in order to become more popular and therefore grow more (Douglas, 2010; Lee, 2015). These studies look at how DBL organizations build a public image for themselves in order to gain support. As concluded by Lee, "the growth of social enterprises in South Korea is attributed to the country's characteristically strong central government and its creation of relevant institutions and provision of support services". This study suggests that DBL organizations are able to grow by developing a strong public image which, in turn, allows them to access resources that aid their development. Similarly, Douglas asserted in their research that "institutional identity problems" for a DBL organization "reduce external appreciation". Just like Lee, Douglas' work shows how a DBL organization's public image is critical towards its growth and success. In essence, both these studies conclude that DBL organizations experience growth by promoting a positive public image. The studies, however, are limited as they do not examine what motivates executives themselves to join a DBL organization. Rather, Lee and Douglas provide explanations for how DBL organizations may grow by garnering more funds or approval.

Unlike the studies conducted by Lee and Douglas, research examining why executives themselves leave their jobs for work at a DBL organization - and therefore engender growth - does exist. (Pulasinghe, 2010; Alfaro et al, 2012,) . These studies collect a sample of entrepreneurs working in NGOs or DBL organizations and then group them based on their common traits. They then conduct analysis on their subject's traits in order to determine their motivation to join a social cause. For example, Pulasinghe concludes in her study on employee motivation in Sri Lankan NGOs that executives join social causes "since they receive more empowerment and recognition by working there" , and due to a "desire to change the world" (Pulasinghe, 2010). In a similar vein, Alfaro's research suggests that executives join social organizations because they want to make a positive impact on society. In short, both of these researchers analyze how common personality traits among a group of entrepreneurs indicate the types of people who are more likely to join a social cause. They assert that personality plays a large role in an executive's decision to join a social cause (such as social enterprise or a NGO). They are limited, however, since they do not take into account how experiences in an executive's past could have influenced their decision to join a DBL organization, and solely focus on their personality. Past experiences - which can have a massive impact on an executive's decisions - are integral to any entrepreneurs motivation (Simmons, 2016). Thus, by not analyzing them these studies do not fully represent how executives are motivated to join social causes. Additionally, the studies are further limited as they do not interview entrepreneurs from similar industries and businesses. Each study aims to investigate the motivation to join a social cause, and therefore looks at why people join NGOs, charities, and even the United Nations. Their data therefore represents why entrepreneurs join all types of social organizations rather than just specifically DBL organizations.

Therefore, while some studies assert that the public image of DBL organizations is what causes them to grow, and others argue that personality is integral in motivating an entrepreneur to join a social cause, few studies test how the past experiences of entrepreneurs influences their motivation to join a DBL organizations. Moreover, given the limitations of previous studies, any research on motivations for

entrepreneurs in the future must focus on a specific industry. Seeing as studies have not looked at the Indian construction industry before, future research should aim to examine DBL organizations in this sector in order to bridge the gap in knowledge. Moreover, research needs to be centered around entrepreneurs rather than organizations as a whole. Altogether, these factors illustrate our a gap in our knowledge of why people join DBL organizations, as few studies examine how past experiences motivate executives to join DBL organizations, and the growth of DBL organization in the Indian construction industry. This study will attempt to bridge this gap by asking the question: through a case study on organizations in the Indian construction industry, how do past experiences motivate professionals to join businesses adopting the double-bottom line metric?

My research will therefore be unique as it will examine how *past experiences* motivate professionals to join DBL organizations. As stated earlier, it will be limited to DBL businesses in the Indian construction industry to try and provide an explanation for the growth of DBL organizations in the sector. Additionally, because previous studies have not been centered around this industry it will fill the gap in knowledge on the subject. Under the above parameters, the study will gather qualitative data through a set of recorded interviews in order to test its hypothesis. Specifically, it will obtain the narratives of around eight executives from three different DBL organizations. Moreover, the inquiry will not mention the names and organizations of any participants in order to protect user anonymity.

This study's contributions to research on the topic will be significant as it will highlight the types of experiences which make people more prone to enter DBL organizations. It will research how these experiences can serve as motivations, thereby contributing to the pre-existing knowledge base on why people join social causes. With this knowledge, it may be possible to try and encourage more professionals to join DBL organizations in the Indian construction industry. This would be instrumental in causing social change, and would let us as a society know the types of people who would be prone to joining social enterprise, allowing the Indian government to use this information to increase the growth of DBL organizations. It could also help the organizations themselves launch campaigns to attract interested professionals - further augmenting their growth. Altogether, the results of this study can contribute to increasing the amount of DBL organizations in the Indian construction industry for more social benefit in the future.

Hypothesis

I initially hypothesized that experiences with exposure since childhood to the struggles of the lower class would motivate executives to join DBL organizations in the Indian construction industry. This hypothesis was developed based on conclusions of studies examining the executive's decision to join NGOs. These studies showed a positive correlation between exposure to poverty and the motivation to work for an NGO - that is to say, they discovered that people with experiences with poverty were more likely to join NGOs (Young, 2013). Due to the similarities between NGOs and DBL organizations, I believe that motivations of executives to join either type of business will be extremely alike.

Method

In order to test the hypothesis, a case study method containing narrative interviews and then a thematic analysis was employed. Case studies are close examinations or analyses of people, organizations, or phenomenon (Zucker, 2009). This research focused on a case study of eight executives representing three DBL organizations in the Indian construction industry. The case study method was used to better analyze the phenomenon of how experiences influenced an executive's decision to join a DBL organization. The point of this type of method was to analyze how experiences influenced the motivation to join a DBL organization, so looking at the phenomenon through the close examination offered by a case study was the easiest way to analyze the data. Furthermore, the case study method allowed for information to be collected (through narrative interviews) and then examined with a thematic analysis.

Narrative Interviews

In order to collect data on the personal experiences of executives and to test my hypothesis, I conducted narrative interviews as the first part of the case study. For reference, narrative interviews are interviews which seek to reconstruct experiences and events from an interviewee's life (Jovchelovitch, 2007). They follow a framework proposed by the London School of Economics, and therefore have a few specific guidelines which interviewers must adhere to (Jovchelovitch, 2007). Primarily, narrative interviews must ask questions in chronological order. That is to say, they need to ask questions about events which chronologically occurred first before moving on to explore events which occurred at later dates. They must also have no questions which can be answered by a yes or no, and must allow an interviewee ample room to elaborate on their story. Narrative interviews were selected to the primary method of acquiring data as they are able to effectively extrapolate narratives from interviewees. Since my final goal was to examine how past experiences influenced the motivation of executives, I needed to collect accounts of these events in an anecdotal form. Therefore, narrative interviews were employed as they are specifically designed to have interviewees recall stories or past events.

Before the interviews, however, it was necessary to first select a target group. As stated earlier, eight executives working in three different DBL organizations were examined for the study. Organizations to request interviews from were selected only if they followed the double bottom line metric of success - that is to say, if they focused on both earning profit and having a social impact. They also had to be in the Indian construction industry in order to bridge the gap in knowledge on DBL organizations in that particular sector. Moreover, they had to consider themselves DBL organizations, and explicitly state in their mission statement the desire to do good for society while earning a profit. The three DBL organizations chosen for this study all, therefore, fit the above parameters. Additionally, each organization was taken from a list of DBL organizations recognized by the Indian government, and generally had the same business model. In essence, all three provided livelihoods for rural youth by equipping them with construction skills, and would earn profit by contracting these youth-turned-workers to build sites. After the identification process was complete, interviews with executives representing these companies were organized. Around 2-3 executives were selected from each business - and in total, this meant that 8 executives from 3 different organizations were interviewed as part of the study.

The goal of each interview was to determine which experiences in an executive's life contributed to their decision to join a DBL organization. As such, all interviews featured the same 15 questions on an

executive's past experiences, and were all conducted through a phone call. The questions were all opened ended so that interviewees had opportunity to elaborate on their answers, and were designed with the help of the London School of Economics' narrative interview guidelines (Jovchelovitch, 2007). They were also categorized into three groups - early life (5 questions), University years (4 questions), and adulthood (6 questions). The early life category asked interviewees about experiences from when they were born up until age 16, the university category naturally dealt with events occurring during their college years, and the adulthood segment questioned executives about events occurring between after University and before they joined their representative organization. I did this in order to gain a wide spectrum of the types of events which could have motivated an interviewee to join a DBL organization.

Thematic Analysis

After the narrative interviews were conducted, the research moved on to the second step of the case study - qualitative thematic analysis. Thematic analysis is a method of analysis which determines a relationship between common themes in a sample of collected data (Thomas, 2007). For the purposes of the study, this method was used to analyze the experiences presented by the executives in their interviews. It did this by identifying how common themes across the interviewee's differing narratives contributed to an interest in DBL organizations.

The thematic analysis was split into two sections. Firstly, similar experiences were identified among the interviewed executives. These similar experiences indicated the types of common events which occurred to executives who decided to pursue careers in a DBL organization. The overall goal of this process was to determine the types of events which motivated executives to join a DBL organization. In the interviews, however, executives sometimes cited events which were important to them but not to their decision to join a DBL organization - like marriage, or sports tournaments. These events were omitted from analysis, as only experiences which directly contributed to an executive's decision to join a DBL organization were significant for the purposes of my research. After this initial stage of identifying relevant common experiences was complete, I moved on to the next part of the qualitative thematic analysis. For this second segment of the research, the common experiences were analyzed for how they could contribute to an executive's motivation to join social enterprise. In this step, similar experiences were categorized into groups. Each group was then labeled with an overarching theme, which I used in my analysis of how events influenced an executive's motivation. Hence, this research method was used to identify common themes amongst the narratives of executives, which were analyzed to determine how they contributed to an employee's motivation.

Thematic analysis was the second stage of this case study as it was the best way to analyze the data presented from the narrative interviews. Since this study's objective was to find out how experiences motivated executives to join Indian DBL organizations, analyzing the common themes would indicate the *types* of experiences which would make professionals more prone to joining a DBL organization. A thematic analysis does this by identifying the common themes within a sample size - hence it was employed for the research.

Findings

Before moving on to discuss the importance of coding the data into such a table, we need to first clarify what each theme means. From all eight narratives, a total of five themes emerged. These themes and their definitions have been coded into the table below.

