

Volume 1 | Fall 2017



Inside English 1010

A Journal of First-Year Writing

Inside English 1010

A Journal of First-Year Writing

MEGAN FOLEY
TANNER MCKAY
MICHELLE MINSKE
CHEYENNE PERRY
JORDAN PROSSER
TAYLOR RAMSAUR
HARRY WADDINGTON
NATHAN YANCHEK

University of Wyoming | Department of English

Inside English 1010

Volume 1

Fall 2017

Cover Art: “Typewriter.” Pixabay, 15 Jun. 2015, pixabay.com/en/typewriter-book-note-book-paper-801921/. Accessed 10 Sep. 2017.

Inside English 1010

Department of English

University of Wyoming

1000 East University Avenue

Laramie, WY 82071

STAFF

Lead Editors: Alison Berreman

Kristi Banker

Production Editor: Heather Holland

Founding Editor: Kelly Kinney

Editorial Board

Nicole Chambers

Sarah Duncan

Shelby Hutson

Jennifer Thimell

Emily Powers

Lilly Schneider

ABOUT INSIDE ENGLISH 1010

Inside English 1010 showcases work in the three main genres taught in English 1010: Expos, Researched Argument, and OpEd, written by students in the academic year preceding publication, and submitted by instructors who felt that this work represented some of the best their students produced. Very few of the writers felt their work was worthy of publication until they'd undertaken multiple revisions. Use this work first as inspiration for your own, especially when you feel—rightly—that the road from idea to polished draft is a long one.

One reason we present multiple examples of each type of essay is that doing so allows students and instructors to see that there's not simply one way to write an extraordinary essay; Inside English 1010 offers excellent samples and examples rather than templates.

Finally, read this book to learn about the communities of discussion you'll enter into as a college writer. Know that no matter what you're interested in, so long as you engage in appropriate dialogue with other writers—scholars and others contributing to our store of knowledge—you'll be able to write about those interests.

Once you've revised your essays for the final portfolio, but no later than the last day of classes, please send your best work as Word documents to insideenglish1010@gmail.com to be considered for publication in the next issue of *Inside English 1010*.

ACKNOWLEDGEMENTS

Putting together the first edition of a publication means charting new waters. I'd like to extend sincere appreciation to the inaugural editorial board of Inside English 1010, including Nicole Chambers, Sarah Duncan, Shelby Hutson, Jennifer Thimell, Emily Powers, and Lilly Schneider, and especially to production editor Heather Holland and lead editors Alison Berreman and Kristi Banker. Thank you for taking the plunge. These excellent graduate student instructors worked painstakingly with undergraduates to make the writing featured in this journal even better.

The editorial board would also like to thank Professor Nancy Small, who helped us with the final phase of editing and whose leadership as the incoming Director of Writing Programs will assuredly make this publication successful.

Let me also thank colleagues across the country whose publications serve as inspiration for Inside English 1010, including Wendy Stewart at the State University of New York at Binghamton; Connie Mick at the University of Notre Dame; Dan Royer at Grand Valley State University; and Lad Tobin of Boston College. Special thanks also go to Professor Peter Parolin, former UW English Department Chair, for his support of this project and the seed money that made it happen.

Finally, I'd like to thank the nearly eighty students who submitted essays for consideration in Inside English 1010, and to congratulate the eight students whose work is anthologized in our first issue. Way to go Megan Foley, Tanner McKay, Michelle Minske, Cheyenne Perry, Jordan Prosser, Taylor Ramsaur, Harry Waddington, and Nathan Yanchek! Your hard work and excellent writing will serve as models for future English

1010 students and the talented teachers who coach them. The editorial board dedicates this first edition to you.

Professor Kelly Kinney, Founding Editor

Former Writing Programs Director

Chair, Department of English

University of Wyoming

August 2017

HOW TO USE INSIDE ENGLISH 1010:

AN INTRODUCTION FOR STUDENTS AND INSTRUCTORS

If you are reading this introduction, you are probably enrolled in or teaching English 1010: College Composition and Rhetoric, which satisfies UW's COM 1 University Studies Program requirement. Members of the English Department's Writing Programs designed this journal as a learning and teaching tool, and the essays inside model strategies successful writers use to complete English 1010 assignments, including the Expos Essay, the Researched Argument, and the Opposite Editorial. By helping students critique these essays, English 1010 instructors will better emphasize these assignments' rhetorical goals, style expectations, and evaluation criteria. Through candid classroom discussions that focus not just on the mechanics of a piece of writing but also on its argument, audience, and structure, students and teachers voice their assumptions about what makes writing good, and the campus community creates a stronger writing culture.

A practical way to use Inside English 1010 is to exam the genres in it carefully, asking questions and seeking clarification among students and teachers, friends and colleagues. How do successful writers begin and end Expos Essays? How about Researched Arguments and Opposite Editorials? What kinds of evidence do writers use in different genres? Should they use "I"? When and how do they cite sources? Do they always need a thesis statement? What makes for an artful sentence? A strong paragraph? A coherent essay? By coming to terms with questions like these, and by naming what is effective and what is less so, students recognize and teachers reinforce an important lesson: different genres and audiences call for different rhetorical choices.

But it is not enough to analyze the essays in Inside English 1010; students and

teachers must also analyze the writing students produce in their own sections of the course. Are the rhetorical choices represented in English 1010 appropriate for your section? What criteria separate “poor” and “mediocre” drafts-in-progress from “good” and “outstanding” final products? Given the guidelines emphasized by your instructor, what priorities for revision should you set for your next draft? Whether members of your classroom are revising independently, workshopping in peer groups, or performing norming sessions in full-class discussions, students and teachers should challenge writers to set revision goals specific to their classroom contexts.

The editorial board of Inside English 1010 wishes you a semester filled with interesting reading, engaged discussion, and good writing. Work hard, have fun, and write on!

TABLE OF CONTENTS

EXPOS

MEGAN FOLEY

- Ageism and Sexism: An English Doc's Concern with the Portrayal of
Elderly Women in Children's Literature 13

TANNER MCKAY

- Literary Discrimination: Poor Portrayal of Women and Grannies
in Children's Literature 17

HARRY WADDINGTON

- Age Old Sacrifice and Villainy of Women in Children's Literature 25

RESEARCHED ARGUMENT

MICHELLE MINSKE

- The Somber Truth of Plasma Donation 30

TAYLOR RAMSAUR

- Sex Education: Is it Time to Transform the Curriculum for Students
with Intellectual Disabilities 40

NATHAN YANCHEK

- Campaign Finance Reform: Beyond Citizens United 48

OP-ED

CHEYENNE PERRY

- It's Just a Choice in Personal Grooming 63

JORDAN PROSSER

- The Flawed Basis Behind Fetal Pain Abortion Laws 69

Expos

INSIDE ENGLISH 1010

Expos | Summarizing the Experts on Issues that Matter

Quick Facts*:

- Originally, fairy tales were for both adults and children, however, in the 19th and 20th centuries they began to be exclusively associated with children's literature.
- In the modern era, the tales began to be censored—violence and sexual references cut out—so they could be told to children.
- Charles Dickens and the psychoanalyst Bruno Bettelheim protested these changes—essentially saying their lessons and morals were being stripped, making them useless.

*Source: en.wikipedia.org/wiki/Fairy_tale

About Expos

Expos essays summarize a scholarly or professional article for a public audience, identifying main arguments and key information important to the academic community. We call these pieces "Expos" because they are written in the tradition of expository writing, which provides readers with research findings in order to inform and educate. Expository writing is found in many academic contexts, including our student journal Inside English 1010 and popular news publications such as Inside Higher Ed, which run feature stories on cutting edge scholarship for a general academic audience.

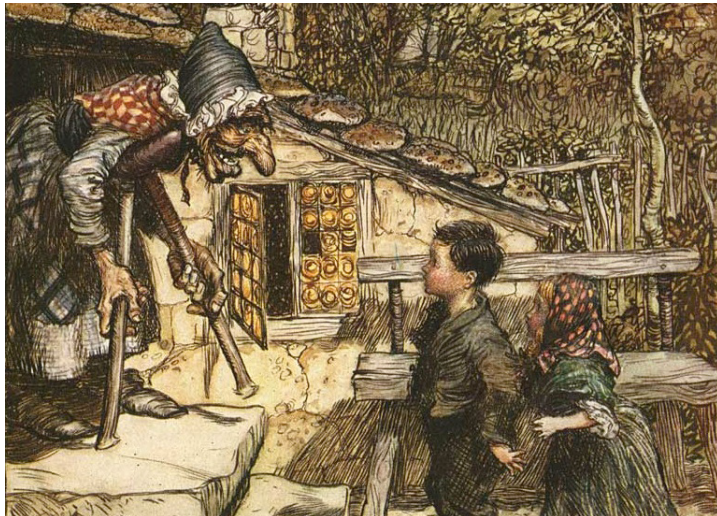


Image Credit: Arthur Rackham

Ageism and Sexism: An English Doc's Concern with the Portrayal of Elderly Women in Children's Classics

By Megan Foley

Children's classics are cursed with the "dead mother" trope, but grandmas, even more so than moms, are awarded nothing save poor representation in the tales meant to lull their sweet ones to sleep, argues English Professor Sylvia Henneberg of Morehead State University. In her article "Moms do badly, but grandmas do worse: The nexus of sexism and ageism in children's classics," Henneberg dissects a collage of famous children's stories highlighting the ageist

and sexist themes that lie just beneath their facade of magic and wonder.

The Three Stereotypes: Evil, Self-Effacing, and Weak

With near infallibility, grandmas will always fall into one of the three categories of being either evil, self-effacing, or weak, creating characters that reside within an unrealistic spectrum, and planting false ideas about aging in youths' malleable minds, asserts Henneberg.

Heroes and heroines, such as Hansel and Gretel, suffer from the “evil witch” disease—where they always seem to meet old hags whose guts are just as ugly as their mugs, and likewise these elderly women become victims of the “evil stereotype” for the sake of a plot device.

Contrariwise, children's literature overwhelmingly contains a selfless godmother in their stories. As Henneberg puts it, the sin of this stereotype is that these women only exist to aid in the development of the typically young hero's character arc without having one of their own; as well as solely giving poor advice that would not translate into the real world—such as Cinderella's godmother granting her a sparkly dress and moving pumpkin to use to flee from her problems.

The final cliché that Henneberg broaches is that of the decrepit old crone. So overcome with old age and incompetence, these ladies fade into the background, losing any sort of distinguishing quirks; or, more importantly, a purpose within the plot that is significant to them and their existence, completely independent from the influences and needs of other characters.

Henneberg thinks these stereotypes are a serious problem. “All three types of ageism erode the ground on which individual identity formation can develop” (130), Henneberg states. Women who are forced into these compromising formulas lose their ability to fill in the absence of a mother, or another powerful feminine role, therefore they are swept away in the ever present tide of female oppression in literature. Henneberg amplifies this in her article:

About the Author: Megan Foley

Megan Foley was born in Lexington, Kentucky and spent the second half of her childhood growing up in Casper, Wyoming. Currently she is attending school at the University of Wyoming.

