

GRJ

Graduate Research Journal

Volume 10

EDITORS

Erica Gansbauer, Business

Stetson Harper, Education

Kimberly Kearschner, Interdisciplinary Studies

FACULTY ADVISORS AND LIAISONS

Dr. Faye Camahalan, Education

Dr. Saeed Tajdini, Business

Dr. Sara Walsh, Interdisciplinary Studies

COVER DESIGN

Kevin Wade

DESIGN TEAM CENTER

Bailey Morrison

ACKNOWLEDGEMENT AND DISCLAIMER

Welcome to the tenth volume of the Indiana University Southeast Graduate Research Journal. This journal's mission is to provide a public platform for the best and most original research papers produced in the Business, Education, and Interdisciplinary Studies graduate programs. The editors of the GRJ would like to thank everyone who submitted work for consideration for this edition, with a special thank you to those whose contributions were selected to appear in this edition. Additionally, we extend our gratitude to the IUS Design Center for the cover design and layout. We express our appreciation to our faculty advisors, Dr. Faye Camahalan, Dr. Saeed Tajdini, and Dr. Sara Walsh. We would like to thank the university for its support of the work of graduate students and extend a special thank you to all university students whose activity fees help to make this journal possible.

The viewpoints expressed in these research papers belong solely to their authors and should not be constructed to represent the viewpoints of the editors of the GRJ, its faculty advisors, or the University as a whole.

CALL FOR SUBMISSION

The IUS Graduate Research Journal is an interdisciplinary forum for the publication of original graduate work. We strongly encourage all IU Southeast graduate students to submit their work to the next volume, scheduled for publication in the spring of 2021. All types of papers will be considered, including research projects, literature reviews, and case studies. In addition to building your resume or curriculum vitae, the journal offers an opportunity for reaching a broader audience with your message about problems which matter to you. Maximum length is 5,000 words including references. Please send submissions as a Microsoft Word attachment in an email

addressed to webmis@ius.edu. Be sure to include in the body of your email your contact information, the title of your paper, and the name of the relevant course and its instructor. The submission deadline will correspond with the beginning of winter recess 2020.

TABLE OF CONTENTS

Economic Analysis of Company X.....5
Gansbauer, Erica

The Affect of STEM Bins on Math Word Problems.....16
Harper, Stetson

The Quest for Happiness: An Evolutionary Perspective.....34
Kearschner, Kimberly

Illustrating the Traumatic Theory of the ‘Known’ and ‘Unknown’ in the Context of “The Diary of Anne Frank”45
McClain, Leann

IKEA.....57
Nichols, Kelly

Black Fist, Black Voices: The Performance of Blackness in America.....68
Ogunlana, Oluseyi

Corruption in FIFA: Tarnishing the Beautiful Game.....84
Paul, Mary

Academic Divisions and a Case for Interdisciplinarity.....102
Weidner, Alex

Economic Analysis of Company X

Gansbauer, Erica

MEET THE AUTHOR

Erica Gansbauer earned her Bachelor of Arts (B.A.) focused in English and Business from Hanover College. Currently she is enrolled in an MBA program through the Indiana University Southeast campus. She considers herself skilled in creative writing, project management and communication.

In her career, she is a strong marketing professional with a passion for creating and maintaining brand standards. Erica is employed in the Travel and Leisure industry and is passionate about exploration of new places. She believes in being a tourist wherever you are – even at home – and always taking the time to note the intricacies of everyday.

Company X is a Service-Disabled Veteran-Owned Small Business (SDVOSB) that has acquired its experience from over a decade of ongoing service for a variety of locations and government facilities in over 40 of the United States. The company began with a single sweeper truck, and grew to become the organization that it is today. As the business developed and expanded its line of services, the owners saw the need to divide departments to focus on specific services provided because “people in firms do not cooperate as cost-effectively as they can or should” (438).

Currently there are four divisions of operation in the company – sweeping, recycling, finance, and government contracting – each with between one and six employees. The effect of this division of labor is twofold: knowledge specialization and team production. In terms of team production, in the smaller size of each group (versus the company as a whole) the “benefits or costs... *[that]* arise from an individual’s action are spread over just a few people... *[and]* the effect felt by any one person can be significant” (75). Each team at Company X is small enough for any of its members to notice others shirking their duties. The actions of each team member have significant impact on the profitability of the team, and therefore, employees require a higher degree of self-discipline. The lowered enforcement costs are crucial to Company X specifically because a small business has a much tighter budget than a large entity that could sustain such costs. The majority of the economic analysis in this text will focus on the government contracting team – because it is the department in which I work.

Company X focuses its bidding efforts on janitorial contracts. Through concentration on the janitorial sector of government contracts, we “reap the benefits of greater worker and firm proficiency in production” (204). Because we focus much of our efforts on janitorial contracts, we have been able to determine how to minimize cleaning times through specific courses of action as well as how employees behave under the

janitorial contract structure. Although there are many other sectors covered under the SDVOSB umbrella, “Contrary to many business commentaries, being an innovative company is not always synonymous with profit maximization” (431). In the past, Company X has tried to branch out into several sectors of service, including pest control and Lean-Six Sigma training, however “many attempted conversions are failures” (435), as was found with those attempted crossovers. The time spent by bidders to explore opportunities and plan for the possibility of landing a contract is high, while the likelihood of actually winning (based on price) is low due to our lack of specialization in the field and thus higher labor costs. Janitorial work has a relatively low barrier to entry, with cleaning supplies and knowledge of general practices, and thus is one of the most viable options for our small business.

OPERATING ON A BID SYSTEM

For Company X’s contracting team, the title of Service-Disabled Veteran-Owned is crucial. To be considered a SDVOSB, a company must be at least 51% owned and operated by a service-disabled veteran and registered as such with the Small Business Administration. The government requires that a portion of any purchases over \$10,000 but under \$250,000 in the Department of Veterans Affairs and Army Corps of Engineers is set aside for small businesses. Within that realm, SDVOSB companies are ensured a portion of the work. Government restrictions on the market for SDVOSB jobs provide security for our business. Veteran ownership and business size regulations serve as barriers to entry that allow our company to acquire janitorial jobs, which without restriction have low barriers to entry and flooded markets.

Jobs set aside by the government for small businesses are awarded through a bidding system. Solicitations for service are posted on the Federal Business Opportunities website. For each bid, a contractor is expected to provide a technical and price proposal to be reviewed. Success with the technical portion of the proposal depends on several factors, the most important of

which is past performance. In that section, information is provided for the company's previously performed contracts of similar type and size for review. The contracting officers for those locations are contacted and asked to provide a full review of their experience with your company. It is imperative, then, that the project manager has built a positive relationship with his or her clients in order to secure jobs in the future. "Honesty and trust, often thought to be outside of economists' purview, can affect the firms' costs and market share" (185). At any given time a project manager might find incentive to skip a service or not discipline a shirking employee if there is no immediate impact on monetary gain by the company, but if not identified immediately, those types of behaviors can lead to loss of future contracts.

The price proposal is exactly what the title implies – a proposed price for services. After the technical portion of the proposal is approved, the contract is awarded based on lowest total price. Bidding involves a large amount of game theory; our bidders' preferred price levels depend on the bid prices of our competitors. A bidder needs to understand what price is low enough to beat out the other proposals while keeping in mind the marginal cost of providing the service to contract standards.

The nature of bidding – especially in dual-bid contracts – invites creation of cartels among companies. For instance, a contract called the MATOC consists of over 150 military recruiting stations throughout the Midwest. Bidding on that contract is set up as dual-bid process. Initially, companies bid to get into the running – with the five companies with the then bidding to acquire specific locations. To get into the MATOC, several big players in the SDVOSB janitorial sector form cartels to provide an initial price that is low enough to force out any competitors, thus securing their spot in the "oligopoly." Then, distributing the work somewhat evenly, those contractors choose which locations they want to bid, and then throw off the prices of the others, resulting in higher profits across the board; "because each oligopolist is a major factor in the market,

oligopolists' pricing decisions are mutually interdependent" (509). The issue here lies with the temptation to cheat other cartel members by bidding at a lower price across the board than agreed upon. That type of dishonesty caused almost all the MATOC members to lose 15% of their individual firms' location counts to a single dishonest cartel member during the last open-bid session.

BIDDERS VS. PROJECT MANAGERS – A DIFFERENCE IN VALUES

Within the government contracting department of Company X, there are two jobs – bidder and project manager. Once the bidder submits and acquires a new contract, the project manager takes over and runs the job. The disconnect between the two jobs poses a problem in some cases. Since the bidder's pay is dependent upon contracts won rather than profitability long-term, contracts are often underbid. The project manager who acquires the account then has to work on tight budget constraints to complete the projects – in some cases leaving work undone – to make a profit on his or her account.

This problem in company structure extends further than just to the project manager. Employees working within the accounts are often forced to provide a range of services in a short period of time to cut down on labor, supplies provided for cleaning purposes are of lower quality, and chances for any pay raise in the future, other than those mandated by the government wage rate, are out of the question. These circumstances lead to higher-than-average turnover on the underbid jobs. For instance, in Des Moines, Iowa, we operate a contract that has 80,000 square feet of space to be cleaned over multiple buildings. In that contract, Company X requires a single worker to clean the entire space in 32 hours a week. The contract specifies that we provide services three days weekly, including service in all areas each day. At that rate, the cleaner is expected to clean approximately 8,000 square feet per hour – an unattainable feat. The lower bid, while good for procuring a contract, has its setbacks: Company X sometimes must “adjust

[to the low bid on the contract] by increasing the work demands imposed on covered workers” (172). The unattainable demands set forth often discourage workers and cause them to resign.

A proposed solution to this structural issue is to make the bidder’s income directly correlate with the financial outcome of the accounts. That poses another issue: Because the bidder is not managing the accounts, he or she might not be responsible for their success or failure. Another route is to have project managers bid the jobs that they supervise. That could stifle the productivity of the project manager through too much diversification of his or her efforts. Currently, Company X is working to cross-train its project managers to allow them to bid their own accounts. The type of compensation provided operating under that proposed structure has not yet been determined, but would suggest that the pay be structured around a combination of contract profitability and service reviews from government. The payment structure would incentivize project managers to bid contracts robustly enough to generate a profit and ensure that work in the facilities is completed to contract standards.

STAFFING THE CONTRACT – GOVERNMENT MINIMUM WAGE AND “MAKE OR BUY” ISSUES

Once a contract is acquired and the project manager takes over a decision must be made: Do we hire an employee, or subcontract the work? The difference there relies on more than just monetary cost, because using a subcontractor is generally more expensive than hiring an employee. The decision whether to hire or subcontract relies on the size and scope of the contract. Contracts with statements of work that are extensive, such as ones with provisions for several employees, are often subcontracted. The extra cost incurred allows our company to forgo a different type of cost: opportunity cost of the project manager.

When working on a larger job “the problems of having individuals contribute toward the development of the common interest are potentially much greater” (77). That applies to Company X’s rationale in whether to hire an employee to manage or rely on a company to manage the contract. Many of our contracts include a single staff member who provides custodial services for a facility, but ones that require several employees are better serviced through a company that can be on site and take responsibility for problems that may arise in the workplace and monitor day-to-day activities. If a project manager considered only the monetary profit gained from the single contract when subcontracting, he or she would never do it. However, diverting the attention of little problems from the project manager allows him or her to manage more accounts in general. Considering that Company X’s project managers are salaried employees, the average total cost incurred through managing new contracts is reduced.

Federal contracts require our company to pay set wage wages – higher than minimum wage – to each employee. Those rates are determined by geographic location (by county); in our current spectrum of contracts, hourly wages range from \$10.35 to \$20.21. Although the inflated wage rates require our company to pay more to our workers, they also help us to attract and maintain superior employees. The overpayments primarily “remove workers’ financial strains, leaving them with fewer problems at home and more energy to devote themselves to their jobs” (132). Our employees make a substantial amount while working – in most of our contracts – a part-time job, and thus “devote themselves to their jobs more energetically and productively, creating a more viable firm and greater job security” (132). Although the minimum wage that the government requires us to pay leads to higher costs, it also increases the likelihood of having more skilled janitors and lower turnover rates.

MANAGEMENT OF EMPLOYEES

One of the largest problems Company X faces with the monitoring of its employees is that they are located in several states. The cost to physically monitor and inspect the employees is too high for our company to sustain. Fortunately, “modern technology has...improved the monitoring of employees – reducing the costs of providing employee incentives and encouraging cooperation among workers” (343). Company X utilizes technology to be able to supervise employees and their progress.

Company X operates on a unique clock-in system through Chronotek to monitor employee work. The system has a variety of resources to ensure that our employees are at job sites to perform daily tasks. Employees dial the Chronotek toll-free number, and the caller ID is captured to give location assurance. GPS tracking from the carrier's network shows the approximate location of the employee throughout the workday. Project managers can track their employees with the system's automatic alerts when a punch time is missed or the employee is shown to be at an improper location; experience has highlighted that getting employees to show up to their locations in a timely manner without a manager on site is half the battle.

Project managers also work with their employees and facility members to ensure that daily tasks are completed per the scope of work. We utilize iPads as a way to perform surprise virtual inspections of our employees' work. When a complaint is received from the building staff or contracting officer, an iPad is mailed to the facility with a return label included. Facility staff will place the iPad in the janitor's closet, and at the start of the employee's shift, the project manager will walk with the employee through the facility using video chat to be able to see the problems and provide coaching. After the inspection, the iPad is mailed back to our company, at which time it can be reused in the same manner elsewhere.

It is absolutely necessary to remind our janitors (whose tendencies are to shirk) “of the benefits of cooperation and of the costs that can be imposed on people who insist on taking

the noncooperative course” (344). For Company X, those reminders are highlighted within the structure of our Conduct Policy and points system. “Conditional-sum games are games in which the value available to the participants is dependent on how the game is played” (344); in project management, these “games” must be played all the time. One of the largest incentives to perform up to standard is the retention of employment, which can be threatened with the incurment of occurrences.

An occurrence is documented as an absence, tardiness, missed clock-in/out, or verified deficiency in conduct/performance of work. Occurrences are acquired when an employee exhibits a pattern of behavior that results in negative reviews from the standpoint of the contract’s Performance Statement of Work. For example, while an absence refers to a single failure to be at work, an occurrence may cover consecutive absent days when an employee is out for the same reason. Because the “the penalties on shirkers must be sufficiently harsh to change the payoffs,” Company X has structured its occurrence system to range from verbal warnings to termination of employment. The threat of job loss is generally enough to encourage employees to practice self-discipline in the workplace.

OVERCOMING END OF CONTRACT PROBLEMS

The contractual basis of Company X’s work has one very clear downside: All contracts come to an end. The last-period problem is very relevant to project managers because “during the last period of any business relationship, there is little, if any, penalty for cheating, which implies maximum incentive to cheat” (326). Employees in our service contracts generally begin to “shirk” or slack off in the last period of a contract because the price to hire a new cleaner for the short time outweighs the cost of keeping the shirking employee. In order to solve that problem, Company X has used several strategies.

An employee is more likely to keep up performance levels if he or she believes that there is a possibility for more work in the

future. Company X generally rebids contracts we already have because the price of startup is low – we already have an employee and supplies on site. We always assure our employees that we have rebid the contract, and if we win it, we will continue to work with the client on it. Even if Company X does not receive the new contract, the government has a Right of Refusal policy, which states that any contracted employee in a position that requires ongoing service must be offered the position by the new contractor before the contractor inserts its own employee. We work to assure our employees that we “mean business (and a lot of it) for some time in the future” (327). Primarily, however, our project managers try not to disclose the contract end date to the employee to avoid the need for convincing.



Evidence throughout this analysis of the cycle of Company X’s contracting department provides insight on the strengths and weaknesses of the team’s structure and practices through an economic lens. A small business often does not have the resources of a large company to create concrete rules and practices for its employees. If Company X employees apply economic principles to daily functions within business, they can assist with establishing a more rationally motivated team and ultimately a higher profit for the firm.

REFERENCES

McKenzie, Richard B., and Dwight R. Lee. *Microeconomics for MBAs: The Economic Way of Thinking for Managers*. Cambridge University Press, 2017.

The Affect of STEM Bins on Math Word Problems

Harper, Stetson

MEET THE AUTHOR

Stetson Harper is a graduate student in the School of Education. He recently completed his degree in Elementary Education. He received his Bachelor of Science in Pastoral Ministry and Ministry Leadership from Lee University in Cleveland, TN.

Stetson is a Second Grade teacher, and has been working in the field of education since 2016. He has taught Kindergarten, First grade, and Second grade, as well as having served as a reading interventionist.

Stetson is dedicated to finding new and engaging ways to deliver curriculum to the students in his care. He performed this research project as a practitioner, not as a theorist. The findings of this research project are first hand results of a model referred to as “Teacher as Researcher.” All of the research completed was also put in to practice, creating real time data to determine whether or not the question posed in the paper could be confirmed or denied.

Part 1: Statement of the Problem

The purpose of this teacher-as-researcher project is to explore the possibilities of STEM bins and activities as a means of increasing student ability to think critically and at high levels. I currently serve as a second grade teacher in Southern Indiana. This is my second full year teaching, but for the last three years I have been working as either a teacher or instructional aide. My classroom currently consists of 24 students: 14 male students and 10 female students. I have three students with speech IEPs, three different students with IEPs for an emotional behavior disability, and three additional students with 504 plans. The acronym "IEP" refers to an Individualized Education Plan, these are written for students who have a diagnosed learning disability. A 504 plan refers to a non-academic medical diagnosis that a teacher needs to be aware of. The school is located in a rural Southern Indiana community with very little diversity. However, I do have one African American student, one biracial student, and a Latino student. Henryville Elementary is a Title I school with over 40% of our student population qualifying for free or reduced status, and this is represented in my classroom as well. In addition to this, our total special education population for the school is about 23%.

Throughout my short teaching career, I have developed the philosophy that all students can learn and achieve at high levels. Most educators will state that, "all children can learn," but I have chosen to add the phrase, "at high levels" because I feel it increases the importance of the philosophy. Simply saying that all students can learn allows us the ability to call minimal growth "learning." As an educator, it is not my job to simply nudge the needle when it comes to a student's knowledge, social ability, and real world problem skills. Quite to the contrary, it is my job to break the scale that the needle is currently residing in and push my students to achieve things they never thought were possible. I have experienced this to a

degree in my classroom, yet I cannot shake the feeling that there is still more to accomplish - there is more growth to see.