Table 1: Definitions of Themes

Theme	Definition
Service	Community service related experiences, such as donating to the charities or doing social work.
Education	Experiences with working in the field of education. Examples of this include working as a teacher, or having a job in a school.
Travel	Experiences with traveling away from home.
Self actualization	Experiences in which an executive realized that they wanted to self actualize. Self actualization is defined as the desire to use one’s talents and abilities to the fullest extent. In this case, experiences when an executive realized that they wanted to do use their skillset for more than just earning money .
Poverty	Experiences in which an executive had to survive poverty. Examples of this would include growing up in a lower class family, or having to skip school in order to earn money for food.

The results from the narrative interviews were compiled into the table below.

Table 2 : A Summary of the Eight Interviews

Executive #	Key Events from the Executive’s Past	Corresponding Themes
1	Listening to their father talk about the struggles of common workers, and how the poor had to be helped. _____ Trip to rural India, where he observed extreme poverty Working for microfinance business	Service _____ Travel
2	When their parents’ business failed, they became impoverished up until High School. _____ Importance of education was stressed throughout life, to the point where they became a teacher	Poverty _____ Education

	<p>Decided to join DBL because wanted to use their teaching skill to empower the disadvantaged.</p>	<p>Self actualization</p>
3	<p>Was pushed by their parents to study hard and succeed, and became a teaching assistant at their University.</p> <p>Realization that they did not want to work as an Engineer, and wanted to use their skill for social good.</p>	<p>Education</p> <p>Self actualization</p>
4	<p>Traveling to rural areas in India and Europe as a teen, and being inspired to do social good.</p> <p>Starting a venture in India which would bring sanitation to girls' schools.</p>	<p>Travel</p> <p>Service</p>
5	<p>Importance of education was stressed since childhood, which inspired them to become a Vice Principal of a school.</p> <p>Realization that they wanted to use their skills in order to empower the poor, not simply earn money.</p>	<p>Education</p> <p>Self actualization</p>
6	<p>Traveled to Indonesia as an employee of a multinational organization, where they trained factory workers.</p> <p>Realization that they did not want to be a school teacher, and instead wanted to help the poor.</p>	<p>Education</p> <p>Travel</p> <p>Self actualization</p>
7	<p>Beginning a venture in India which will seek to give workers proper rights.</p> <p>Growing up in a lower-class family.</p>	<p>Service</p> <p>Poverty</p>
8	<p>As a teen, attended multiple human rights protests with their sibling, and campaigned for equality between genders.</p> <p>Realization that their talents were not appreciated by anybody in their company, and that they wanted to make a difference in the world through community service.</p>	<p>Service</p> <p>Self - actualization</p>

As stated before, 8 executives from 3 different companies were interviewed on important events in their past which led to their desire to join a DBL organization. Their names and the businesses they represent have not been included in this study, hence the first column simply lists the order in which they were interviewed. This means that every row in the table represents a single executive's interview and by extension, their narrative.

The second column contains a short summary of 2-3 important events which emerged from each interview, and therefore describes the most important parts from an executive's narrative. They were included in the table as executives cited the experiences arising from these events as contributors to their decision to join a DBL organization. Finally, the third column in the table lists each experience's theme. These themes - which are listed and defined in table 1 - were assigned based on how an event affected their respective executive's mindset, and correspond to a single event from an executive's interview. They are significant, as they show the types of experiences and events which cause professionals to be inclined to join a DBL organization. For example, in interview number 7 an important event listed in column 2 is "growing up in an extremely lower class family". The corresponding theme is therefore "poverty", as this event allowed the executive to be able to understand the struggles of being poor.

In essence, this table condenses the narratives of each executive into a few important events which motivated them to join a DBL organization. Through the table, it is possible to identify *recurring* themes within the data set. These themes, when thematically analyzed can help identify how experiences motivate professionals to join DBL organizations.

Results

The narratives collected through interviews outlined the types of experiences which motivated executives to join DBL organizations. These experiences were categorized by theme, and then examined through a thematic analysis. The raw experiences and corresponding themes, for reference, can be found on table 1, while each theme's definition is listed on table 2. This section will discuss the results of the thematic analysis as well as the conclusion that my data suggests. Firstly, it is important to see which themes are repeated amongst all eight narratives. By identifying recurring themes, it will be possible to observe the types of experiences which make executives prone to join a DBL organization. Although there were a total of six themes appearing in the executive's narratives, only three were repeated consistently. These three recurring themes, therefore, shed light on how past experiences influence an executive's decision to join a DBL organization.

Recurring Theme 1: Self Actualization

Out of all five of the themes, the one which was most prevalent in each of the eight narratives was self actualization. Five out of the eight executives - numbers 2, 3, 5, 6, and 8 - cited experiences falling under this theme as being significant factors in their decision to join a DBL organization. As defined by table two, self actualization refers to the desire to use one's skills for something other than earning money. Usually, they involved an executive realizing that rather than be employed by a for-profit organization and work for money, they wanted to use their skills to help the disadvantaged and create real social change.. For example, executive 6 stated in their interview that,

I started to realize that while I was working for this engineering company, that my project was not kicking off. I did not feel like there was much success, and there was no change that was happening from me, because see, although I was the head of the team, I didn't have much accomplishment, you

know? I was just working for this company, but there was nothing really significant that I felt was happening. So then when [CEO of their current DBL organization] approached me, I really leapt at the chance to make a difference.

Executive 2 essentially felt that they weren't making much of a change in the world, and their work was not recognized. Thus, they had the revelation that they wanted to do something service - oriented, like join a DBL organization, and create tangible change. Rather than do their regular jobs, each executive instead believed in the importance of having an *impact* in the world. Executive 5 stated that "I was not feeling like I accomplished much with my finance job. I would do work for the company, and there was no change I was making. So then when I started to realize that, I began to want to do something different with my life, and change career." In fact, executives 3, 5, and 8 all had similar sentiment, and specifically use the word "impact" when describing their desire to self actualize. Although the narratives were slightly different, the underlying theme of each experience was the same : self actualization. Seeing as these five are a majority out of the eight, it can be concluded that experiences creating a desire for self-actualization are a part of the reason that executives join DBL organizations in the Indian construction industry. Moreover, the desire to self actualize can be seen to stem from a need to cause social change, or an impact, in the world. This, therefore, suggests that experiences in which an executive felt a need to self actualize make people more likely to join DBL organizations.

Recurring Theme 2: Service

As stated in table 2, hallmarks of experiences under the service theme include work done to further a social cause, or some form of charity. Four out of the eight executives cited these types of experiences and events as important in motivating them to join a DBL organization. Specifically, executives 1,4 ,7, and 8 stated in their interviews that their previous work with doing service had given them an interest for it. In turn, their interest in service lead them to be more inclined to work at a DBL organization. This is because DBL organizations, especially in the Indian construction industry, are built around doing good for society through service while earning money (Afsharipour, 2013). As seen from executive 8's narrative, past experience with doing service make one more interested in doing service through a DBL organization. The executive stated,

My sister, she was very involved in protests for human rights. I grew up in a small family, so often times my sister and I, since we were the only children, would have a lot of time to ourselves. She would often talk to me about human rights, and as I grew older I would go attend these protests. It was here when I really first started to be involved in the, you know, community service aspect of my work, and I had a lot of satisfaction knowing I was standing up for the people who were not fortunate.

Executives 1,4, and 7 had similar narratives, in which they elaborated on how service-related events made them appreciate the power of social work, and in turn made them interested in working with DBL organizations. These executives, however, generally shared the same insight on experiences involved service. They stated that it was "the sense of accomplishment and *change* " which they felt from a service - related experience that gave them an interest for social work. This is similar to how executives listing self-actualization related experiences felt the need to make an impact in the world with their skillset. Therefore we may observe that, once again, a desire to have a tangible impact on the world leads executives

to join DBL organizations. In this scenario, executives who had experience with service felt the need to have an impact on the world, and extend their interactions with service to their professional life. Hence, these recurrence of these service - related experiences suggest a sense of fulfillment and impact achieved through doing social good inspired executives to join DBL organizations.

Recurring Theme 3: Education

Four out of the eight executives - numbers 2, 3, 5, and 6 - stated that education-related experiences were critical in motivating them to join a DBL organization in the construction industry. As seen in table 2, education related experiences include teaching others or working for schools. The four executives who cited these types of experiences as being important motivators to join their DBL organization all held teaching positions within an academic institution. Numbers 2 and 6 as teachers, number 5 was a teaching assistant, and number 3 was a Vice Principal.

Initially, a relationship between education related jobs and DBL organizations was not clear. A connection between these experiences and the Indian construction industry, however, appeared during thematic analysis. In order to understand the implications of this, we must re-emphasize the role of the DBL organization in the construction industry. As seen earlier from Char and Afsharipour research, DBL organizations in the construction industry primarily focus on training workers and teaching them about their rights (Char 2011, Afsharipour 2013). Indeed, each of the three organizations these four executives represented focused heavily on worker training. Therefore, experiences in teaching would mean that it would be easier for executives to work for DBL organizations in the construction industry, as these organizations focus heavily on education. As stated by executive number 2, "I had a job teaching, but then I realized I wanted to do some work for India, for the nation. So I decided that instead of teaching the children, I would go and teach the poor [construction workers]." In fact, executives 2, 5 and 6 all stated it was "easier" or "convenient" to move from teaching their students to educating construction workers, rather than go into another part of the nonprofit sector. Therefore, the recurrence of this theme does not explain why executives join DBL organizations as a whole. Rather, it shows what makes professionals more inclined to enter the *construction* industry given the fact that an executive is interested in joining a DBL organization.

Limitations

Before moving on to discuss the results of the study, it is necessary to identify potential limitations which could have hindered the effectiveness of the data. The biggest of these was sample size. Upon contact, each DBL organization only let me interview around 3 executives. Since each executive held an important position in their company, this limitation made sense. Nonetheless, having more executives to interview would have made the findings more robust, and perhaps produced a more accurate conclusion. Another limitation in this study was human error. As stated earlier, each interview lasted around 15 minutes. During this time, interviewees were asked to remember important events from their past - which could have occurred decades ago. It is possible that some of the executives were unable to report events which drove them to join a DBL organization, due to the fact that they were being made to do so off the top of their head and in a very limited timeframe. Because of this, some events which could have led executives to join DBL organizations may not have been mentioned in the study, simply because at the time of the interview, the executives were unable to recall these specific events. Granted, events of such magnitude would likely be easily remembered

due to their importance to an executive - but nevertheless, the existence of this human error is still probable. Additionally, as a researcher it is possible that human error occurred during the analysis section. I may not have studied a transcription carefully enough, and potentially missed listing an important experience. This would also have led to a less accurate data set, which could, in turn, have slightly skewed the results.