She has yet to pick a major, as she is only 18 years of age, and is under the impression that she is much too young to try to decide how to spend the rest of her life.

Megan has considered pursuing a major in the english field, as to her it was the only thing that she felt she was at least semi decent at; however, she never actually bothered to research potential careers that she could attain with such a major, and therefore remains largely undecided.

If she does pursue an english major, she hopes that having the ability to diagram sentences will not be the deciding factor to whether or not she walks away from this place with a degree – she was always terrible at those.

During Megan's high school career, she enjoyed playing a part in her school's technical theater department, and is wondering if that would be something she should continue to do in this new chapter of her life – if she bothers to.

Want to Learn More?

Read

- Ansello, Edward F. "Age and ageism in children's first literature." *Educational Gerontology: An International Quarterly*, 1977, vol. 2, no. 3, pp. 255 - 274.
- Barnum, Phyllis Winet. "Discrimination against the aged in young children's literature." *The Elementary School Journal*, 1977, vol. 77, no. 4, pp. 300 - 306.
- Beland, Robert M., and Terry L. Mills. "Positive portrayal of grandparents in current children's literature." *Journal of Family Issues*, 2001, vol. 22, no. 5, pp. 639 - 651.
- Gruner, Libby. "Mother Love in Children's Literature." *Literary Mama*, Jan. 2005, www.literarymama.com/columns/mid-lifemama/archives/2005/01/mother-love-in-childrens-literature.html. Accessed 11 Sep. 2017.
- Homans, Margaret. *Bearing the language: Language and female experience in nineteenth-century woman's writing*. University of Chicago Press, 1991.

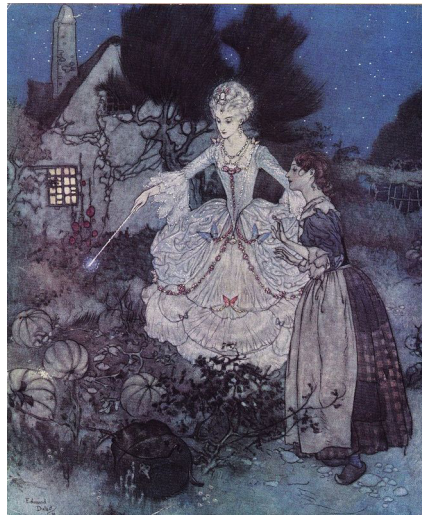


Image Credit: Edmund Dulac

"The fact that texts for children which do develop their characters and plots continue to lean on the tradition of eliminating mom and devaluing granny is indicative of the widespread anxiety we have when it comes to dealing with real and realistic women ranging from maturity to old age" (130).

How It Affects Children

Presenting such poor examples of the aged to those who are young distorts children's comprehension of growing old. As Henneberg expresses:

Watch & Listen

- Bev, Joe. "The Ology of Isms, Ice in The Jungle, The Photographic Elephant and The Pace of Youth by Stephen Crane." bit.ly/2x1RKs3
- "Challenging ageism and sexism." *Youtube*, uploaded by Economic and Social Research Council. 29 Aug. 2014, www.youtube.com/watch?v=K_Py-RYXrSPU

"Allowing little more than a handful of highly problematic stereotypes such as the wicked witch, the self-effacing good fairy, and the ineffectual crone to take the place of mother figures firmly interlocks ageism and sexism, fuels the continued segregation of the old, particularly the female elder, and further broadens an already deplorably vast gulf between generations within and outside the text" (132).

This depiction of the old in turn depicts our culture's fear of aging; subliminally we are instilling our own anxieties into our children, inadvertently feeding

the nightmares of the inevitable end that haunts us even in our waking hours, giving them life through each new generation.

The Cure

Henneberg has two primary solutions to solving the predicament of ageism and sexism in children's literature, the first being to create and support "a culture in which literature written in active opposition to receive patterns of ageism can thrive" (132). Her suggestion is for us to unanimously change our thought process and view of elderly women in literature—which can be done as we are contributors to a fluid society whose widely accepted ideals are perpetually changing.

Henneberg's second solution is for us to unite and endeavor to promote currently existing children's works that realistically portray aging and old age, or have aged characters that represent their age group well, that will not cause misunderstandings and fear of maturing into children; such as Lisa Campbell's *Little Red Riding Hood: A Newfangled Tale*, which has a hard-working, independent grandma who is not afraid to cut the wolf down to size.

The misrepresentation of women in children's literature is an issue that we grew up with and are well-aware of from stories like *Cinderella* and *Rapunzel*, and that will continue on to our children as they are exposed to these same stories. The problem will not be resolved unless we make an active effort to promote and sustain examples of realistic female portrayal in children's literature.



Image Credit: Gustave Doré

Works Cited and Images Credited

Doré, Gustave. "Petit Chaperone Rouge." 1867, Wikimedia Commons, Wikimedia Foundation, upload.wikimedia.org/wikipedia/commons/e/e2/Chaperon_rouge2.jpg. Accessed 16 Aug. 2017.

Dulac, Edmund. "The Fairy Godmother." Edmund Dulac's Picture Book for the French Red Cross. London: Hodder and Stoughton, 1916.

Henneberg, Sylvia. "Moms do badly but grandmas do worse: The nexus of sexism and ageism in children's classics." *Journal of Aging Studies*, 2010, vol. 24, no. 2, pp. 125-134.

Rackham, Arthur. "Hansel and Gretel." 1902, Wikimedia Commons, Wikimedia Foundation, commons.wikimedia.org/wiki/Category:Arthur_Rackham%27s_illustrations_of_Grimm%27s_Fairy_Tales#/media/File:Hansel-and-gretel-rackham.jpg. Accessed 16 Aug. 2017.

"Fairy Tale." *Wikipedia The Free Encyclopedia*. en.wikipedia.org/wiki/Fairy_tale. Accessed 18 Sep. 2016.

INSIDE ENGLISH 1010

Expos/Summarizing the Experts on Issues that Matter



Illustration: Janet and Anne Grahame Johnstone

LITERARY DISCRIMINATION

Poor Portrayal of Women and Grannies in Children's Literature

Once upon a time . . .

by **Tanner McKay**

When our mothers tucked us into bed, nice and snug, wishing us sweet dreams, they read soothing fairytales as we drifted into a deep slumber. Little did they know these innocent tales and soothing stories slowly intoxicated our unadulterated minds. More specifically, our perception of female characters persisted to be a corruptible target. Sylvia Henneberg, a specialist in Twentieth Century literature and educator of Woman's Studies courses at Morehead State University, stresses that women of all ages in children's literature are negatively portrayed, diminishing female importance in society. Passionate and wishing for positive change,

About Expos

Expos essays summarize a scholarly or professional article for a public audience, identifying main arguments and key information important to the academic community. We call these pieces "Expos" because they are written in the tradition of expository writing, which provides readers with research findings in order to inform and educate. Expository writing is found in many academic contexts, including our student journal Inside English 1010 and popular news publications such as Inside Higher Ed, which run feature stories on innovative scholarship for a general academic audience.

Quick Facts

- Before there was a way to record stories, traditional story telling was passed down orally through generations.
- Children's books frequently lack female characters entirely, or include them only as minor or unimportant characters.
- Female characters in books such as those by Dr. Seuss would typically be assigned the gender-specific roles of receptionists and nurses.
- In recent years, there has been a surge in the production and availability of feminist children's literature as well as gender neutrality in children's literature.
- It was only in the 18th century, with the development of the concept of childhood, that a separate genre of children's literature began to emerge, with its own divisions, expectations, and canon

Source: en.wikipedia.org/wiki/Fairy_tale



About the Author

Tanner McKay was born in Cheyenne, Wyoming on October 15, 1997. Currently attending the University of Wyoming, Tanner is pursuing a bachelor's degree in Architectural Engineering. Once he crosses the graduation stage, diploma in hand, he hopes to travel to central Florida where he will join Walt Disney World's Internship Program. After putting his architectural knowledge to practice, he wishes to join Disney's Imagineering team where he will be a part of submerging park visitors into iconic Disney stories.

Since a young age, Tanner grew a passion for drawing and painting with his imaginative eye. This hobby heavily influenced his writing, because much like a painting his writings have multiple layers of rough drafts that compile together to make a cohesive image.

she wrote the article “Mom’s Do Badly, but Grandmas Do Worse: The Nexus of Sexism and Ageism in Children’s Classics,” hoping to bring insightful advice for parents, and warn them of the dangers a seemingly harmless story can have when it has time to settle in a child’s mind overnight. After delivering this claim, she describes the impacts of these unfavorable portrayals, including how they influence children’s minds and conform them to the views society urges to eliminate.

Long before fairytales compiled into novels and books for nighttime reading, orally dispersed children’s stories were told from one generation to another. Through this process, multiple versions of classics have evolved, but they often contain sexist and ageist sentiments. For example, Cinderella, as well as many other tales, lack nurturing maternal characters, which Henneberg argues is due to a societal fear of feminine influence. The few powerful women written into a fairytale often share a recurring characteristic, namely their old age. In children’s stories, elderly women granted the right to live are unfortunately cast into hopeless stereotypes. Elderly women come across as selfish, evil, or vain crones, and, in more subtle cases, weak. This literary discrimination generates “a destructive gulf in which ageism and sexism freely reinforce and confirm each other” devaluing women (Henneberg 125-126).

How “The Dead Mother Plot” Affects Youth

Elizabeth Gaskell, a Victorian novelist, studied “the dead mother plot”, a phrase that describes stories with children who are orphaned or otherwise lack a present mother figure. Henneberg refers to Gaskell’s evaluation in her works, stating that, “Children’s literature of the past and present show that orphans are standard fare” (Henneberg 126). Given

examples include, *The Jungle Book*, *The Chronicles of Narnia* and *Where the Wild Things Are*.

Each of these works have children out on their own with no parental figures to guide them. The dead mother plot brings sexism to a literary work because a woman’s value in a story is often degraded. “In addition to being devalued or deported by a plot that seems to require their absence to develop, women, specifically mother figures, are explicitly vilified” (Henneberg 128). Vilifying women in children’s literature teaches youth that a strong male will be the true hero in a story, which is nowhere

near practical. It goes without saying, a woman does not need to be a savior either, but a woman’s role does not continually need to be diminished.