One area in particular where I feel there is significant room for growth pertains to a student's ability to think critically and solve higher order problems - specifically math word problems. I have observed my students mastering the mechanics of mathematics principles as they apply to second grade state standards. Nevertheless, I have also observed the majority of my students struggle to grapple with and solve complex math word problems. Their ability to sift through information, think outside of the box, and come up with a creative and effective solution seems to be blocked by some unseeable metal door. I wish to unlock that door for my students. Given this very real obstacle, I feel the need to research something that is popular, yet maybe a bit unorthodox for this situation.

My research question is as follows: Will using STEM bins for 20 minutes a day increase a second grade student's ability to solve higher order math word problems? Given the continued increase in academic rigor, students need to become fluent in their abilities to think at high levels and solve critical thinking problems. State standardized testing often pushes students to think outside of the box, which requires higher order thinking. Students cannot simply rely on their knowledge of math mechanics (the procedures by which math problems are solved), they must also be able to dissect, interpret, evaluate, and manipulate the information given within a presented problem.

Part 2: Review of Literature

Instruction in mathematics is a crucial part of any student's educational journey. A solid foundation in math skills equips students with the ability to think critically about real world problems, and one day join the workforce. One of the most vital aspects of math instruction includes teaching children how to think abstractly and critically about word problems (also referred to as "real world problems"). Many students have the ability to perform the mechanics of mathematics, but they have

failed to develop the thinking skills required in order to transform a word problem into a standard math equation that can be solved with math mechanics.

It is believed that manipulatives (any physical object that can be used to represent mathematical functions and can be manipulated by the user) increase a child's ability to perceive and understand math functions. Using manipulatives in math instruction allows students to see visually, and manipulate physically, the math functions that they need to perform in order to solve problems (Bogan, Harper, and Whitmire, 2010). Using manipulatives within math instruction is considered by most educators to be "best practice." In fact, most math curriculums that schools employ will include activities that suggest the use of manipulatives. It is important to understand here that research has already established the fact that the use of manipulatives within math instruction increases a student's ability to master basic mathematical mechanics (Liggett, 2017). The use of manipulatives in math instruction can be as rudimentary as using yellow counters (circular yellow foam pieces) that students can move in order to complete addition and subtraction problems. Using manipulatives even at this stage have proven to increase student performance (Battle, 2007).

A kindergarten teacher in Henryville, IN implemented morning bins with math manipulatives this year. In addition to fine motor skills increasing exponentially when compared to years past, she notes that her students are able to manipulate shapes and find them in their natural environment (K. Lewis, personal interview, May 19, 2019) . This is the very type of math manipulation students need to acquire at a young age in order to be successful with higher order thinking in the upper grades.

Teachers are not the only ones who believe that using math manipulatives increase student ability to master math concepts. Katie Couture found in her study of fourth graders that over 91% of students believed that the use of math manipulatives helped them learn basic mathematical concepts (Couture,

2012). While many educators accept the reality that math manipulatives aide in teaching basic math skills, some research has been conducted where manipulatives completely replaced the use of a textbook or workbook page. In these settings, students who used only manipulatives while learning math mechanics performed better than students who were taught using traditional textbook and workbook pages (Rust, 1999).

However, the use of manipulatives should not stop at teaching students how to master basic math principles. A well rounded instructional approach to mathematics includes the use of manipulatives when teaching real world problems so that students can use physical objects to create mental connections between their personal life and what they are doing mathematically in the classroom (Carbonneau, Marley, and James, 2013). Students need to be able to access their schema (personal and experiential knowledge) when engaging in higher order math problems so that they understand the “why” of the math problem. They need to know why the problem is important, and why the skill is important.

This is where the importance of STEM (Science, Technology, Engineering, and Math) activities become apparent in the discussion on student ability to think critically about higher order math word problems. Research has been conducted that shows a correlation between STEM activities and a student’s motivation, self-efficacy, and persistency when faced with difficult tasks (Holter, 2017). These characteristics are essential when moving a student up the ladder of higher order thinking. If there is no motivation, there is no progress. Remove self-efficacy, and mastery is stagnated. Destroy the potential for persistency, and all meaningful thinking skills are squelched.

Critical thinking is vital to a student’s ability to be successful in their academics and their future careers. Nevertheless, there seems to be this unmovable mountain that is preventing students from thinking critically. Critical thinking is not something that comes naturally to students, but STEM activities can help remove that barrier (Jones, 2016). Recent

research has also shown a correlation between STEM activities and students' ability to think spatially. Spatial skills relate to a person's ability to visually understand what is in front of and around them, as well as manipulate it. This ability is crucial to the use of manipulatives because it aides in a student's ability to manipulate physical objects when solving a problem. Furthermore, early foundations in spacial skills can predict a student's ability to perform well on math activities all the way through high school (Zimmermann, Foster, Golinkoff, and Hirsh-Pasek, 2018). It is therefore reasonable to propose that there is a correlation between STEM activities, spacial awareness, and the use of math manipulatives. Given the existing research on these three topics, one can conclude that the relationship between these three things could be leveraged in order to increase student ability to solve higher order math word problems by using STEM activities in the classroom.

Part Three: Research Design

For the purpose of this research project, students will be implementing the use of STEM bins during their morning work time across a four week period. Students will arrive to class at 7:50 a.m. each morning, make their lunch choice, unpack, and then they will select a STEM bin to use until 8:20 a.m. Each STEM bin will contain various manipulatives (legos, counters, connector cubes, pattern blocks, base ten blocks, etc.), and task cards for the students to complete. The task cards will be problems that need to be solved, not straight forward math problems. For example, one STEM bin will contain pattern blocks and outlined shapes. The task card will ask students to see how many different ways they can fill the shape with the pattern blocks and record their answers. There is no right or wrong place to start here, instead, the students will have to think critically about how to complete the task. The goal of this project is to increase a student's ability to think through higher order math word problems. Presenting a platform to the students where they can explore complex problems will hopefully increase their cognitive ability to solve higher order math word problems.

Before beginning the implementation of the STEM bins, students will complete a pre-assessment that will contain four higher order math word problems. Parents will also be given a survey at this point to measure their perception of their child's problem solving skills. Throughout the four week period of implementation, field notes will be taken while students are using the STEM bins to record their actions and observations. This research project will also implement the use of video and photo data. Photographs will be taken of some of the students' end products when using STEM bins, and videos will be taken of some students engaging with the STEM bins in order to record their explorations.

A follow up post-assessment will be given to students with the same problems that appeared on the pre-assessment. At this stage, the post parent survey will be given to measure parents' perception of growth in regards to problem solving skills. The pre & post assessments, parent surveys, field notes, and digital data will provide a clear picture as to whether or not the implementation of STEM bins increased a student's ability to complete higher order math word problems.

Throughout the course of this research project, half of the students in the classroom will have access to the STEM bins while the other half of students will receive traditional math instruction. Determination of student groups will take place after the pre-assessment is administered to ensure that both groups have low, middle, and high students. All students will complete the pre and post assessments so that there is a clear picture of growth as it pertains to the STEM bins vs. traditional instruction. After the initial research is completed, I will switch the student groups so that all students have an opportunity to use the STEM bins. Due to the nature of this research project, there are not many differentiations that will need to be made. The foreseeable differentiation that may need to be made is reading instructions to students who are below grade level or ELL students.

The state standards this research project addresses are:

1. 2.CA.2: Solve real-world problems involving addition and subtraction within 100 in situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all parts of the addition or subtraction problem (e.g., by using drawings and equations with a symbol for the unknown number to represent the problem). Use estimation to decide whether answers are reasonable in addition problems.
2. PS.1: Make sense of problems and persevere in solving them.
3. PS.2: Reason abstractly and quantitatively.

A copy of the parent survey that will be used can be found below.

Parent Survey - Problem Solving Skills

Please rate each statement between 1 and 5. 1 represents “not at all,” 2 represents “not often,” 3 represents “sometimes,” 4 represents “often,” and 5 represents “almost always.”

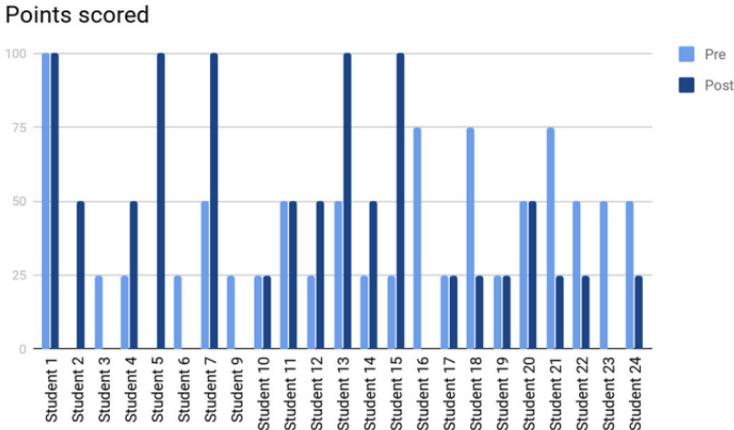
Student name: _____ Date: _____

1. My child displays the ability to solve real world problems. 1 2 3 4 5
2. My child can solve math word problems. 1 2 3 4 5
3. My child can think critically about problems that do not have a clear answer.
1 2 3 4 5
4. My child explores multiple solutions for the same problem. 1 2 3 4 5

Part 4: Data Analysis

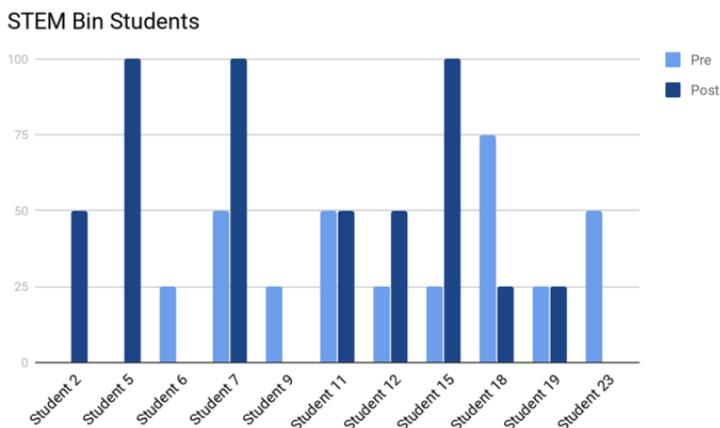
In order to fully explore the data collected throughout the course of the research project, several charts will be displayed showing student performance on the post and pre assessments as well as the data collected through the parent survey. This data will be broken down in several different ways in order to give a clear picture as to whether or not the STEM bins increased student ability to solve higher order math word problems.

Pre & Post Assessment Results



It is important to note here that there is no “student 8” in this project. Student numbers displayed throughout the charts reflect the number that students were assigned as a part of their regular classroom activities. Students who used the STEM bins over the course of the research project include the following: 2, 5, 6, 7, 9, 11, 12, 15, 18, 19, and 23. After the pre-assessment was given it was identified that two students scored a 0, ten students scored a 25, seven students scored a 50, three students scored a 75, and one student scored a 100. In an effort to obtain the most accurate data, it was decided that half of the students from each score group would be included in the STEM bin groups except for the groups of 75 and 100. So, two students from the 0 group, five students from the 25 group, and 4

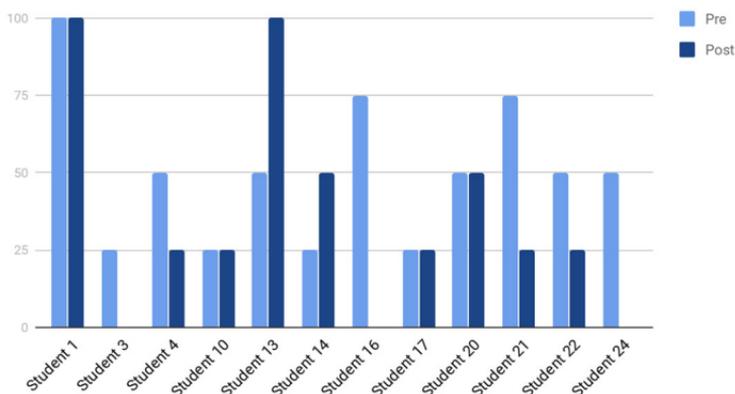
students from the 50 group. Their pre and post data is displayed in a separate chart below.



Data breakdown: 2/11 students showed no growth (18%), 5/11 students showed growth (45%), 4/11 students showed a decreased score (37%). At first glance of this data, it does not appear that the use of STEM bins had a widespread positive effect on a student's ability to perform higher order math word problems. However, it is significant to note that three students achieved a perfect score on the post assessment. As well, both students who scored a 0 on the pre assessment showed significant growth. Student 2 went from a 0 to a 50, and student 5 went from a 0, to a 100.

It is also important to note that two students who did not score a 0 on the pre-assessment did score a 0 on the post-assessment. Both students 9 and 23 scored zeroes on the post-assessment even though they scored a 25 and 50 respectively on the pre-assessment. The data does become even more interesting as the scores of students who did not have access to STEM bins are examined.

Non STEM Bin Students



Data breakdown: 4/12 showed no growth (33%), 3/12 students showed growth (25%), and 5/12 students showed decreased scores (42%). This data, when compared to that of the students who used the STEM bins, becomes very interesting. 45% of students using the STEM bins showed growth, whereas only 25% of students who did not use the bins showed growth. Similarly, only 36% of students using the STEM bins had a decreased score, while 41% of students who did not use the STEM bins had a decreased score. Finally, only 18% of students using the STEM bins made no movement, while 33% of students not using the STEM bins made no movement.

While the data still does not suggest an astronomical or widespread growth as a result of the use of STEM bins, it does suggest that students using the STEM bins were more likely to make growth and less likely to regress in their skills.

Parent Survey Results

At the beginning of the research project, before students began working with STEM bins, all parents received a survey (this can be found in section 3). The same survey was also given to parents at the conclusion of the four week timeframe where half of the students had used STEM bins. During this four week timeframe, the other half of the students received

traditional word problem instruction and time on xtramath.com. Only 13 of the 23 parents completed both the pre and post survey (7 STEM bin students, and 6 non STEM bin students). As a result, the data discussed here reflects only the students whose parents completed both surveys.

Stem Bins

Overall, 57% of the parents whose child participated in the use of STEM bins rated their child's higher order thinking skills as having increased over the course of the four weeks, while 43% of parents rated their child's higher order thinking skills as having decreased over the course of the four weeks. Each of the questions asked of parents were unique, and therefore need to be analyzed individually in order to obtain a clear picture of parents' perceptions.

Question #1 - My child displays the ability to solve real world problems. For this question, 43% of parents said their child's ability increased, 29% said their child's ability decreased, and 29% said their child's ability neither increased nor decreased.

Question #2 - My child can solve math word problems. For this question, 0% of parents said their child's ability increased, 43% of parents said their child's ability decreased, and 57% of parents said their child's ability neither increased nor decreased.

Question #3 - My child can think critically about problems that do not have a clear answer. For this question, 14% of parents said their child's ability increased, 29% of parents said their child's ability decreased, and 57% of parents said their child's ability neither increased nor decreased.

Question #4 - My child explores multiple solutions for the same problem. For this question, 43% of parents said their child's ability increased, 0% of parents said their child's ability decreased, and 57% of parents said their child's ability neither increased nor decreased.

It quickly becomes evident that parents did not see an increased ability in their child to solve math problems, but they did see an

increase in their child's ability to solve real world problems and to think of multiple solutions to problems. This data does not directly support the findings of the post-assessment, however, it does suggest that students were forced to think more imaginatively when faced with complex problems.

Non STEM Bins

Overall, 67% of the parents whose child participated in the use of STEM bins rated their child's higher order thinking skills as having increased over the course of the four weeks, while 33% of parents rated their child's higher order thinking skills as having decreased over the course of the four weeks. Each of the questions asked of parents were unique, and therefore need to be analyzed individually in order to obtain a clear picture of parents' perceptions.

Question #1 - My child displays the ability to solve real world problems. For this question, 17% of parents said their child's ability increased, 17% said their child's ability decreased, and 66% said their child's ability neither increased nor decreased.

Question #2 - My child can solve math word problems. For this question, 67% of parents said their child's ability increased, 17% of parents said their child's ability decreased, and 17% of parents said their child's ability neither increased nor decreased.

Question #3 - My child can think critically about problems that do not have a clear answer. For this question, 67% of parents said their child's ability increased, 33% of parents said their child's ability decreased, and 0% of parents said their child's ability neither increased nor decreased.

Question #4 - My child explores multiple solutions for the same problem. For this question, 50% of parents said their child's ability increased, 17% of parents said their child's ability decreased, and 33% of parents said their child's ability neither increased nor decreased.

It now becomes apparent that students who did not participate in using the STEM bins received higher ratings in regards to

their ability to solve math word problems, and problems that do not have clear answers. However, they scored lower in their ability to solve real world problems. Finally, the scores for exploring multiple solutions to the same problem were very similar.

It is interesting to note that while parents whose child participated in the use of STEM bins perceived less growth in regards to solving math word problems, their students actually performed better than their peers who did not use the STEM bins. Likewise, parents whose child did not participate in the use of STEM bins perceived their child's ability to solve math word problems to have increased, whereas this group of students showed less growth and more regression.

Anecdotal Notes

Included below are some of the anecdotal notes taken throughout the course of the four week projects. These notes include silent observations, and informal student interviews. During times of conversation, the words of the teacher will be denoted by "Teacher:" followed by the words spoken. The words of the student will be denoted as "Student:" followed by the words spoken.

9-4-19

Student 5 is working with the pattern blocks to make a car. He is trying several different ways to make the car until he finds the one that he likes the best.

Teacher: Talk to me about what you've done with the car.

Student: I can't really think of a way to make it more like a car, so I'm trying to build up where the driver sits. But I'm also trying to do the, "can it hold weight?" because I don't think the middle is very stable

Teacher: Why did you switch the yellow hexagon out for the red trapezoid?

Student: Because when I was trying to build it with wheels (yellow hexagon) they kept falling over and knocking things down. So I used thee (red trapezoid) because it has a wider bottom to stay up.

Student 9 is working with playdough and toothpicks to make a maze. I'm not entirely sure she has experienced a maze before, because she seemed like she didn't know what it was. I explained it a bit, and she is working, but she has mentioned that it is hard. I told her it was supposed to be, and she is now making progress.

9-18-19

Student 6 - making a helicopter with connector cubes. I am very interested by his imagination when creating the helicopter. Instead of focusing on the body of the helicopter he focused more on making a safety ladder that could be climbed on. He also made the arm for the blades extra long. He is definitely breaking out of the "box" in how he is making the helicopter.