Discussion of Results

Therefore, the results of this study suggest that the initial hypothesis was wrong : rather than experiences with poverty, it is experiences with service and self actualization that motivate executives to join DBL organizations by giving them a desire to have an impact on the world. Additionally, experiences with education are what drive executives to enter organizations specifically in the construction industry because they better prepare executives to train workers. This means that executives with these types of experiences are more prone to join DBL businesses within the Indian construction industry, especially if their experiences leave them with a drive to change or impact the world.

This conclusion has multiple implications for the future of Indian DBL organizations. Firstly, these results show us that experiences which make executives feel the need to have an impact in the world can function as motivators to join DBL organizations. Secondly, the disparity between the initial hypothesis and final conclusion suggest that executives have different motivations to join NGOs and DBL organizations. The initial hypothesis, which stated that experiences with poverty motivated executives to join DBL organizations, was created based on the results of previous studies examining the motivation to join an NGO (Pulasinghe 2013). Seeing as, however, this hypothesis was disproved, it can be concluded that executives have different reasons for joining NGOs than they have for joining DBL organizations. Although the two are similar in the sense that they both do good for society, this research shows that professionals have differing motivations to work in either type of company.

Through the results of the study, it is possible for entities like the Indian government to create programs designed to garner interest for DBL organizations. Since it is evident that specific types of experiences make professionals likely to enter them, PSAs, workshops, or other methods targeted at those with these experiences can be used to further augment the growth of Indian DBL organizations within the construction industry. Further research, however, on finding additional mechanisms through which the Indian government could use the data from this study in order to attract interest for social enterprises is required in order to most efficiently use the results. Moreover, future research could be centered on finding whether the conclusions made by this study can be applicable to other industries in India - or potentially the globe.

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Making Health Education LGBTQ+ Inclusive in Vermont High Schools

Word Count: 5,009

Context

It has been widely demonstrated that the health of LGBTQ+¹ youth is, on average, worse than that of their heterosexual and cisgender peers. In 2011, the Centers for Disease Control and Prevention (CDC) collected data utilizing the Youth Risk Behavior Survey about which “health-risk” behaviors 9-12th grade students across the United States participated in. “Health-risk” behaviors were classified as behaviors detrimental to one's health such as drinking (alcohol), smoking, violence, behaviors related to suicide, and various sexual behaviors. The study found that, generally, “health-risk” behaviors were more prevalent in sexual minority youth than in heterosexual youth by 63.8% for gay and lesbian youth and by 76% for bisexual youth.

This trend was also found to be true in the more specific results found by the study. To start, across the eight sites which assessed whether students had been a victim of dating violence, the median percentage of heterosexual students who had was 10.2%, while that of gay and lesbian students was 27.5% and that of bisexual students was 23.3%. In addition, across the nine sites which assessed if a student had drunk alcohol before the age of 13, the median percentage of students who had was 21.3% for heterosexual students, 34.6% for gay or lesbian students, and 36.2% for bisexual students; and, in that same area of “health-risk” behaviors, the median rates of students who had had at least one drink of alcohol during the thirty days prior to the survey were 37.6% among heterosexual students, 47.5% among gay and lesbian students, and 55.6% among bisexual students. Other general trends found in this study included lower exercise rates, higher usage of technology, less frequent use of seatbelts, more frequent use of various drugs,

¹ LGBTQ+ stands for the lesbian, gay, bisexual, transgender, queer, and questioning community, and can include anyone who is not heterosexual-heteroromantic (straight) and cisgender (the opposite of transgender; someone who identifies with the gender that they were assigned at birth).

more reports of sexual assault, and higher rates of obesity reported for LGB² youth than for heterosexual youth (Kann et al, 2011).

The “health-risk” behaviors that LGBTQ+ youth are experiencing or participating in are not only unhealthy, but can be deadly. A meta-analysis published in the *Journal of Homosexuality* in 2011 and completed by A.P. Hass, PhD, director of education and prevention at the American Foundation for Suicide Prevention, explains that, since the 1990s, population-based surveys of American youth which asked sexuality-related questions constantly found that suicide rates had consistently been two to seven times higher in LGB high school students than in heterosexual high school students. The previously mentioned CDC study found results consistent with the meta-analysis, finding that, across the states which assessed having attempted suicide in the twelve months prior to the survey, the median rate of suicide attempts in heterosexual youth was 6.4%, while it was 25.8% among gay and lesbian youth and 28% among bisexual youth (Kann et al, 2011). A third study, published in the *American Journal of Public Health* and organized by Brian Mustanski, PhD, director at the Institute for Sexual and Gender Minority Health and Wellbeing at Northwestern University, corroborated this finding as well. This study looked at 246 LGBT 16-20 year olds in the Chicago area and found that 31% of the participants had attempted suicide in their lifetime (2010).

From these findings, one can see that the LGBTQ+ youth of America are having a health crisis. This crisis is not being effectively addressed in health education laws. The law in only thirteen states requires that the discussion of sexual orientation be included in health education

² While the phrase “LGBTQ+” will be used by the author of this paper to refer to the community being discussed, when referring to other people’s studies, the term that the researchers themselves use in the study will be used to describe the community. When “LGB” is used without the “T”, it means that the study was done on non-heterosexual students and did not include specifically studying members of the transgender community.

courses, and in four of those states, that discussion is mandated to include only “negative information” about sexual orientation. In addition, 16 states do not mandate HIV education. In Arizona, if HIV education is taught, it is not allowed to portray homosexuality in a positive light and, in Oklahoma, where HIV education is required, it is taught that "homosexual activity" is one of the things "responsible for contact with the AIDS virus" (Guttmacher Institute, 2017).

In many cases, however, even if a law mandates that LGBTQ+ topic be taught in health education courses, this mandated education does not necessarily occur. According to the Gay, Lesbian, and Straight Education Network (GLSEN)’s 2009 National School Climate Survey, only 3.8% of respondents reported that their health course acknowledged “sexual and/or gender orientation education”.

Due to the state of the health of LGBTQ+ youth and the lack of health education laws attempting to address this issue, the question driving the research presented in this paper is “How LGBTQ+ inclusive are Vermont high school health education courses and what needs do students have in relation to the level of inclusivity present?”

Literature Review

One way that this health crisis could be at least partially addressed is through an LGBTQ+-inclusive health education curriculum. It has been established that health education, if presented properly, has the ability to affect the future behavior of its participants. In 1996, G. Kok, MSc and PhD, professor of applied psychology and former dean at Maastricht University, performed a meta-analysis of twenty-one meta-analyses that analyze the effects of health education and health promotion interventions and found that the education and interventions had a significant positive impact on the participants and their behavior thereafter. There are many

case studies that support this notion as well. For example, a selective review published in 1997 in *The Journal of the Royal College of Paediatrics and Child Health* found that all of the interventions and education opportunities reviewed in some way had a positive impact on the health of its participants.

Not only has it been proven that health education generally positively affects people's health, but also that aspects of it can specifically positively affect the sentiment of students towards LGBT people. In 2015, V. P. Poteat, B.S. and PhD, professor at Boston College, conducted a study by surveying New England high school students to examine factors that contribute to the likelihood of behaving in an LGBT-affirming manner. The study found that, among other factors, peer discussions of sexual orientation-based issues, having LGBT friends, critical thinking, and self-reflection were "significantly associated with LGBT-affirming behavior". From this, one can deduce that, because health classes involve some form of critical thinking and self-reflection, if a curriculum was LGBTQ+-inclusive, the normally occurring peer discussions could be about sexual orientation and other important LGBTQ+ issues.

"LGBT-affirming" behaviors are necessary to teach in health classes not only because of their positive effects, but also because the alternative to "LGBT-affirming" behaviors is often bullying and harassment which can then lead to self-destructive behavior. A study done by Brian Mustanski in 2010 found that each time an LGBT person is "victimized" or is the recipient of "physical or verbal harassment or abuse", the likelihood of that person participating in "self harming behavior" increases, on average, by 2.5 times.

A model of an ideal health curriculum is the CDC's Health Education Curriculum Analysis Tool (HECAT). This tool is the national government-crafted standards for what health

education should include and look like as well as an assessment tool to see if a health education curriculum is up to those standards. It goes into great detail, being divided up by chapter and additionally by module. Each module has a name such as “Healthy Eating”, “Sexual Health”, or “Tobacco”, and within those modules are the tools to evaluate a health class on that specific part of the curriculum. The tool is a present example of an LGBTQ+-inclusive curriculum, including expectations such as learning how to support those with gender identities and sexualities that differ from your own (2012).

Few previous studies have been done on the inclusivity of health education courses and the needs of the students who take them. One, however, was conducted through the use of focus groups by L. Kris Gowen in 2014 at Portland State University. The purpose of the study was to examine youth perspectives of sexuality based education in Oregon and see how inclusive the students thought it was in order to “create a framework of LGBTQ-inclusive sexuality education”. This study was later published in *The Journal of Sex Research*.

Although studies like this have been conducted, the researcher plans to fill a gap in knowledge with the study being presented because, due to the fact that the law and social climate varies state to state, results found by conducting a similar study in Vermont will differ to those found in Oregon.

Because the gap in knowledge that the researcher is filling is related to the location of the study, it is important that one knows about the context in which the research was conducted. As one can see in Title 16, Chapter 001, Subchapter 007 on the website of the Vermont legislature, no current law requires health education to be LGBTQ+-inclusive in Vermont (2016). It may seem to some that, because Vermont is generally considered to be a politically blue state that

tolerance and acceptance of the LGBTQ+ community would coincide with that political affiliation, however, this is not necessarily true. According to the Vermont Secretary of State, about one tenth of Vermonters voted for one of the ten Republican candidates in the Presidential Primaries of 2016 (2016). As demonstrated by the Human Rights Campaign, all of the Republican presidential candidates had at least some anti-LGBTQ+ beliefs or policy plans (2016). On the other hand, according to the 2015 Vermont High School Youth Risk Behavior Survey, at least 12% of Vermont high school students identify as LGB, while questions about gender identity were not asked. This means that, in this election cycle, about 10% of the adults in the state supported candidates who were against the rights of, at bare minimum, 12% of the youth population in the state. In addition, this figure does not include the political preferences of non-voting age Vermonters nor does it include the transgender youth and LGBTQ+ adults that live in Vermont.