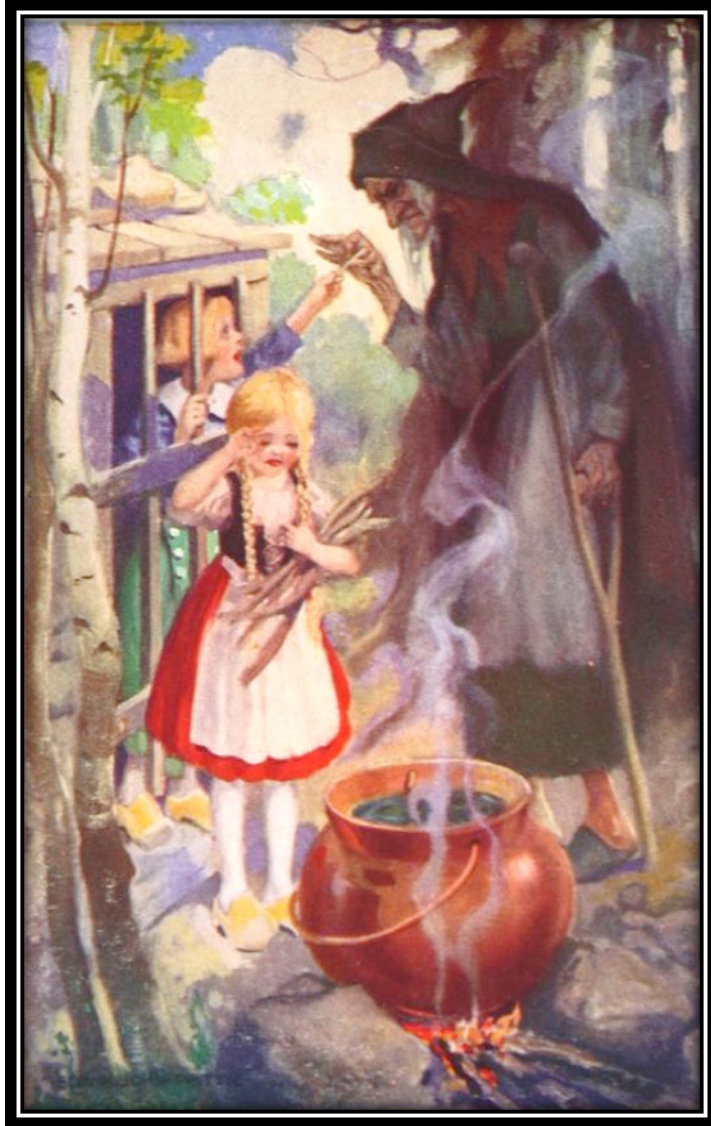


Illustration: Edwin John Prittie

Henneberg points out that in some instances, a mother in a story is replaced by a superior nurturer, as is the case with the fairy godmother in *Cinderella* (Henneberg 128). *Cinderella*'s story falls into the trap of containing familiar subplots such as the dead mother plot, wicked portrayals of an evil Stepmother, and foolish sisters whose only desire is to find a wealthy man. The strong suit of this whimsical tale is the glimmering fairy godmother who defies these hopeless stereotypes by showing courage and kindness towards a young girl in need. Although *Cinderella*'s fairy godmother was an innocent woman with magic and ultimately *Cinderella*'s savior, her presence is merely flushed out by the end of the story as Prince Charming comes to rescue *Cinderella* from her miserable life, yet again diminishing the role of women.

Henneberg addresses how including the dead mother plot into a fairy-tale negatively affects youth. This narrative choice may be effective at producing sympathy from the audience for the main character. However, these simple plot devices and clichés of children's literature also portray women, especially older women, as unnecessary or evil. Children connect these ideas in their heads like a jigsaw puzzle to the real world, corrupting the importance of women in society.

Ageism: An Immature Portrayal of Grannies

Henneberg claims that ageism is a problem within children's literature, especially the poor portrayal of elderly

Interested to Know More?

Read

"Moms do badly, but grandmas do worse: The nexus of sexism and ageism in children's classics"
By Sylvia Henneberg

Educational Gerontology: Age and Ageism in Children's First Literature

Gender and Education: Gender Stereotypes in Children's Books: their prevalence and influence on cognitive and affective development

Educational Gerontology: Mirror, Mirror on the Wall: Ageist and Sexist Double Jeopardy Portrayals in Children's Picture Books

Watch & Listen

Children's Books Enforce Gender Stereotypes
<https://youtu.be/YHf9spCgODo>

Similarly...

How do Movies Depict Boys and Girls?

Ted Talk: Colin Stokes "How Movies Teach Manhood"
<https://youtu.be/ueOqYebVhtc>

Works Cited and Images Credited

Henneberg, Sylvia. "Moms Do Badly, but Grandmas Do Worse: The Nexus of Sexism and Ageism in Children's Classics." *Journal of Aging Studies*, 2010, vol. 24, no. 2, pp. 125-34.

Johnstone, Janet, and Anne Grahame Johnstone. "Cinderella." *Dean's Gold Medal Book of Fairy Tales*. London: Dean and Son, 1964.

Prittie, Edwin John. "Hansel and Gretel." *Grimm's Fairy Tales*. Chicago: The John C. Winston Company, 1924.

Smith, Jessie Willcox. "A Mother Reads to Her Children." 2016, Wikimedia Commons, Wikimedia Foundation, [com-mons.wikimedia.org/wiki/File%3AA_mother_reads_to_her_children%2C_depicted_by_Jessie_Willcox_Smith_in_a_cover_illustration_of_a_volume_of_fairy_tales_written_in_the_mid_to_late_19th_century.jpg](https://commons.wikimedia.org/wiki/File:3AA_mother_reads_to_her_children%2C_depicted_by_Jessie_Willcox_Smith_in_a_cover_illustration_of_a_volume_of_fairy_tales_written_in_the_mid_to_late_19th_century.jpg). Accessed 5 July 2017.

"Fairy Tale." *Wikipedia The Free Encyclopedia*. en.wikipedia.org/wiki/Fairy_tale. Accessed 18 Sep. 2016.

women. She writes, "Once literary grandmothers are moved center stage to replace their daughters, they are generally locked into one of three types: the wicked old witch, the selfless grandmother, or the demented hag" (Henneberg 128). But none of these archetypes offer children positive examples. For instance, Hansel and Gretel wonder into an evil old witch's home and are almost devoured; similarly, Rapunzel is doomed to a life with a self-indulgent Mother Gothel (Henneberg 129).

Although the selfless grandmother might seem like a positive figure, they lack interior complexity (their only function is to provide wisdom to the protagonist), and upon closer inspection, some of their advice is questionable: Henneberg says, "One big problem with many of these benevolent figures is the kind of advice they give" (Henneberg 129). For example, in "The Little Mermaid", Ariel is willing to give up everything, including her family, her fishtail, and her voice in return for human legs. The previous advice and outcome encourages youth to be someone they are not for something they desire.

Formulating a Solution

Henneberg argues that children can learn a lot from stories, and so it is important that the lessons those stories teach are carefully considered. She argues that "female characters are plagued by simplistic and harmful categorization,"

which reinforce ageism and sexism in the next generation (Henneberg 130). Through reimagining storytelling, authors and poets have the ability to toss children literature traditions in the trash and experiment with new enriching tales. Rather than elders being depicted as useless or harmful to society, children need to be taught to see the value of their elders. She asks authors to consider this in their stories and in their adaptations of traditional fairy tales.

Happily Ever After?

Authors are already beginning this transformation. For example, “Munsch (1980) *The Paper Bag*

Princess attempts to combat harmful fairy tale ideals of womanhood introducing a female princess who is neither rich nor beautiful and who is fully capable of saving her prince” (Henneberg 132). Another example provided deals with the fairy tale “Little Red Riding Hood”, which is renamed to *Riding Hood: A Newfangled Tale*. The plot of the story revolves around a self-sufficient grandmother who works hard on a farm, as well as keeping her eyes peeled for her wolf prey. Likewise, these themes are carried through into young adult literature to establish a firm understanding of importance regardless of gender or age.

As Henneberg states, “new writing is making a more concerted effort to identify,



Illustration: Jessie Wilcox Smith

recognize, and highlight existing works that either provide insight into the potential and reality of old age or, closely related supply models for relating to the old in spirit of true exchange” (Henneberg 132). The effort for this change is beginning to increase; soon, the stories our society introduce to children will be positively uplifting for women. In turn, this will create “a culture in which daughters can imagine a process of self-development into deep old age, in which mothers and grandmothers have a viable place even beyond family ties and in which transgenerational exchange is alive” (Henneberg 133).

INSIDE ENGLISH 1010

Expos | Summarizing the Experts on Issues That Matter



Photo Credit: Arthur Rackham

Age Old Sacrifice and Villainy of Women in Children's Literature

In Sylvia Henneberg's article "Moms do badly, but Grandmas do worse: the nexus of sexism and ageism in children's classics", published in *The Journal of Aging Studies*, Henneberg explains the unfair treatment that women and grandmothers are given in classic children's literature.

The Evil Stepmother

Think of a children's fairy tale. Any one will do. Perhaps you think of a tale from the Brothers Grimm? Or perhaps you choose one with several adaptations, like Cinderella. Chances are if you jumped to that old tale you remember the tale's principle antagonist:

the wicked stepmother who is hell bent on ruining her step-daughter's life. Cinderella may be one of the most well-known tales with such a protagonist, but it is far more common than one would believe, "Dead or absent mothers in particular have withstood the test of time

systematically supplanted by such literary icons as the evil stepmother or the stern governess." (Henneburg, 126) This replacement makes the protagonist more sympathetic to the reader and provides them with ample chance to grow as they overcome obstacles created by an antagonist.

The Elders: Wicked or Pure

In addition to the stereotype of the evil stepmother, another very common female

figure in children's literature is the older female grandmother. But just like in the case of the evil stepmother, this stereotype only further serves to diminish the presence of women in literature.

Henneburg reveals the limited roles for older women in literature: "Once literary grandmothers are moved center-stage to replace their daughters, they are generally locked into one of three types: the wicked old witch, the selfless godmother, or the demented hag." (Henneburg 128)

Then, once the grandmother has done her job to further the plot, the elder woman is discarded or left to the background of the story. A prime example of this can be found in Pocahontas in Grandmother Willow. After she has reached the point in the story where Pocahontas could no longer grow from her wisdom she is simply killed off with no rhyme or reason as to why beyond a whim of the creators.

What Can Authors Do to Combat This?

One way authors have begun to combat the ageism and sexism found throughout classical literature is by portraying female characters that challenge these standards. For example, in stories such as Sleeping Beauty and Snow



Photo Credit: A Apple Pie and Other

White the main female leads are dependent on the shining knight to save them. Henneburg points to one contemporary example that challenges this standard: "*The Paper Bag Princess* attempts to combat harmful fairy tale ideals of womanhood by introducing a female princess who is neither rich nor beautiful and who is fully capable of saving her prince before rejecting him on the grounds that he is a misogynist 'bum'" (Henneburg 132). She also points to a recent iteration of Little Red Riding Hood wherein the grandmother is a strong, tractor-driving woman rather than a weak and naïve old lady. Ultimately, Henneburg argues that by offering children a diverse set of representations

Fun Facts

-There are dozens of recognized adaptations of Cinderella, the Disney adaptation taking several elements from a wide variety of them.

