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Construction and Residential Sector in the Era of Boom-Bust Economy in the United States

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Introduction

Construction industry that comprises both private and public constructions is a major contributor to U.S economy. Private construction includes the residential and non-residential categories. Residential construction includes single family houses and apartments, while non-residential construction includes factories, offices, hotels, motels, churches, hospitals, and private schools. On the other hand, public construction covers highways, streets, military reservations, water supply facilities, public school buildings, housing projects, and sewer systems (Associated General Contractors, 2016). Generally speaking, the following items, among others, come under the purview of construction industry: construction of houses, schools, office buildings, roads, bridges, airports, railways, irrigation system, power system, hospitals, townships, water supply system, and drainage and sewerage system (Economic Watch, 2010).

Construction industry plays a major role in industrial and infrastructural development in any country, especially in generating employment and income. In the U.S, construction is one of the largest customers for manufacturing, mining, and a variety of services. The activities of construction industry are carried out in conjunction with other major sectors such as insurance, manufacturing, financial, and many other regulatory bodies of the society. According to Economic Watch (2010), the principal aim of the U.S construction industry is to develop competitiveness in the global construction sector; federal and state governments providing all types of financial encouragement to help the industry flourish; and also employing the use of latest technology to improve quality of construction works. It also aimed to bring about some positive changes in the infrastructural facilities offered for private and public sectors through technological innovations for more efficient and cost effective way.

Every year many jobs are created by the U.S construction industry. Currently, the industry has more than 650,000 employers with over 6 million employees and creates nearly \$1 trillion worth of structures each year (Associated General Contractors of America, 2016). In 2015, the industry added an average 25,000 jobs per month (Bureau of Labor Statistics, 2016). According to Economic Watch (2010), the share of construction industry in the total gross domestic product (GDP) in the United States has average 8.3 percent. In the economy, construction spending represents about 20 percent of the gross domestic product (U.S Bureau of Bureau of Economic Analysis, 2016). It impacts financial markets, such as interest rates, stock prices, and exchange rates. The Bureau of Economic Analysis (2016) indicated that, GDP from construction averaged 635.77 billion dollars from 2005 until 2016, reaching all time high of 761.20 dollars in the first quarter of 2016, and a record low of 528.70 billion dollars in the first quarter of 2011. In fact, construction spending is an important source of information, which gives clues about the overall economy. For example, the construction industry, as a leading indicator, is one of the first drivers of the economy to go into recession when the economy declines, and likewise, the first to recover as conditions improve. This should be apparent later as we analyze U.S economic cycle from 2000 to 2015.

The housing industry or residential sector contributes to gross domestic product and does this in two ways, through Private Residential Investment and Consumption Spending on housing services. Residential Investment is a component of the Gross Private Domestic Investment that also includes the other two components, Non-residential Investment and Change in Inventories. Thus, Gross Private Domestic

Investment is an aggregate component of expenditures on capital goods used in the domestic economy. It measures investment expenditures made by the private sector. The Residential and Non-residential expenditures constitute the Fixed Investment totaling about 95 percent to 97 percent of Gross Private Domestic Investment (Mathews, 2012). According to Mathews (2012), Gross Private Domestic Investment is a critical component of the GDP, as it provides an indicator of the future productive capacity of the economy, and traditionally amount to about 14 to 18 percent of the GDP (see also Bureau of Economic Analysis, 2016). The Fixed Investment and Change in Private Inventories are components of overall Business Investment. According to Bureau of Economic Analysis (see BEA monthly Durable Goods Order Report), Business Investment includes purchases that companies make to produce consumer goods. Residential Fixed Investment constitutes Construction Spending (value put in place): construction of new family and multifamily structures including condos and town houses, residential remodeling, production of manufactured homes, and brokers' fees (Bureau of Economic Analysis, 2016). Non-residential Investment consists of expenditures by firms on capital, such as commercial real-estate, tools, machinery, and factories. Most fixed investment is non-residential investment in commercial real-estate construction, including business equipment such as software, capital goods, and manufacturing. In fact, this makes it a good leading economic indicator. Real Estate (whether commercial or private) is a significant component of the economy, as are construction jobs. Real Estate is the property, land, buildings, air rights above the land and underground rights below the land. The term real estate means real or physical property or thing, and when this sector weakens, everyone feels it (Amadeo, 2016). Consumption spending on housing services contributes significantly to the GDP. It includes, gross rents, which includes utilities paid by renters; owners imputed or credited rent (an estimate of how much it would cost to rent owner-occupied units); and utility payments. Nevertheless, were the owners' imputed rent not included, an increase in the ownership rate would cause the GDP to decline (Bureau of Economic Analysis, 2016). Other personal consumption expenditures (also referred to as consumption spending) include, sales of retail stores; unit auto and truck sales; consumers' share of auto and truck sales; motor vehicle fuels data; and electricity and gas usage and unit-value data. Consumer spending is what households buy to fulfill every day needs; and every one of us is a consumer. This private consumption includes goods and services; and we create demand from the things we buy every day. Nearly two-thirds of this consumption include services like real-estate and healthcare. Other services include financial services (e.g. banking, investments, and insurance), cable and internet services, and even services like non-profits. The remaining third of our spending is on goods, e.g. durable goods, such as washing machines, automobiles, and furniture, as well as non-durable goods, such as gasoline, groceries, and clothing. Consumer confidence is needed to boost consumption and economic growth. The Confidence Index measures the consumers' attitudes by the Confidence Board, about current and future economic conditions. It tells how optimistic people are about the economy and their ability to find jobs (Amadeo, 2016). If consumer expectations are high, they are more confident, and are more likely to spend to buy the goods and services. The Change in Inventories or "Inventory Investment," as a component of Gross Private Domestic Investment, consists of the change of firm inventories in a given period.