Methods

The researcher took a mixed method approach and both distributed a survey to and conducted interviews with high school students across Vermont.

A survey was chosen as part of the method because it gave the researcher the ability to reach more people from different areas than solely conducting interviews would have and therefore made the results of the study more applicable to the entirety of Vermont. In order to get the most responses and thus have the most accurate data, the survey was sent to all of the high school Gender and Sexuality Alliances (GSAs) in Vermont. The survey was targeted towards high school students who were currently taking or had taken a health education course in high school.

The design of the survey was based on a study done by Russell Toomey, PhD, chair and professor at the University of Arizona, on the perceived effectiveness of GSAs. In order to study this, the researcher asked participants retrospectively about their experiences in GSAs in order to evaluate their effectiveness. The survey conducted in this study followed this design and asked the participants retrospectively about their experiences in health education courses.

The first section of questions had the participant answer on a four-point scale with there always being a fifth option of “not sure”. The fifth option improved the validity of the results by decreasing the likelihood of participants not being able to remember and providing false information by just guessing their response. The scale provided was as follows:

0= I was not taught about LGBTQ+ people in the context of this topic

1= I was taught some about LGBTQ+ people in the context of this topic, but it was not enough for me to feel knowledgeable on the topic.

2= I was taught a substantial amount about LGBTQ+ people in the context of this topic.

3= I was taught everything I think one needs to know about LGBTQ+ people in the context of this topic.

The use of a four-point scale with a fifth option of “not sure” in order to have a broader and more informative range of answers as well as the wording of the descriptors for each number were adopted from Toomey’s study. When interpreting the scale, 0 and 1 indicate that the respondent is undereducated on and 2 and 3 indicate the respondent has been sufficiently educated on the topic at hand.

In the first section of the survey, the participants were asked about the degree to which LGBTQ+-relevant information was taught in certain topics in their health education course. The

topics were picked by examining both the Vermont law on what is required to be included in health education courses and the 2011 Youth Risk Behavior Survey results. This was in order to pick topics that have specifically LGBTQ+-relevant information related to them and that legally have to be taught in all Vermont health education courses so that the questions asked in the survey would be relevant to all potential participants. The topics inquired about in this section were: ‘Emotional and Social Development’, ‘The Bases of Human Sexuality and Reproduction’, ‘Anatomy/Physiology/Physical Development’, ‘Safe Sex Practices/Disease Prevention/Sexual Responsibility’, ‘Mental Health, Relationships’, ‘Parenting/Family’, ‘Drug Abuse’, ‘Sexual Violence’, and ‘Utilizing Health/Support Services’.

In the next section of the survey, participants were asked if they had or had not learned about certain LGBTQ+ related health topics. These topics were chosen by examining the CDC’s HECAT in order to find topics that are not required by the Vermont law to be taught in health education courses but that would be crucial in an inclusive health education course. The topics of inquiry in this section were: ‘Various gender identities/What it means to be transgender’, ‘Different romantic/sexual orientations’, ‘The difference between gender and sex’, and ‘How to be respectful to and support those who have a different gender identity and/or sexuality than you’.

The next two questions asked participants to choose three of the formerly discussed topics that they felt they knew the least about and three that they would have liked to know more about. This was to help determine areas where students feel they are lacking knowledge on and to help determine what is not being sufficiently taught in current health education courses.

At the end of the survey, participants were asked about demographic information as well as asked if they would be willing to be interviewed and if they would like to be updated on the research being conducted. Present was also a text box in which the participant was prompted to add any other thoughts they had “about how LGBTQ+-inclusive your health education was, what you would have liked to learn about, etc.?” This provided an opportunity for the researcher to receive qualitative results from people who did not want to be interviewed.

The second portion of the method involved interviewing high school students. The purpose of individually interviewing students was to receive more in depth qualitative results about health education experiences and to get direct feedback from students. The researcher based this portion of the study after Gowen’s previously mentioned study. Because the objective of the study mentioned is very similar to that of this study, the researcher at one point considered modeling this study directly after the former and utilizing focus groups as the method by which to conduct this study. However, due to ethical concerns about anonymity and time and logistical constraints of the researcher and the participants of the study, it was decided that focus groups would not be the most effective way to conduct this study. Instead, the researcher decided to distribute the survey in order to achieve the breadth of participants and perspectives that focus groups achieve and the interviews in order to receive the in depth, qualitative testimonies that focus groups achieve.

Although this study conducted individual interviews and Gowen’s conducted group interviews, because the objective of the two studies was similar, the nature of the interviews in this study was based off those in Gowen’s. Like in Gowen’s study, the researcher took a semi-structured approach to the individual interviews conducted and had a predetermined set of

questions to ask each participant but also explored new avenues of questioning and clarification if the interview lead in that direction. As done in Gowen's study, the interview was made up of two types of questions: questions about participants' past experiences in health education courses, and questions about what participants would want to be done to improve those experiences for others in the future. Questions about past experiences included questions such as "Describe your overall experience in your health education course- how LGBTQ+-inclusive was it? How was the LGBTQ+ community portrayed?" and "What types of safe sex practices were discussed in your health class?". Questions about improvement of experiences included questions such as "You indicated in the survey that you would have liked to learn more about (topic that the participant indicated on the survey that they would have like to learn more about). Can you expand on that? What would you liked to have learned about that you didn't? What would you liked to have been taught that wasn't?". In order to acquire interview subjects, participants of the survey were asked if they would be willing to interviewed. The interview subjects were then randomly selected from those who indicated that they were willing to be interviewed. Interviews were conducted both via Skype and in person depending on the availability of the participant.

The descriptive-interpretive method used to analyze the gathered data was adopted from *A Handbook of Research Methods for Clinical and Health Psychology* by Jeremy Miles and Paul Gilbert. To start, the researcher transcribed the recorded interviews. Then, the data was divided into meaning units. Meaning units are "... parts of the data that even if standing out of context, would communicate sufficient information to provide a piece of meaning to the reader." The meaning units were then sorted into two domains- meaning units that described participants' past

experiences in health education courses, and meaning units that described things that participants wished would have happened in their health education courses or would recommend to happen in future classes. Then, the data in each domain was categorized by meaning (also known as open coding). Finally, using essential sufficiency and trying to fully depict the phenomenon explained in the data in the simplest way possible, the researcher abstracted the main themes and findings of the study (2005).

Results

Survey:

The survey yielded results from students from over 20 different high schools across the state of Vermont. The respondents were 82.1% members of the LGBTQ+ community, 52.2% female, 14.9% male, and 32.9% another gender (such as genderqueer, genderfluid, agender, etc.). The majority of the results from the survey can be seen in Tables 1, 2, 3, and 4. The results from the end section of the survey where participants were asked to add any other comments that they had on their health education experience will be included with the results from the interviews because the results were both qualitative in nature and therefore analyzed in the same manner.

Table 1 depicts the results of the section that asked participants to rate their health education experience for each topic based on the provided scale. As one can see on the table below, 0 and 1 were the most chosen responses, with 0 being chosen 50% of the time and 1 being chosen 25% of the time. In addition, 2 was chosen 14% of the time, 3 was chosen 8% of the time, and not sure was chosen 3% of the time. Table 2 displays the results from the section where students were asked if they learned about specific topics in their health education course.

As one can see on the table below, it was most often indicated that the student did not learn about the topic in question, with no being chosen 69% of the time, yes being chosen 23% of the time, and not sure being chosen 8% of the time.

Tables 3 and 4 demonstrate the results when participants were asked both what topic they felt they knew the least about and what topic they wanted to learn more about in terms of LGBTQ+ related information. As can be seen in the tables below, ‘Safe Sex Practices/Disease Prevention/Sexual Responsibility’ and ‘Emotional and Social Development’ were the top two chosen topics for both questions. Also notable is that ‘Utilizing Health/Support Services’ was the fourth most chosen topic in Table 3 and the third most chosen topic in Table 4.