Student 11 - making a tent with playdough and toothpicks. She is working on making a square bottom with a hollow center for the tent. She plans to put tooth pics on the four corners so that she can then attach the roof to the top of the toothpicks.

Student 15 - making a cube with the tens blocks. He counted the hundreds flats and the tens sticks to see if he would have enough of the tens sticks to make one of the sides of the cube.

Student 2 - making a boat with pipe cleaners. She used the bin itself as the body of the boat. She rolled up some of the pipe cleaner to make "seats" in the boat, and then used the other pipe cleaners to make a "roof." The clear part of the bin is described as the windows.

9-23-19

Student 18 - creating a toy with legos. He is making a tank with four cannons on the front and stairs on the side so that people can go up the side and watch the tank.

Student 23 - working on a castle with connector cubes. Making a 3X3X3 cube to represent the castle. She has left opening on the front for the door to the castle. She is then adding spires to the top of the castle.

Student 19 - pattern blocks to make a car. He is using the yellow hexagons for the wheels and the orange squares for windows.

Section 5: Reflection of Study and Action Plan

It became apparent throughout the use of the STEM bins that students were engaging their imaginations in order to come up with solutions to the tasks they were given. Many of them did not take a traditional approach, and even thought of ways to solve the task that I would not have considered. As the weeks progressed, I noticed students who had struggled at the beginning of the four weeks were now stepping outside of the “norm” in order to solve the problems. This supports the observations that parents recorded in the post survey that they were given. Students participating in the use of STEM bins showed measurable growth in their ability to solve real world problems and think about multiple solutions to the same problem. However, students participating in the use of STEM bins showed only marginal growth when solving complex math word problems.

As stated above, the use of the STEM bins throughout the course of the research project aided in the imagination and creative thinking of the students being observed. What the data is not clear on, is whether or not the use of the STEM bins had a direct impact on student performance with math word problems. Perhaps this is due partially to the fact that while the STEM bin tasks cards pushed students to think outside of the box, they did not explicitly involve any math functions. The

task cards focused much more on the act of creating something found in every day life with objects that one would not typically use.

The STEM bins, as they were utilized in the research project, laid a solid foundation for students to understand how to manipulate ordinary objects to create something new. In addition to this, several students showed a new found resilience when faced with a task that did not have an automatic or clear answer. I believe the STEM bins could be built upon by adding in task cards that deal with mathematical principles and functions. Task cards could range anywhere from geometry standards, to addition and subtraction, to estimation.

One of the major struggles I faced throughout this project was finding enough time for my students to use the STEM bins during the day. Some of the core math lessons took longer in the day to teach than others, so some content areas had to be shuffled around in order to meet the 20 minutes of STEM bin use a day. Since I have completed my research, I have found that allowing students to use STEM bins when they finish a task early is much easier. The benefit is two-fold: the STEM bins are always ready to go for early finishers, and the reality of using a STEM bin motivates students to work hard at the task at hand so that they can use a STEM bin. This also encourages students to do their best work, because they know that they must not simply be done with their work, but that it must be done correctly before they can have access to a STEM bin.

My hope is to share these findings with my colleagues during our weekly PLC time, and in the IUS Graduate Research Journal. It is my desire that my findings throughout this research project encourage other teachers to dive in to STEM bins. There is still much for me to learn, but I believe that as I continue to implement STEM bins in my classroom that I will be able to add more explicit math task cards that assist my students in the completion of math word problems.

REFERENCES

- Battle, T. S. (2007). *Infusing Math Manipulatives: The Key to an Increase in Academic Achievement in the Mathematics Classroom*. Final Research Proposal. Online Submission.
- Boggan, M., Harper, S., & Whitmire, A. (2010). Using Manipulatives to Teach Elementary Mathematics. *Journal of Instructional Pedagogies*, 3.
- Carbonneau, K. J., Marley, S. C., & Selig, J. P. (2013). A Meta-Analysis of the Efficacy of Teaching Mathematics with Concrete Manipulatives. *Journal of Educational Psychology*, 105(2), 380–400.
- Couture, K. (2012). *Math Manipulatives to Increase 4th Grade Student Achievement*. Online Submission.
- Jones, V. R. (2016). Critical Thinking Exercises for Healthy STEM Learning. *Children's Technology & Engineering*, 20(4), 23–25.
- Lewis, K. (2019). Personal Interview.
- Liggett, R. S. (2017). The Impact of Use of Manipulatives on the Math Scores of Grade 2 Students. *Brock Education: A Journal of Educational Research and Practice*, 26(2), 87–101.
- Rust, A. L. (1999, July 19). *A Study of the Benefits of Math Manipulatives versus Standard Curriculum in the Comprehension of Mathematical Concepts*.
- Zimmermann, L., Foster, L., Golinkoff, R. M., & Hirsh-Pasek, K. (2019). Spatial Thinking and STEM: How Playing with Blocks Supports Early Math. *American Educator*, 42(4), 22–27.

The Quest for Happiness: An Evolutionary Perspective

Kearschner, Kimberly

MEET THE AUTHOR

Kim Kearschner is a graduate student in the Master of Interdisciplinary Studies program at Indiana University Southeast, concentrating on Health Humanities and Post-Secondary Instruction (psychology). This is Kim's first year as a Graduate Research Journal editor.

She has worked in Health care for over thirty years, beginning as a Medic in the US Army Reserves, with the last 25 years working in the Medical Laboratory as a Clinical Laboratory Scientist. She currently manages the Operating Room Laboratory at U of L Health Jewish Rudd Heart and Lung.

Originally from Louisville, Kentucky, Kim, currently resides in Salem, Indiana, where she, and her husband Cale, have raised their three children. Kim enjoys travel, philosophy, genealogical research, yoga, healthy eating, and cuddling with her dog, Coco. She loves watching her daughters Taylor's and Kaitlyn's theatrical performances and watching her son Colton play football.

Kim's future plans include writing her graduate thesis on the social and psychological effects of Type 1 Diabetes and applying to the Global Health Leadership program and earning a Doctorate in Public Health.

Happiness and how it is defined, is very subjective, although, no matter how one defines happiness, it is something that all humans seem to strive for. The need to be happy will be analyzed as far as how relevant happiness is to survival and reproduction from an evolutionary perspective. Relevant studies as well as theories such as the Broaden-and -Build theory, Hedonic Treadmill and the Savanna Principle will be explored. Questions of whether modern society is less happy than in prehistoric times or in the past, is happiness accessible to all beings, how happiness changes as we age, and the effect of altruism on happiness will be discussed. The quest for happiness is an evolved emotional need that is continuous and quantitative and has been directly shaped by evolution.

“Organisms throughout the animal kingdom have evolved neural systems for avoiding threats and acquiring resources” (Shiota, 2017). In mammals, the mesolimbic pathway linking the ventral tegmental area and nucleus is a key component of what neuroscientific evidence indicates is the “reward system” (Shiota, 2017). “In worms, serotonin activity impacts dopamine-mediated movement toward nutrient-rich areas based upon degree of food deprivation versus satiety” (Shiota, 2017). In mammals, serotonergic cells originating in the dorsal raphe nuclei are selectively activated while anticipating rewards or performing tasks earning a reward, which in turn increase the activation of dopamine neurons (Shiota, 2017). These findings, as well as observational studies, performed on mammals, confirm happiness, or as least positive emotion, to be quantitative and continuous.

The Broaden-and-Build Theory was developed by Barbara Fredrickson in 1998 and is an exploration of the evolved function of positive emotions (Shiota, 2017). This theory proposes that positive emotions help humans acquire long term

informational, social, and material resources needed for survival (Shiota, 2017). This is in contrast to negative emotions, which often prompt immediate survival-oriented behaviors, which would be a direct effect of evolution (Shiota, 2017). Positive emotion is also direct in that it serves adaptive functions by broadening our awareness and guiding behavior in ways that build crucial resources (Shiota, 2017).

In David M. Buss's article "The Evolution of Happiness", he maintains that for many people the common goal of happiness remains frustratingly out of reach (Buss, 2000). Buss (2000) suggests the reason for this is because modern humans typically live in isolated nuclear families often devoid of extended kin and friends. Ancestral humans relied on their friends and relatives, more than modern day humans, in order to seek justice, deal with violence, reciprocal altruism, and to help care for the young (Buss, 2000). Buss (2000) concluded that discrepancies between modern and ancestral environments, evolved mechanisms that led to subjective distress, and the fact that selection had produced competitive mechanisms has led modern day society to become less happy (Buss, 2000). However, Veenhoven's (2009) study assessing the quality-of-life in a society, using how long and happy its inhabitants live as indicators, concluded that while evolution has not always improved the quality of life, we now live longer, are healthier than ever before, and we are probably also happier (Veenhoven, 2009). The study showed that while the change from hunter gather bands to agrarian society involved deterioration, transition to modern industrial society brought a change for the better and that this trend is likely to continue in the near future (Veenhoven, 2009).

Some of the reasons why life is getting better is the rise in the material standard of living, fewer people die from accidents, murder and epidemics and a number of social evils have been abated such as poverty, inequality, ignorance and oppression (Veenhoven, 2009). "Modern society provides a challenging environment that fits an innate human need for self-actualization. In this view, the human species evolved in rather tough conditions and therefore typically thrives in modern

society with its complexities, competition and choices” (Veenhoven, 2009). However, modern nations show a strong support for the idea that life was better in the ‘good old days’, according to survey studies (Veenhoven, 2009). Although, according to self-report most people feel like the quality of their life has improved (Veenhoven, 2009). An explanation for this might be that people tend to overestimate present problems because yesterday’s problems are less vivid, and we have already survived them (Veenhoven, 2009).

This evolutionary view of improvement, in which society is seen as a human tool that is gradually perfected, developed during the period of enlightenment in the 18th century (Veenhoven, 2009). It is basically the idea that we can improve society by ‘social engineering’ and it forms the ideological basis for many major contemporary institutions, such as the welfare state and the development of aid organizations (Veenhoven, 2009). This idea breaks from traditional religious views of earthly life as a phase of penance, with happiness beginning in the afterlife (Veenhoven, 2009). During the dark ages this traditional view prevailed because life was typically short and brutish (Veenhoven, 2015). Another study by Veenhoven (2015) used time trend data from the World Database of Happiness, which covers the period from 1950-2010, which included 67 nations. This study revealed that average happiness has risen in most developed nations over the last decade and is now probably much higher than in the days of the European Enlightenment (Veenhoven, 2015). Giving strength to the argument that we can create happiness for a greater number of people (Veenhoven, 2015).

Another theory implies happiness levels will remain the same in the long run and human happiness is bound to an innate ‘set point’ which is maintained homeostatically, much like we maintain a body temperature. This view was developed by Cummins (2010) and argues that we can be less happy when adverse conditions defeat homeostatic corrections, but will not get happier once living conditions are tolerable (Veenhoven, 2015). This theory also implies that happiness depends on

social comparison and being better off than your peers. Evolutionary psychologist Steven Pinker (1997) developed a theory called the *Hedonic Treadmill*, which holds that happiness depends on the gap between what we want and what we have, and that progress is typically accompanied by rising aspirations (Veenhoven, 2015). Humans seem designed to adapt quickly to their circumstances, putting them on a hedonic treadmill where any gains they experience fail to produce sustained increments in personal happiness (Buss, 2000).

The Savannah Principle is a theory that suggests that the human brain may have difficulty comprehending and dealing with situations that did not exist in the ancestral environment (Kanzawa, 2016). This theory suggests that it may not be the consequences of a given situation in the current environment that influence an individual's life satisfaction, but also what its consequences would have been in the ancestral environment (Kanzawa, 2016). This effect seems to be greater among less intelligent individuals for whom the evolutionary constraints specified by the Savanna Principle are stronger, than among more intelligent individuals. This theory views happiness as a state rather than a trait, and does not attempt to explain the 'happiness set point', which was mentioned earlier, but instead explains the temporary and situational fluctuations from the happiness baseline as a function of the potential evolutionary consequences of the current situations and circumstances (Kanzawa, 2016).

Norman and Kanzawa's (2016) study uses two hypotheses derived from the Savanna Theory of Happiness. Empirical test cases were used, which focused on population density and friendships, two factors that characterize basic differences in the social landscape of ancestral versus modern environments, which could affect life satisfaction (Kanzawa, 2016). "Ruralites in economically developed nations tend to be happier than their urbanite counterparts" (Kanzawa, 2016). According to the Savanna Theory of Happiness, this is because of evidence suggesting that our ancestors may have lived in groups of about 150 individuals and that group sizes and population densities

were much higher than were typical in the ancestral environment may decrease subjective well-being. “It further suggests that such a negative effect of population density on happiness may interact with general intelligence, such that the negative effect is greater among less intelligent individuals than among more intelligent individuals” (Kanzawa, 2016). The study confirmed that the lower the population, and the closer it was to the ancestral environment, the higher life satisfaction was reported among respondents (Kanzawa, 2016). It also confirmed that the association between population and life satisfaction was significantly stronger among less intelligent individuals than among more intelligent individuals (Kanzawa, 2016). This could be because less intelligent individuals may have a harder time comprehending and dealing with the evolutionary novelty of living in a high population density area and become less satisfied, while more intelligent individuals are not bothered by the difference as much (Kanzawa, 2016).

The second part of the study looked at friendships, which is one of the most important determinants of life satisfaction (Kanzawa, 2016). The close settings of our ancestors provided frequent contact with lifelong friends and allies because it was necessary for survival and reproduction for both sexes (Kanzawa, 2016). These alliances may have allowed men to overcome dangerous challenges such as hunting and warfare, and close relationships among unrelated females may have facilitated joint childcare (Kanzawa, 2016). In addition, reciprocal food-sharing among group members allowed our ancestors to survive despite success or failure in hunting and gathering (Kanzawa, 2016). “The evolutionary significance of friendships and alliances is suggested by numerous studies indicating that ostracism is invariably painful and distressful across various context and sources” (Kanzawa, 2016). Humans evolved to detect ostracism because friendship alliances were key to survival and reproduction success (Kanzawa, 2016). Although, in modern society it is entirely possible to survive and reproduce successfully without having any friends (Kanzawa, 2016). Based on the Savanna Theory of Happiness

we would expect friendships to have a positive effect on subjective well-being and that such an effect would be stronger among less intelligent individuals.

This study showed, as predicted, the association between socialization with friends and life satisfaction was significantly stronger among less intelligent individuals than among more intelligent individuals (Kanzawa, 2016). “In fact, extremely (+1 SD) intelligent individuals even appeared to become *more* satisfied with life when their frequency of socialization with friends was *lower*” (Kanzawa, 2016). This research added to a growing body of literature suggesting that the human brain may have difficulty with conditions that are mismatched ancestral environments of the past (Kanzawa, 2016). The results also indicate a relationship between evolutionary limitations and general intelligence that suggest more intelligent individuals might suffer from affective consequences of evolutionary limitations on the brain to a significantly lesser degree than less intelligent individuals (Kanzawa, 2016).

A strong correlation exists between individuals who are happy and individuals who are emotionally and behaviorally compassionate. “Current research does indeed show a strong association between kindly emotions, helping behavior, or both, on the one hand, and well-being, health and longevity, on the other hand” (Post, 2005). In a study done by Danner in the 1990’s on Alzheimer disease, personal essays written by nuns in the 1930’s were reviewed. The nuns who expressed the most positive emotions lived about 10 years longer and were somewhat protected from dementia (Post, 2005). Another study by Fredrickson (2003) concluded that positive emotions were linked with a “broader thought-action repertoire,” meaning the ability to see the “big picture”, as well as enhancement of critical thinking (Post, 2015). The study found that, “when people feel good, their thinking becomes more creative, integrative, and flexible and open to new information” (Post, 2005). Individuals who live generous lives soon become aware that in the giving of one’s self lies the unsought discovery of

self, and reveals that a selfish pursuit of happiness is futile and short-sighted (Post, 2005).

A study done in the early eighties by Hunter & Lin compared retirees older than 65 who volunteered with those who did not. “Volunteers scored significantly higher in life satisfaction and will to live and had fewer symptoms of depression, anxiety, and somatization” (Post, 2005). Another study in 1987 by Batten & Prottas found that families of recently deceased loved ones reported a psychological benefit from their decision to donate organs (Post, 2005). Giving help has been more consistently and significantly associated with better mental health than receiving help (Post, 2005). Altruistic behavior enhances social integration, distraction from one’s own problems, enhanced meaningfulness, increased perception of self-efficacy, and improved mood (Post, 2005).

A study performed in Germany in 2013 by Baetschmann revealed that mean life satisfaction steadily declines between the ages of 20 and 55. However, after this low, happiness increases strongly until the age of 70 (Baetschmann, 2013). It seems we are happiest between the ages of 55-70. In 2003 Lee argued that there is considerable evolutionary selective pressure for altruism in older adults (Post, 2005). “In contrast to other species, human beings live and work well past their reproductive years” (Post, 2005). An explanation for this is intergenerational transfer (Post, 2005). “A species will evolve to the optimal point of investment of older adults in the well-being of grandchildren” (Post, 2005). Selective advantage to youth of grand parenting may explain human longevity well past the stage of reproductive potential (Post, 2005). Evidence suggests that natural selection is at work through the improved survival rates of grandchildren who are helped by both parents and grandparents (Post, 2005). Another study by Hierholzer in 2004 found that older veterans diagnosed with Post-traumatic Stress Disorder (PTSD) show reduced symptoms after caring for their grandchildren (Post, 2005). This inclination for older adults to help grandchildren can be manifested in a broader

social concern for establishing and guiding the next generation (Post, 2005).

Darwin argued that primeval emotions, more than natural selection, drove the evolution of civilization (Kovac, 2012). Humans have become uniquely hyperemotional. Also, the human brain sees physical and social pain the same as it sees sensory pleasures and psychological pleasures that originate in memory, imagination, and anticipation (Kovac, 2012). “The human animal is therefore not ‘egocentric, as usually claimed, but ‘alterocentric, continually caring for the emotions of others, or even seeing himself or herself through the eyes of others” (Kovac, 2012). Hyperemotionality and hypersociality have had a considerable impact on the biological needs for humans (Kovack, 2012). Everyone has their own idiosyncratic baseline, fixed by genes and possibly by early personal ontogenesis, which determines our subjective experience of emotions in the form of feelings (Kovac, 2012). In addition, only humans can feel pleasure by imagining both past and future pleasures (Kovac, 2012). “Indeed, the ‘immense ocean of our unconscious emotions might substantially determine why we are champions of self-deception” (Kovac, 2012). The memory of the pleasant moment remains, and we want to experience it again (Kovac, 2012). We have been molded by evolution to not be happy but to act on the illusion of happiness (Kovac, 2012).