Changes in inventories reflect the business sectors' stocks of finished products, intermediate goods, raw materials, and other inputs that businesses keep on hand to use in production. Inventories also include final goods that have been produced but remain unsold (Mathews, 2012). Inventories in general, include trade and non-durable goods manufacturing inventories; durable-goods manufacturing inventories; and unit auto and truck inventories (Bureau of Economic Analysis, 2016). As said before, the combined Residential Investment, Non-residential Investment, and Change in Inventories, historically has averaged between 17 to 18 percent of the GDP, depending on a business cycle (Bureau of Economic Analysis, 2016). Other areas of the economy that contribute to GDP are Government consumption expenditures and gross investment, and Net exports. The Government consumption expenditures and gross investment include federal government outlays; state and local government construction spending (value put in place); and state and local government employment and compensation (average hourly earnings and average weekly hours). Nonetheless, the net export of goods and services includes exports and imports of goods and services. Therefore, from the foregoing, the estimate of gross domestic product (GDP) include, personal consumption expenditures (including consumption spending of housing services); Non-residential fixed investment; Residential fixed investment; Change in private inventories; Government consumption expenditures and gross investment; and Net export of goods and services. Thus, $GDP = C + I + G + \text{Net Exports}$.

Purpose of Study

The study analyzes the role Construction and Residential sector plays in U.S economy, especially during the business cycles from 2000 to 2015. How these components of Gross Private Domestic Investment impacted Gross Domestic Product (GDP) growth rates in U.S and its regions during this period of "Boom-Bust" cycle is also analyzed. Minor references were made to State of Georgia and Atlanta Metropolis in terms of population growth of minorities and variable impacts, and GDP and GDP per capita growth and decline. More importantly, the study focus is on how the construction and residential sector influenced the leading and lagging economic indicators that likely caused the "bull" and "bear" markets during the period. The crucial question is, has this sector helped in any way to create the "Goldilocks" economy or the healthy-state economy currently being witnessed in the country since 2012? More so, what have been the federal government's responses for market corrections during the business cycles? What were the implications of the responses for economic growth and development planning? Several recursive proximate variables were analyzed to answer the above crucial questions. Finally, some policy suggestions, recommendations, and possible solutions were proffered for a health U.S economy.

Theoretical Framework for the Study

Business cycle, according to Amadeo (2017), is the natural rise and fall of economic growth that occurs in any economy over time. Likewise, boom-bust cycle is the alternating phases of economic growth and decline (NBER, 2017). Whether called business cycle, economic cycle, or boom-bust cycle, each helps to create both the bull and bear markets in the economy, which reflect investors' and consumers' attitudes and responses to the extant economic conditions. Business cycles have four phases that

impact leading and lagging economic indicators, which include expansion, peak, contraction, and trough phases. A bull market is when any asset class (e.g. stocks, bonds, gold, and other commodities such as housing) rises in value over an extended time. Consequently, investors think prices will always go up, and subsequently enter a state of irrational exuberance, and thus, bid prices way above any underlying value. The process creates an asset bubble that will inevitably burst and the prices crash, which could drop very low, and could lead to a market correction. On the other hand, a bear market is when the investor or consumer confidence collapses as a consequence of the bursting of asset bubble, and prices continue to fall over an extended period; they believe prices will continue to fall; and when prices fall 20 percent or more, the asset class inevitably descends into a bear market, which may lead to economic recession (Amadeo, 2017).