-In the original little red riding hood, the wolf emerges the victor. Only after the Grimm Brothers' adaptation did the hunter show up to save little red riding hood and her grandmother.

-The Grimm Brothers actually wrote none of the fairy tales they documented, instead they simply adopted stories passed down by word of mouth.

Source: B. Myint

of older women, their intergenerational relationships will stand to benefit. Who can argue with that?

This is one way authors have begun to combat the ageism and sexism that is found throughout classical literature. By portraying the main character as a female with no definitive need of a male counterpart they pose a direct opposition to the standard that classical literature has portrayed. In stories such as Sleeping Beauty and Snow White the main female leads are dependent on the shining knight to save them, and with a kiss no less, thus underlying their dependence on the male. By saving the prince instead, and rejecting him at the end, The Paper Bag Princess truly exemplifies the new archetype that the strong female protagonist should be. Someone who does not depend on another.

About the Author: Harry Waddington



Harry Waddington was born in Salem, New Jersey. A veteran of the United States Navy, Waddington was a mechanical engineer stationed in Japan.

Currently Harry is a member of the University of Wyoming Rodeo team as a bull rider and saddle bronc rider.

His goal is to work at the Australia Zoo with reptiles after finishing his degree.

Works Cited and Images Credited

A Apple Pie and Other Nursery Tales, Forty-Eight Pages of Illustrations. London: George Routledge and Sons. *Project Gutenberg*, www.gutenberg.org/files/24117/24117-h/24117-h.htm.

Henneberg, Sylvia. "Moms Do Badly, but Grandmas Do Worse: The Nexus of Sexism and Ageism in Children's Classics." *Journal of Aging Studies*, 2010, vol. 24, no. 2, pp. 125-34.

Myint, B. "5 Facts About The Brothers Grimm." *Biography*, 22 Dec. 2014, www.biography.com/news/brothers-grimm-facts. Accessed 27 Sept. 2016.

Rackham, Arthur. "Little Red Riding Hood." 1902, Wikimedia Commons, Wikimedia Foundation, commons.wikimedia.org/wiki/File:Arthur_Rackham_Little_Red_Riding_Hood.jpg. Accessed 16 Aug. 2017.

Researched Argument

ABOUT THE AUTHOR

Michelle Minske was born in a small mountain town tucked in the north western corner of Wyoming, called Cody. She graduated from Cody High School in 2011 and was married shortly after. She moved to San Diego California where her husband was stationed in the Marine Corps. They lived there until he was honorably discharged and they moved back to their hometown.

After four years of being a personal trainer and sales manager, Michelle decided it was time to go back to school and make herself proud by furthering her education. As a non-traditional student she enrolled in the University of Wyoming in pursuit of a Pre-Veterinary degree, while her husband finishes out the rest of his Petroleum Engineering degree. Outside of school, Michelle is very passionate about fitness and nature, and that is where she spends all of her very meager free time.

THE SOMBER TRUTH OF PLASMA DONATION

Michelle Minske

Many college students have discovered plasma donation as a way to make money while performing a charitable act. College students are notorious for being a large percentage of donors because of the weekly compensation donation provides. Plasma is used in hospitals everywhere because of the medical benefits to certain patients. The article “Human Platelet Gel Supernatant Inactivates Opportunistic Wound Pathogens on Skin” by medical researchers from Old Dominion University explain that the demand for plasma is due to its optimal healing properties. They state that, “Platelet gel is used clinically to promote wound healing; it also exhibits antimicrobial properties that may aid in the healing of infected wounds” (Edelblute et al. 13). Considering plasma is so useful to those with hemophilia, other autoimmune disorders, and in cases of traumatic injuries, there will likely always be a demand. However, what many donors do not consider is how donation can have negative effects on their physical capability and natural recovery. Donors need to more carefully consider plasma donation, and do more to understand the truth and the physical consequences associated with donation. While plasma is viewed as a safe way to earn supplemental income, and as an important contribution to those who need the plasma donations, athletic performance and everyday activities may suffer when individuals donate plasma because there are unseen physical consequences such as immune damage, fluctuations in blood pressure, and a slower ability to repair muscle.

THE SOMBER TRUTH OF PLASMA DONATION

Many people are not aware of plasma and what exactly its purpose in the body. It is important for college students to understand the basics before agreeing to donate. The American Red Cross website offers specifics regarding how plasma works in the body. It explains that blood plasma is the liquid portion of blood. Plasma is composed of albumin (a protein), fibrinogen (responsible for blood clotting), and globulins (antibodies), and makes up over half of all blood volume and is composed of just under 100% water. According to the American Red Cross site, the purpose of plasma is to carry out normal functions of the body, such as helping to maintain healthy range blood pressure and volume, provide the necessary protein to build up the immune system, and supply muscles with proper nutrients to recover, and maintain a healthy PH balance.

The Plasma Protein Therapeutics Association (PPTA), an organization that represents private sector manufacturers of plasma-derived therapies, runs the website *Donating Plasma* to educate potential and current donors about the need for and uses of plasma. They explain that when plasma is functioning properly in the body, it helps blood clot normally and transports nutrients through the blood. However, for some people plasma does not work in this way. The portion of the population who keep plasma in demand are those with autoimmune and bleeding disorders that affect the amount of plasma produced by their bodies. These disorders include hemophilia, Von Willebrand Disease, and Kawasaki Disease. According to the *Donating Plasma* website, it can take over one thousand donations to provide enough plasma to treat one hemophilia patient for a single year. One case posted on the *Donating Plasma* website where plasma is needed to live a normal life is the case of Matt Singer. Matt was born with hemophilia, which is an anti-clotting disorder. From a very young age, he was required to wear a helmet and knee pads in order to help protect his body from bruising, which causes internal bleeding due to the lack of sufficient clotting. He was eventually put into a wheelchair as a result of excessive bleeding in his ankles. After a successful round of treatment,

Matt is now back on his feet, employed as a registered nurse who works with emergency and trauma patients (“Who Needs Plasma Therapies”). Without weekly plasma injections, Matt would never have the chance at a normal life. Stories like Matt’s are the reason plasma is such a desired commodity all over the world. However, plasma is not only needed by people with blood disorders; it is also used for traumatic injuries such as burns, shock, major surgeries, organ transplants, and hepatitis. Clearly, plasma is needed under many conditions and donating plasma can save someone’s life.

Donating plasma can benefit patients in need and help pay the bills. Seems like a win-win, right? That is certainly what websites like *Donating Plasma* would have you believe, but it is important for donors to realize that the truth is more complicated. Many donors may not be aware of certain steps in the plasma donation process that could be potentially harmful. In “The Twisted Business of Donating Plasma” Darryl Lorenzo Wellington of *The Atlantic* consults a medical historian named Harriet A. Washington about plasma donation. Washington explains to Wellington that blood in a healthy person naturally clots on its own when exposed to oxygen, but when it is being processed for plasma, clotting could cause some serious problems. To solve this issue, sodium citrate is added to the blood during donation to prevent clotting. Sodium citrate works by linking to the calcium that naturally exists in the blood. The problem occurs when the processed blood is returned to the body, and since the calcium is bonded to the sodium citrate, that calcium is no longer available to be utilized (Wellington).

We know that some people respond badly to sodium citrate. The worst case is rare: extreme hypocalcaemia, which can be fatal. But more often, people will suffer fainting, tingling and numbness, muscle contractions, or even seizures. Walking around with depleted calcium can be extremely dangerous. It can lead to serious healthcare issues (Wellington).

In other words, sodium citrate may have considerable side effects that could

interfere with daily activities such as lightheadedness and fainting, yet many donors are not aware of or are misinformed about the potential effects of this compound during donation.

It is not only the use of sodium citrate that can cause problems; donors who perform everyday activities are also at risk when it comes to staying hydrated. A section of the *The Red Cross* website titled “Blood Components,” explains the composition and function of the different parts of blood. The website explains that plasma is 92% water, but it also contains electrolytes. Dr. Ananya Mandal MD informs readers in her article “Electrolyte Health Importance,” published on *News Medical*, that electrolytes are the single most important part of a normal blood PH and hydration. They are necessary for normal cell function and muscle contraction. Mandal informs readers that, “The osmotic gradient of electrolytes must be carefully maintained in order to ensure a healthy blood pH and an adequate level of hydration, factors that are essential for the proper function of muscles and nerves.” Without the proper balance of electrolytes in the body, a person cannot expect to perform everyday activities, let alone laborious ones.

Plasma donation is particularly problematic for those who are very active, such as athletes. A large part of being an athlete is maintaining proper hydration and nutrition. Both are essential to quality performance and recovery. Any athlete is aware that inflammation within the body can make or break a good performance. In Mark Sisson’s article “The Relationship Between Exercise and Inflammation (and What It Means for Your Workouts),” Sisson informs readers that inflamed muscles can be caused by any type of repeated exercise, whether it be running or lifting weights, and usually the body is capable of recovering on its own in a couple days. However, without proper nutrients that normally flow through blood and are transported to the muscles, a desired level of recovery cannot be attained (Sisson). If an athlete is regularly giving plasma, he or she may be unable to perform at an optimal level, if at all. There are many aspects that go into muscle performance and recovery, and they all

work together to create a certain harmony, but if just one is misplaced, the whole tune is off, and consequences will arise. Therefore, highly active individuals, or those who consistently perform athletic acts need to be cautious about donating.

With the potential risks and side effects that can occur, donors need to carefully consider whether or not they should participate in plasma donation, and to understand that plasma donation is a business, and as such, it is set up to be profitable. Donating plasma is simple enough. All individuals have to do is walk into a clinic, answer a few questions, and they are on their way within an hour, and they are even in possession of a little extra spending money. If the process goes smoothly, a donor may return within the same week for another donation.. It is easy to donate absentmindedly when the action has a financial incentive and supports a good cause, but there is more behind it than many may realize. In *The Atlantic* article, Wellington cites research fellow Dr. Lucy Reynolds from London School of Hygiene and Tropical Medicine to offer insight into the physical problems that accompany frequent donation. Reynolds accuses plasma corporations of convincing donors to provide plasma twice a week because of the available compensation (Wellington). Considering that the larger the plasma pool the less expensive it is to process, the industry side of the equation benefits substantially more than the donor's side. Wellington informs that, due to the business model employed in the United States, the size of the plasma pools in the U.S. contain upwards of hundreds of thousands of donations, while Belgium has an average of five thousand donations. Reynold refers to this influence as a "grubby business" because the health specialists are aware of the repercussions for donors who donate plasma too often (Wellington). Reynolds also cautions that the United States is the only place in the world that allows a bi weekly donation system; every other country requires donors to allow two weeks between each donation. Although you might be making a charitable decision, the companies who are buying plasma are not so charitable in their treatment of donors. Ulti-

mately, they are more interested in making money than in the health of their donors.