Table 1

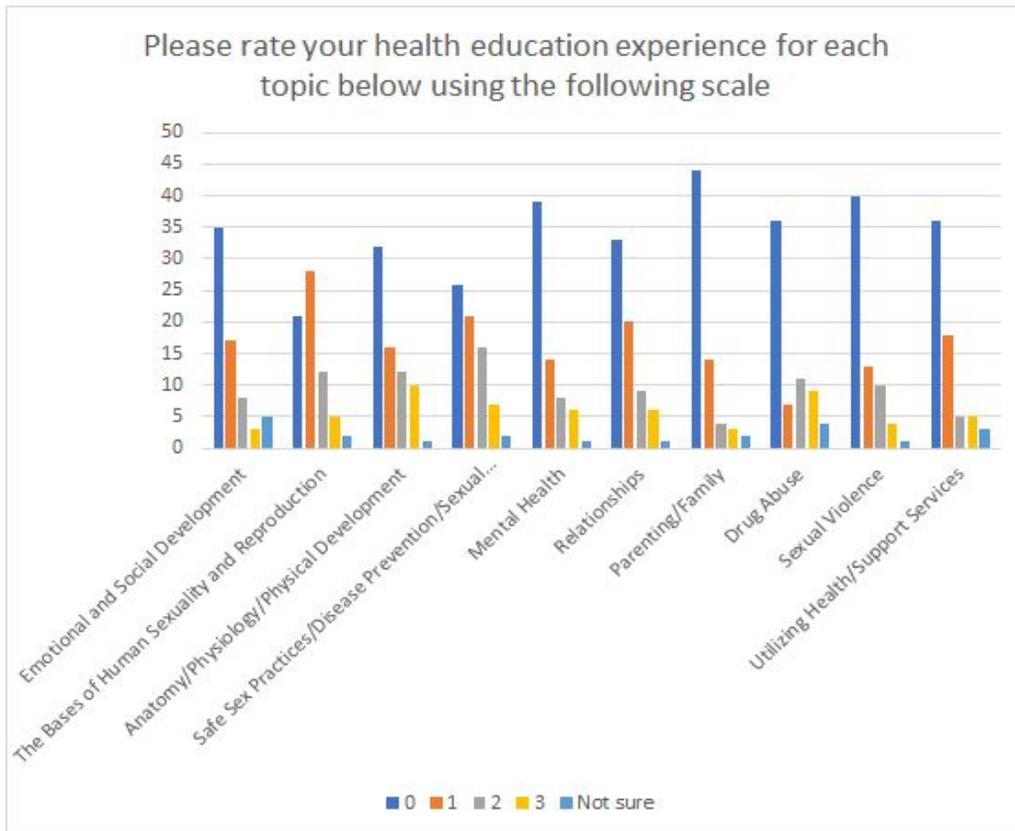


Table 2

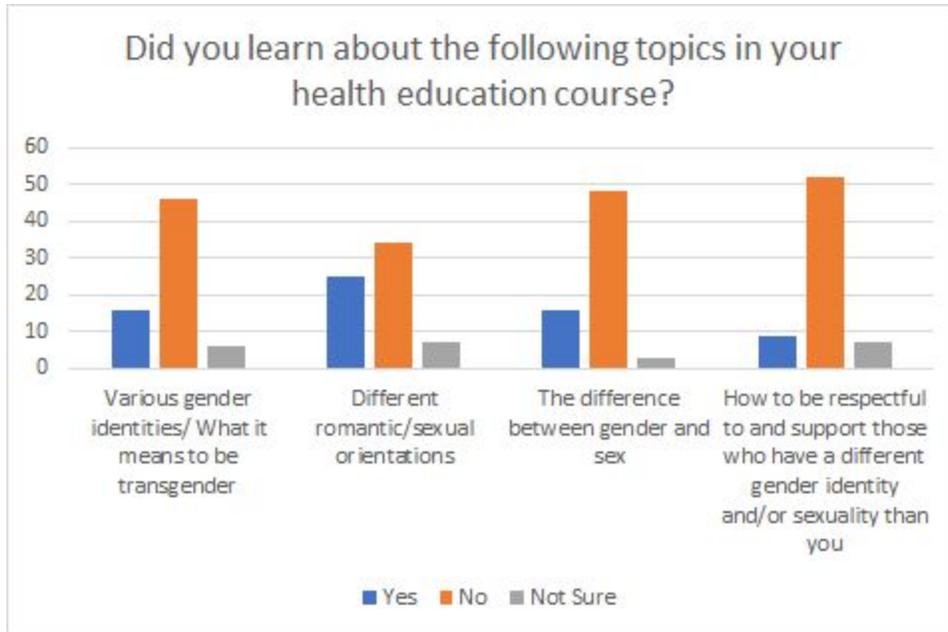


Table 3

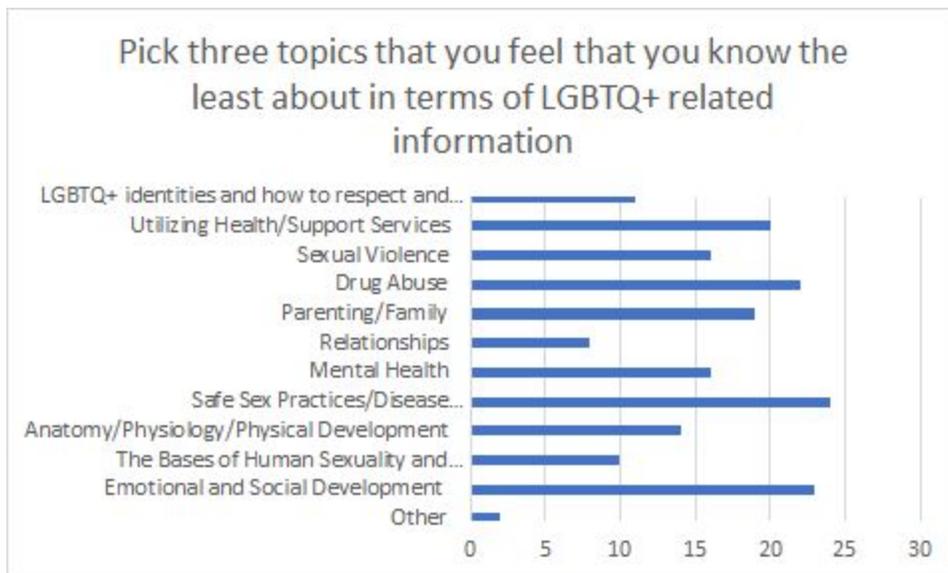
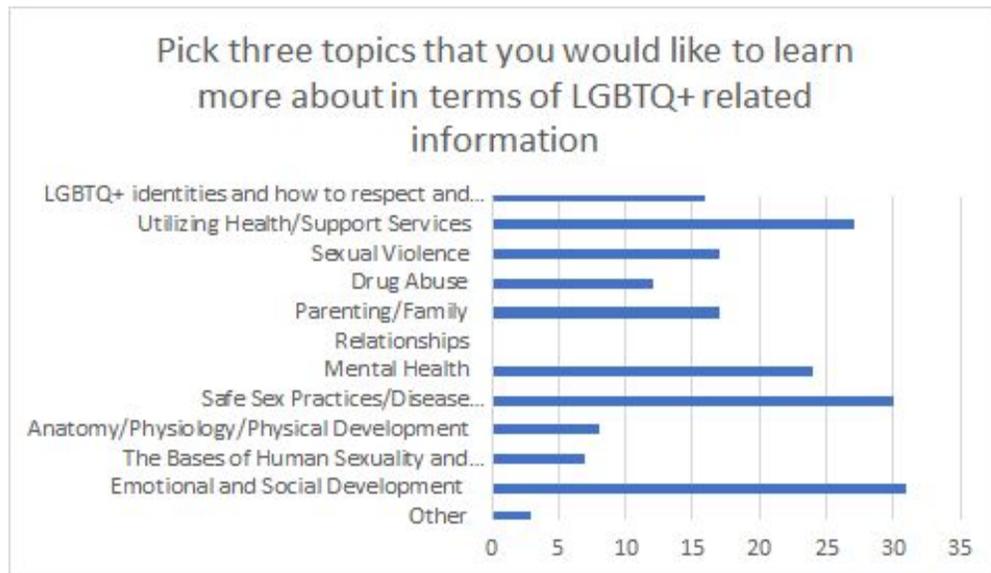


Table 4



Qualitative Data:

48% of survey participants either were interviewed or left additional comments at the end of the survey.

The first trends discussed will be those found in the domain which included participants’ past experiences in health education courses. To start, the number of times that health teachers mentioning the LGBTQ+ community or inclusivity was mentioned in the responses was a little more than half of the times that health teachers not mentioning the LGBTQ+ community or exclusivity was mentioned. Of those inclusive mentions, a little less than 33% were followed by a qualifying statement that then mentioned a “but” statement such as, after stating that the teacher did mention what it meant to be transgender “but nonbinary genders weren’t really discussed” or had a negative connotation associated with it such as “they skimmed over the LGBT community briefly.”

These statistics above did not include mentions of outside sources brought into the classroom to teach about the LGBTQ+ community. 28% of the participants who were either interviewed or wrote in the text box participants reported learning LGBTQ+ related information from sources brought into the classroom specifically for that purpose. This was not one of the questions asked, so these mentions were unprompted. Organizations mentioned that were brought into classes include Planned Parenthood, Outright Vermont, Hope Works, and Women Helping Battered Women.

A common theme throughout responses was the discussion of health education teachers. 33% of the mentions of teachers followed the mentions of exclusivity discussed above and indicated that the teacher's lack of mention of the LGBTQ+ community was not out of malice but because of various other reasons. These reasons included: lack of class time- "... they really can't... go in-depth within a four-month period.", the teacher's lack of knowledge- "I found that they wanted to be more inclusive but didn't have the information to be and didn't want to be giving out false information", and curriculum restrictions- "It seems that in some areas, the curriculum was dated and there was little she could do."

Of the overall number of mentions of teachers, whether following a mention of exclusivity or not, 60% were of the previously discussed nature and indicated that the exclusivity of the LGBTQ+ community was not the fault of the teacher. Half of the other 40% included "...the sex ed teacher told me "we'll get to that" but it was swept under the rug and never talked about." and, when discussing their teacher's reaction to a student mentioning and asking questions about gender, "The teacher said 'Oh yeah that's cool' and had no real reaction". The other 20% commended their teachers on how inclusive they made the class, saying things like

“My health teacher is progressive and wants to cover everything.” and “She made it personal and wanted everyone to feel accepted.”

Also in this section, students mentioned things that they were and were not taught. The three topics that students mentioned were brought up the most in health class were what it means to be gay lesbian, or bisexual, what it means to be transgender, and safe sex practices for all types of relationships. However, the amount that these three topics combined were mentioned is less than half of the times that students mentioned that their teachers did not bring up sexuality, gender, and safe sex practices.

The domain that included what participants would have liked to happen in their health class or what they would recommend for future classes produced some clear trends. The topics indicated that students would have liked to learn about were LGBTQ+ inclusive sex education at 36%, pronouns, different sexualities, and various gender identities at 14% each, and LGBTQ+ resources and how being LGBTQ+ affects someone developmentally and daily at 11% each. However, mentioned as many times as LGBTQ+ inclusive sex education was that there wasn't necessarily a certain topic that respondents would have liked to learn about that they didn't, but rather that they wish that LGBTQ+ people and things had been mentioned throughout class where relevant (such as in the unit on relationships) and normalized. One student, speaking about how they felt ostracized and unsure about themselves because of the lack of legal mandate to teach about the LGBTQ+ community, expressed the sentiment as “If we're not exposed to it in basic education then it can't be important, right?”

Discussion

From Table 1, one can see that students responded mostly with ones and zeros. Because the response scale was based on how much the participant feels like they know, this indicates that, overall, the respondents felt like they were lacking LGBTQ+ related knowledge in the health areas where there is LGBTQ+ relevant information. Table 2 supports this idea, for, as seen in the table, the large majority of respondents were not taught about topics crucial to an LGBTQ+ inclusive health education curriculum such as the difference between gender and sex and how to respect and support those who identify differently than you.