The leading economic indicators are statistics that precede economic events. In fact, they predict the next phase of the business cycle, and are the first data point in an economic cycle. Such indicators include Durable Goods (e.g. big ticket items as machinery, automobile, and commercial jets) Order Report; Interest Rates (falling or rising); and stock market prices, all predict the health of businesses, and by implication, the overall economy. On the other hand, the lagging economic indicators are statistics that follow an economic event, and they either confirm or refute the trend set by the leading indicators, e.g. unemployment rates (falling or rising). The Index of Leading Economic Indicators, published by U.S Conference Board, include Money Supply, which affects liquidity (the amount of money that is quickly available for investment and spending); Consumer Expectations, which depend on the employment rate; and Weekly Claims for Unemployment (job report), which measures unemployment (The Confidence Board, 2016; Gould, 2016).

The Expansion Phase of the business cycle is between the Trough Phase and Peak Phase (Amadeo, 2017). In this phase, the economy is growing and the growth rate of gross domestic product (GDP) that measures economic output is positive and in the healthy range of 2-3 percent (NBER's Business Dating Committee, 2010). It is worthy to know, according to NBER, that economic activity is usually and typically below normal in the early stages of an expansion phase Business cycles have four phases that impact leading and lagging economic indicators, which include expansion, peak, contraction, and trough phases, and sometimes remains so well into the expansion. The second phase is the Peak, which is the month when the Expansion Phase transitions into the Contraction Phase. The third phase is Contraction, which starts at the Peak and ends at the Trough. At this juncture, the economic growth weakens and the GDP growth falls below 2 percent, and when it turns negative, it becomes a recession. A recession is a period of falling economic activity spread across the economy, lasting more than a few months (usually two consecutive quarters), and normally visible in real GDP, real income, employment, industrial production, and wholesale-retail sales. The fourth phase is the Trough; and this is the month when the economy transitions from the contraction phase to the expansion phase. Actually, it is when the economy hits bottom, which marks the end of the declining phase and the start of the rising phase of the business cycle. According to NBER (2010), identifying the date of the trough involved weighing the behavior of various indicators of economic activity, especially the two broadest measures, real Gross Domestic Product (real GDP)

and real Gross Domestic Income (real GDI). The NBER checks the Index of monthly GDP; Index of monthly GDI; Real manufacturing and Trade sales; Index of industrial production; Index of personal income less transfers; Aggregate hours of work in total economy; and Employment (NBER, 2010). Indeed, when the economic and business cycle's four phases become very severe, the resulting phenomenon is also called boom and bust cycle--- the alternating phases of economic growth and decline (NBER, 2017). We have seen from the above discussions that, during the boom cycle, economic growth is positive, and reflected especially by GDP increase; GDP is likely to remain in the healthy 2-3 percent range, and can stay in this phase for many years; and it is usually accompanied by the bull market, exemplified by certain economic indicators, such as rising housing prices, wage growth, and low unemployment. Usually, the boom phase does not end unless the economy is allowed to overheat, leading to asset bubble that should inevitably burst due to the irrational exuberance of investors, who bid asset prices way above any underlying value. An asset bubble is when the price of an asset, such as housing, stocks, or gold become over-valued. On the other hand, during the bust phase that usually only last for 18 months or less, the GDP growth rate turns negative; unemployment rate is 7 percent or higher; and the value of investments falls, and may lead to recession after 3 months (Amadeo, 2017). According to Amadeo, the bust phase is most of the time brutish, nasty, and mercilessly short; and can be triggered by a stock market crash followed by a bear market. The Goldilocks' economy is an economy that is "just right", when growth is not too hot, causing inflation, nor too cold, creating a recession. Ideally, it has GDP growth rate of between 2-3 percent. The target inflation set by the Federal Reserve (Fed) is at 2 percent; and the goal for corrective measures of both Fed's monetary policy and Congress' fiscal policy is to create enough demand to keep the economy humming at a healthy pace (Amadeo, 2017).

For economic growth and development planning purposes, the economists, development experts, and policy makers often look up to construction industry, including its residential component, for clues about the overall economy. The industry is one of the first to go into recession when the economy declines, and likewise, the first to recover as conditions improve (Associated General Contractors of America, 2016). As mentioned earlier, construction is a major contributor to the U.S economy, especially its value, spending, and employment, including also the residential values associated with housing permits and starts that constitute the housing market. They all affect the nation's gross domestic product (GDP) in one way or the other. The housing permits (total new private housing units authorized by building permits) give a nine-month lead in new home construction; most cities issue the permit two or three months after the buyer signs the new home sale contract; and is usually six to nine months before builders complete the new home (Amadeo, 2016). In fact, when permits start to fall, it is a clue that demand for new housing is also down; and that something is wrong with the resale market. On the other hand, housing starts (total new privately owned housing units started) are registered at the start of construction of a new building intended primarily as a residential building. The start of construction is defined as the beginning of excavation of the foundation for the building (Econoday, 2016).