Even when donors know the consequences and side effects they often ignore them because of the compensation received for each donation. Although it is not always the case, typically, a certain type of population donates plasma, which includes college students and those without a home or who are in need of income assistance. These people regularly donate plasma because of their dire need for some extra financial relief, whether it is for rent that month or just something to eat that day. For this reason, frequent plasma donations put these populations in a vulnerable position because of their urgency for any extra income. Their health, as well as education about donation may not be a priority. Plasma donation companies pretend to be doing charitable work, and it is true that plasma saves lives, but these companies are also exploiting financially insecure donors who often do not have quality healthcare by asking them to put their health at risk for a small amount of money.

The lack of understanding that some donors have of plasma donation risks is well known by the health professionals; therefore, the information about the negative aspects of donation is often times not well explained to patients in a clear manner. In his article, Wellington interviews several plasma donors to hear their experiences regarding after-effects they experience, as well as their understanding of these affects. Over half admit to “frequent, bizarre tingling sensations, pains, rubbery legs, and severe dehydration, as well as to having been homeless” (Wellington). One of the interviewees is Kevin Crosby, who is a middle-aged, night shift security guard. Crosby started donating plasma ten years ago for some extra money to better provide for his young daughter. During the interview Crosby informed Wellington that he often suffered from blackouts, one had even occurred while he was driving and forced him to pull over. When Wellington asks Crosby if he is aware of the sodium citrate additive Crosby states, “I have read every word of every paper I’ve signed at CSL and Yale, I haven’t seen a mention about this” (Wellington). Crosby also discloses to

Wellington that the staff in the collection facilities have very amateur needle skills and often discuss amongst themselves how much money they make from each donor (Wellington). These large companies are not afraid to take advantage of the vulnerability of the donors, due to the money made by companies from donations. Plasma donation can be an unethical business, but because it is just that, a business, the proper protocols are slightly bent in order to widen the profit margin despite the lack of ethical practices.

Plasma donation is not as simple as many college students think. There are many reasons that a donation can be beneficial and lifesaving to others, but there are also many reasons it can be very dangerous for the donor. In order to improve or maintain quality of life, donors and potential donors need to consider the importance of their activity level on a daily basis so they can prepare for the possible side effects that may arise from too many donations. Frequently, when individuals donate plasma, the only thing on their mind is the financial compensation because they are relying on the income donation provides, not the negative side effects. Donation centers in the United States take advantage of donors' needs, because they benefit financially from larger donor populations. The business of plasma donation is very popular, but the ethical line behind it seems to be very blurred and is often crossed, with no regard to the well-being of the donor. In order for the advancement in the quality of donation facilities in the United States, the donor's health needs to be prioritized above profit.

THE SOMBER TRUTH OF PLASMA DONATION

WORKS CITED

- “Blood Components.” *American Red Cross*, 2016, <http://www.redcrossblood.org/learn-about-blood/blood-components>. Accessed 16 Oct. 2016.
- Edelblute, Chelsea M., Amy L. Donate, Barbara Y. Hargrave, and Loree C. Heller. “Human Platelet Gel Supernatant Inactivates Opportunistic Wound Pathogens On Skin.” *Platelets*. vol. 26, no. 1, 2015, pp. 13-16.
- Mandal, Ananya. “Electrolyte Health Importance.” *News Medical*. 2 Jun. 2014, <http://www.news-medical.net/health/Electrolyte-Health-Importance.aspx>. Accessed 13 Oct. 2016.
- Sisson, Mark. “The Relationship Between Exercise and Inflammation (and What It Means for Your Workouts).” *Mark’s Daily Apple*, 17 Jan. 2012, <http://www.marksdailyapple.com/the-relationship-between-exercise-and-inflammation-and-what-it-means-for-your-workouts/>. Accessed 13 Oct. 2016
- Wellington, Darryl Lorenzo. “The Twisted Business of Plasma Donation,” *The Atlantic*, 28 May 2014, <https://www.theatlantic.com/health/archive/2014/05/blood-money-the-twisted-business-of-donating-plasma/362012/>. Accessed 13 Oct. 2016.
- “Who Needs Plasma Therapies?” *Donating Plasma*, <http://www.donatingplasma.org/plasma-protein-therapies/who-needs-plasma-therapies>. Accessed 27 Oct. 2016.

ABOUT THE AUTHOR

Taylor Ramsaur grew up in the city of Longmont, a suburban community North of Denver, Colorado. She is a Division I Cheerleader at the University of Wyoming with hopes to someday have a career in sports marketing. When she's not studying or cheering on her fellow athletes, she enjoys socializing with UW students, exploring campus life, and hanging out with friends and family.

Taylor has always liked writing, and found that language arts were her strongest classes in high school. She not only appreciates English arts, but has a real passion for 3-dimensional art as well. Taylor attended Skyline High School, which offered a Science, Technology, Engineering and Math program (STEM) as well as a Visual and Performing Arts program (VPA). Taylor graduated with a VPA chord and a 4 out of 5 on her AP Studio Art 3D Design exam. She is heavily influenced by arts and science and use their academic strategies in her writing

SEX EDUCATION: IS IT TIME TO TRANSFORM THE CURRICULUM FOR STUDENTS WITH INTELLECTUAL DISABILITIES?

Taylor Ramsaur

Diego Rivera is a sophomore at Skyline High School in Longmont, Colorado with high functioning autism and several learning disabilities. Like many disabled students, Diego never had access to a proper sexual health course because it is not typically part of the American special education curriculum. His teacher Aeisha Grine quickly noticed inappropriate sexual behavior. When Diego watches Disney princess movies, he develops an erection and almost always put his hands down his pants and touches himself out of curiosity. When Ms. Grine first addressed this behavior with Diego, he did not understand what was happening, or why it was inappropriate, and had a full melt down. This real-life situation shows how disabled students are not receiving the sex education they need (Grine). Unfortunately, today's society is still uncomfortable teaching special needs students about sexual health rather, they tend to exempt students from these health classes without offering an alternative class or curriculum.

This denial of sex education to students with intellectual and developmental disabilities violates the rights outlined in the Individuals with Disabilities Education Act (IDEA). IDEA asserts that all students with disabilities should be given the same educational opportunities as their non-disabled classmates (*Individuals with Disabilities Education Act*). Withholding sex education will continue to have negative effects, including confusion about safe and appropriate behavior and the risk of others abusing that confusion. By providing an alternative

sex education curriculum, such as one-on-one teaching, these problems can be solved and these students' rights protected.

One of the reasons it is so important to educate disabled teens about their bodies is because they have the same sexual needs and desires as their peers, even if they have trouble processing and expressing these new feelings. Non-disabled teens have a better understanding of their bodies because they can think abstractly about sex and anatomy. Abstract thinking is an advanced stage of cognition that involves complex concepts and generalizations. As Elizabeth Michael explains in her article, "Teaching Sex Ed for Youth with Intellectual Disabilities," many special needs individuals have trouble with abstract thinking and understanding long-term consequences. For example, what is love? What could happen to your body if you contract a sexually transmitted disease (STD)? General students can answer these questions thoughtfully; however, a student with Down Syndrome may struggle to comprehend and articulate a logical answer. This is because many special needs students learn at a slower rate; their physical age may not match their mental age, making it very difficult to learn about a mature subject such as sexual health at the same pace as their non-disabled classmates (even though they experience the same changes). Because these students learn more slowly, they should not be expected to learn the same curriculum non-disabled students do; but these students are nonetheless fully capable of learning the material, so not giving an alternative curriculum is unacceptable. Instead, a curriculum that accommodates their specific learning needs, such as a slower pace or more one-on-one time with their instructors, would be more appropriate.

Special needs students already have their own curriculums and classrooms for most school subjects, usually with a smaller student-to-teacher ratio and different assessment guidelines, but not when it comes to sex education. Many of these students are excused from sex education because parents of disabled teens do not want their children learning the

same curriculum in a normal classroom setting with other students. Some people will argue that a 1:1 teacher-student ratio is too time-consuming and that other life skill instruction should take priority. What they don't understand is that sexual health is part of successful independent living. We need to consider that each disability, and student, is different. In an article published by *Marsh Media*, "Human Sexuality Education for Students with Special Needs," Liz Sweeney, an author who writes books about sexual health for children, supports the idea of an individualized curriculum. Sweeney says, "Because sexuality education for children with disabilities requires a certain degree of individualization, the student's individual education plan (IEP) can be used as an instrument for adapting the sexuality curriculum" (Sweeney 8). Generally, IEPs are used to gauge students' comprehension in traditional academic topics: teachers analyze a child's disability and develop an education plan based on reading, writing, and math levels, social behavior, and communication. Knowing how a student reads, writes, and reacts in social situations can be an incredible tool to create an individual sexual health learning plan: "When teaching sexual health, it is optimal to teach the same thing in different ways, rather than using just one approach and teaching more slowly" (Michael 49). Thus, the individuality of each students' needs, already recognized by IEPs in the general education curriculum, not only demands more personalized attention—it will also help teachers to create a curriculum that allows each student to successfully learn about sex.

Individuals with disabilities are people first—they should not be seen as their disability or denied a basic right. In "Sex Education for Students with Disabilities," an article published by Indiana University's undergraduate scholarly journal *Law and Disorder*, Allison Boehing reminds us that IDEA protects one of these rights (the right to the same education opportunities as their non-disabled peers), and she suggests that the current curriculum is not giving them access to these opportunities: "Sex education is crucial for students with

disabilities, and the current sex education curriculum violates the spirit of IDEA which offers a free and appropriate education to students with disabilities” (59). According to the U.S. Census Bureau, in 2010, about 2.8 million U.S. youth under the age of fifteen had some kind of physical, intellectual, or emotional disability (Szydlowski). When 2.8 million U.S youth have some kind of disability that affects their ability to learn through the general curriculum, we need to recognize the need for an improved sexual health curriculum so that these students can learn about sex, relationships, anatomy, hygiene, and love. As Ms. Grine said of Diego and his fellow special needs classmates at Skyline High School, “I think they need it, but I definitely agree that they should not be in a typical general education health class for it. They need to understand why their bodies are doing the things they are.” Grine’s opinion should be heard. A one-on-one curriculum would finally fulfill the spirit of IDEA and provide a program that ensures individuals learn the rights and responsibilities of sex.