One can also see a trend of LGBTQ+ topics not being taught in health education courses in the results from the qualitative research. From the amount of times exclusivity was mentioned almost doubling the mention of inclusivity, to the almost one third of qualitative respondents who mentioned bringing in outside sources to teach LGBTQ+ topics, it is clear that, although some LGBTQ+ topics are being taught in some instances (because there were numerous mentions of inclusivity), they are not being taught in a widespread manner in Vermont.

In Tables 3 and 4, one can see that the two most chosen categories in both are ‘Emotional Development’ and ‘Safe Sex Practices/ Disease Prevention/Sexual Responsibility’. This concurs with the sentiment expressed during the qualitative research: students want to learn more about how being LGBTQ+ can affect your emotional development and want to have a more inclusive sex education experience. In addition, ‘Utilizing Health/Support Services’ was the fourth most chosen answer in Table 3 and the third most chosen answer in Table 4. This was another need present in the interviews and comments- students want to know places that they can learn more

about themselves (or others) and their identities as well as places where they can be professionally assisted in figuring out and materializing that identity.

Through the qualitative data, the researcher found that what many students want to improve their health education experience is for the LGBTQ+ community to be normalized, both meaning that they want it to be normalized by being taught about it but also by having it be presented in a way that does not alienate it from other topics in health class. Teachers were seen to have the largest role in this lack of normalization and it was expressed that they are an avenue through which students would like to see more inclusivity.

Implications, Limitations, and Future Research

Now that the state of LGBTQ+ health education and the needs of students have been established, there are multiple things that can be done to address these them, but one seems the most direct and effective solution: educate health teachers on LGBTQ+ health matters. If the teachers are educated in these matters, they can then teach the class about them and answer any questions that students have, simultaneously addressing the issues of untaught content and normalization. This would require the teachers to put in the effort to be trained and, in some cases, would also require the money to be trained. The money would not necessarily be needed, however, because there are places like Outright Vermont which do trainings for free. The implications of the study are that the current health education laws and system in Vermont are flawed. Another way to address this issue would be to reevaluate the Vermont health education law and adjust it to meet all students' needs, which would also take much time and money.

There are multiple limitations to this research that need to be addressed. To start, the sample size is limited. The method of distributing the surveys made sense for the researcher in the context of this project, however future researchers would be recommended to produce widespread distribution when conducting a survey such as this. Also, the sample of people who took the survey and were interviewed was a subset of the student population of people who have taken or are taking health education courses because the survey was distributed via GSAs. Future researchers would be recommended to distribute a survey similar to this through schools rather than through one club in a school. Another limitation is the retrospectivity of the survey combined with its participants. Some participants, for example, were seniors reflecting on a class they took first semester year, so their results were probably not as accurate as those collected from sophomores who had done the same. Future researchers would be recommended to survey only those who had taken a health education class recently enough where they remembered the specifics of it.

Future research should be done to further the understanding of this topic. Although the researcher has established the current state of health education in Vermont and the needs of Vermont high schoolers in regards to the LGBTQ+-inclusivity of their health education, there are many aspects of the situation that have not been examined such as how realistic addressing these needs is, how LGBTQ+ inclusive health teachers view their curriculum to be and how inclusive those curricula truly are, the best way for these needs to be addressed, and the in depth effects of these needs not being met.

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Has ethnic stereotyping in Disney feature films decreased over time?

Word Count: 4,095

ABSTRACT

The film *Song of the South* has been banned from public viewing after facing mass criticism because of its racial stereotyping of characters. *Pocahontas* has also faced criticism for its racial stereotypes, but not to the extent as *Song of the South*. *Princess and the Frog* and *Moana* are different in that Disney seems to have stopped their negative racial depictions of characters and began to embrace different races in their movies. I will do a hermeneutic study of race in the Disney animated films *Song of the South*, *Pocahontas*, *Princess and the frog*, and *Moana* using a qualitative method.

INTRODUCTION

Ethnic stereotyping in Disney animated feature films has been receiving major criticism by people all across the United States since the early twentieth century (Best). This led to the research question: Has ethnic stereotyping in Disney feature films decreased over time? Recently, Disney has been making attempts to reverse their negative connotations of race and have been focusing more on appreciation for different ethnicities (Gregory) This paper will analyze four Disney animated feature films in order to prove or disprove the hypothesis that Disney animated feature films have in fact been making a progressive effort over time to eliminate ethnic stereotyping in their feature films. Ethnic stereotyping is defined as a system of beliefs about typical characteristics of members of a given ethnic group or nationality, their status, society and cultural norms ("Ethnic stereotype"). Not only is ethnic stereotyping a demeaning action to take against someone, but it can affect the way people view a film, as well

as the people around them. This paper holds a great importance because Disney animated feature films are well known to families across the United States and often come up in many scenarios in life.

Literature Review

In order to narrow down what films should be studied, research was done to see which Disney animated feature films received a large amount of both negative and positive attention. Using the films *Song of the South*, *Pocahontas*, *Princess and the Frog*, and *Moana*, ethnic stereotypes shown in the films will be analyzed. *Song of the South* is one of the films that meets this criteria. *Song of the South*, a film from 1946, is a film that was so offensive to African Americans that the company cut it from being available to any American audience ("Reassuring Convergence"). Being that such an extensive action was taken on a children's film, it is apparent why it would be an effective film to use in this study. Just recently, Disney released a new animated feature film called *Moana*, which takes place in the vibrant Pacific Islands. The addition of the 2016 Disney Animated Feature Film *Moana* was made to make certain that the research paper is original. In this story, A Hawaiian girl named Moana is the main focus, surrounded by her Hawaiian friends and family. The film's focus is on Polynesian mythology, and rather than the filmmakers adding discriminatory scenes against the mythology, they embrace it and base the entire plot of the story off of it ("Plot Summary."). Like *Princess and the Frog*, *Moana* illustrates an idea of acceptance of different cultures, rather than degrading them. This shows that the presence of racial stereotyping in Disney animated feature films has declined over time. In contrast, Disney critics believe that although Disney makes it seem as though they are attempting to stop their ethnic stereotyping, they are not doing a good or complete job.

Princess and the Frog was a highly anticipated film at the time of its release because of the fact that Tiana was the first African American Princess (Breux 400). Although Disney knew they had a large reputation to live up to when creating this movie, some journalists do not believe they successfully created a film that does not touch upon ethnic stereotypes and does not completely glorify the creation of an African American princess. According to Richard M. Breux, "The mammy, maid and the washerwoman were the most potentially relevant and damaging to the *Princess and the Frog*. Stereotypically racist and sexist images in animated films are as old as animated film itself" (Breux 407). This shows that although Disney knew they had a reputation to fill when dealing with an African American princess, they still included details into the film that would suggest ethnic stereotypes were present in creating the film. While there have been papers addressing the ethnic stereotyping in said films, there is missing research regarding the connection of these four specific films. A journal written by Esther Terry called, "Rural as Racialized Plantation vs Rural as Modern Reconnection: Blackness and Agency in Disney's *Song of the South* and *The Princess and the Frog*" correlates strongly with the topic of this paper. It compares the films *Song of the South* and *Princess and the Frog* by explaining the difference between the two films in the way they handle African American leads. This analysis is useful when talking about the differences between ethnic stereotyping in Disney films in the time since Disney was first created to now. A journal written by Thomas M. Inge called "Walt Disney's *Song Of The South* And The Politics Of Animation" is helpful in explaining the film *Song of the South* in depth, and gives a point of view that defends *Song of the South* for its ethnic stereotyping. The article says that at the time of the release of *Song of the South*, knowledge of the South was not very broad. This gives a different perspective to the paper by creating the

question that maybe the ethnic stereotyping in *Song of the South* was present only because of lack of knowledge. For example, the quote, “In fairness to Disney, it should be noted that his understanding of the Old South, as shaped by popular culture, was not terribly different from what was being taught in the nation's colleges and universities at the time”, (Inge 220) shows that the ethnic stereotyping in Disney films was not something uncommonly seen by people at the time. As historian David Brion Davis noted, upon accepting the 2004 Bruce Catton Prize from the Society of American Historians for his distinguished contributions to the field, "As a college undergraduate in the 1940s I was taught the 'moonlight and magnolias' mythology of slavery” to show that the intentions for *Song of the South* were not harmful, but they simply did not know much more about the South. This source also gives a detailed background history of the film *Song of the South* which is very useful for the analysis of the film. Since *Song of the South* has proven to show extreme indications of ethnic stereotyping, the inclusion of this film helps in backing up the point that Disney animated feature films have had a history of ethnically stereotyping their characters. Strong background information on the films will be very helpful in shaping the paper and giving the reader what they may need to fully understand the impact the discrimination in the film made. It is important to address the problem of ethnic stereotyping in Disney media because of the negative effects it could have on the way young children perceive different races.

2. Methodology

This goal of this paper is to identify the hypothesis that Disney Animated Feature films have in fact been making a progressive effort over time to eliminate ethnic stereotyping in their feature

films. The lens this paper will be based on is a sociology lens and it will be applied to the perspectives throughout the paper. The term sociology is defined as, “the science of society, social institutions, and social relationships; *specifically* : the systematic study of the development, structure, interaction, and collective behavior of organized groups of human beings” (Sociology). A hermeneutic study of ethnic stereotyping in Disney films using a qualitative analysis will be performed in order to find analogous research to collect data.

Using the four Disney Animated Feature films *Song of the South*, *Pocahontas*, *Princess and the Frog*, and *Moana* as the focal points of the study, ethnic stereotypes shown in the films will be analyzed. These films were chosen based on the different ethnicities that the characters in the films portrayed. These films were also chosen because of their split up time frame, specifically from 1946 to 2016. This factor of the chosen films helps when looking for a difference in ethnic stereotyping over a long period of time. Compared to other Disney feature films, the films that were chosen work best to show whether or not stereotyping has decreased because the films chosen are popular films that include very historically different ethnicities such as African American, Native American, and Hawaiian.

The qualitative research will be done by using a rubric to classify the areas of ethnic stereotyping that is being looked at. The first section of the rubric addresses the language and thoughts of the characters in the film and whether or not these aspects are used to make a character seem less educated than another. Including how the ethnic characters speak in the rubric is used as a way to measure the ethnic stereotyping that is

in the film. To record this information, scenes and words that were clearly used to degrade the character in the film were recorded. Often times during the films, these scenes and words are used to add humor to the moment, making it obvious that these degrading scenes were not accidental.