The quest for happiness is an evolved emotional need that is continuous and quantitative and has been indirectly shaped by evolution. Evolution has formed mechanisms in living organisms which are selectively activated toward reward seeking behavior. Positive emotion is indirectly selected in the human species and serves adaptive functions by broadening our awareness and guiding behavior in ways that build crucial resources (Shiota, 2017). While a change in hunter gatherer bands to agrarian society involved deterioration in happiness, the transition to modern industrial society increased happiness in the human species (Veenoven, 2009). Society has been improved through social engineering and has created happiness for a greater number of people (Veenoven, 2015). Evidence suggests that more intelligent individuals may be less affected

by the consequences of evolutionary limitations on the brain (Kanzawa, 2016). Altruistic behaviors are linked to greater happiness, especially as we age (with a peak in happiness between 55-70), and we have been naturally selected to live past the ages of reproduction due to intergenerational transfer and the need to care for grandchildren, which can be expanded to a broader social concern (Post, 2005). Our ‘selfish gene’ does not care whether we are happy, only that through the process of evolution we act on an illusion of happiness in order to sustain reproductive success and survival in our species.

REFERENCES

- Baetschmann, G. (2014). Heterogeneity in the relationship between happiness and age: Evidence from the German socio-economic panel. *German Economic Review*, 15(3), 393–410.
- Buss, D. M. (2000). The evolution of happiness. *American Psychologist*, 55(1), 15–23.
- Kováč, L. (2012). The biology of happiness: Chasing pleasure and human destiny. *EMBO Reports*, 13(4), 297–302.
- Li, N. P., & Kanazawa, S. (2016). Country roads, take me home... to my friends: How intelligence, population density, and friendship affect modern happiness. *British Journal of Psychology*, 107(4), 675–697.
- Post, S. G. (2005). Altruism, happiness, and health: It's good to be good. *International Journal of Behavioral Medicine*, 12(2), 66–77.
- Shiota, M. N., Campos, B., Oveis, C., Hertenstein, M. J., Simon-Thomas, E., & Keltner, D. (n.d.). Beyond happiness: Building a science of discrete positive emotions. *American Psychologist*, 72(7), 617–643.
- Veenhoven, R. (2009). Life is getting better: Societal evolution and fit with human nature. *Social Indicators Research*, 97(1), 105–122.
- Veenhoven, R. (2015). Greater happiness for a greater number: Did the promise of enlightenment come true? *Social Indicators Research*, 130(1), 9–25.

Illustrating the Traumatic Theory of the ‘Known’ and ‘Unknown’ in the Context of “The Diary of Anne Frank”

McClain, Leann

MEET THE AUTHOR

Leann McClain is a graduate student of the IUS Master of Interdisciplinary Studies Program with concentrations in Digital Media, and Post-Secondary Instruction. In 2010, she received a Bachelor of Arts in English Writing and literature, as well as a minor in History. The road that she has traveled to get where she is today has not been easy despite numerous physical and social obstacles the ongoing strength, love, and support she receives from family, and friends has helped her push forward toward achieving her dreams. Writing has always been her passion, outlet, and platform to speak, and reach people expressing her ideas, thoughts and emotions. In 2007, McClain won an Honorable Mention for one of her short stories. This is her third publication in the IUS Graduate Journal.

“The Diary of Anne Frank,” published in 1947, is a memoir that allows readers to see life through the perspective of Anne Frank, an adolescent Jewish girl who is in the middle of hiding and fighting for her life against Nazi occupation in Holland. Since its initial publication, Anne’s diary has sold more than thirty million copies, been translated into at least sixty-three different languages, and been brought to life through stage and film performances. Worldwide people are fascinated at the fact that such a young girl can connect to them with relatable subjects, while at the same time bringing out an unknown experience. Unfortunately, Anne Frank dies tragically in the Bergen Belsen Concentration Camp in 1945. However, her two-year span of hiding conveys the message that people should embrace life even as death surrounds them. The Diary of Anne Frank is a form of traumatic literature because it addresses both the ‘known’ (conscious) and ‘unknown’ (subconscious) phases experienced as a result of human trauma. The experiences detailed throughout Anne’s diary demonstrate the traumatic struggles of both self and world.

According to theorist Sigmund Freud, a person facing a traumatic experience goes through two phases. The first phase is the ‘knowing’ or conscious phase in which the person acquires an awareness of the sudden impact their trauma brings to them. The second phase in a traumatic experience is the ‘unknown’ phase. There is a delayed reaction in the ‘unknown’ phase because when sudden impact hits, the only concern is wellbeing. It can take days, even months before this phase breaks the surface in the victim’s mind, and they begin to question what cannot be fully grasped about their traumatic experience. Scholar, Kathy Caruth, in her book “Unclaimed Experience,” elaborates on the importance the ‘known’ and ‘unknown’ phases have in the context of literature. “What returns to haunt the victim, these stories tell us is not only in the reality of the violent event, but also the reality of the way that its violence has not been fully known,”(Caruth, 6).

The first traumatic experience that Anne goes through is learning about the changes that are occurring in her body physically and mentally. This experience opens up a connection between Anne and her readers, because as they read her entries, they feel they can relate with the struggles she experienced growing up. Anne first received the diary as a present for her thirteenth birthday, at the time she was entering adolescence, and like any girl her age was looking for a friend whom to share her secrets. By looking at an excerpt dated June 12, 1942, we realize that the diary did not disappoint in making a great confidant for Anne. "I hope I will be able to confide everything to you, as I have never been able to confide in anyone, and I hope you will be a great source of comfort and support."(Frank,1). The diary became more like a trusted confidant, and guide as Anne embarked on a journey we must all go through, the threshold of adolescence, and learning about herself; mind body, and soul.

One of the feelings Anne experienced, that we all struggle with as we grow up, is the changing relationships with parents. Anne's relationship with her mother, Edith, was very unsteady and full of conflicts, because Anne often felt that her mother did not identify with her. In the early entries of her diary, Anne makes those feelings known. Take, for example, the entry dated September 27, 1942.

Mother and I had a "so-called discussion"
today but the annoying part was that I
burst into tears. I can't help it, it is moments
like these I can't stand mother it's
obvious I'm a stranger to her. She doesn't
even know what I think about
ordinary things. Margot's and mother's
personalities are so alien to me. I
understand my girlfriends more than I do my
mother. Isn't that a shame?
(Frank, 41).

Psychoanalyst Katherine Dalsimer, in her article “Female Adolescent Development: A Study of the Diary of Anne Frank”, discusses Anne’s unpleasant relationship with her mother and how it affects her growing adolescent mind. “Again, and again Anne returns to the disappointment in her mother who has ceased to be the idealized figure in her childhood,” (Dalsimer, 496). Evidence to back up Dalsimer’s statement can be found in an entry written on October 30, 1942.

I’m the opposite of mother so of course, we clash. I don’t mean to judge her, I don’t have that right. I’m simply looking at her as a mother. She’s not a mother to me—I have to mother myself. I’m charting my course. I have no choice because I can picture what a mother and wife should be and can’t seem to find anything in the sort I’m supposed to call mother; (Frank, 139).

As little kids, we see our parents in a certain view, in some ways we want to imitate things that they do in hopes that we are just like them. As adolescence hits, our view of them becomes distorted followed by the realization that they are not exactly the image we depict in our minds as children. While Anne mentally knew that Edith was her mother, she feels a lack of maternal identity and influence that leads her to be very critical and scathing, which ultimately causes a rift instead of a bond.

Readers of the diary are very familiar with the bond that Anne has with her father. Where Anne had a relationship of chaos with her mother, she had nothing but adoration for her father.

I finally told daddy that I love him more than I do mother to which he replied it

was a passing phase, but I don't think so I
simply can't stand mother and me I
have to force myself not to snap at her. I can
imagine my mother dying someday
but daddy's death seems inconceivable it's
very mean of me but that's how I feel.
(Frank, 50).

When an adolescent is at this rocky stage, they need to have someone who understands them. Anne had such a strong bond with her father because she felt that he understood her and treated her more like an adult than her mother. The parental relationships that Anne depicts in the early entries of the diary are experiences of the 'known' process, because at this time Anne is consciously aware that she and her mother will never understand each other and that her father is the only person that matters in her life. This subject is relatable to every adolescent, because as they start to grow up and realize that people and surroundings are not what they used to be, they tend to show favoritism to the person who understands their problems best, and for Anne, that person is her father.

In later entries, however, we see a change in Anne when she starts to look back and reflect upon the relationship she had with her mother and wrote this entry as a means of atonement.

I used to be furious with mother and still am
sometimes. She doesn't understand
me but I don't understand her either... she was
nervous and irritable because of
other worries and difficulties. It is certainly
understandable that she snapped at
me. I took it much too seriously and was
offended (Frank)

What this entry displays is a newfound maturity within Anne; she is older and somewhat wiser. In early entries Anne is concerned with her feelings only, therefore she was unaware of the feelings her mother was having during their conflicts, but as

time passes and Anne grows older she realizes that her mother did not understand her either and that her behavior makes her not the easiest person with whom to live. As young children we think of our parents simply as mom and dad, we know that they provide and care for us, but we get mad at them for reasons we feel are justifiable, until we grow older and start to look at ourselves and the world. Our past actions catch up with us and we start seeing our parents in a new light, as human beings who make mistakes.

Parental troubles are not the only thing going through Anne's mind during her adolescent period. As she ages, certain changes are happening inside her body and Anne is more than willing to share them with her confidant. An entry from January 1944 displays this excitement

“Yesterday I was reading an article on blushing by Sis Hester. It's as if she'd addressed it directly to me... what she says is that during puberty, girls withdraw into themselves and begin thinking about the wondrous changes taking place in their bodies. I feel that too... I think what is happening to me is so wonderful and I don't mean the changes taking place on the outside of my body but also those on the inside. Whenever I get my period, I have a feeling that in spite of all the pain, discomfort, and mess. I'm carrying around a sweet secret”. (Frank, 158).

This specific entry does two things in particular; It displays ordinary musings of a fourteen-year-old girl as they think about becoming a woman, but it also comes away from the ordinary. Dalsimer analyzes this entry in her article and explains the aspect that sets Anne's thought process in this entry apart from other girls going through the same thing.

“This entry is a quiet hymn of joy in her approaching womanhood. Its tone contrasts with that of most psychoanalytic writing about the girl's experience, which has emphasized the negative impact of menstruation. The language used to talk

about menstruation is associated with a profound change both in the mental representation of her body and her self-preservation” (Dalsimer, 501). The transformation that Anne goes through changing from a little girl into a woman has heightened her curiosity. Like every other girl her age, she is experiencing the normal changes taking place in her body, but the experience is still new to her. She is aware that menstruation happens every month, but the process still surprises her. Her changing body is a sign that she is growing up and even though she realizes it’s normal for her to experience these things, she still curious about what is happening to her. The changes not only raise curiosity about herself but about the opposite sex as well. Before she knows it, Anne finds herself bursting into tears, feeling restless, and anxious over Peter Van Dann, another adolescent resident seeking refuge in the Secret Annex.

I believe that spring is awakening. I feel it in my whole body and soul. It is an effort to behave normally I fill utterly confused don’t know what to read, what to write, what to do. I only know that I am longing. (Frank, 136).

With this entry, Anne expresses her newly formed feelings regarding Peter, and like most adolescents her age, thinking about the subject of love, and experiencing feelings rising within, in which she finds confusing. As months pass there is a bond between Anne and Peter that allows them to talk to each other about subjects ranging from general family discussions to more intimate discussions regarding sexual curiosity.

Anne also records the milestone that all adolescents look forward, her first kiss, her feelings of giddiness and excitement, and what the milestone meant to her. “Oh, it was so lovely the joy was too great he stroked my cheek and then kissed it through my hair” (Frank, 269). Like any other girl Anne was very excited to receive her first kiss from a boy she was deeply in love with. In her entries, Anne Frank shows us that relationships with parents, learning about the body inside and

out, and love are all subjects that have ‘known’ and ‘unknown’ traumatic aspects for adolescents. Even though growing up is a struggle we must not place it in a negative light but see it as a transitional bridge from a child to a young adult. Illustrating the known and unknown parts of adolescence is the first part of Anne’s Frank’s trauma. Now we will discuss the second part the “known” and “unknown” parts going on in the world surrounding Anne Frank.

When reading the diary, we get so caught up by the normality of Anne’s adolescent experiences that we lose sight of the circumstances in which she had to live through those experiences. Most of the entries Anne wrote were so optimistic, and about normal subjects that we tend not see the horrors that were surrounding her and all the Jews during the Nazi occupation during WWII. An entry written shortly after the Frank family arrived at the Secret Annex is a good example of Anne using a cheerful disposition to mask the horror of fate.

You’d never find such a comfortable hiding place anywhere in Amsterdam no, perhaps, not even in the whole of Holland the rest of the family can’t get used to the clock nearby which strikes every quarter-hour, but I can I loved it from the start and especially in the night it is like a faithful friend (Frank, pg 26).

The first half of this entry was made in the daytime when the Franks were just settling into the Secret Annex. Anne had an optimistic attitude to cope with the changes going around her. She knew why they were in hiding at the Secret Annex but wasn’t truly aware until in the dark of night, when she witnesses the horror of their situation.

In the evening when it’s dark. I often see the rows of good, innocent people accompanied by crying children, walking on and up, in charge of a couple of chaps, bullied and knocked about until they almost drop. No one is spared old people, babies, expectant mothers, the

sick__ each and all join in the march of death. (Frank, 65).

The contrast between these two entries is a good example of the known and unknown parts of trauma in the daytime Anne, along with the other residents of the Secret Annex, are aware of what is going on, but with other duties occupying their minds, they repress those thoughts. Nightfall is when Anne becomes aware of the situation, she's in and what could happen if they are somehow caught. Anne writes entries of this nature throughout her diary as a method of release, and to let readers know that this is not just an ordinary diary but one that shows the horrors that are unleashed upon humanity.

In the discussions of Sigmund Freud's theory of trauma, Caruth also discusses the interpretive nature that dreams have on the human psyche. "While the dream seems to show a reality it hides the reality of death. The dream thus transforms death into life. If the person dreams rather than wakes up it is because they cannot face the reality of death." (95). This interpretation of Freud's theory can be applied to a certain entry Anne wrote describing a horrific dream.

Last night, just before falling asleep, Hanneli suddenly appeared before me. I saw her there, dressed in rags, her face thin and worn. She looked at me with such sadness and reproach in her enormous eyes and I could read the message in them: 'Oh Anne why have you deserted me? Help me; help me rescue me from this hell!' And I can't help her, I can only stand and watch while other people suffer and die (Frank, 149).

Anne is just an adolescent girl trying to get through the ordinary experiences that life brings to her while pushing the horrors of the world out of her mind, however, this dream is so terrifying because it forces her to face reality. At any time, she could be in Hanneli's place, and the way people in the camps suffer scare her. She was a school mate of Hanneli's, and the

dream reinforces the fact that people of all ages and types are taken away. That fact leaves her feeling helpless.

This dream brings back the "unknown" for readers as well. Historically, we have seen pictures and heard stories, but the dream makes us think about how we would react if we were in a similar situation. What is so hard for readers to grasp is that this girl is living for tomorrow when she has no clue if she will be alive to see tomorrow. The first time I read the diary and about the nightmares that plagued her mind, I could not imagine going about the ordinary duties of life while having a constant state of fear and horror hanging over me. That is the unknown part of the trauma, living an ordinary life, amid death.

Another example of the known and unknown comes through when a photograph and a piece of one-minute film both show Anne Frank at different angles. In any copy of the diary, people will see a series of photos showing Anne's childhood, just a happy girl who loves her family. The piece of film, is not very long, yet captures so much. In the summer of 1941, little Anne Frank is leaning out of the balcony in her home watching as a bride gets ready for her wedding. The film captures her as any young girl in her carefree years. The photos and the film make people sad, however the film footage of her is eerily interesting to view because it is so emotionally captivating. Author Griselda Pollock says "This tiny segment of the film is of such piercing sadness that it causes me to weep each time I see it. This home movie is almost unbearable because the animation and movement of Anne bring out the devastating contemplation on the meaning of her being dead." (Pollock 125-126).

This film which captured Anne leaning over a balcony brings emotion within people because they are reminded that in a few short years Anne Frank would be no more. In the diary there is a sense of horror about the fate of the Jews in Holland but, this film opens a person's eyes to the unknowingness of the Frank trauma. We know that she was captured with the rest of the Annex and taken to Westerbork Transit camp, from there to

Auschwitz, and that her final place would be Bergen Belsen, where she died of Typhus caused by unhygienic conditions just fourteen days before the camp was liberated. What we do not know is all the ways that she and other Jews suffered in the captivity of the concentration camps. To see her alive and moving brings back the reality that she, along with 6 million others, died due to the harshness of mankind.

The known and the unknown aspects of trauma especially, in a text such as *The Diary of Anne Frank* can be a lesson for humanity. We can relate to the ordinariness of life of which this girl writes. We relate to the emotions of happiness, sadness, anger, and fear, and “knowingness” is something that we can understand. It is the “unknowingness” part of trauma that is an aspect of reflection for outsiders. We start to question things like, why did the holocaust happen, why did six million have to die, why did we not stop it in time, etc. These two parts of trauma work together to bring awareness about an event or a person. Anne Frank did not die completely; her words live on and people will never forget her words of hope for humanity in a time of despair. “In spite of everything, I still believe that people are good at heart.” (Frank 280).

REFERENCES

Caruth, Cathy. *Unclaimed Experience Trauma, Narrative, and History*. Baltimore: The John Hopkins University Press, 1996.

Dalsimer, Katherine. "Female Adolescent Development: A Study of the Diary of Anne Frank." *The Psychoanalytic Study of the Child* 1982: 487-522 PsycINFO. EBSCO. IU Libraries. 9 September 2009 <http://www.search.epnet.com>

Frank, Anne, *The Diary of Anne Frank*. New York: Random House, 1956.

Pollock, Griselda, "Stilled life: Traumatic knowing, political violence, and the dying of Anna Frank. 2007: 124-141 PsycINFO. EBSCO. IU Libraries 20 October 2009 <http://www.search.epnet.com>

IKEA

Nichols, Kelly

IKEA Case

Historically, the furniture industry has been highly fragmented with many small retailers. In Sweden, furniture was expensive and considered a family heirloom. Ingvar Kamprad, IKEA's founder, set out to change the industry, with a goal to make it possible for people of modest means to buy their own furniture. Kamprad's belief was that "good furniture could be priced so that the man with that flat wallet would make a place for it in his spending and could afford it" (Hill C-251).