The prevailing housing market always affects both housing permits and housing starts. For example, if consumers are confident and optimistic about the economy, their

spending and consumption of goods and services, including housing go up. This positively affects the housing permits and housing starts in a given year, although housing starts lag about two and half percent of housing permits (Econoday, 2016). Nonetheless, the first inkling that the economy is in trouble is when housing prices start to drop, which affect home construction in a downward spiral as consumer confidence and spending go down over time. Consequently, economic growth slows down as reflected by the declining or stagnating real GDP. The real GDP and nominal GDP inform consumers and investors how the economy is behaving and how much the economy is producing. The real GDP tells us how much the economy is producing, and it is used to calculate economic growth, especially when each quarter's real GDP is compared to the previous one. The real GDP, which gives a more realistic assessment of growth, is a measurement of economic output minus the effects of inflation or deflection. It reports the GDP as if prices never went up or down. The nominal GDP is usually higher, because it includes both prices and growth. Of course, if real GDP were not used to depict growth in the economy, then one would not know whether it is real growth, or just price and wage increase. Thus, investors all over the world use GDP growth rate to adjust the asset allocations in their portfolios, and also compare countries' growth rates for investments. Everything being equal (e.g. good business and legal climates, no wars, etc.), countries with strong growth attract more investors for their corporate stocks, bonds, and even their sovereign or national government debt. The sovereign, national, country, or government debt means how much a country's government owes.

Consumer confidence determines consumer spending, and thus, private consumption of goods and services. The things consumers buy every day create demand in an economy, which keeps companies profitable and hiring new workers. It has been ascertained that nearly two-thirds of households' spending includes services like real-estate and healthcare; and the other remaining third is on goods that include the so-called durable goods, such as automobiles, washing machines, and furniture, as well as non-durable goods, such as gasoline, groceries, and clothing (Amadeo, 2016). According to Amadeo, the most important determinants of consumer spending include: disposable income (average income minus taxes), which is the most important determinant of demand; income per capita, which tells how much each person has to spend; income inequality, with its effect on low and high income earners consumption patterns; the level of household debt, which includes auto and school loans, and credit card debt; and consumer expectations, of which if they are more confident, they are more likely to spend more.

Consumer confidence is measured by the Consumer Confidence Index, and is needed to boost economic growth. The Consumer Confidence Index is a measurement of Americans' attitudes about current and future economic conditions. It tells how optimistic people are about the economy and their ability to find jobs. It reports on beliefs about present and future economic conditions. According to the Confidence Board, the Index is based on a monthly survey of 5,000 households, which gives details about consumer attitudes and buying intentions. In fact, the Index is exactly 100 in 1985, and can be more or less than 100 (The Confidence Board, 2016). Inevitably, consumer confidence affects the housing and real-estate markets, whether the real estate is residential, commercial, industrial, and land. The construction of new

buildings, which includes residential, commercial, and industrial buildings is a component of GDP, and new home building is a critical category that includes the construction of single-family homes, townhouses, and condominiums (Amadeo, 2016). Real Estate, according to Amadeo, is the property, land, buildings, air rights above the land and underground rights below the land. The term real estate means real or physical property, or things. Real estate agents assist homeowners, businesses, and investors buy and sell all four types of properties mentioned above; and the industry is typically divided up into specialists that focus on one of the above types. The housing market as indicated above refers to the supply and demand for houses in the country, region, or local jurisdictions (Pettinger, 2015). The housing market, as a real-estate business, includes the following, according to Pettinger: supply of housing (quantity of housing stock); demand for housing; house prices; rented sector (buy to let investment and demands from tenants); and government intervention in the housing market. Several factors also affect the housing market, which include: interest rates that influence both costs of fixed-rate and variable (adjustable) mortgages; state of mortgage industry that determines whether people are eligible for mortgages; economic growth, incomes, and employment rates; and population and demographic trends that affect the purchasing power, housing permits, and housing starts. In the U.S, housing market influences the wider economy, and often volatile because of the various factors above. At any rate, when house prices are falling, consumer spending tends to decrease; therefore, it is important to try and be able to predict future movements in the housing market, because it influences the economy and individual homeowners.