The second section of the rubric addresses the way the white people in the film degrade the colored people by the way they speak and think of them. This information was recorded by taking down all words or phrases that were used by a white character that would be demeaning to the person they aimed it towards. Demeaning is defined as causing someone to become or feel less respected (Demeaning). Once all the words and phrases are taken down they are analyzed and applied to the rubric in order to help measure the stereotyping made in the film.

3. Data Analysis

Song of the South

The film song of the south immediately shows the stereotype that African Americans speak in a less educated manner compared to white people. This factor that comes into play that the very beginning quickly gives the film a negative feel. Immediately after the prologue, there is a line from Uncle Remus that reads, "Yes suh... Dey's udder ways O' learnin' 'bout de behind feet of a mule den gettin' kicked by 'em. Sure as I'm named Remus. An' Jes' cause dese yer tales is 'bout critters like Brer Rabbit an' Brer Fox, dat don' mean dey ain't de same like kin

happen to folks, so dem what can't learn from a tale 'bout critters, jes' ain't got dey ears tuned for lis'nin" (Rapf). Uncle Remus is a former slave and given that this is his background, the assumption could be made that he speaks this way because of his inability to receive education because of his skin color. In the following scene, Johnny, Tempy, John and Sally are in a carriage on the way to Johnny's grandmother's plantation. He questions why she can't just visit them like she had done before and asks if she's mad at them. Johnny continues to ask his mom and dad, "Are you guys mad at each other too?", his mother replies "Why no, dear. Of course not". (Rapf) In an attempt to stop the tension, Aunt Tempy, a black servant exclaims, "Gracious goodness, Johnny... We's almost dar! Lissen! You ain't never heer'd no frogs like dem in Atlanta" (Rapf). This scene gives a clear image of how important the use of language is in this film. By making the lead white characters speak proper English and the black characters speak incorrectly, the white characters are given a superior role over the black characters, showing a higher intelligence. The comparison between the way Tempy speaks versus the way they speak is very strong. In the film, Johnny's mother increasingly overtime begins to dislike Remus for the stories he is constantly telling Johnny and Ginny. She believes that his stories are getting to Johnny, and she tells him to stop. This proves that Johnny's mother is apprehensive about Johnny being close to Remus. After analyzing the film, it was obvious why the film was banned from public viewing, as from the beginning to the end, it follows the stereotypical characters traits given to African Americans at the time of the release. These traits are lack of education and the way white people regard them as help rather than friends.

Pocahontas

The film *Pocahontas* begins with a song called “The Virginia company” which provides a historical background to the basis of the film. The film immediately shows signs of ethnic stereotyping. In the scene starting at 04:44, Thomas, John Smith’s best-friend, when expressing his excitement for his venture to the New World declares that, “I’m gonna get a pile of gold, a brand new house, and if any Indian tries to stop me, I’ll blast em” (*Pocahontas*). John Smith continues to say, “leave the savages to me”. When asked if the “savages” will give them much trouble, the Governor replies with, “Not as much trouble as Smith will give them”, from 05:00 to 05:07 (*Pocahontas*). The term “savage” and “savages” is used seven times throughout the movie to describe the Native Americans. Coined by the French colonists after discovering the Native Americans of North America, the term savage is used to describe a person or people who are uncivilized and do not adhere to the French ways of life and culture (Rourke). The use of the term savage in this way explicitly shows that racism exists in the characters. In the film, many other offensive names are given to Native Americans. These names include “filthy heathens”, “filthy beasts”, “red skinned”, “peasants”, “thieves”, and “uncivilized” (*Pocahontas*). In a song called “Savages” sung by the governor, the lyrics read,

“What can you expect

From filthy little heathens?

Here's what you get when races are diverse

Their skin's a hellish red

They're only good when dead

They're vermin, as I said

And worse” (“Savages Lyrics from Disney's *Pocahontas*.”)

The vulgar lyrics of this song show that ethnic stereotypes still exist in Disney films. Throughout the movie, there are many indications that would suggest that Native Americans lack the intelligence that the colonists hold. One example of this is at 18:05 when Grandmother Willow is singing to Pocahontas about following her path to where she is meant to be and Pocahontas sees the sails of the incoming colonists ships, confusing them with “weird clouds” (*Pocahontas*). Another indication of this is at 47:41 when John Smith tries to explain gold to Pocahontas, describing it as a golden color that grows from under the ground, she lifts up a stalk of corn, asking if it was the gold he’s speaking of (*Pocahontas*). The implication of uneducatedness is a common theme in films when trying to suggest the dominance of one race over another (Brown). These occurrences in the movie are looked at as racist depictions of Native Americans, but when looked at in a different perspective, it can become obvious that the racism shown in the movie is strictly storytelling. Not to purposefully discriminate against Native Americans, but to show the truth of the intentions of the Europeans when they came to the new world. This view is expressed in the article “Redesigning Pocahontas: Disney, the “White Man's Indian,” and the Marketing of Dreams” where the author states that because of previous backlash about ethnic stereotyping in Disney films, the creators of *Pocahontas* were very careful in their depiction of Pocahontas and the other Native American characters in the films. Furthermore, in the 90’s, Disney had begun to make an effort to stop ethnically stereotyping their characters and started to embrace cultural differences.

The Princess and the Frog

The Princess and the Frog begins with two little girls, one of the girls are black (Tiana), the other is white (Charlotte Labouff), and they are shown to be best friends. While this interracial friendship suggests a good first sign of equality, the following scene challenges that suggestion. On Tiana's way home from Charlotte's house, she longingly looks at the large mansions, one owned by her friend Charlotte, and the rest owned by wealthy white people, until



she arrives home to her much smaller home, surrounded by raggedy homes owned by black people (*The Princesses and the Frog*). This scene from 03:42 to 03:51 puts forth the stereotype of black people living in poor, ragged communities and white people living in lavish mansions proving their wealth. Tiana and her father's dream is to have their own restaurant called "Tiana's Place" in an old mill, but when her father dies, it is up to her to raise the money from waitressing to buy the space. Once Tiana finally raises enough money, she is told by the Fenner brothers, real estate agents, at the Labouff party that a man made a higher bid and, "A little woman of her... background would have had her hand full" if she had gotten the place (*The Princess and the Frog*). This statement at 24:41 to 24:43 makes it obvious that a man did not actually buy the old mill, but that they just do not want a woman of color to buy the space. While the film emphasizes

an acceptance of interracial relationships and friendships, the film still received harsh criticism over the fact that the prince is not in fact black, he is from a made up country called Maldonia, and seems to be of European descent. Some of the backlash to this European prince has said that, “Disney obviously doesn’t think a black man is worthy of the title of prince,” and that, “Disney should be ashamed” for not including a black prince in the story (Barnes). While the film does do



a good job in making interracial relationships a positive part of the film, it is questionable why exactly the prince was not black. Another aspect of the film is the language and how it is used to depict the characters in the town as less educated. Their vocabulary consists of words such as “Dat”, “Ain’t”, “Y’all”, “Lawdy” and “Gon’”, which all show lack of education. With the setting in New Orleans, being a majority black state, this connotation leads towards the ethnic stereotype that black people are less educated than white people (Fussell). While these negative stereotypes do exist in the film, the overall feel of the film is positive. It’s point was to create an African American princess who is strong, independent, and is able to find her way through all the conflicts in the story without losing hope. Although being a frog for a majority of the movie erased her skin color to the eye, the authors casted a black woman with the purpose letting her

voice remind you that she was in fact an african american (Terry). It is because of this that it is obvious that Disney made an attempt to embrace African American culture rather than discriminate it in this film.

Moana

The film *Moana* begins with a story about a Man named Maui who stole the heart of Te Fiti, the creator life, and from then, the Earth began to deteriorate (Moana). The lifestyle of the people in this film is completely island based, which creates a relaxed feeling for the viewer. It is obvious from the start of the film that it has no intention to portray ethnic stereotypes, but to vividly show the lifestyle of Hawaiian peoples. Mystical creatures, spirits, and demigods are all used to show parts of Hawaiian culture and beliefs, without any negative connotations that would suggest that they are subordinate to any other race. Along with the major focus on mythology, there is an emphasis on showing true Hawaiian culture. This includes the constant talk of coconuts being the source of all good and the women making their baskets from palms (Moana). The inclusion of these factors help the audience to understand the lifestyle better, which makes for a greater understanding of the movie as it goes on. There is also no sign of the writers including scenes or lines that would suggest a lack of education in any of the characters. The film actually intends to poke fun of prior Disney movies, when on a small sailboat to restore the heart of Te Fiti, Maui says to Moana, “If you start singing I’m going to throw up” (Moana). This ability to poke fun at Disney films shows the amount of progression Disney has gone through since the 1920’s. The creation of *Moana* was a big step in the right direction for Disney. The happy feeling the movie gives off from start to finish, expressing a society that is between a

utopia and a dystopia, that is obviously not perfect in any way but still manages to keep all the inhabitants happy and friendly with each other, clearly shows that Disney had no intention to stereotype these characters, therefore, Disney has, over time, stopped the ethnic stereotyping in their films.