Business-Level Strategy

IKEA utilizes a focused, low-cost business-level strategy. According to IKEA, low cost is always the priority. IKEA's niche market includes furniture for young, upwardly mobile middle-class individuals looking for low-priced yet attractive furniture. That niche market includes young married couples, college students, and 20- to 30-something singles. Within the United States, IKEA buyers are more likely to be people who have traveled abroad and consider themselves risk-takers.

Over the years, IKEA has worked aggressively to differentiate its products through value innovation, creating what it has termed "Democratic Design," a concept that is adaptive to machine production and cheap assembly, but also of high quality. IKEA has become known for its unique furniture, which includes elegant, functional designs with clean lines. IKEA accurately believed that customers would be willing to assemble their own products in order to obtain higher-end furniture at more affordable prices.

IKEA's initial focus was to provide mail-order products. But as it grew, it began to develop retail storefronts where shoppers

could go to see IKEA furniture before purchasing. Stores were strategically located on the outskirts of cities, rather than in downtowns, therefore most customers had to travel long distances, and thus viewed their trip to IKEA as an outing. To further accommodate customers, IKEA decided to add a restaurant to each store location.

“Noticing that a trip to an IKEA store was something of an outing for many shoppers ... Kamprad experimented with adding a restaurant to the Almhult store so that customers could relax and refresh themselves while shopping. The restaurant was a hit, and it became an integral feature of all IKEA stores” (Hill C-252).

Business Strategy – Execution and Functional-Level Processes

Prior to IKEA having its own retail stores, it began to exhibit and sell products at home furnishings fairs in Sweden. IKEA was essentially cutting retailers out of the supply chain, as well as undercutting their prices. Retailers tried to counter by pressuring furniture manufactures to not sell to IKEA. That drove IKEA to **design** many of its own products in-house, as well as look for furniture manufactures outside Sweden. Ultimately, IKEA found a partner with a manufacturer in Poland that ended up being nearly 50% cheaper. That allowed IKEA to further **reduce costs** and advanced its growth. By 1973, IKEA was the largest furniture retailer in Scandinavia.

IKEA’s business model and strategy has been highly successful. IKEA quickly began to expand within Europe and then overseas. By 2012, there were 320 IKEA stores in 40 countries. Additionally, IKEA had plans to open 20 to 25 stores per year. As IKEA expanded internationally, when necessary, it would customize its products to fit the standards of the country. Through its **low-cost, assembly-required** design efforts and its unwavering commitment to its ideals and vision, IKEA has been able to grow into one of the largest furniture retailers in the world. It has begun to revolutionize a once highly

fragmented furniture industry by providing high-quality, unique products offering at affordable prices. Customers noted, “IKEA’s elegant, functional designs, with their clean lines, low prices and immediate availability, were a breath of fresh air, as was the self-service format” (Hill C-253).

IKEA’s goal is to “bring affordable, well-designed, functional furniture to the masses to help them achieve a better everyday life” (Hill C-257). IKEA strategically targets its niche market with wacky, offbeat **advertisements and marketing**, and its stores are purposefully placed in **locations** outside of busy cities, with substantial parking and good access to main roads. The stores themselves are large warehouses with designated areas where customers self-load their purchases. The interiors of the stores are designed in a way that requires customers to pass through the entire floor with interesting options for both male and female guests always located within view. Restaurants are strategically placed in the middle of the stores, and checkouts are at the end of the “maze” near the warehouse where guests pick up their furniture. Daycare options are also provided near the store entrance. The store is strategically laid out in a way to encourage guests to stay longer and shop more.

IKEA continually looks for new ways to reach its customer base and refine manufacturing processes. Self-assembly is an integral part of the IKEA concept, and will frequently be improved to drive down both costs and price. IKEA utilizes a Product Strategy Council to choose and prioritize IKEA product offerings. The council is responsible for surveying competitors and all competitive pressures within the market. Through that process, it establishes price points and sources the cheapest materials. Often, that allows IKEA to offer its products at 30% to 50% below the costs of that of rivals. Regardless of competitive pressures, design is not sacrificed, continuing to reflect the clean Swedish products that are IKEA’s trademark. Per IKEA’s website, “IKEA designs the price tag first, then the product” (IKEA.com).

As previously mentioned, IKEA is continually looking for **lower-cost suppliers** and using its economies of scale and buying power to drive down costs. It devotes considerable time to finding the right supplier for the right item, and will produce products internally as needed. IKEA produces roughly 10% of its own products, with the remainder being sourced from independent suppliers. Utilizing **vertical integration** and leveraging its current dominance within the marketplace, IKEA is able to maintain control over product creation, from manufacturing and distribution through retail sales within its own stores. Although most manufactures make lower-than-normal margins by working with IKEA, **being a supplier** provides a mutually beneficial relationship, because IKEA is known for providing and sharing industry competencies and even helping suppliers develop and purchase technology that can be utilized to manufacture IKEA products at a lower cost.

IKEA's Organization and Culture

Although IKEA has been adaptive when necessary, it refuses to adapt to business practices that clash with its organizational values. The culture is egalitarian, and frugality is part of the IKEA DNA. The IKEA management style is informal, non-hierarchical, and team-based. Also, creativity is highly valued, and IKEA believes in investing and building long-term relationships. Overall, the culture in IKEA is one of family and love.

“... When asked by an academic researcher what was the fundamental key to good leadership, Kamprad replied “love.” Recollecting the early days, he noted, “When we were working as a small family in Aluhult, we were as if in love” (Hill C-256).

IKEA's Stumbles and Adjustments Within the United States

When initially entering the United States, IKEA noted that European-style offering didn't fit the standards of the

American consumer. Beds and sofas were not big enough, glasses were too small, kitchens didn't fit U.S.-sized appliances, etc. Additionally, IKEA was having difficulty maintaining margins, noting that costs were higher due to exchange rates because IKEA was then utilizing mostly overseas suppliers. Additionally, some IKEA stores had been poorly located and were not large enough, thus consumers were not receiving the full IKEA experience that many Europeans appreciated.

To correct these issues, IKEA redesigned products to fit American needs, newer and larger store locations were chosen, and the company began to source products from in the United States, reducing both transportation costs and exchange-rate risk. Also, IKEA noted that American culture was shifting, and aimed to tap into the shift through quirky, hip advertising directed at younger, middle-class individuals.

"... IKEA was noticing a change in American culture. Americans were becoming more concerned with design, and more open to the idea of disposable furniture. It used to be said that Americans changed their spouses about as often as they changed their dining room table, about 1.5 times in a life time, but something was shifting in American culture. Younger people were more open to risks and more willing to experiment, and there was a thirst for design elegance and quality" (Hill C-254).

2016 Report Findings

IKEA's strategies and core values continue to be the same, including its vision to create a better everyday life for people touched by its business and to create a wide range of well-designed functional home furnishing products "at prices so low that as many people as possible will be able to afford them" (IKEA Group 4). IKEA continues to put people first, both customers and employees, as well as staying true to its Democratic Design concept in furniture.

Co-Workers make IKEA Great

IKEA believes that it's people who make IKEA great. It strives to ensure that every employee feels valued and has the opportunity to develop his or her potential. Additionally, it continues to encourage employees to provide unique ideas and strive for a familylike environment. It has stayed true to its ideology of promoting from within, which supports the growth of the core values and culture it has instilled. A company representative noted, "We believe in people and in becoming better together. We want to enable each individual to discover his or her uniqueness to perform and grow, both inside and outside the role. We also want our leaders to spot and develop talent for the future, connected to our business needs" (IKEA Group 15).

Customer First

IKEA remains committed to putting customers first and focusing on its core demographic through expanded product offerings that allow IKEA to be even more relevant to customers. Continuously learning what life at home is like for customers around the world, it is able to grow business by being more responsive to customers' dreams and needs. IKEA continues to not only attract new customers, but to maintain and grow with current customers by building strong relationships and meeting consumers whenever and wherever they cross paths with IKEA.

"... More than 20 years ago, we embarked on a journey to better meet the needs of some of our most important customers – families with children. It started, as it often does, with an insight. We saw that many families with children don't have big incomes, and that expecting parents often face a whole new set of needs and expenses at once" (IKEA Group 6).

Democratic Design Continues

IKEA believes that home furnishing products should start with an understanding of people's everyday needs at home. Through its Democratic Design concept, IKEA focuses on five dimensions: form, function, quality, sustainability, and low price. IKEA refuses to compromise on any of those aspects because it believes that this is what makes its products truly unique.

"... By creating products without compromising on any of these aspects, we become truly unique – offering a product range at an affordable price so that as many people as possible can enjoy them. We call it Democratic Design" (IKEA Group 23).

Multichannel Retailer, Suppliers, Technology, and Vertical Integration

As noted earlier, IKEA has been persistent in its focus on reaching customers wherever they are in life. In order to do so, it has continued its retail chain activity, but at the same time has expanded, working to become a multichannel retailer. That includes focusing on four central aspects of business, including retail stores, e-commerce, logistics, and service. IKEA wants to ensure that it provides a consistent experience in stores and online in hopes of meeting customers' needs in new ways.

IKEA remains committed to finding more affordable and efficient ways to bring products to market through continued vertical integration efforts, finding suppliers in local markets, and customizing products to fit the consumers in specific markets. IKEA visits homes and spends time with families all over the world in order to learn what people need and dream about. It invests in new innovative technologies and software that allows it to get products through ports and customs and into customers' hands more efficiently. Furthermore, IKEA continues to develop long-term relationships with suppliers. It established the IKEA Way (IWAY), which sets minimum

requirements and conditions for suppliers that would like to do business with IKEA.

“... IWAY helps us develop long-term relationships with suppliers so that we can grow together with shared values and understanding. Our IWAY developers work with suppliers to support them in implementing IWAY and, more important, to bring positive impacts to the many people involved in the IKEA supply chain” (IKEA Group 37).

Financial Gains and Continual Growth

IKEA’s strong revenues and profits has afforded it the opportunity to focus on continued growth. In 2013, IKEA had fiscal year-end revenue of €28.5 billion and €3.3 billion in net income. By 2016, IKEA had fiscal year revenue of €35.1 billion and €4.2 billion in net income. Between 2013 and 2016, IKEA was able to moderately increase its gross profit margin from 44.6% to 46.1% by lowering its cost of goods sold as a percentage of revenue. Although very modest, IKEA was also able to increase its net profit margin from 11.6% to 12.0%. An increase in operating costs as a percentage of revenue in 2016 (33.2%) vs 2013 (30.6%) appears to have decreased the pass-through of revenues to the bottom line.

	2013	2016
Revenue	28,506	35,074
Cost of Sales	15,786	18,918
Gross Profit	12,720	16,156
GPM	44.6%	46.1%
Operating Costs	8,709	11,657
Op Exp Ratio	30.6%	33.2%
Net Income	3,302	4,200
NPM	11.6%	12.0%
COGS %	55.4%	53.9%

(in millions of Euros)	2013
Revenue	28,506
Cost of sales	15,786
Gross profit	12,720
Operating cost	8,709
Operating income	4,011
Total financial income and expense	81
Income before minority interests and taxes	4,092
Tax	775
Income before minority interests	3,317
Minority interests	-15
Net income	3,302

(IKEA Group 2013)

(in millions of Euros)	FY16
Revenue	35,074
Cost of sales	18,918
Gross profit	16,156
Operating cost	11,657
Operating income	4,499
Total financial income and expense	869
Income before minority interests and taxes	5,368
Tax	1,158
Income before minority interests	4,210
Minority interests	10
Net income	4,200

(IKEA Group 2016)

Between 2013 and 2016, IKEA’s top five retail sales countries did not change. In 2016, Germany provided 14% of IKEA’s sales, followed by the United States (14%), France (8%), the United Kingdom (6%), and Sweden (5%). Also, IKEA continues to provide over 9,500 products in over 40 countries, and employees greater than 160K (up from 154K in 2013).

In 2013, IKEA had 320 stores in 40 countries/territories with a goal of opening 20 to 25 stores per year. By 2016, IKEA had 389 stores in 48 countries and territories worldwide. In order to reach additional consumers, IKEA began to open pickup-and-order point locations, with 22 combined locations by 2016. Also, IKEA established 41 locations in shopping centers in 15 countries. Through continuing to focus on building value for customers and continued efficiencies in operations, IKEA has been able to exceed its own aggressive growth goals.

“We do not only want to grow – we want to do so in a purposeful way. Our growth and profitability gives us freedom to choose our own way, the flexibility to move fast and the independence to think and invest long-term. It’s also crucial in delivering to our vision. ... It will mean that we use our resources and capabilities in new ways and unlock entirely new opportunities” (IKEA Group 5).

Conclusion

IKEA is one of the most successful furniture retailers in the world, and has a goal of becoming the world’s leading multichannel home furnishing retailer.

“Our direction ahead is clear: The strategic focus is on home furnishing multichannel retailing. This means that we will create an even better customer experience going forward and that everyone will have an even stronger focus on the customer and on our ability to grow” (IKEA Group 46).

As IKEA continues to focus on strategic growth and continual improvements upon the customer experience, it will surely maintain the authenticity of its products and the well-established culture of the organization. Ultimately, IKEA’s continued focus on relationships and upholding its values and vision to create a better everyday life for as many people as possible will allow IKEA to continue to grow long into the future.

REFERENCES

Hill, Charles (2013, October). Case 18 IKEA in 2013: Furniture Retailer to the World, C-251 – C-258.

IKEA Group. (2017). Ingka Holding B.V. and its controlled entities, Yearly Summary FY16, 1-51.

IKEA Group. (2014). IKEA Group Yearly Summary FY13, 1-35.

IKEA.com. Retrieved December 10, 2019, from www.IKEA.com.

Black Fist, Black Voices: The Performance of Blackness in America

Ogunlana, Oluseyi

MEET THE AUTHOR

Oluseyi Ogunlana, the publisher/CEO of Fiesta International Magazine is an International Media Practitioner. He is also a Writer, Editor, Speaker, Event host and Customer Service professional. He bagged a Bachelor of Arts (Hons) Degree in English from University of Ado-Ekiti, Nigeria in the year 2000.

He has worked in various capacities, as TV/Radio Presenter at the Delta Broadcasting Service, Asaba, Nigeria, DP Partnership Limited, Ilupeju, Lagos as Copywriter, West African Book Publishers Limited, Ilupeju, Lagos, Nigeria as Editor, The Entertainer Magazine, London UK as Staff Writer and Effects International Magazine, London, UK as Editor, before starting his own magazine. He is an alumnus of the FATE Foundation Entrepreneurship Program and a member of the Advertising Practitioners' Council of Nigeria (APCON)

Oluseyi Ogunlana hosted the grand premiere of multi-platinum Hollywood movie, 'Black Panther' at the prestigious IMAX Theater, Indianapolis, and other cinemas in the state of Indiana, USA. He currently works as a Customer Service Officer at

American International Group (AIG), also pursuing a master's degree in Interdisciplinary Studies, specializing in Digital Media at the Indiana University Southeast, New Albany, USA. He is the founding host and presenter of 'Afro-Fusion', a program he put together on Horizon Radio, IUS, to promote individuals, businesses, and projects within our communities. Oluseyi won the keenly contested BEST MEDIA PERSONALITY award at the maiden edition of Afrique Entertainment Awards, held in Indianapolis in January 2020. He enjoys music, soccer, scrabble and pool.

EXPLORING THE AFRICAN CULTURAL HERITAGE AS AN INSPIRATION FOR UNITY

African cultural elements were visible in the 'modus operandi' of the Black Panther Party for Self-defense and the Black Arts Movement (BAM). However, there is still an obvious abhorrence between Africans and African Americans, and true connection with the African cultural heritage could foster a united black community and consequently a united America.

Black Panther Party for Self-defense, which was founded in October 1960 by Bobby Seale and Huey Newton in Oakland, California, was created as a defense structure against police brutality and incessant oppression of African Americans. The party embraced some African cultural features in their physical appearances, such as change of name, method of communication and references. However, this piece will attempt to explicate some of those features as well as criticize them, shedding some light on the limitations, short-comings and excesses of this approach.

The Black Party for Self Defense was presented on a Ten-Point Program, which was premised on the fundamental issues confronting the African American community. Some of the demands were full employment, decent housing, education and justice.

In resistance to the incessant police brutality, arrests and killings of African Americans, the Black Panther Party for Self Defense developed a make-shift paramilitary approach, to defend its communities. Members wore black leather jackets and black berets, depicting a physical reflection of the black power. They also supported their communities in the areas of education and health care.

The year 1966 was quite significant for the entire Civil Rights movement in the United States. Many societies and associations

were formed to protest all forms of brutality against the African American people. Various leaders from the African American community sprung up, speaking the same language, the language of FREEDOM, chanting down all forms of abuse and brutality against the people.

The United States government assessed the activities of the Black Panther Party for Self-defense and responded to them as not a mere civil liberty society but as a dangerous militant group, capable of igniting civil unrest in the country. The government through its military intelligence, consequently succeeded in weakening, disarming and dismembering the hitherto strong and echoing voice of Black America.

In my opinion, they were neither at war, nor a bunch to be ignored. The Black Panther could neither defend itself against the United States government, nor possess the capacity to defend itself against any assault even from the police, rather they were set to make a clear and indelible statement. This, for me, was achieved, if nothing else.

The Black Panther Party for Self Defense program was premised on the absolute control, self-determination and protection of blacks in America. They staunchly believed that after hundreds of years of slavery, they should determine their own fate and control their own culture and economy. Full control of the black economy, comfort and security were at the top of their agenda.

However, just like a giant before an army of ants, the United States government exercised its sovereign power through a coalition of federal security machineries, who shook the Black Panther Party for Self-Defense camp, relegating it to yet another loud murmur in history. This heralded another voice, though solemn and non-militant, yet with a voice so thunderous. Then came the The Black Arts Movement.

The Black Arts Movement (BAM) raised the bar of freedom-fighting during the 1960s and 1970s. They simply articulated

their struggle by creating new cultural institutions, which echoed the presence of the Black African culture in America. The message was without a lot of noise, yet louder than thunder, solemn, yet it shook the American soil to its foundation, more vigorously than a volcanic eruption.