The Study Area

The focus of study is U.S, with minor reference to its regions (specifically, State of Georgia and Atlanta Metropolis). How the construction and residential sector affects the gross domestic product (GDP) and by implication, the overall economy of the United States is analyzed during the boon-bust economic cycles, 2000-2015.

Research Methodology

The research is both explanatory and longitudinal in approach. Several proximate and recursive socioeconomic variables are analyzed to support the debate that Construction and Residential Sector has a great deal of both positive and negative effects or influence on economic or business cycles in the U.S. Such socioeconomic variables include, among others, Population and demographic trends in the areas; Private consumption expenditures; Government consumption expenditures; Gross domestic product (GDP); Per capita income; GDP from Construction; Net export; Net inventories; Interest rates; Annual inflation rates; Consumer confidence; Housing permits, by implication, Housing starts; Home prices; Construction value, Spending, and Employment; Residential value; Gross Private Domestic Investment; Fixed Investment; Residential Fixed Investment; Non-Residential Fixed Investment; and Private and Public Constructions. It was hypothesized that Construction and Residential Sector influenced both leading and lagging economic indicators in the U.S economy, which caused the bull and bear markets during the study period. This sector mimicked the overall economy during the boom-bust periods from 2000 to 2015.

Secondary data were collected from U.S Census Bureau; Bureau of Economic Analysis; U.S Department of Commerce; National Bureau of Economic Research (NBER); American Community Survey; American *Housing Survey*; Conference Board's Consumer Confidence Index; U.S Bureau of Economic Analysis; New York Federal Reserve; St. Louis Federal Reserve; and U.S Bureau of Labor Statistics. The data were analyzed using simple descriptive statistics, such as totals, averages, ratios, and percentages. The policy suggestions and recommendations were based on the outcomes of the data analyses; and the conclusions were based on the overall research results.

Hypothesis for the Research

H₀: There is no relationship between Construction and Residential Sector and Gross Domestic Product (GDP) growth and decline during the study period from 2000 to 2015.

H₁: There is a significant relationship between Construction and Residential Sector and the GDP growth and decline during the study period. That is, the GDP, and by implication, the economy, follows the performance of Construction and Residential Sector in a sinusoidal pattern, as the nation goes through the economic or business cycles from 2000 to 2015.

Discussions: Empirical Evidence of the Role of Construction and Residential Sector in the U.S Economic Cycles, 2000-2015

The National and Regional Evidence

The healthy U.S economy which lasted until the first-half of 2000 decade, was driven by the *derivatives* in construction and residential market (Hera, 2012; Amadeo, 2016). With over-confidence in the economy (see Table 1) and the resulting irrational exuberance by investors and consumers, the economy heated up with the housing bubble in 2006 that burst in 2007. From Table 1, apart from the beginning of the decade, the consumer confidence was highest in 2007 (110.7), which fell considerably in 2008 (87.9) at the beginning of Great Recession. Consequently, the Fed reacted by raising the Fund Rate to 5.25 percent to cool the over-heated housing market, which subsequently raised the financial markets' nominal interest rates in the economy. As a result, more homeowners, especially those with adjustable rates mortgages and subprime interest rates, could no longer afford their mortgages. The effects negatively and disproportionately affected minority groups, especially Blacks, Hispanics, and Asians in all regions, whose populations have been growing faster than the majority group (White). Table 2 shows that from the Great Recession in 2009 and during the recovery period since 2010, the populations of minority groups in U.S, State of Georgia, and Atlanta Metropolitan Area, were increasing, while that of the majority group was declining.

Starting from 2000, all industry total real gross domestic product (GDP) and per capita GDP increased until 2007 in the U.S, State of Georgia, and Atlanta Metropolitan Area (Table 3). The Table shows that at the beginning of the Great Recession in 2008, the GDP in all areas declined and dipped more in 2009 until 2010 at the inception of recovery. In the United States, some of the contributors to GDP by All industries that include, Private Industries, Construction, Utilities, and Real Estate followed the same pattern during the same period (Table 4). During the period, Personal Consumption

Expenditures, Household Consumption, and Housing and Utilities (Services) increased and decreased. Likewise, Gross Domestic Investment, Fixed Investment, Non-Residential Fixed Investment, and Residential Fixed Investment followed the same pattern (Table 5). The Table also shows that Change in Private Inventories, Exports, and Net Exports of goods and services followed the same pattern. The residential shares of Gross Domestic Product followed the same pattern, increased steadily from 2000 (4.7%) and reached its peak in 2005 (6.5%) on the eve of housing bubble; declined steadily since 2007 (4.7%) bubble-burst year; further dipped during the Great Recession period of 2008 (3.5%) through 2010 (2.5%); and rose steadily since 2012 (2.7%) during the recovery period (Table 6). Due to the series of government stimulus and other corrective measures to prop up the economy, all the above economic variables showed some upticks; and so also the overall economy.