In addition to expanding on the learning goals outlined by IDEA, developing this individualized curriculum could help decrease the risk of emotional and physical abuse common among individuals with disabilities. Abuse is a concern for all people, but for people with disabilities, there are additional factors that make them easier targets. Some individuals with developmental and intellectual disabilities are seen as childish, dumb, and abnormal. Further, given that they are exposed to many caregivers in their lifetime, often for intimate and private needs, teens with intellectual disabilities are taught to be compliant to authority; a predator could easily take advantage of this dependence and manipulate the teen so that they confuse abuse with authority. When faced with an attacker, they might freeze or listen to what the predator says; they might also not know how or who to report the abuse to. Healthy and unhealthy relationships are usually taught in Sex Ed, and this knowledge could save a disabled student from sexual, emotional, and authoritative abuse. Unfortunately, most special needs students never learn correct information about sexual health, and as a result

may fall victim to abuse. The American Academy of Pediatrics found that young people with disabilities are abused at a rate 2.2 times higher than children without disabilities; and the U.S. Department of Justice estimates that 68-83 percent of women with developmental disabilities will be sexually assaulted in their lifetimes (Sweeney). Vulnerabilities such as these are why it is especially important that students with disabilities be taught a proper sex education, especially how to respond to sexual arousal, how to express affections appropriately, how to give or deny consent.

Sex education is needed by every student, from adolescence to young adulthood. Sex Ed not only informs young people about sex, but about healthy relationships, the human body, hygiene, and the difference between love and abuse. America's current sexual health education curriculum is anything but impressive, and our disabled students suffer the most from this. Our society needs to stop excusing these students from health classes and transform the curriculum to better fit these special students. One-on-one curriculums designed around the student will show improvement in health, a decline of sexual abuse and a better understanding of their body.

WORKS CITED

- Boehning, Alison. "Sex Education for Students with Disabilities." *Law and Disorder*, vol. 1, 2006, pp. 59-66.
- Grine, Aeisha. Personal interview. 5 Oct. 2016.
- Individuals with Disabilities Education Act*. United States Department of Education, 2017, <https://sites.ed.gov/idea/>. Accessed 10 Sep. 2017.
- Michael, Elizabeth. "Teaching Sex Ed for Youth with Intellectual Disabilities." *Sexual Health Nova Scotia*, 1 Nov. 2013, pp. 47-50, <http://www.shns.ca/sites/default/files/Educator%20Capacity%20Building%20Toolkit%20%20%20.pdf>. Accessed 21 Oct. 2016.
- Sweeney, Liz. "Human Sexuality Education for Students With Special Needs." *Marsh Media*, 2007, pp. 2-12, <http://www.ejhs.org/volume10/MarshMedia%20White%20Paper.pdf>. Accessed 21 Oct. 2016.
- Szydlowski, Mary Beth. "Sexual Health Education for Young People with Disabilities - Research and Resources for Educators." *Advocates For Youth*, 1 Feb. 2016. <https://www.advocatesforyouth.org/publications/publications-a-z/2559>. Accessed 21 Oct. 2016.

ABOUT THE AUTHOR

Nathan Yanchek was born in Cheyenne, WY. He has a bachelor's degree in Political Science, and has returned to UW to study Criminal Justice and Law. He plans on hopefully getting into Law School one day. For fun, Nathan plays guitar and often finds himself playing in bands of multiple varieties, mostly hardcore punk and metal. Nathan looks forward to writing future research papers on subjects he is passionate about.

U.S. CAMPAIGN FINANCE REFORM: BEYOND CITIZENS UNITED

Nathan Yanchek

In 2010, the United States Supreme Court ruled in *Citizens United V. Federal Election Commission* that corporate independent political expenditures were constitutional. In essence, this paved the way for corporations to put unlimited amounts of money into independent non-party organizations for the purpose of political spending. Days after the decision was passed, in his first State of the Union address, President Obama completely rebuked the Supreme Court's ruling. He argued that the decision allowed for "corporate and special interest takeovers of our elections, and that it was "damaging to our democracy" (Lee). People responded by protesting the decision, chanting things like "money isn't speech" and "corporations aren't people," all aimed at *Citizens United* (Tribe 469-470). What people overlook is that corporations, and any "big money" donors, have always had a way of influencing campaigns. The Supreme Court ruled that unlimited political expenditures are protected under the First Amendment in *Buckley V. Valeo*, in 1976 (Tribe 463). There have been many attempts at campaign finance reform, including the Federal Election Campaign Act (1971), the Bipartisan Campaign Reform Act (2002), as well as several court decisions (Johnstone 223). These reform attempts demonstrate that even before *Citizens United*, "big money" in politics has always been around. Today, post-*Citizens*, the problem with money and politics isn't corporate contributions, which are minimal. Instead the larger issue is ideological billionaire donors and the super Political Action Committees they funnel money

into. Even though Citizens United helped in opening the way for these organizations, the ideal approach to reform campaign finance isn't to overturn the decision. Campaign finance reformers instead should focus on mitigating the influence of ideological billionaires and their independent political organizations (super PACs) by passing laws that raise contribution limits for political parties, and expand public financing for political advocacy.

As mentioned, there are several pieces of legislation that have been passed in an effort to reform campaign finance. In 1971 Congress passed the Federal Election Campaign Act (FECA) which set up new contribution and expenditure limits for political campaigns (Johnstone 223). Soon after FECA was passed came the Watergate scandal which started the modern era of campaign finance reform (Johnstone 223). Part of the scandal was about large contributions that had been made to help re-elect President Nixon which had been in violation of FECA (Johnstone 223). This led to the 1974 FECA Amendments whose constitutionality was judged by the Supreme Court in 1976 in *Buckley V. Valeo* (Johnstone 223). The court ruled that limits on political expenditures limited speech and therefore are unconstitutional under the First Amendment (Tribe 467). Since the Supreme Court ruled that campaign spending was political speech, campaigns could spend unlimited amounts. However, after this ruling campaign contributions were still limited. Laurence Tribe, in his article "Dividing Citizens United", mentions in a footnote that, "blaming Citizens United alone for our campaign finance system is particularly mistaken. *Buckley V. Valeo* caused a deluge long before Citizens United" (Tribe 463). The ruling that spending money was considered speech in the *Buckley* decision made regulation more difficult since now it could only focus on contribution and disclosure laws, and not spending limits.

Despite the FECA Amendments and the *Buckley* decision, "big money" contributions were still a continuing influence in campaigns. There was a loophole in FECA where unlimited contributions could flow into political parties as "soft money" (Johnstone 224).

This “soft money” was any donation outside the limits and prohibitions of FECA, which focused on political parties and independent “issue advocacy” groups (Vandewalker 5). “Soft money” was the main source of campaign financing until 2002 when Congress passed the Bipartisan Campaign Reform Act (BCRA), which prohibited soft money and imposed strict contribution limits on political parties (Johnstone 224). More importantly the act, “extended the prohibition on corporate and union contributions and expenditures to electioneering communications” (Johnstone 225). In *McConnell V. F.E.C.* (2003) the court ruled in favor of the BCRA and was quoted as saying, “money, like water, will always find an outlet” (Vandewalker 17). In other words, when it comes to campaign finance and political expenditures “big money” will always find its way to influence politics. All this demonstrates that the problems of money and politics are beyond *Citizens United*.

The facts of the *Citizens United* case are important to look at in understanding the legal impact it had on campaign finance. *Citizens United*, the group that actually brought the case to the Supreme Court, is a conservative advocacy non-profit corporation. During the 2008 election cycle the group wanted to release a highly critical political film called *Hillary, the Movie*. The problem was that a for-profit corporation had donated some money towards the making of the film. They couldn’t release the movie right away because they were concerned about the BCRA, which banned electioneering communications from for-profit corporations (Tribe 465). *Citizens United* decided to challenge the law to allow for them to release the film. The facts of the case are that a, “non-profit corporation motivated by its openly proclaimed conservative ideology wanted to distribute a political documentary to willing, paying viewers – and it was being told it could not do so because some of its money came from for-profit corporations” (Tribe 465). The case was being argued on First Amendment grounds and that the BCRA was going to block free speech by not allowing the film to be seen. The court also had to look at other forms of media that could also be

labeled “electioneering communications.” During the initial arguments they asked a question that amounted to, “What if Citizens United released a book instead of a movie?” Laurence Tribe, a Harvard Professor of Constitutional Law, comments that, “the nightmare image of book burning – think *Fahrenheit 451* – made the book hypothetical lethal to the attempt by the government’s attorney, Malcolm Stewart, to defend the Obama Administration’s effort to prevent what Citizens United sought to distribute” (Tribe 466). The Supreme Court gives the strictest form of scrutiny to laws that limit political speech (Tribe 467). In relation to the timing of the film and the BCRA, it was a factually difficult argument to enforce the “electioneering communication” provision (Tribe 466). In his opinion for the court, Justice Kennedy made clear that, “the problem identified in the initial argument was very much on the mind of the majority, presenting a parade of horrors that could be permitted if the court rejected Citizens United’s facial challenge” (Tribe 467). The court ruled in favor of Citizens United and the film was allowed to air. The real problems with Citizens United weren’t based on how the conservative group’s film applied to the BCRA, but rather how the court looked at the BCRA itself. As Tribe describes, “[The court] transformed the case into an opportunity to rule with a broad brush, putting essentially all future regulation of campaign finance in conspicuous jeopardy” (477). Instead of ruling how the BCRA applied to the facts of Citizens United’s film, the Supreme Court struck down several provisions in the law, ruled that corporations were people, and basically said that any law limiting corporations’ independent political expenditures was a violation of the First Amendment (Tribe 474). Being labeled as a person now gave corporations First Amendment protections and the ability to spend their vast resources on political speech.

There was a lot of immediate protest after the decision, people began chanting slogans like “money isn’t speech” and “corporations aren’t people” (Tribe 469-470). The decision was widely criticized and continues to be each election cycle since its passing. This

election cycle many politicians have rallied support by opposing the Citizens United decision, people like, Donald Trump, Hillary Clinton, Jill Stein, and many others. In fact, one of Bernie Sanders' main goals as a presidential candidate was to overturn Citizens United through a constitutional amendment (Cole 13). It's a smart move for any candidate, regardless of party affiliation, to oppose Citizens United. David Cole, in his article from the Atlantic, mentions that, "a September 2015 Bloomberg poll found that about 80 percent of Republicans and Democrats alike oppose Citizens United" (Cole 15). Many of the criticisms against Citizens United is the role it has on money and political influence. Many argue it gives too much power to corporate interest groups and big corporations themselves who have a vast amount of resources to spend on influence. John Dunbar the CEO of The Center for Public Integrity claims that, "Citizens United – gave corporations and unions the green light to spend unlimited sums on ads and other political tools, calling for the election or defeat of individual candidates" (Dunbar par.2). There have only been a few Supreme Court opinions as controversial as Citizens United (Cole 13). Based on this controversy, when it comes to reform, people look to overturning the case. However, since the case was ruled on First Amendment grounds any attempt to overturn Citizens United would now technically be rolling back First Amendment protections and limiting free speech, a ruling the court would be very reluctant to give.