The charismatic leader and founder of the Black Arts Movement, Imamu Amiri Baraka, formerly known as Leroi Jones led the movement which uncovered and discredited the brutalities of slavery. Through the Black Arts Repertory Theatre School (BARTS), he inspired countless writers, actors, musicians and performers.

The need for the arts to be used beyond Black Identity, also as an instrument to articulate the change that was needed, became the core objectives of the Black Arts Movement. Suffice to state that The Black Arts Movement is rooted in certain groups and individuals who influenced Baraka. One of such groups is the *Umbra Workshop* of 1962.

Umbra Workshop consisted of a group of Black writers who predominantly lived in the Low East Side part of Manhattan, New York. Some of the key members were David Henderson, Joe Johnson, Steve Cannon, Ishmael Reed, Tom Dent, Brenda Walcott, and some others. They jointly produced '*Umbra Magazine*', which became the first post-civil-rights literary intellectual group to produce such a piece of artistic and revolutionary work.

The works of various artists and playwrights were platforms through which the "New Negro" from Euro-American cultural hegemony could be free. One of the expected strengths of the Black arts Movement was the unification of all Blacks in the United States. However, the disunity, doubts, distrust, skepticism and hate which exists between homeland Africans and African Americans is shameful and disheartening.

The Black race, despite the homage to Africa through referencing and in some cases, change of name did not do

complete justice to the strength and relevance of the black race in America.

The relationship between Africans and African Americans has been a sour one, from time immemorial. The various reasons for the unwholesome relationship are not far-fetched. Most African Americans have not completely embraced their African roots.

The face value of the African culture and the passive connection with the motherland has a tremendous impact on their perception and reception in America, compared with other minority ethnic groups. One cannot claim to love a mother and hate her children, and in this case also hate your own brothers, from same mother. This dichotomy has only succeeded in farther dividing us as a people. This situation could be traced to several factors and I believe identifying a problem is the first, and sure, step toward solving it.

In order to to make my position more practical, I shall attempt to reference some social observers of African versus African American relationship in the United States. This way, I can cross-examine various stand points in order to reach a logical conclusion.

Lani Guinier, a Professor at Harvard, stated in an interview with the *Washington Post* stated that "immigrants have an added benefit, in part, it has to do with coming from a country, where blacks were in the majority and did not experience the stigma that black children did in the United States."

She further stated "Immigrants are not oblivious to discrimination in their home countries. It's just that those experiences haven't involved skin color. We have our own axes of stratification, when you think of ethnic lines in Nigeria whether you are Yoruba or Igbo, or Christian or Muslim. Then you come here and find out you're also black and must learn the racial meanings attached to that status. Some black Americans want to redefine themselves as an "American Descendant of Slavery,"

Antonio Moore, a California-based lawyer, and a former journalist, Yvette Carnell who both regularly posted videos on YouTube also leaned their voices on this subject. Carnell said, "We have been doing 'people of color' politics, but if you want to talk about what people who have been identified as African Americans need and what we are owed, then we have to change that definition."

She often criticized former President of the United States, Barack Obama for referring to the USA as a "Nation of Immigrants." In her reaction, she stated that "We were not immigrants. We were property, we were chattel slaves. That's a difference."

In another case, Michelle Saahene, who is the child of a Ghanaian immigrant, in her own experience, while travelling to her country of origin, Ghana, stated, "I imagined what it was like to experience the torture, the rape and murder, and I looked out on the ocean and imagined being on a boat, sailing away, and I got sick to my stomach. When I got back to America, it was impossible for me to look at all African Americans and not see them as my possible brothers and sisters, neighbors and family and friends in Africa. To me, this feud between Africans and African Americans, it's terrible and it needs to stop."

An 86-year old, Philadelphia-based former schoolteacher, Rosita Johnson, who received an award from the South African government for helping children who fled to Tanzania, after the protest on white-rule in South Africa, and was recently presented with a special award from the South African government also had her own experience.

In Germantown, Philadelphia where she lives, the 86-year-old complained bitterly about the disparity between some Africans and African Americans. She further stated, "It's a divide-and-conquer tactic," said Johnson, "because African Americans are Africans. These are our cousins. If you're African American, you're related to somebody over there. Unfortunately, because

of slavery and colonization, all people of African descent have suffered from racism. I call it a mental illness."

Zadi Zokou, a film maker and native of Ivory Coast, who fled his home country during the civil war and now lives in Boston with his American wife and daughter observed that he was usually treated differently and with contempt by African Americans he met because he is African. His regular interaction with local activists, artists and academics in Boston and Africa shed some light on the existing tension within these communities.

He eventually came up with the 'BlacknBlack' film. The film celebrated the brotherly relationship between Africans and African Americans. The film also exposed the the tensions and misunderstandings which have threatened the relationship between them, despite sharing same ancestral and cultural backgrounds.

The major theme in the film is the nature of violence which plagued African American history, compared to a rather 'milder' experience of colonialism. The transatlantic slave trade experience of the forefathers of African Americans is usually not perceived as equal to people who willingly travelled to the USA, had soft landing and made to compete with each other, in an already tensed society, where there is no real benefit, justice, respect or fair provisions for the black population.

I believe it is pertinent that I highlight some of the causes of these unhealthy relationship between African immigrants and African Americans in the United States.

The causes of the hostilities between Africans and the African Americans are deep and enormous. There is great misunderstanding going on, despite sharing common physical features. Philippe Wamba, explains that, "the twin histories of African and

African American peoples are brimming with both triumph and tears; similarly, the story of the interaction between them has not always been positive, their associations, and the collision of their true false ideas about one another, have sometimes been problematic.

In his own reaction, Jennifer Cunningham stated that “some of the more than 4,400 Africans living in Central Harlem have been routinely targeted and singled out for discrimination and abuse, both verbal and physical, according to Africans living in the area. The recent acts have highlighted long standing tensions between African immigrants and African American residents”.

An interview conducted with African immigrants and African Americans revealed that there is a strained relationship between them. One of the participants said, “At the present state, “the relationship is not good, worse than the 1950s and 1960s. The friction is instigated by outside sources.”

The strain-causing elements do not come from Africans or their black American counterparts but are perceived as coming from somewhere outside these two groups; they come from whites who are said to have deliberately spawned myths and stereotypes to demean black people and keep them deliberately separated and isolated so they can be dominated. (Moikobu, 1981)

An African immigrant who was also interviewed said, “our relationship is based on suspicions. They blamed Africans for slavery. For those who are conscious about history...they want to move on, and their interactions with Africans are fine.”

The pan-African movement attempted to bridge the gap between the African and African American people, however, despite the enormous success of the movement, there are still a lot more that needs to be done.

According to Booker T. Washington, “There is a tie which binds the American Negro to the African Negro; which unites

the black man of Brazil and the black of Liberia; which is constantly drawing into closer relations all the scattered African peoples whether they are in the old world or the new. There is not only the tie of race, which is strong in any case, but there is the bond of color, which is important in the case of the black man.

It is this common badge of color for instance, which is responsible for the fact that whatever contributes, in any degree to the progress of the American Negro, contributes to the progress of the African Negro, and to the Negro in South America and the West Indies. When an African Negro succeeds, it helps the American Negro. When the African Negro fails, it hurts the reputation and the standing of the Negro in every part of the world”

One of the greatest African American leaders, Malcolm X, alluded to the immense benefit of African Americans cooperating and dwelling in peace with other black people all around the world. Malcolm X said, “The single greatest mistake of the American black organization and their leaders is that they have failed to establish direct brotherhood lines of communication between the independent nations of Africa and the American black people.”

Many African immigrants and African Americans have maintained very neutral perspectives on this issue. They are simply indifferent, yet it affects everyone within the society as we are all connected in one way or the other. They are both from the same roots and adapting with each other will never be a difficult task, only if they put the past and historical difference aside and focus on the beauty of their cultural heritage. If this happened, all nay sayings, misconceptions, grudge, stereotyping and ignorance must stop.

It is difficult for some African Americans to come to terms with the pain and trauma which had accompanied slavery and ‘unspoken’ blame-shifting often expressed by African Americans toward African immigrants, perceiving them as the

privileged bunch, who never gave but received, who never lost but recovered, who never sowed and are now reaping from the land where their forefathers have soaked their sweat and blood.

I understand the depth of this narrative and this is not one of those that can be shrugged off one's shoulders or merely wished away, but one that we must all understand and be willing to face. Africans and African Americans must uphold the common strength that we have, and that is our IDENTITY.

All black people in the United States must realize that despite the fact there are factors beyond their comprehension and control that divide them, which has threatened their unity for many years, there is one that should bind them together; that is the common identity.

All other races and ethnic nationalities in the United States are more fused together, obviously more relevant and more productive than the blacks because their focus is more about their differences, rather than their similarities in identity.

Africans and African Americans should understand that beyond reconnecting with each other, they belong to a wider and more multi-racial society which they must fit into, if they are to be relevant within American. The blame game, bitterness and grudges could be post traumatic reactions, yet looking forward remains the only way to move forward.

Americans have always been united despite the many differences, from the very beginning, one thing that has always made America great has been its unity in diversity. The nature of the United States as an unrepentant united country has been one of its strongest merits and of course one of the features that makes it great.

Alexander Hamilton also said, "the nation's future would depend on its citizens' love of country, lack of foreign bias, the energy of a common national sentiment, and a uniformity of principles and habits."

America's classic immigrants never saw themselves as individuals. They let go of their previous nationalities and national identities, looking forward to giving their all to the development of the new country, which from then on was their new home.

Ready to forsake their old allegiances and take the new national identity, as John Quincy Adams told a visitor, "They must cast off the European skin, never to resume it. They must look forward to their posterity rather than backward to their ancestors."

America has always sought to help immigrants incorporate their unique values and cultures into the melting pot that is America. Becoming American has nothing to do with birth, ancestry or ethnic identity; it is a state of mind, heart and beliefs. This I believe can be recreated again and made even better.

The interest of 'One America' should be higher and above any personal interest whatsoever. For those who discriminate against fellow Americans based on racial differences are in themselves not certain where they stand, as being true Americans is concerned. The founding fathers had a clear vision of what America was to become. Intolerance, discrimination and hate was sure not a part of it.

Many have argued that the tests prior to becoming citizens of the United States should be far beyond being able to answer some elementary multiple-test questions. The screening, as far as some are concerned, should be premised on the prospective citizens have that America is not about them, but first about America. An American is an American.

In certain aspects of the society, the division of the United States is very pronounced. In education for example, Jewish schools, Chinese schools, Black Schools and all should be discouraged. Everyone should have a sense of belonging and must feel that they are loved and equally valued. It is a

disheartening feeling to be able to achieve something but feel you may never be giving a fair chance to prove your worth. Each time that is done one hope is dashed, one value is lost, and one heart is broken.

Sadly, some members of the society have already submitted to fate and considered themselves second-class citizens, seeing that their race, background, religion and orientation is relegated to being endured rather than embraced. They believe some people are more American than others, based on certain privileges some enjoy, which others may not be able to lay claim.

All Americans come together to support the country during sporting events, weep during losses or disasters, bear the pain of economic challenges and back war veterans. All this and so much more is what Americans come together to do. So, why then are some edged out when the time to benefit comes? Why do some believe that they have certain privileges others cannot lay claim to. Why would some be employed, while others are laid off?

America is a great nation, and it serves as a standard to so many other countries in the world. The standard should be maintained in all aspects of life. There is a need for a lasting change.

The American society needs better cooperation, for businesses to survive, for education to be meaningful, for healthy politics, for employment and for peaceful co-existence. I believe that if all blacks come together by firstly, shedding out all the negativity and bitterness, then embrace true brotherliness, they will form a more formidable force which would compete effectively among other ethnic variations and will be able to achieve better in business as well as in human capital development.

Interethnic and interracial marriage is one of the strengths of the American society. However, it is very true that so many are

still very resistant to change. Certain people still feel safer and and more comfortable within their communities and among themselves.

In conclusion, the strength of a nation is in its diversity and the process of building it is premised on cooperation and balance. All Americans can bring their strengths together, despite the physical, social or religious differences, channeling the pooled energies toward development and not toward division or hate.

The overall American population must be tolerant and willing to live with and among other people regardless of their racial differences. This is the only way the nation can progress, and the American Dream desired by all can be attained. Nation building is not the duty of one, neither is it the duty of a few but the duty of all.

The benefits of national unity and interracial relations are enormous. The truth is we all need each other. The errors of the past which have done more damage than good should be dumped and a brand-new direction must be pursued. There is nothing better than unity. Only under a united society, good and lasting progress can be achieved.

REFERENCES

- Nsangou, A. Dundes, L. (2017). *Parsing the Gulf between Africans and African Americans*.
- Foster, H. (2014). *The Black Arts Movement (1965-1975)*.
<https://www.blackpast.org/african-american-history/black-arts-movement-1965-1975/>
- ED. Bracey, J. Sanchez, S. Smethurst, J (2014) *SOS—Calling All Black People*. A Black Arts Movement Reader. University of Massachusetts Press.
- Zalman, A. (2018) *Black Panther Party Origins and History*.
<https://www.thoughtco.com/black-panthers-3209126>
- Hilliary, D. Cornel, W. (2008) *The Black Panther Party: Service to the People Programs*. The Dr. Huey P. Newton Foundation. University of Mexico Press.
- Rodima-Taylor, D. Zokou, Z. (2018) *The Relations between African Americans and African Immigrants*.
<https://africasacountry.com/2018/09/black-and-black>
- Zokou, Z. (2019). *BlacknBlack Official Trailer*:
<https://www.youtube.com/watch?v=zml2iiQ63MY>
- Koelsch, D (2017) *Voices of Concern, Voices of Hope: Experiences of African Immigrants in Detroit*.
<https://www.law.berkeley.edu/files/Koelschpaper.pdf>
- Darboe, F (2006). *Africans and African Americans: Conflicts, Stereotypes and Grudges*. PSU McNair Scholars Online Journal. Vol. 2. Article 19. Portland State University.
- Moikobu, M (1981) *Blood and flesh: Black American and African identification*. McNair Online Journal. Greenwood Press.
- Bazzi, S. Gaduh, A. Rothenberg, A. Wong, M. (2017) *Unity in Diversity? Ethnicity, Migration, and Nation Building in Indonesia*.
https://www.bu.edu/econ/files/2017/04/Bazzi_Unity_in_Diversity.pdf

Feulner, E. (2017). The Unity of America. The Heritage Foundation. <https://www.heritage.org/american-founders/commentary/the-unity-america>

Corruption in FIFA: Tarnishing the Beautiful Game

Paul, Mary

MEET THE AUTHOR

Mary Paul is a candidate for the Master of Science in Strategic Finance degree at Indiana University Southeast in New Albany. She has a Bachelor of Science in Business with an accounting major from Indiana University in Bloomington and a Master of Business Administration degree from the University of Louisville.

Mary started in soccer when her children began playing the beautiful game. She became a coach and received several coaching licenses including her State D License. At the same time, she certified as a referee through the United States Soccer Federation. She has worked numerous matches at both the youth and adult levels. She also refereed for the Indiana High School Association and has traveled the area to see many talented athletes play.

She is an enthusiastic fan of the four-time world champion United States Women's National Team and has been fortunate to see them play multiple times. She is a big believer in the opportunities soccer brings to athletes around the world.

Introduction

The Federation Internationale de Football Association (FIFA) is an organization racked with corruption. Bribery and vote-selling are part of the very fabric of the association. The concentration of power in the hands of too few individuals, no oversight or accountability, and the incredible profitability of soccer have all contributed to this fraud. This paper examines the structure and history of FIFA, explores some of the latest scandals surrounding it, and proposes some solutions to help avoid these scandals in the future.

Structure

The Federation Internationale de Football Association (FIFA) is set up as a nonprofit under Swiss law. Currently, there are 211 member countries that make up FIFA. The president is not only the head of the organization, but he is also in charge of the Congress and the Executive Committee. The president is the only one who can propose the hiring or firing the secretary general (the second in command) via the Executive Committee, and has great influence over the composition of the Executive Committee. There are neither term limits nor checks and balances on the presidential position. Placing so much power in the hands of one person is a clear violation of both good governance and common sense.

The Congress is made up of representatives of all member associations. Each member association, which may be made up of representatives from more than one country, gets one vote. While that arrangement sounds very democratic, it actually led to much of the corruption within FIFA, since smaller and poorer counties were more likely to sell their votes to whomever gave them the biggest bribe. The representatives were also much more likely to look out for their own personal interests than those of their countries or even FIFA as a whole.

There are 22 permanent committees in FIFA's Congress. The committees fall into three broad groups: Tournaments, Laws of the Game and Corporate Governance and Business Administration. Some of the subcommittees under the umbrella of the last group include Finance, Internal Audit, Legal, Media and Strategic. (Mandel, 2017)

The Executive Committee (EC) is different from the other committees. Its members are picked "based on economic and social importance of football for the respective continent/region" (Mandel, 2017). FIFA's president determines the agenda at the group's semi-annual meetings. The committee's members undergo no background checks, and have virtually no accountability to anyone. What they do have is the power to decide which country(ies) will host the World Cup and who has the media rights for that tournament. The World Cup, soccer's biggest competition, is played every four years, and has a global audience. It is one of the most watched tournaments on the planet. The group's power was abused repeatedly over the years. The EC also appoints the other committees, and approves the budget and financial statements.

FIFA also has three judicial committees – the Disciplinary Committee, the Appeals Committee and the Ethics Committee. The role of each committee is not clearly defined. The Independent Governance Committee was formed in 2011 with the goal of increasing FIFA's transparency. There are two parts to the committee – one that deals with investigations and the other compliance with the rules. Because the committee has little in the way of resources or influence, it has been unable to deal with all the ethical lapses that have happened.

Until recently, no one anywhere in FIFA signed any kind of ethical or compliance paperwork. Nor were any conflicts of interests (and there are many) disclosed. All of the committees still meet behind closed doors and, with the exception of the EC, only once a year. The president decides both the composition of the committees and the agenda.

FIFA had a very small bookkeeping staff relative to the number of transactions it generates. Controls are almost nonexistent. Revenue and expense reports were neither monitored nor released to the public. FIFA executives and those of its member associations took advantage of the opaqueness of FIFA's system to accept bribes, launder money, and treat the game of football as their own personal cash machine.

As mentioned earlier, FIFA is made up of 211 member associations. The associations are grouped into six conferences (Bensinger, 2019):

1. Confederation of North, Central America, and Caribbean Association Football (CONCACAF)
2. South American Football Confederation or *Confederación Sudamericana de Fútbol* (CONMEBOL)
3. Union of European Football Associations (UEFA)
4. Asian Football Confederation (AFC)
5. Confederation of African Football (CAF)
6. Oceania Football Confederation (OFC)

By voting as a block, each conference was able to wield substantial power when it was time to vote for the World Cup's host country or the head of FIFA.