The Total Construction Spending in the U.S that includes those of Private Construction, Residential Construction, Non-Residential Construction, and Others increased at the beginning of the 2000 decade, during the economic boom period, but declined drastically the bust year in 2007. Table 7 shows that the total construction put in place spending at the bubble peak in 2006 was 1,200 billion dollars with 9.16 percent change from 2005, but at the onset of the bust period in 2007, the total construction spending was 1,169.1 billion dollars with -2.58 percent change from 2006. In fact, at the beginning of the Great Recession in 2008, total construction spending has decreased to 1,084.4 billion dollars with -7.24 percent change from 2007. More so, in 2009 and 2010 during the height of the Great Recession, the total construction spending and percent change declined drastically to \$958.0 billion (-11.66%) and \$805.2 billion (-15.95%) respectively. Nevertheless, since 2011 all the construction types had shown positive increases (Table 7). As the construction spending and investments increased and then decreased during the economic boom-bust periods; so also was the construction employment (Table 8). For example, when the bubble bursted in 2007, the January U.S construction employment was 7725 thousands, and was down to 7476 thousands in January 2008 at the beginning of the Great Recession; and had not reached the January 2007 level by January 2015 (6351 thousands) at the height of economic recovery (Table 8).

The housing permits, and by implication, housing starts, had increased since 2001 until the eve of housing bubble in 2005 in the U.S and its regions (North-East, Mid-West, South, and West), and even in the State of Georgia and Atlanta Metropolis. It also follows that their percentage decreases from the previous years increased during the same period (Table 9). The Table also shows that the situation got worse in 2007, the bust period; and even worst in 2008 and 2009 during the Great Recession. Of course, during the economic recovery period that started in 2010 due to the stimulus, the total new privately-owned housing units authorized showed positive increases in the above areas and jurisdictions. From 2000 to 2015, although homeownership has not recovered fully, the total housing inventory increased but slowed down somewhat during the Great Recession in 2008 and 2009 (Table 10). From the Table, the owner-occupied housing units at the peak of economic recovery in 2015 of 74,706 thousands had not even reached the level at the height of the bubble period in 2006 of 75,380 thousands. Certainly, as many families and individuals opted for renting than grappling with home ownership and subsequent foreclosures, renter-occupied units increased steadily after

the economic bust and during the Great Recession period. The vacant housing units for both owner-and renter-occupied increased during the recession period, but started to decrease once more from 2013 when the real economic recovery manifested itself (Table 10). The housing prices in the U.S and regions also simultaneously followed the patterns during the economic boom-bust period (Table 11). For example, using 2005 as the base year (i.e. 2005 = 100), the price indexes of new single-family houses actually sold (including lot value) in U.S and the regions increased until the peak in 2007 (104.0) bubble-burst year; and had increased considerably since 2013, when the index reached all-time high in 2015 (113.6). In the same vein, the average sales price of single-family houses actually sold in the U.S and regions followed the same pattern by initially increasing from 2000, reaching their peaks in 2007 during the bubble-burst year; decreasing during the Great Recession in 2008 and 2009; and increasing once more during the recovery period, 2010 to 2015 (Table 12).

Policy Recommendations

Understanding the components of gross domestic product (GDP) is paramount in also understanding the role Construction and Residential Sector plays in U.S economy, its growth, and decline. In addition, the examination of the role of housing market in the economy also requires an understanding of population composition and movement, i.e. trends and conditions. From the study, analyses of the recursive variables have ascertained that Construction and Residential Sector is a major component, determinant, and contributor to U.S economy. We have also confirmed that, Residential and Non-Residential Investments, as well as Change in Inventories are major components of Gross Private Domestic Investment, which is a critical component of the gross domestic product. The Residential and Non-Residential expenditures make up the Fixed Investment that constitute more than 95 percent of the Gross Private Domestic Investment, which provides an indicator of the future productive capacity of the economy. Thus, the construction industry spending in both its residential and non-residential components is a major component of the U.S economy; and anything that affects the industry also affects, in the same direction, the overall economy.