It has been six years since the ruling and I argue that the effects of Citizens United on major corporate spending has been misunderstood. Many people have used Citizens United as an example of how politics are becoming controlled by corporations who can spend unlimited amounts on contributions for political campaigns, but what many people fail to realize is that regardless of their legal ability to do so, corporations have an incentive to refrain from contributing to political causes that stand in opposition the values of their customers. In his article from *The New York Times Magazine*, Matt Bai argues that, "[large

corporations] know these contributions might become public at some point, and no company that sells a product wants to risk the kind of consumer reaction that engulfed Target in 2010 after it contributed \$150,000 to a Minnesota group backing a conservative candidate opposing gay marriage” (Bai par.11). Bai shows that corporations are reluctant to back social issues and as a result are less inclined to contribute to political campaigns for fear of losing business. If a for-profit corporation donated to a controversial political cause they would risk alienating customers or clients who may oppose that cause (Tribe 472). Another piece of evidence Bai points out is a court case brief filed by Mitch McConnell during the 2012 election year saying, “not a single Fortune 100 company contributed to candidates’ super PACs during this year’s Republican primaries. Of the \$96 million or more raised by the super PACs, only about 13 percent come from privately held corporations, and less than 1 percent come from publicly traded corporations” (Bai par.9). This helps to show that major corporations are not necessarily the reason so much money is being flooded into politics.

When people argue that Citizens United gave too much power to corporations, they are misunderstanding the real issue of money in politics— the influence of billionaire donors. The current detrimental influence of the billionaire donor class began when congress passed the Bipartisan Campaign Reform Act of 2002. When Congress closed the door to “soft money” contributions to political parties, this created a vacuum in political fundraising so that, “rich ideologues with their own agendas could write massive checks for the purpose of building what were essentially, shadow parties – independent groups with their own turnout and advertising campaigns, limited in what they could say but accountable to no candidate or party boss” (Bai par. 15). The BCRA basically had weakened political parties’ ability to fundraise and campaign effectively. The lack of funds to political parties allowed the billionaires to influence people through outspending these parties. Since individual donors aren’t accountable to any voting constituency they have no theoretical limit on how hard they

could push their agenda, even when public opinion is against them. On their website, the American Civil Liberties Union (ACLU) claims that, “access to money often plays a significant role in determining who runs for office” (“The ACLU and Citizens United”). This is important because political parties have limited funds, whereas billionaires have the constitutional right to spend unlimited amounts to independent groups. It forces candidates for political office to potentially be more influenced by a small group of billionaires rather than the voting public. Laurence Tribe points out that, “more recently, political scientists have made a powerful empirical case that American government is systematically more responsive to the interests of the wealthy and well-organized than to the interests of ordinary citizens” (Tribe 481). This evidence suggests that politicians in office respond to money. Thus, when fundraising for a campaign the politician may be more responsive to billionaire influence rather than to their voting base. This reinforces the idea that these individual billionaire ideologues have a detrimental influence on US politics, far more so than corporations.

With all the money coming in from ideologue billionaires, we need to change the way money is collected in campaigns. I argue specifically for two ways that can help mitigate the influence of the extremely wealthy and can help bring about a more egalitarian campaign finance system. The first way is to raise contribution limits for political parties. Right now political parties are limited by the BCRA which has tight caps on individual contributions, in 2012 the limit was raised to \$2,500 per person (Vandewalker 225). As a result of this low limit, parties can’t compete with the amount of money generated by the independent groups. For example, Priorities USA, Hillary Clinton’s “flagship” super PAC, has raised \$175 million this election cycle which is more than any outside group in the 2016 race, and is all thanks to about a dozen super rich Democratic donors. (Schleifer). And that’s just counting the one super PAC among many. By increasing contribution limits to political parties the views of more people can be heard than just the narrow interests of the super rich.

In Ian Vandewalker's article for the *Brennan Center for Justice*, he states that, "parties help furnish a majoritarian counter balance to narrow special interest groups" (4). This is saying that people's views are more reflected through political parties when the party is strong enough to counter the influence of special interests. When a party isn't strong enough, the influence of "unlimited independent expenditures leave a candidate vulnerable to outside groups opposition or reliant upon their support" (Johnstone 233). The candidate reliant on super PAC support has less incentive to respond to people's interests. Ultimately contribution limits need to be placed fairly high to match the influence of super PACs. As Johnstone explains, "it may be preferable to allow hundreds or even thousands of relatively large contributions rather than have relatively low contribution limits that divert funds to independent expenditures" (Johnstone 233). The higher contribution limits would give more influence to major political parties and their constituents, and divert influence away from the super rich. When a party is more dependent on contributions from average citizens, it gives the citizens more power over the party and makes the party more responsive to the citizens' needs.

The second way to help mitigate the influence of the billionaire donors is a comprehensive public finance system. According to the ACLU, the answer to the problem of money in politics, "is to expand, not limit, the resources available for political advocacy" ("The ACLU and Citizens United" par.5). This includes some form of public financing. One effective means of public financing would be a program of matching small donor contributions with public funds (Vandewalker 13). Vandewalker claims that "by making relatively small contributions more valuable, a matching system would alleviate both corruption and misalignment concerns" (13). "Misalignment concerns," means the difference in policy outcomes that favor special interests over the public interest. Vandewalker also mentions, "less reliance on large contributions from a handful of wealthy donors would mean fewer incentives for elected leaders to perform special favors" (13). The increased public funds

into political campaigns would reduce the influence of wealth. An example of this system can be seen in many states, particularly in New York. New York City has a public finance scheme that agrees to match constituents' political contributions six to one, as long as the person running for office promises to abide by contribution and spending limits (Cole 14). These public finance initiatives prevent candidates from relying on big donors and are thus less influenced by ideological billionaires.

The current state of campaign finance is a result of the *Citizens United* decision which opened up the way for unlimited independent political contributions into super PACs. A lot of focus has been given to overturning *Citizens United* since its ruling in 2010. People argued that this ruling gave too much power to corporations. However, based on the sources presented the role of corporations in political campaigns is negligible. The focus on overturning *Citizens United* is misplaced since overturning it would mean limiting free speech, and also the problems in campaign finance are beyond the one decision. The issue with politics and money today is the influence of the ideological billionaires and their super PACs. Vandewalker acknowledges that “outside groups are increasingly funded by mega donors, almost 60 percent of all super PAC spending can be traced to just 195 individuals” (5). The focus of reform should be on mitigating the influence of these mega-donors who use their wealth for their own narrow interests. The best way to reduce their influence is to strengthen political parties by having Congress raise the contribution limits imposed by the BCRA, and to pass a meaningful public finance system that gives more influence to small donors. These two solutions can help reform the campaign finance system so that ordinary citizens may have a voice in politics, and candidates for office are not bound to the interests of the ultra-wealthy.

WORKS CITED

- Bai, Matt. "How Much Has Citizens United Changed the Political Game?" *The New York Times Magazine*, July, 2012. www.nytimes.com/2012/07/22/magazine/how-much-has-citizens-united-changed-the-political-game.html. Accessed 19 October 2016.
- Cole, David. "How To Reverse Citizens United." *The Atlantic*, vol. 317, no. 3, 2016, pp. 13-15.
- Dunbar, John. "The 'Citizens United' Decision and Why It Matters: Non-profits or Political Parties?" *The Center for Public Integrity*, 2012. www.publicintegrity.org/2012/10/18/11527/citizens-united-decision-and-why-it-matters. Accessed 19 October 2016.
- Johnstone, Anthony. "Recalibrating Campaign Finance Law." *Yale Law & Policy Review*, vol. 32, no. 1, 2013, pp. 217-237.
- Lee, Jesse. "President Obama On Citizens United: 'Imagine the Power This Will Give Special Interests Over Politicians.'" *The White House*, 2010. obamawhitehouse.archives.gov/blog/2010/07/26/president-obama-citizens-united-imagine-power-will-give-special-interests-over-polit. Accessed 19 October 2016.
- Schleifer, Theodore. "First on CNN: Clinton Super PAC Raises \$1 Million a Day in the Home stretch." *CNN*. 2016. www.cnn.com/2016/10/25/politics/priorities-hillary-clinton-fundraising/index.html. Accessed 26 October 2016.
- "The ACLU and Citizens United." *American Civil Liberties Union*, 2016. www.aclu.org/other/aclu-and-citizens-united. Accessed 19 October 2016.
- Tribe, Laurence H. "Dividing Citizens United: The Case V. The Controversy." *Constitutional Commentary*, vol. 30, no. 2, 2015, pp. 463-494.
- Vandewalker, Ian. Weiner, Daniel I. "Stronger Parties, Stronger Democracy: Rethinking

Reform.” *Brennan Center for Justice*, New York School of Law, 2015. www.brennancenter.org/publication/stronger-parties-stronger-democracy-rethinking-reform-ing. Accessed 16 October 2016.

OpEd



Photo Credit: Anna Polski

IT'S JUST A CHOICE IN PERSONAL GROOMING

Cheyenne Perry

In this day and age, we can agree that everyone has a right to do what makes them happy. We've come to this consensus involving body-image and self-esteem being a priority with body positive advertisement campaigns emerging everywhere. Yet there is still a topic we avoid: women's body hair. Shave it, wax it, laser remove it- do whatever it takes, because we don't want to see it and we don't want to talk about it! Call me naïve or dense, but I don't get it. To be clear, I'm not preaching that every woman should stop shaving. Many actually enjoy shaving and find it soothing while others, including myself, find it unnecessarily time consuming and just plain dangerous. (One can, quite literally, scar themselves in the name of beauty.) I want to resurface the idea that personal



Cheyenne is a current student at the University of Wyoming. She is an Education major and minoring in Art. Due to a strong interest in creative writing, she is also pursuing an area of concentration within the Literary Arts. She hopes to refine her skills in academic writing as well as the more informal writing skills used in the English 1010 Op-Ed writing assignment.

grooming habits, like how one treats body hair, are just that—personal.

There is a stigma around body hair when you're a woman. It's thought of as a developmental and bonding milestone in a girl's life when she is taught how to shave for the first time. But honestly, it just feels like yet another burden of puberty (I'm talking to you wide hips that attracted every table and desk corner during early adolescence). It's frustrating when you're taught to feel ashamed and to rid yourself of this sign of newly anointed womanhood, but boys are allowed to wear their body hair proudly. I am thankful, though, that society seems to be shifting their views from porn star standards to a do whatever you want with your hair mentality. Women's body hair exists and whether we want to be bothered with shaving or not shouldn't be an ordeal.

But Isn't It Unclean to Not Shave?

This is a common misconception surrounding women who allow their body hair to grow out. Sometimes body hair is referred to as unwanted or excess, but it all has a purpose. Body hair has different functions depending on the location where it grows (Conger). Generally, the hairs that grow on a person's arms, legs, and torso are meant to act as touch receptors- they alert the person of contact with an object before any contact with skin is made (Society for Neuroscience). If hair grows as a result of hormones, such as underarm and pubic hair, its purpose is to retain the natural and unique scent of the person in order to attract potential sexual part-

ners (Conger). The underarm and pubic hair are literally trying to help individuals get laid. In today's dating climate, one might think people would be trying to increase their chances of attracting a date, yet it is still common practice to rid yourself of a naturally growing wing-man.