4. Conclusion

In conclusion, from the year 1926 to 2016, Disney has changed the way it treats different ethnicities in its animated feature films. Disney has proved that they are capable of putting ethnic differences aside and making a film that embraces all the different cultures of the world. The films studied in this paper all extensively helped in finding this conclusion, as they were the perfect mixture of cultures to show a progression over time. The ethnicities represented in these four films have all faced criticism and demeaning nature in the past, and seeing that Disney has realized it and attempted to put a stop to it is a step in the right direction. It is because of this that ethnic stereotyping could be removed from all future Disney films, along with other studio films as well. This does not mean, however, that audiences should not be looking out for signs of ethnic stereotyping in the future. While *Moana* seemed to be clear of any sign of stereotyping, *Princess and the Frog* was not completely clear of it, and did cause questioning and controversy mainly among the black community (Barnes). This could potentially be a problem, considering there is only a seven year difference between the two movies, and because ethnic stereotyping still exists today. It is uncertain whether or not the avoidance of stereotyping in *Moana* was intentional on Disney's part or if it was just so happened to be written the way people wanted to see it. It is because of this that skepticism still exists in the film industry even after all these years

of recognising that ethnic stereotyping is not right. While skepticism may be present, the research that was done concludes that the hypothesis was correct in that

5. Limitations and implications

A limitation to this paper is that because the film *Moana* is so new, there are not many studies on the race aspects of the film. This limitation made it difficult provide credible sources and evidence from scholarly databases. A second limitation is the wide variety of opinions many people have on the topic of ethnic stereotyping. This opinions can come from a person's background, education on the topic of race or film, as well as personal experiences facing ethnic stereotyping. Since various opinions exist, a person could watch the same four movies can think that they all display extreme racism, or that they don't show any at all. This limits how credible this paper could be seen in the eyes of many different people. This study opens doors for researchers in the future by questioning whether or not Disney is actually making an effort to put an end to racial stereotyping in their films. A possible way to go about a secondary study could be to interview a writer for Disney Animation Studios, and question their methods for writing movies while facing the fragile topic of race. Using this paper, a researcher could go further in depth in the four films, and study the symbolism beneath some of the main characters, and objects for example, Pocahontas's necklace, The heart of Te Fiti, the mill used for Tiana's place, and the plantation at Johnny's grandma's house. Understanding the symbolisation in these films as well as understanding how ethnicities are treated can lead to a deeper and more complex understand of the true meaning because these films. This paper also gives a basis of what other researchers can do to compare features of a film that are controversial. Due to the fact that young

children are introduced to these films so early in their life, they pick up on the lessons being taught in the films easily, and it often sticks with them. A teacher could take what has been researched in this paper and imply in her lesson that Disney films are beginning to accept all ethnicities and that we should too.

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The stressful experience of most high school seniors

As a high school student I have a first hand experience on how stressful senior year is. I have learned that senior year is not what everyone says it will be, a fun easy year in which you can relax. In reality, senior year is the most stressful year of all school years. This is why I took a personal interest in finding how high stress levels are for high school seniors, why they are so high and how this affects teens future life.

Studies have shown that the pressure of a senior student increase stress levels. In an article by Lucy Lin, Morrel Chhay and Matthew Plaks, seniors at a high school, say that all of the college application, high school and personal life responsibilities are too much for them to handle. Chhay says that although AP classes are too stressing for him, he has to take as many as possible in order for a chance at college. “ AP courses look good on transcripts ... if I want any chances of competing with (classmates), I have to take AP courses.” The school system puts so much pressure on these teens that they find themselves sleep deprived. Although for Colin Lo the AP courses aren't stressful, but the college application process caused a huge effect on her health and nerves. Lo says that she chooses to take all of the AP courses not to impress colleges but because she loves learning. But when her family and friends start telling her that her final exam scores will determine her future, she breaks down. This type of pressure affects the health of most if not all teens across the United States.

“It’s no surprise that high school seniors experience stress. Their coursework is more difficult than ever, they have pressures of getting into the “right” college or what they will do for work upon graduation, and they fear what life will be like away from all the people they have been with for many years.” Dr. Dorlen said. Sure students can take a break and call their friends to hangout and relax, but soon they will have to return to their reality of stressful AP courses and college applications. “Why are high school seniors especially prone to high levels of stress?” “High school seniors are increasingly obsessed with preparing for college, in both suburban and urban schools. The pressure on them is great. Many adolescents take 15 AP courses, play lacrosse on three separate teams, try to manage their social life - all at the same time they are visiting colleges and universities and applying to them.” According to Dr. Dorlen, these stressful experiences develop social stressors, psychological issues, and financial pressures.

The results of a new national survey say that more than a quarter of students say that they experience extreme stress during the school year, and 34% expect an increase in that stress for the upcoming school year. “Findings on more than 1,000 teens and almost 2,000 adults suggest that unhealthy behaviors associated with stress may start early and continue through adulthood.” Studies show that these extreme levels that high school seniors are experiencing can develop a risk of physical and emotional ills and potentially shorter lifespan than their elders. As a result of these stress level “40% of teens report feeling irritable or angry; 36% nervous or anxious. A third say stress makes them feel overwhelmed, depressed or sad. Teen girls are more stressed than boys, just as women nationally are more stressed than men.” These stress level seem to be affecting teens in all aspects of their life.

Not only do these stress levels affect teens in an academic level, it also affects their personal life. The school system and family members pressure teens so much with standardized tests and college expectations that at the end they are helping develop issues in teens social and academic life. No one really knows how a students will take the work load, some take it well while others have constant meltdowns, but the majority don't do well on what is suppose to be their most important year of highschool due to all of the responsibilities thrown at them at once.

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AP[®] SAMPLE STUDENT RESPONSES AND SCORING NOTES

2017 AP RESEARCH—ACADEMIC PAPER

Consultant Sample-Day 1

“Growth For Good: How Past Experiences Motivate Executives to Join Double Bottom Line Organizations in the Indian Construction Industry”

Course Proficiency: Understand and Analyze Context

This is considered a high scoring paper for the "Understand and Analyze Context" course proficiency. The paper demonstrates a focused, significant research study in the context of a larger discipline (socio-economic research) and in conversation with previous studies.

First, the paper demonstrates an awareness of a socio-economic phenomenon: double-bottom line (DBL) organizations and their relevance to the Indian construction industry. This is spelled out in the "Introduction" found on page 2.

The paper then presents a clear purpose and focus on page 4, paragraph 2: "My research will therefore be unique as it will examine how past experiences motivate professionals to join DBL organizations. As stated earlier, it will be limited to DBL businesses in the Indian construction industry to try and provide an explanation for the growth of DBL organizations in the sector". From this quotation, we can see that the stated purpose is to "...examine how past experiences motivate professionals to join DBL organizations". We can also see that the student narrows the focus by concentrating on "...the Indian construction industry..."

The student then goes on in this same paragraph to demonstrate awareness of existing studies in the field in order to identify a rationale for the topic of inquiry pursued ("Additionally because previous studies have not been centered around this industry it will fill the gap in knowledge on the subject"). Additionally, in paragraph 3 on page 4, the student explicitly states the significance of the inquiry: "This study's contributions to research on the topic will be significant as it will highlight the types of experiences which make people more prone to enter DBL organizations... . With this knowledge, it may be possible to try and encourage more professionals to join DBL organizations in the Indian construction industry. This would be instrumental in causing social change..."

AP[®] SAMPLE STUDENT RESPONSES AND SCORING NOTES

2017 AP RESEARCH—ACADEMIC PAPER

Sample A

“Making Health Education LGBTQ+ Inclusive in Vermont High Schools”

Course Proficiency: Understand and Analyze Context

This is considered a high scoring paper for the "Understand and Analyze Context" course proficiency. The paper demonstrates a focused, significant research study in the context of a larger discipline (social science research with a focus on gender and sexual health) and in conversation with previous studies.

First, the paper demonstrates an awareness of ongoing health issues in the LGBTQ+ community: specifically the "health-risk" behaviors that are prevalent in this community. This is spelled out in the "Context" section found on pages 1 to 3.

The paper then presents a clear focus on page 4, paragraph 3: "Due to the state of the health of LGBTQ+ youth and the lack of health education laws attempting to address this issue, the question driving the research presented in this paper is 'How LGBTQ+ inclusive are Vermont high school health education courses and what needs do students have in relation to the level of inclusivity present?'. From this quotation, we can see that the student narrows the focus by concentrating on "...Vermont high school health education courses..."

The student then goes on to demonstrate awareness of existing studies in the field on page 6, paragraph 2: "Few previous studies have been done on the inclusivity of health education courses and the needs of the students who take them. One, however, was conducted...in 2014 at Portland State University". This then allows the student to distinguish the present inquiry from past studies: "Although studies like this have been conducted, the researcher plans to fill a gap in knowledge with the study being presented..." (page 6, paragraph 3).

Additionally, the student goes on to explicitly state the significance of the inquiry in at least two passages in the paper: first, on page 3, paragraph 3, noting that "...the LGBTQ+ youth of America are having a health crisis. This crisis is not being effectively addressed in health education laws", then more narrowly stating on pages 5 and 6 that "...no current law requires health education to be LGBTQ+-inclusive in Vermont (2016). It may seem to some that, because Vermont is generally considered to be a politically blue state that tolerance and acceptance of the LGBTQ+ community would coincide with that political affiliation, however, this is not necessarily true".

AP[®] SAMPLE STUDENT RESPONSES AND SCORING NOTES

2017 AP RESEARCH—ACADEMIC PAPER

Sample B

“Has Ethnic Stereotyping in Disney Feature Films Decreased over Time?”

Course Proficiency: Understand and Analyze Context

This is considered a medium scoring paper for the "Understand and Analyze Context" course proficiency. The paper demonstrates a focused research study with a clear scope, situated by summarizing broadly relevant previous scholarly works of varying perspectives.

The focus of the research study is identified on page 2 in the "Introduction": "Ethnic stereotyping in Disney animated feature films has been receiving major criticism by people all across the United States since the early twentieth century (Best). This led to the research question: Has ethnic stereotyping in Disney feature films decreased over time?...This paper will analyze four Disney animated feature films in order to prove or disprove the hypothesis that Disney animated feature films have in fact been making a progressive effort over time to eliminate ethnic stereotyping in their feature films". From this quotation, we can see that the paper has set clear and narrow parameters for the research study: ethnic stereotyping in four specific Disney animated feature films from different time periods.

In addition, the paper situates the study by summarizing broadly relevant previous scholarly works of varying perspectives on its topic of inquiry. These are spelled out on pages 4 and 5 and include Breaux's discussion of ethnic stereotyping within animation, Terry's discussion of *Song of the South* and *Princess and the Frog*, and Davis' account of the production of *Song of the South*.

AP[®] SAMPLE STUDENT RESPONSES AND SCORING NOTES

2017 AP RESEARCH—ACADEMIC PAPER

Sample C

“The stressful experience of most high school seniors”

Course Proficiency: Understand and Analyze Context

This is considered a low scoring paper for the "Understand and Analyze Context" course proficiency. The paper demonstrates that the student can identify a broad topic of inquiry and report on what is known in the field of understanding.

The student identifies this broad topic on page 1, paragraph 1: "This is why I took a personal interest in finding how high stress levels are for high school seniors, why they are so high and how this affects teens future life". The focus is narrowed on page 1, but only to the extent that it will be discussing pressures that affect: "... the health of most if not all teens across the United States".

General Comments

This paper demonstrates how a paper that is below the minimum number of words for the AP Research Academic Paper cannot earn enough points to successfully complete this task.