The study also shows that, in the early 2000 decade, the construction industry was a major beneficiary of the low interest rates and housing industry-led economic boom that peaked in 2006 causing the bubble (Kirchhoff, 2011). We also found that the first signs of the Great Recession that followed later in the decade started toward the end of 2006, when housing prices began to fall, then followed by the bursting of the GDP expansive bubble caused by residential and non-residential (including commercial real-estate) categories. Therefore, the construction industry (as well as housing industry) was one of the largest casualties of the subsequent U.S financial crisis during the Great Recession that began in 2007. According to Kirchhoff (2011), construction spending comprised about 7 to 8 percent of U.S annual economic output from 1995 to mid-2000, reaching nearly 9 percent of the GDP at the peak of the housing run-up of 2006, before declining to about 5 percent in 2010.

During the early 2000 decade, the residential fixed investment saw a major increase. For example, the real residential fixed investment soared with percentage change climbing to 13.40 percent (Table 13); declined mercilessly in 2006; and continued the downward spiral during the Great Recession that peaked in 2009. Following the same

pattern like other variables in the study, the residential fixed investment started once more to increase in 2010, when the percentage change rose to 23.20 percent (U.S Bureau of Economic Analysis, 2016). Since the current boom period (2010-2016) depicting the present economic recovery, the U.S quarterly construction spending had witnessed substantial increases as indicated earlier (Table 14). The Table shows that construction spending had increased from 868.25 billion dollars in 2012 to over 1.15 trillion dollars in 2016. This undoubtedly spurred the GDP contribution from construction to grow from 528.7 billion dollars in 2011 to 761.2 billion dollars in 2016 (Table 15). According to U.S Bureau of Economic Analysis (2016), the GDP from construction in the U.S had averaged 635.77 billion dollars from 2005 until 2016, reaching all time high of 761.20 billion dollars in the first quarter of 2016, and a record low of 528.70 billion dollars in the first quarter of 2011 (Table 15).

The data analyses results of the above surrogate variables in this study support the theorization that whatever happens to Construction and Residential Sector also happens, in the same direction, to gross domestic product (GDP) and overall economy. That is, if one goes up, the other one also goes up; and if one goes down, the other one also goes down, and vice versa. This process was apparent in the nation during the boom-bust economic cycles from 2000 to 2015 (Figures 1 and 2). Data analyses also showed that housing alone contributes to GDP in two ways, which include, private residential investment and consumption spending on housing services. As we noted earlier, residential investment includes the construction of new single or one-family and multi-family structures, residential remodeling, production of manufactured housing including mobile homes, and brokers' fees; while consumption spending on housing services includes gross rents (which includes utilities) paid by renters, owners' imputed rent (an estimate of how much it would cost to rent owner-occupied units), and utility payments. The gross domestic product and the overall economy also follow the same pattern or direction of whatever happens to the residential investment, non-residential investment, and construction investment and spending (thus, the Gross Private Domestic Investment), and vice versa. Undoubtedly, the study shows that the GDP and the overall economy follow the experiences of construction and residential investments and spending, as well as consumption spending in a sinusoidal pattern (see Figures 1, 2). That is, when GDP goes up, the other factors go up and vice versa. Therefore, policy suggestions and recommendations in this study are based on the results of the data analyses above.

To lower unemployment that is the product of the bust phase of the economic cycle, there should be a major focus on increasing and improving the gross private domestic investment. As noted earlier, the gross private domestic investment is an aggregate component of expenditures which include construction spending and fixed investment (capital investment) that represents both residential and non-residential expenditure that include also those of commercial real-estate. Therefore, the policy of stimulating gross private domestic investment is likely holding the key to unlocking, expanding, and sustaining the economic recovery during the boom phase of the economic cycle. Gross private domestic investment is also expenditures on capital goods used in the domestic economy, which certainly affects the GDP. It follows that, the policy of adding capacity to produce new equipment and software to increase economic efficiency can and will create jobs, expand the recovery, and likely sustain growth. Nonetheless, there should

be the awareness of the risks involved in increasing efficiency, because although factor productivity is likely to rise, but the need for labor per unit of output may be reduced. It is also recommended that during the bust period in the economy, the housing industry and housing market should be stimulated to increase supply and demand of housing, which will positively impact the construction and residential sector; create the needed jobs to mop up the mass layoffs during recession; and help abate housing foreclosures. Aggressively taking care of a lagging economic indicator such as unemployment rate which happens toward the end of the contraction phase in the economy, will also positively affect leading economic indicators that predict the expansion or recovery phase, such as the manufacturers' order for durable goods; falling and low interest rates that create liquidity for businesses and consumers; and stock markets and prices that predict the health of businesses and the economy. When interest rates rise, investors as well as consumers will know that the economy will soon slow down; and when stock market prices rise, the investors are more confident in the economy. Therefore, no matter the business risks involved, in the long-run, investment in new plants, new and better products, new methods of production, housing industry, and housing market, is sine qua non for GDP growth and also a tenant of economic growth. Without gainsaying, addressing the policies that facilitates the gross private domestic investment and its components, especially the construction and residential sector, offers a realistic opportunity to enhance the recovery while positioning the nation, regions, and local jurisdictions for future growth and development.