History

FIFA was founded in 1904. For most of the 20th century, it quietly oversaw soccer competitions around the world. It was much more concerned with "the beautiful game" than with making any money from soccer. In the mid-1970s, however, that all changed with the election of Brazilian Joao Havelange as FIFA's President. Havelange was the first person to use exclusive deals with sponsors to bring large amounts of cash to the sport. Previously, any ads had been sold by the stadium itself, with almost none of the proceeds going to the team. Havelange pledged that he would increase the number of teams participating in the World Cup and give assistance to poorer nations. He used the money from the sponsorships to do just

that. He gave the countries personnel, medical care, and whatever else they needed. He also gave them “development” grants/loans, which had no reporting or accountability attached to them. In return, those countries would vote for Havelange and keep him in the presidency. It was a textbook “cash for votes” situation.

Those exclusive deals were developed for FIFA by two men: Horst Dassler and Patrick Nally. Together they formed a company that became the middleman between FIFA and the sponsors. FIFA sold them the sponsorship (and later media) rights for a tournament, and they in turn sold those rights to sponsors at a profit. Dassler and Nally eventually split up, but Dassler went on to create International Sport and Leisure (ISL), which retained the right to sell FIFA sponsorships. Between 1989 and 2001, ISL wired a minimum of \$22 million to offshore accounts that belonged to Havelange and his son-in-law in order to secure the rights for the World Cup tournaments in those and future years. Since commercial bribery was not a crime in Switzerland then, no charges were filed. ISL called the payments “commissions,” and admitted to paying them as far back as 1978. They considered the payments a business expense, since there was no competition for the rights, and that lack of competition kept the price low. ISL, however, was a victim of its own “success.” Soon no FIFA executive would sign a contract without a bribe. ISL overextended itself and declared bankruptcy in 2001.

When Havelange retired in 1998, Joseph “Sepp” Blatter of Switzerland was his hand-picked successor. He was president until his impeachment in 2015. Issa Hayatou of Cameroon served as interim president until Gianni Infantino was elected in 2016. Infantino, from the same region of Switzerland as Blatter, is the current leader of FIFA.

Fraud

As mentioned in the preceding section, FIFA has been riddled with fraud since the mid-1970s. Most of it was fraud on behalf of management. At first, the crime was simple bribery or cash

for votes – to vote for a certain man for president or for a certain sports marketing firm to receive media rights for a certain tournament. As time went on, however, members of FIFA became increasingly greedy. Officials who had once taken positions with FIFA for the love of the game now saw those positions as a way to get very rich very quickly.

One of these greedy figures in the 2015 FIFA corruption case was Chuck Blazer, a New York native who ran several youth soccer leagues before becoming executive vice president of the United States Soccer Federation (USSF) in 1984. The position was an unpaid one in an association mired in debt, but Blazer, an accountant, had ideas on how to resurrect the association with a “viable, saleable product that attracts sponsors” (Bensinger, 2019). He traveled extensively to promote both men’s and women’s soccer, had many questionable travel expenses on his credit card, and was subsequently defeated for a second term in USSF. He then founded the American Soccer League in 1987, made himself commissioner and paid himself a \$48,000 salary. He was removed from office after just one year because he was unwilling to share any financial information with the owners and had misused his expense account. Blazer’s next move was to Trinidad, where he was campaign manager for Jack Warner’s bid to be president of CONCACAF. Warner then made Blazer general secretary of the confederation.

Blazer moved the headquarters from Guatemala City to Trump Tower in New York. Owner Donald Trump gave the group a year of free rent and 11 years at half price. Blazer considered Trump a “close friend” (Bensinger, 2019). Blazer built the Gold Cup, a World Cup-style tournament, among CONCACAF’s members. This tournament is still played, and brings in a considerable amount of money in media and sponsorship rights.

In 1997, a CONCACAF representative to FIFA’s Executive Committee died suddenly. Although there were many candidates for the position, Warner gave the position to Blazer

in a very suspect “election”. Blazer then sat on one of the most powerful committees in sports. As a member of the Executive Committee, he traveled first-class, was paid an annual stipend of \$100,000 with a minimum \$75,000 bonus, stayed in the finest hotels, and received as many tickets to all the matches as he wanted. Those perks and salary were not enough for him, however. He wanted more. And his friend Jack Warner helped him get it.

“Jack and Chuck,” as they were known, were friends for more than 25 years. Together they ran CONCACAF as their own fiefdom, taking bribes for Gold Cup rights beginning in 1999, giving family members well-paid sinecures, buying real estate with confederation money, and booking all travel through Warner’s travel agency at double or triple the going rate, also known as vendor fraud. Blazer himself said, “Soccer was populated by two kinds of people: those who took bribes, and those who paid them” (Bensinger, 2019). Both Warner and Blazer also scalped on the black market the free World Cup tickets they were given for the matches in 1994, 1998, and 2002.

The big money, however, came in 2011. Warner called a “special congress” of the Caribbean Football Union’s members in Port of Spain, Trinidad, with his travel company providing all the services to transport the delegates, of course. The sole purpose of the meeting was to listen to Mohamed bin Hammam make a case for why he should be the next president of FIFA. No other candidate was allowed to speak, or was even invited. At the end of the meeting, each delegate received an envelope with \$40,000 cash in it. Before that day, all bribes were paid through shell companies. That meeting was the first time the bribe was handed out in cash. Not to be outdone, Blatter, who was running for re-election, promised the members \$1 million, which, since the confederation was 50 years old, he referred to as a “birthday present” (Bensinger, 2019).

This bribe from bin Hamman bothered Blazer so much that he told Jerome Valcke, FIFA’s general secretary, all about it.

Valcke, who was loyal to Blatter, immediately called a meeting of FIFA's ethics committee. The committee decided that it was possible that corruption had happened, and therefore suspended bin Hammam and Warner. Blatter was free of his worst rival for the presidency. Three days later, he was re-elected for his fourth consecutive term.

With Warner gone, CONCACAF needed a new president. Jeffrey Webb of the Cayman Islands was elected in March 2012. Even before he declared his candidacy, he had a deal with media group Traffic (mentioned later) for the Caribbean's rights to the qualifying matches for the 2018 and 2022 World Cup. Traffic wired him \$50,000 in "candidacy money." He told Traffic never to approach him with bribes, but to talk to Costas Takkas, a close friend and former general secretary of the Cayman Island Football Association. Webb ran for president on a platform of "transparency, integrity, engagement, and accountability" (Bensinger, 2019).

Just two months later, at a FIFA meeting in Budapest, American lawyer John Collins told CONCACAF members that an audit of their books had revealed many questionable transactions. Chuck Blazer had taken 10% of every transaction, and had failed to file tax returns on behalf of CONCACAF, a United States nonprofit. Because of that failure, CONCACAF lost its not-for-profit status, and owed a huge debt to the Internal Revenue Service. Webb was appropriately upset, declared the meeting ended, and went to dine in an expensive restaurant. At that restaurant, he met Samir Gandhi, a litigator for Sidley Austin in New York, who wanted Webb to break with the past. Webb agreed, but needed to take some bribes first, including \$3 million on the \$23 million for the Caribbean Football Club's World Cup qualifying match rights mentioned earlier. Traffic Vice President Enrique Sanz negotiated the bribe. In July 2012, Webb named Sanz CONCACAF's general secretary. Together they renovated the New York offices, hiring Sanz's wife to do so, and bought jewelry, cars, clothes, and nights out on the town. They hired their friends and relatives for executive

positions in the confederation, and traveled on a private jet to expensive accommodations. Webb's demands for bribes increased until they became 25 percent of every deal, an unheard-of sum.

Webb did pretend to make reforms. He created a so-called "Integrity Committee" to investigate the previous administration. Law firm Sidley Austin charged the confederation \$2 million to do so. He also formed both an Audit and Compliance Committee and a Finance Committee. Both were heavily packed with Webb's supporters, and therefore did nothing to stop his bribes or expenditures. The director of the office he created to bring to light the incredible amount of match-fixing that was going on quit when she realized that Webb would do nothing with the reforms she recommended.

South America was also a fertile ground for bribery. Jose Hawilla, a Brazilian sports reporter, purchased Traffic Assessoria e Comunicacoes. He used Traffic, as it became known, to buy exclusive rights to sell ad space in stadiums where the national team played. In 1986, he met Nicholas Leoz, the president of CONMEBOL. Hawilla bought the rights to the Copa America – South America's answer to the Gold Cup. Although the tournament was initially lost money, by 1991 it was hugely profitable. At that point, Leoz wanted money before he would allow Traffic to have the rights to the tournament again. The presidents of the Brazilian and Argentinian associations refused to send big-name players unless they were given a substantial payment. The bribes escalated to such levels that Hawilla had to hire extra employees to keep two sets of books – one with bribes and one without. Even paying all those bribes could not save Traffic, however. In 2005, Honduras refused to sign with Traffic, instead signing with a new company, Media Rights. El Salvador and Guatemala soon followed suit. In 2010, Traffic lost the Copa America rights to an Argentinian company, Full Play.

Full Play was owned by Hugo and Mariano Jinkis, father and son. They worked their way into the South American market, starting with smaller countries and eventually winning the rights to the Copa America by paying \$1 million to every president. Hawilla sent them cease-and-desist letters, to no avail. Hawilla was told he lost the contract because he bribed only three CONMEBOL officials, not all the presidents of all the countries. Traffic merged with Media World in 2012. They agreed to split revenues and expenses (including bribes) equally. The owners of Full Play wanted the lawsuit dropped, so they agreed to join forces with Traffic and Media World to form a new company, Datisa. Mariano Jinkis paid the bribes on behalf of the new company.

Like most frauds, this one collapsed under its own weight. On May 27, 2015, 14 people were indicted in Brooklyn, New York, federal court. At 6 a.m. local time, the Baur au Lac hotel in Zurich was raided, and seven FIFA officials were arrested. At the same time, the Miami office of CONCACAF was also raided. Four people and two corporations pleaded guilty, as well as two other men who surrendered to the police. When all was said and done, 24 of the more than 40 people charged pleaded guilty and agreed to cooperate, and 15 others could not be extradited to the United States, including Jack Warner and the Jinkises.

Although Sepp Blatter was not indicted at that time, Sweden's attorney general began an investigation of him in September 2015. He was accused of making a "disloyal payment" of 2 million Swiss francs to another FIFA member in 2011 while running for reelection. He was banned from the sport for six years.

Fraud Triangle

The FIFA scandal had all three parts of the fraud triangle present. The first element is perceived pressure. The members of FIFA all wanted in on the bribes. There was pressure to live the luxurious lifestyle and have the accoutrements that go with that lifestyle. Greed played the biggest role of all in the bribes.

Once the members saw how much they could get for the media rights to a certain tournament or their vote on a certain issue, they wanted more and more. The bribes escalated until the members depended on the money the bribes brought in to support their way of living.

Second, the opportunity was definitely there. There was little to no accountability for the large sums of money passing through the federations' coffers, no internal controls, and no audit trail at all. Separation of duties and a system of authorizations were also nonexistent. Upper management was just as guilty as the representatives of the countries and confederations. The president of FIFA had to resign over his role in the fraud. The only miscreants who were disciplined were those who challenged the then-president's re-election bid. By suspending them, Blatter was able to handily win re-election.

The power rested solely with the president of the country or confederation. The president did not communicate that bribery was not acceptable, since he was doing it himself. There were no background checks done on anyone. There were no qualifications to be in any position of power, other than to be part of the "good old boy" network of soccer.

The third element of the fraud triangle is rationalization. The fraud perpetrators did not seem to have a problem with that part of the triangle. They were greedy and out for anything they could get. The only time they ever lost sleep over any of their activities was after they were caught. They never had any intention of paying any of the money back. If there was one rationalization, however weak, it would be that "everyone else is doing it; why shouldn't I?"

The FIFA bribes are also a good example of the kinds of power Max Weber discussed. (Albrecht, 2012). Reward power would be the type that fits best in this case. The presidents and secretaries general of the confederations and countries could (and did) reward someone with a well-paid position in the confederation, whether that person was qualified or not, the

right to give his country the right to host the World Cup and all the glory that hosting brings, and/or to award his company media rights to a tournament, with all the wealth that such rights bring. To a certain degree, referent power was also in play. Many of the men involved became so because they were friends with those in power.

Several elements of the “perfect fraud storm” (Albrecht, 2012) exist as well.

1. A Booming Economy – Soccer has exploded in popularity, especially among richer nations such as the United States. More money equals more temptation.
2. Decay of Moral Values – As previously mentioned, FIFA was once concerned only with the game itself. Over time, it became more and more about money and personal gain, getting both any way possible.
3. Lack of Auditor Independence – The Audit Committee at FIFA was apathetic and powerless at best, and corrupt at worst. They were a part of FIFA, and not interested in stopping the flow of money to themselves or their colleagues.
4. Greed – Greed was the thread that ran through this entire scandal. Everyone was out for as much as he could get. The substantial salary and perks each member was given were not enough. They all wanted more.

SWOT Analysis

Strengths:

- FIFA has a monopoly on soccer and soccer tournaments worldwide.
- FIFA has considerable economic resources.
- FIFA has rules in place against most of the illegal/unethical actions that its members undertake.

Weaknesses:

- FIFA refuses to enforce the rules already on the books, or enforces them only selectively.

- FIFA has no economic incentive to change.
- Because it is a global organization, policing every member in every country is difficult.

Opportunities:

- If FIFA would clean up its act, it could use more of its considerable resources to improve the lives of young people around the globe.
- FIFA could also be a blueprint for other nonprofit sports organizations. It has the time and talent to do so.
- FIFA could also avoid further embarrassing prosecutions.

Threats:

- Further prosecutions from many different jurisdictions are possible.
- Sponsors will not want to be associated with a corrupt organization.
- A new soccer association will form independent of FIFA.

Financials

According to FIFA's financial statements for 2017, the most recent available, the net loss for the year was \$191,522,000 – an improvement over 2016's loss of \$368,757,000. FIFA insists that the losses are a normal part of the revenue cycle. Since the World Cup is played every four years, the three years when it is not played are money-losing years. The expenses incurred in those years must be recognized immediately, and cannot be matched to the revenue that occurred with the World Cup in 2018.

Expenses increased in 2017 in two of the three categories – Competitions and Events and Development and Education. That increase makes sense because there were many World Cup-qualifying tournaments played in 2017. Also, because the

development money could be spent to transport national teams to events, its increase could be justified.

Interestingly, the one expense category that decreased in 2017 was Football Governance. According to the notes to the financial statements, “In 2017, personnel expenses incorporated restructuring activities in the relevant football governance bodies, resulting in a positive cost development” (Federation Internationale de Football Association, 2018). There was also a significant reduction in the amount spent on legal investigations.

On the balance-sheet side, receivables from the sale of rights went from \$159,702,000 in 2016 to \$485,272,000 in 2017 – a big jump. Perhaps some of that may be expected as more rights are sold for the 2018 World Cup. The provision for bad debt more than doubled, from \$205,000 to \$436,000. The amount of unimpaired receivables more than 60 days overdue went from \$628,000 in 2016 to \$9,239,000 in 2017. For all trade receivables, the overdue amounts were \$65,700,000 as of 12/31/17, and just \$800,000 as of 12/31/16. While it makes sense that bad debts increase as receivables increase, the jump in potentially uncollectible accounts seems out of line. According to the financial statement notes, “These relate to a number of independent customers for whom there is no recent history of default” (Federation Internationale de Football Association, 2018). This note brings up some questions: What is recent? What has changed for those customers? Is this situation like ISL, in which the company (ies) went bankrupt from paying too many bribes? Further research did not provide any information to help answer those questions.

Although cash is down slightly and receivables are up, the balance sheet as a whole does not look worrisome. It was not the best year, but it was not expected to be the best year, because there was no World Cup. FIFA was given a clean audit report by PricewaterhouseCoopers AG.

Because the bribes were paid in cash to many people around the globe, there is no way to quantify their effect on the

financial performance of FIFA. These bribes are only the ones that came to light; the true impact is unknown. Confederation officials keeping prices for media rights low in order to get bribes obviously depressed revenue. Also, overcharging FIFA and the confederations for services inflated expenses. The combination of those acts would decrease net income on the income statement, and flow through to the balance sheet as well.

Solutions

FIFA is a corrupt organization. It must completely rebuild in order to recover its integrity. Building, in this case, begins at the top level. FIFA must create a culture that has zero tolerance for unethical behavior, especially from its leaders. Its leaders must be absolutely obsessed about what they say and do. After the leaders have fallen into line, the next step is to make sure that lower-level employees are also aware of the zero-tolerance policy. Those employees should be given multiple means of reporting unethical behaviors, such as an employee hotline and an impartial human resources department. All levels should be aware that civil and criminal proceedings may take place against the perpetrators. FIFA instituted a whistleblower hotline in 2017 only for specific situations.

For example, the delegates from each country wield tremendous power, because no matter the size of the country, it gets one vote. Therefore, a small Caribbean island holds the same power as the United States or Germany or Russia. Unfortunately, no one background checks the delegates. They can be (and frequently are) completely unqualified people with questionable backgrounds. Many are appointed based on who they know, not for their character and/or expertise. Background checks should be mandatory – on everyone.

According to the *FIFA Governance Report 2017*, an independent auditor, Impactt, visited construction sites for the 2022 World Cup in Qatar. The International Labor Organization “commended the measures taken by the [Local Organising Committee] to improve the level of workers’ care

in construction projects for the 2022 World Cup” (Federation Internationale de Football Association, 2018). A documentary by Films Media Group tells a different story, however. Workers from foreign countries are treated like slaves, living in squalid housing with unsanitary conditions and open sewage. They are forced to work overtime without pay, and are not allowed to report unsafe working conditions. Also, the migrants had their passports confiscated when they arrived in Qatar, and were not allowed to return home (Qatar: Slaves to the Beautiful Game, 2015). FIFA has done nothing about the abuses; it must make the workers’ safety and dignity a top priority and act at once on reliable reports of abuse and enslavement of workers. Again, there must be a zero-tolerance policy for that terrible and inhumane behavior. FIFA must hold the government, local organizing committee, and the corporations involved completely responsible, and act swiftly to fix the problem. Slavery is never acceptable.