It is also assumed that a woman with abundant underarm hair smells worse in comparison to her bare underarm friends. Also a misconception. Underarm odor comes from the sweat glands located there, not the hair itself (Dove). So long as an individual practices good bathing techniques, their underarms will be no more smelly than anyone around them. B.O. doesn't care if your underarms resemble a naked mole rat or an orangutan. A woman who's made the decision to keep her body hair isn't neglecting her personal hygiene, she's chosen to eliminate a very time consuming step in her daily routine. Now that we've gotten past any potential hygiene concern, hopefully it doesn't seem so gross that some women might want to remain naturally hairy.

Won't Potential Partners Run in Fear?

Definitely a legitimate fear. No one wants to ward off potential love connections, so it makes sense that some women choose to remove all traces of body hair simply for fear of being rejected. AskMen.com, a popular men's lifestyle website, surveyed 5,199 men in June of 2015 concerning their opinion on women's body hair. The survey revealed that 41% preferred a practically hairless woman, specifically disliking hair in the pubic region (AskMen

Editors). In contrast, the remaining 59% either had no preference or were in favor of body hair (AskMen Editors). Many even said that, “a grown woman should have something down there” (Rose). It’s becoming increasingly more accepted that women have the right to do what they wish with their body hair and men are, on most occasions, quite accommodating of that.

Can’t jive with that heterosexual lifestyle? Well the good news is that there is also a pretty positive response from bisexual and lesbian women. Sarah Rosenblum, author of *Herself When She’s Missing*, surveyed women on their preferences for body hair, both on themselves and on partners. This was informal research, but provides some helpful insight nonetheless. Like many, Rosenblum was curious as to what was going on between other people’s legs (which is also the title of her cheeky Tumblr page). All the women she spoke to agreed that a partner’s body hair, or lack thereof, is not a big deal (Rosenblum). This could be due to their ability to sympathize with the burden of frequent shaving. It’s becoming a social and dating norm to accept personal choices about body hair removal. Skipping the razor for a couple weeks likely won’t hurt your chances at finding love.

Your Hair, Your Choice

At large, this social pressure to hide all evidence that women can grow body hair still exists, but that old idea of how a woman should look is beginning to fade off into the distance as embracing natural hair becomes common practice. Though some people

have body hair preferences for their partners, it is comforting to know that there are plenty of potential suiters who will see you as the bangin' and beautiful soul that you are regardless of how you choose to keep your body hair.

Works Cited

- AskMen Editors. "What Men Think of Female Pubic Hair, Brazilian Wax & More." *AskMen*, 30 May 2015, http://www.askmen.com/grooming/appearance/opinions-on-womens-grooming-survey.html?utm_source=hplifestylefb&utm_medium=social&utm_campaign=partner. Accessed 14 Nov. 2016.
- Conger, Cristen. "Why do humans have body hair?" *How Stuff Works*, 5 Nov. 2008, <http://health.howstuffworks.com/human-body/parts/human-body-hair.htm>. Accessed 14 Nov. 2016.
- Dove, Laurie L. "Does shaving your armpits reduce sweating?" *How Stuff Works*, 9 May, 2014, <http://health.howstuffworks.com/skin-care/underarm-care/tips/does-shaving-armpits-reduce-sweating.htm>. Accessed 14 Nov. 2016.
- Polski, Anna. "Shave," *Pixabay*, <https://pixabay.com/en/shaver-razor-blade-shaving-273116/>. Accessed 18 Aug. 2017.
- Rose, Rebecca. "Survey Reveals Exactly What Men Really Think of Women's Pubic Hair, Women Still DGAF." *Cosmopoli-*

IT'S JUST A CHOICE IN PERSONAL GROOMING

tan, 11 June 2015, <http://www.cosmopolitan.com/lifestyle/news/a41811/a-survey-shows-what-men-think-womens-public-hair-women-still-dgaf/>. Accessed 14 Nov. 2016.

Rosenblum, Sarah Terez. "How Do You Style Your Hair Down There?" *After Ellen*, 13 June 2013, <http://www.afterellen.com/lifestyle/advice-column/108030-how-do-you-style-your-hair-down-there>. Accessed 14 Nov. 2016. "The bare truth." *The Economist*, 20 Dec. 2003, <http://www.economist.com/node/2281888>. Accessed 14 Nov. 2016

The Society for Neuroscience. "Touch and Pain." *Brain Facts*, 1 Apr. 2012, <http://www.brainfacts.org/Sensing-Thinking-Behaving/Senses-and-Perception/Articles/2012/Touch-and-Pain>. Accessed 14 Nov. 2016.



Photo Credit: Anne Karakash

THE FLAWED BASIS BEHIND FETAL-PAIN ABORTION LAWS

Jordan Prosser

On May 10th of 2016, Utah passed a law requiring doctors to provide anesthesia to women having abortions at 20 weeks of pregnancy or later. This law, the first of its kind in America, is based on the scientifically disputed notion that a fetus can feel pain during the procedure. Previously, abortion providers had to give information to a patient about whether a fetus may feel pain after 20 weeks of gestation, communicate the risks of fetal anesthesia, and offer anesthesia for the fetus before the procedure. Utah's law makes the anesthesia mandatory.

The anger and disappointment felt by women and doctors directly coincide with the inconsideracy, inaccuracy, and unfairness of Utah's law. Firstly, the theory that a fetus can feel pain

before the third trimester is not supported by scientific or medical evidence, so it is unacceptable to use this theory to create a law that will affect so many women negatively. Secondly, there is no official medical practice involving administering anesthetics directly to a fetus. This should be a no-brainer: the decision of having an abortion is a big one, and is one that should be between the doctor and the woman, not state legislators.

Jordan Prosser was born in Fort Collins, Colorado, and grew up there for her whole life until college. She attended Fossil Ridge High School, and is now an undeclared freshman in college at the University of Wyoming.

She has always taken advanced English classes, and has always enjoyed reading as well as writing about books she has read.

Abortion providers in Utah are completely baffled. In fact, multiple doctors claim that they have no idea how to administer anesthesia directly to the fetus without adding extra risk to the woman having the abortion. Michelle L. Price and Hallie Golden, in their article “Utah abortion providers stumped by law requiring fetal pain relief,” quote Leah Torres, a Salt Lake City obstetrician-gynecologist saying, “Women undergoing an abortion after 20 weeks usually have at least moderate sedation, but there’s no science or medical standard for eliminating pain felt by a fetus”. She goes on to say, “I have no choice but to cross my fingers and hope that what I’m doing already is in compliance, because I don’t know what they’re talking about.” If the doctors themselves don’t approve of Utah’s law, obviously the legitimacy of this law is questionable at best.

Clearly, a law requiring anesthesia is designed to mislead patients away from what is scientifically shown to be true. In an article for the American Medical Association, “Fetal Pain, A Systematic Multidisciplinary Review of the Evidence,” researchers

Susan J. Lee, Henry J. Peter Ralston, Eleanor A. Drey, John Partridge, and Mark Rosen state that “little or no evidence addresses the effectiveness of direct fetal anesthetic or analgesic techniques. Similarly, limited or no data exist on the safety of such techniques for pregnant women in the context of abortion” (947). Their research just goes to show that legislators in states like Utah do not respect the professionals that know what is best for women, and do not respect a woman’s rights to her body.

Why does a state legislator get to restrict abortions and add extra risk to women? It just doesn’t make a whole lot of sense. Fetal pain is a controversial subject, but claiming a fetus feels pain before the third trimester is simply incorrect. There have been various studies of this issue, the outcomes of which do not support such a theory. In the aforementioned article, Lee et al. state, “Evidence regarding the capacity for fetal pain is limited but indicates that fetal perception of pain is unlikely before the third trimester” (947). These people are actual, extremely educated professionals who have done extensive research on the subject and know what they are talking about. Legislators need to be kept out of this issue. They are medically and scientifically uneducated on the subject, and they are endangering women.

In other words, Utah now legally requires doctors to lie to women so they can administer medically unnecessary anesthesia without delivering full information about its risks. Dr. Anne Davis, the consulting medical director for Physicians for Repro-

ductive Health is yet another medical professional who disagrees with Utah's law. She is quoted in the article, "Utah passes 'fetal pain' abortion law requiring anesthesia:" "Imagine that I sit down with a patient and tell her what she can expect and how I'm going to take care of her and somehow I work in, 'Oh, by the way, the state has told me that I have to give this to you?' She asks, 'Why?' And I say, 'There's no benefit to you, but there will be additional risk'" (Fantz). This law is merely another measure to deter women from getting abortions.

The American Congress of Obstetricians and Gynecologists, which represents 58,000 ob-gyns and partners in women's health, said medical best practices should be free of politics. "The best health care is provided free of governmental interference in the patient-physician relationship. Personal decision-making by women and their doctors should not be replaced by political ideology," said Dr. Hal C. Lawrence, the organization's executive vice president and CEO (Fantz). Not only does this law negatively affect women, but there are severe negative risks to abortion providers as well. For example, Utah's law makes it a third-degree felony to not administer anesthesia to women seeking abortions who are 20 weeks along. Furthermore, what makes the least sense about this is that the legislators never specified how doctors need to go about administering anesthesia to the fetus during the procedure. This omission is, understandably, one of the main reasons why doctors are completely and utterly bewildered.

Does this law even make sense? If a vast number of educated professionals don't think so, then there is a good chance that it doesn't. Utah legislators are using the fetal pain theory to deter women from getting abortions; it is clear their goal is to take away a woman's right to her own body because they have their own personal opinion on the subject of abortion. The theory of fetal pain isn't supported by scientific or medical evidence, it adds extra risk to the woman getting an abortion, and doctors don't support it. Ultimately, in Utah, political ideology is endangering women and doctors while hindering safe, practical medical procedures.

Works Cited and Images Credited

- Fantz, Ashley. "Utah passes 'fetal pain' abortion law requiring anesthesia." *CNN*, 29 Mar. 2016, <http://www.cnn.com/2016/03/29/health/utah-abortion-law-fetal-pain/index.html>. Accessed 10 Sep. 2017.
- Lee, Susan H., Henry J. Peter Ralston, Eleanor A. Drey, John Colin Partridge, and Mark A. Rosen. "Fetal Pain, A Systematic Multidisciplinary Review of the Evidence." *JAMA*, 2005, vol. 294, no 8, pp. 947-954.
- Karakash, Anne. "Doctor's Office," Pixabay. <https://pixabay.com/en/doctors-office-doctor-office-1944117/>. Accessed 18 Aug. 2017.
- Price, Michelle L. and Hallie Golden. "Utah abortion providers stumped by law requiring fetal pain relief." *PBS*, 10 May

VERY INTERESTING TITLE HERE

2016. <http://www.pbs.org/newshour/rundown/utah-abortion-providers-stumped-by-law-requiring-fetal-pain-relief/>. Accessed 10 Sep. 2017.