As mentioned before, the structure of FIFA is too much power is in the hands of too few people. The president has an enormous degree of power. That position must be the first to be modified. He should no longer be the only one who can set the agenda and control which members are on the Executive Council, which then picks the second in command. By controlling who is on the Executive Council, the president in effect controls who his secretary general is. The Executive Council also has sole power to decide media rights and who hosts the World Cup. This committee must be dissolved, and its duties dispersed to the other committees.

The judiciary committees need to have a clear mandate and distinction among the three committees. They need to be given adequate resources and support to discipline members who violate the laws.

Conclusion

While the Governance Report and all the hype would lead someone to believe that FIFA is on its way to reforming, a few items make that claim hard to believe. First, the reform

movement has been done before, albeit at a confederation level. Jeffrey Webb, who took over as president of CONCACAF, ran on a platform of reform, and created the previously mentioned Integrity Committee at the same time as he was taking bribes and selling his vote. Also, current FIFA President Gianni Infantino was elected after he pledged to increase the funds given to each member association. It was the “cash for votes” platform all over again. Unless FIFA undergoes a major restructuring, which it has no economic incentive to do, true reform does not look promising.

REFERENCES

- Albrecht, W. Steve. *Fraud Examination*. 4th ed., South-Western Cengage Learning, 2012.
- Bensinger, Ken. *Red Card: How the U.S. Blew the Whistle on the World's Biggest Sports Scandal*. Simon & Schuster, 2019.
- Federation Internationale de Football Association. (2018) *FIFA Financial Report 2017*. Retrieved from <https://resources.fifa.com/image/upload/fifa-financial-report-2017.pdf?cloudid=pinrmrodexmnqoettgqw>
- Federation Internationale de Football Association. (2018) *FIFA Governance Report 2017*. Retrieved from <https://resources.fifa.com/image/upload/fifa-governance-report-2017.pdf?cloudid=zmvi8dr1h2atstbamidg>
- Films Media Group. *Qatar: Slaves to the Beautiful Game.*, 2015, fod.infobase.com/PortalPlaylists.aspx?wID=100790&xtid=94231
- Jennings, Marianne. *Foundations of the Legal Environment of Business*. 2nd ed., South-Western/Cengage Learning, 2013.
- Mandel, Alexander, *Fixing Soccer: Changing FIFA's Corporate Governance Structure in Response to the Current FIFA Corruption Scandal*, 35 *Cardozo Arts & Ent. L.J.* 449 (2017)

Academic Divisions and a Case for Interdisciplinarity

Weidner, Alex

MEET THE AUTHOR

My name is Alexis Weidner and I am currently a graduate student working within the Interdisciplinary Studies program. I graduated from Franklin College in 2018 and my goal is finishing my studies at Indiana University Southeast summer 2021. I have a keen interest in the intersection of the communication and the social sciences. My goal is to learn more about the human condition and how communication messages can help unite different cultures and sub-cultures within a country instead of divide. After finishing my studies, I would like to continue to either get a PhD in a similar field or have a job in either Government Communications or Human Resources. I have one dog and a horse that take up most of my time outside of work and studying and I have a passion for learning more about current events in other countries. I am also a student of history with my favorite era's being ancient history pre-Hellenistic and the history surrounding the interwar period between World War I and World War II.

During a conversation between my partner and me, the topic of academic divisions arose. This is a topic both of us know well. A student in a doctoral program of physical therapy, he sees a deep value in natural science and the thought process prevalent in the natural sciences fits his learning style. He sees great value in it, to the point that he believes it needs to be the basis of all learning. The same man who lives and dies by the importance of education firmly believes that history is useless in schools, art has no contemporary value and social sciences (with the notable exception of psychology in his eyes) are of no value to society. The irony of this way of thinking is that his own discipline physical therapy, uses more than what can be offered by just the natural sciences on the job. A physical therapist needs to understand basic sociology and psychology to better understand the people who they are going to be treating. They would need some background in communication or communication studies to know how to speak to patients, especially those who are particularly stubborn and have little desire to take part in their therapy. What he failed to realize is that his own job will take elements from social science and the humanities in its everyday interactions. The job he will have is an interdisciplinary one, any issue he has with the existence of social science and humanities in education comes from his own bias. This may seem like a simple conversation between two people, but I think this conversation illustrates a problem prevalent in the academic community right now.

There are several different academic disciplines and certain leaders among them see their academic discipline as superior to the others. This way of thinking has led to divisions that permeate academic environments. Academics, in some settings, have formed their own self-absorbed camps that work in their own circles and view other academic groups as less necessary in solving world problems than their own. This way of thinking is problematic. The way academic divisions go about looking at the world and a desire for knowledge not dissimilar from one another. Academia, regardless which realm of academia you

belong to, largely aims to do two things. It aims to make sense of or gain understanding of the world, and find solutions to the problems they see in it. From this base any argument about the differences in “academic camps” comes down to the methods and methodologies by which they go about solving their problems or interpreting their own world-view.

Another issue is real world application. No one academic “discipline” can solve any social issue in the world on its own. They all need each other and to work together to tackle problems. Interdisciplinarity, or the mixing of two or more academic disciplines to solve a problem, is needed for us to progress in our world. It is needed for us to become better, regardless of what the issue may be. While academic tribalism may appeal to some academics, it is largely useless and archaic. Any differences among them are unimportant and not at all related to importance in society or the intelligence of those who belong to a different discipline. Academic tribalism also does not serve to better the world. Only academics working together in an interdisciplinary manner does that. For the sake of this paper I will aim to tackle the idea of academic tribalism and the academic superiority complex common in some academic societies and make a case for interdisciplinarity and suggest why it’s important and how different academic societies can bring perspectives together to solve social problems.

During a very controversial lecture he gave in the 1959, C.P Snow made the argument that academic divisions are real and that they pose a major problem for academia and society. He saw these divisions as being the true scientist versus the literary intellectual, and that those divisions impeded social progress. He believed the divisions were large enough that the two groups acted on different spheres from each other. Snow elaborates on this by saying that “Between the two a gulf of mutual incomprehension –sometimes (particularly among the young) hostility and dislike, but most of all a lack of understanding. They have a curious and distorted image of each other. Their attitudes are so different that, even on the level of emotion, they can’t find much common ground,”

(Snow p.73). He argued that both saw the world in different ways and thus were inherently different but needed to work together. I agree with his statement on the “two” cultures needing to work together, though the omission of social science as a third academic “culture” I disagree with. But where I strongly disagree with him is on his insistence that they are as separate as he makes them out to be. How can there be such a difference when they all pull from a common thread?

In speaking on the separations of the two cultures, Snow champions himself as the bridge between them. Simply because he “... spent the working hours with scientists and then gone off at night with some literary colleagues,” (Snow p.71). His workings between the two cultures and his constant time spent between them made him the “bridge” to these cultures. Ignoring the obvious self-centeredness that can be drawn from how he talks about his ability to transcend the great divide of academia, he speaks on the importance of the two in a way that makes natural science the optimistic answer to all of world problems and the humanities as a manifestation of backward desires that brought on the holocaust (Snow p.73-76). Though I am paraphrasing, he puts higher esteem on the sciences than the “natural Luddites” that he called literary intellectuals. He believes that scientists, as a group care more about improving man’s condition than literary intellectuals, “As a group, scientist tend to see if something can be done and inclined to think that it can be done, till it proved otherwise. That is their real optimism, and it’s an optimism that the rest of us badly need,” (Snow p.75). While I agree with Snow that this world view is beneficial, I don’t believe it is exclusive to scientists. It can be short-sighted to think that literary intellectuals, even in Great Britain, cannot also have this world-view. The desire to improve man’s social condition transcends disciplines themselves. It is not something exclusive to a scientific mind.

Snow was highly critical of what he perceived as the “slow” process of self-correction that came out of the humanities. He didn’t see authors constantly checking and voicing their

opinions on the works of others, contemporary or otherwise. The progress did not move as fast as the changes in science, in his words “The honest answer was that there is, in fact, a connection, which literary persons were culpably slow to see, between some kinds of early twentieth-century art and the most imbecile expressions of anti-social feeling. That was one reason, among many, why some of us turned our backs on the art and tried to hack out a new or different way for ourselves. But though many of those writers dominated literary sensibility for a generation, that is no longer so, or at least to nothing of the same extent. Literature changes more slowly than science. It hasn’t the same automatic corrective, so its misguided periods are longer. But it is ill considered of a scientist to judge writers on the evidence of the period 1914-1950” (Snow p.76). In his tone and how he speaks of the two cultures, it is hard to ignore the preference toward natural science and a desire for the humanities to “play along”. I disagree with him on the idea that the scientist, in his bones, is more apt to desire to change man’s social condition than the artist or writer. The idea that only one discipline has that desire is troublesome and it does a disservice to the humanities.

In our readings of the *Educated Imagination*, Frye’s perception of what the humanities are rejects that idea. According to Frye the humanities offer a way for someone to make sense of the outside world, to gain an understanding of it through his or her imagination, to look and see the world not as it is but as it could be. Writing poetry, forming a painting, releasing a novel can be meant to bring awareness to an issue that could be greatly impacting the human social condition. Art can uplift, inspire, empower and motivate a society. It creates the expression of a culture and Frye’s view doesn’t stray far from that. It manifests the experience of man. A notable example of this is the Black Arts Movement that happened in the United States in the late 1960s. It helped build the African-American identity from then after, something that made African-Americans feel more integrated into the world and helped them express their place in it, and what they wanted that place in it to be. Does that sound familiar? The idea that inspired the Black

Arts Movement and the various artists who were a part of it uses the same idea and similar language to what Snow uses in speaking of scientist in their desire to fix the world's problems.

Using literature and art as a way of making sense of the world and the problems therein was not something Snow ever mentioned in his work. Humanities can have a zeal to improve man's social condition if they use their art or literature to do so. Snow did not give that designation to the "literary scholars," but the similarities between what he says scientist are and my example of the Black Arts Movement is clear. According to Frye "Science begins with the world we live in, accepting its data and explaining its laws. From there it moves towards imagination: it becomes a mental construct, a model of a way of interpreting experience," (Frye p.6). Science sees the world around it and tries to make sense of it, according to Frye. It desires to create knowledge and solve problems by understanding its fundamental laws. This is integral to scientific imagination. Frye contrasts it with art by saying "Art begins with the world we construct, not the world we see. It starts with imagination and then works towards ordinary experience," (Frye p.6). The differences Frye illustrates in his work the "The Motive for Metaphor" makes the starting points of knowledge in the humanities and science alike. They both start with a desire to make sense of the world. What is knowledge and its pursuit if not a desire to make sense of the world around you?

According to Frye, in the humanities that is done through metaphor and expression in art – not just the world as it is, but the world as it could be. Is science dissimilar? Does this not seem, at least on some level, reminiscent of the scientific desire for truth (Bronowski p. 27-45)? The difference is that science is bound by the laws and inner workings of the world unlike the humanities. Bronowski in his book "Science and Human Values" speaks of the similarities in the creative process that belong to both the artist and the scientist in their desire to create, to manifest what they see in the world in the chapter titled "The Creative Mind". He contrasts the two in the next

chapter, “The Habit of Truth” with an idea echoing the sentiment put forward by Frye, that the scientist is bound by the laws and data this world. He argued that while it takes a creative mind for both the scientist and artist to solve world problems, science is a habit of searching for knowledge through looking at the world. Art uses the world as it is as a template for creating the world as it could be. Scientists use the laws of the world as a way of understanding it, and to fix the issues seen therein. Both have a freedom through their outlook on the world that pushes society forward, but it is disastrous without it. That is the idea that I think Bronowski was trying to convey. All progress starts from the creative imagination though the methods tying the two are vastly different. The two don’t look so different in the abstract, although the problems they see in society might be completely different.

The social sciences are not too different and should not be forgotten. The “third” culture in academia is made up of sociology, psychology, economic, political sciences and history among others. It mixes the methods and data restricted concept of the natural sciences with the focus on the human experience that is common in the humanities. This mixture is its own discipline but even it has the same desire to understand the outside world and the human experience within it. The Sociological Imagination by C. Wright Mills frames sociological understanding and the social sciences as a way of understanding the world in terms of where one falls in its history as it is being written. According to Mills, it is true liberation of man to understand where he stands in the flow of history– to understand the world around him through the historical, social, or economic context of the world he lives in (Mills p.4). He calls this the sociological imagination, after which he named his writing. “The first fruit of this imagination –and the first lesson of the lesson of the social science that embodies it–is the idea that the individual can understand his own experience and gauge his own fate only by locating himself within his period, that he can know his own chances in life only by locating himself within his period, that he can know his own chances in life only by becoming aware of those

of all individuals in his circumstances.” This way of thinking about society and man’s place in it is a way of making sense of the world. It is not unlike the beginning of all understanding in the arts and natural sciences. However, the questions they may ask are different while looking at the world, and they may pursue knowledge for completely different ends.

There is a common link connecting all three. Each academic culture is trying to understand the world and make sense of the things therein. The insistence that one is true academia, and another is not, or that one academic culture is more important to society than another creates the idea that one discipline is superior to another in academia. I believe this concept to be false, a division comes through application and not the merit of the knowledge attained through understanding therein. These false divisions are pointless when one considers just how similar they all are. The three do not live and work in a vacuum in true application and when solving modern or society-wide issues. The three work together, benefiting from the knowledge and perspectives gleaned from one another to make the world better. So, knowing that all the academic cultures share a similar common ground in their pursuit of knowledge, what is interdisciplinarity?

Interdisciplinarity is inevitable when academic cultures are taken out of a singular academic vacuum and applied to solving social or society wide issues. Real world application of those academic cultures requires that multiple disciplines work together to solve problems. No one discipline has all the answers to solve some of the most pressing social issues in our world. Some of those, at the base level, must be multidisciplinary in approach. Though this approach is common, needed and a good way to solve certain problems, it doesn’t take away from when differing academic disciplines working hand and hand to the point that the finished product doesn’t look much like any one original discipline anymore. Disciplines such as architecture, oceanography, digital media, public relations, and even archeology were all born out of the interdisciplinary approach. The world at large is all the better

for this. Using architecture as an example, according to Frye , architects creations in cities and societies is an intersections of science and art that creates a creates a visual representation of the human experience in a building “This is the area of applied arts and sciences, and it appears in society as engineering and agriculture and medicine and architecture. In this area we can never say clearly where the art stops and the science begin, or vice versa,” (Frye p.5). This intersection, the inner workings of two or more disciplines together and pulling from them in unison to solve problems, is the hallmark of interdisciplinarity.

When looking at issues facing our world today, we can see how society benefits from an interdisciplinary approach. Climate change for example, is not a problem that can be solved by natural science alone. The impacts of it affect so many that there cannot simply be one scientific answer or solution. When an issue falls outside of one scope of thought, it must be added onto by another thought process, otherwise progress never happens and the same problems are never given all encompassing solutions. Dealing with problems such as climate change by looking at them only from a natural science perspective doesn't address all the underlying social issues that caused the problems in the first place. Any proposed solution opens the possibility of the root social cause that created the scientific problem to manifest itself again. Interdisciplinary thought and process, looking and solving problems through multiple lenses, can address root causes while finding a solution to scientific issues that must be dealt with as well. It offers a full solution to the problem, one that could not have existed otherwise.

Interdisciplinarity is imperative. When looking for true-to-world applications of academic disciplines or using their methods to solve social problems, it can be easy to blend the different academic cultures. When an architect creates a building, there are certain mathematical and scientific laws and rules he or she must abide by. One must know the laws of geometry to create a building that is structurally sound. However, the architect's job is not finished by creating a

building that simply follows mathematically and scientific laws enough to be structurally sound. The building needs a little bit more. It needs to be pleasing to the eye, something beyond the realm of strictly mathematics and science alone. It is something that is artistic while using the laws of math and science to make it possible. This shows how easy the blend between the two disciplines can be. Not all problems that require interdisciplinary approaches are as detail-orientated as creating architecture, or as socially pressing as climate change. An interdisciplinary approach is used in solving problems, such as asthma and lung cancer rates linked to climate change. Scientists and social scientists are needed in equal measure to solve the various issues that stem from the issue both socially and scientific. Mills echoed this in “The Sociological Imagination”– “To state and solve any one of the significant problems of our period requires a selection of materials, concepts, and methods from more than one of these several disciplines,” (Mills p. 142). Though he was speaking of a social science perspective, his words echo the need for overlap of perspectives when solving social problems. This is the case for interdisciplinarity outlined by William H Newell in his paper by the same name. It is important that academic divisions do not keep professionals from working together. Interdisciplinarity is an inevitable result that occurs when social problems are trying to be solved. If academic disciplines see themselves as superior to one another to the point that they cannot work together then we are all the lesser for it.

Divisions in academia are still prevalent today. There is a bridge that seems to divide the three academic cultures that leads to misunderstanding at best and outright hostility at worst (Snow p.70). The idea that one discipline is superior to another or is more relevant to society is misguided. The three disciplines all have their place in society and their own importance therein. All three disciplines in academia today all pull from a common thread –the desire to make sense of the world and one’s place in it. What is this if not a common pursuit of knowledge? A common pursuit of knowledge through varying world views only broadens the human

experience. The three academic cultures are all equally important in true-to-world applications of academia. Outside academia, the disciplines aren't in a vacuum. They work in tandem to solve social problems. Today's problems require solutions that require more than one academic perspective. You would be hard pressed to find one social problem today that can be solved solely from a natural science or an arts perspective. Different disciplines complement one another when solving problems. Interdisciplinarity gave birth to architecture, oceanography, public relations, and archeology and its approach is used to help solve issues such as inner-city poverty and climate change. Though it is necessary, interdisciplinarity cannot happen if the academic disciplines stay in a vacuum. It is imperative academic disciplines work together. Otherwise we will be left with social problems we shouldn't have.

REFERENCES

- Frye, Northrop. *The Educated Imagination and Other Writings on Critical Theory 1933-1963*, University of Toronto Press, 2006. ProQuest eBook Central.
- Bronowski, Jacob. *Science and Human Values*. Harper & Row, 1956.
- Mills, C. Wright. *The Sociological Imagination*. Grove Press, 1961.
- Newell, William H. "Interdisciplinarity - Essays in Literature." College Entrance Examination Board, 1998, pp. 110–121.
- Snow, C. P. *Two Cultures: with Introduction by Stefan Collini*. Cambridge University Press, 1998.
- SOS -- *Calling All Black People: A Black Arts Movement Reader*, edited by John H. Jr. Bracey, et al., University of Massachusetts Press, 2014. ProQuest Ebook Central, <https://ebookcentral.proquest.com/lib/ius/detail.action?docID=4533174>.