Conclusions

The construction and housing sector is a major component and contributor to U.S gross domestic product (GDP) and the overall economy. Construction industry is comprised of both private and public constructions, which includes both residential and non-residential categories. In the U.S, construction spending represents about one-fifth of the gross domestic product. We also noted in this study that residential, non-residential investments, and change in inventories are components of Gross Private Domestic Investment, which holds the key to economic recovery; and sustainable growth and development, and thus, the boom-bust business cycles.

The boom-bust cycle is the alternating phases of economic growth and decline or the natural rise and fall of economic growth that occurs in the economy over time. The first phase is the trough, followed by the expansion phase, then the peak phase, and finally the contraction phase. The economic cycle creates both the bull and bear markets, which reflect investors' and consumers' attitudes and responses to the prevailing economic conditions. They impact leading and lagging economic indicators, such as unemployment rates, interest rates, manufacturers' order of durable goods, and stock market and prices. During the boom cycle, economic growth is positive, reflected by GDP increases, rising housing prices, wage growth, and low unemployment rate; and may last for many years. During this time, the consumer confidence, which determines consumer spending and private consumption of goods and services, starts to rise. The boom phase does not end unless the economy is allowed to overheat, leading to asset bubble that should inevitably burst due to the irrational exuberance of investors and consumers, who bid asset prices way above any underlying value. On the other hand, during the bust phase that usually last for fewer months, the GDP growth rate declines,

unemployment rate rises, and the value of investments falls, which may lead to a recession after some months. The bust period, in most cases, is brutish, nasty, and mercilessly short. The “Goldilocks economy” is an economy that is “just right,” that is when growth is not too hot, causing inflation, nor too cold, creating recession. In fact, during the time the economy is in recession, the goal for corrective measures of both Fed’s monetary policy and Congress’ fiscal policy is to create enough demand to keep the economy humming at a healthy pace.

During the study period, 2000 to 2015, we acknowledged that U.S economy actually passed through boom-bust cycles. The financial and housing crises and the consequent economic downturn during the period started in 2007 when the housing bubble of the early 2000s burst. The real cause of the housing, financial, and economic crises was the proliferation of derivatives in the 1990s and early 2000s, which created artificial demands that resulted in a bubble that peaked in 2006. A good example of a derivative is the mortgage-backed security market, which was largely unregulated. According to Warren Buffet, derivatives are financial weapons of mass destruction that carry dangers that, while initially latent, are potentially lethal (Hera, 2012). Of course, the financial weapons exploded loudly in 2007, causing the financial, housing, and economic crises, as well as the concomitant Great Recession, which started in 2008 and lasted through 2009, the trough phase of prevailing economic cycle. The construction industry is one of the first drivers of the economy to go into a recession when the economy declines, and likewise, the first to recover as the economic conditions improve. In a depressed economic period, the residential and commercial construction always helps to pull the economy ahead by creating the needed jobs and reducing the extant high unemployment rate. Subsequently, with the improved economy, corporate balance sheets start getting strong; and with much confidence, investors start feeling that businesses are doing well financially, as stock market indexes hover near record highs.

The results of this research support the theorization that there is a significant relationship between construction and residential sector and the GDP growth and decline. The GDP, and by implication, the economy, followed the performance of construction and residential sector in a sinusoidal pattern, as the nation, regions, and local areas go through the economic cycles. That is, as one goes up, the other one also goes up, and vice versa. Therefore, one can unequivocally conclude that, the above phenomena were witnessed by the United States during the economic boom-bust cycles from 2000 to 2015. On what should drive and sustain economic growth and development during the boom-bust economic cycles, the analysis of data informed some suggestions and recommendations, that there should be some investments in new manufacturing plants, new and better products, new methods of production, and aggressive corrective measures in housing industry and housing market. Aggressive measures include the application of Keynesian economic principles that emphasize government economic stimulus and spending to induce consumption of goods and services through households and individual demands; and better regulations of the housing market, especially in the areas of mortgage loan qualifications, mortgage securitization, and proliferation of derivatives. It was concluded that, addressing the policy that facilitates gross private domestic investment, including the construction and residential investments during the bust period, should offer a realistic opportunity to

enhance and sustain economic recovery, while positioning the nation, regions, and local jurisdictions for the boom period of economic growth and development.

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Table 1: The Monthly Consumer Confidence Index* in the United States, 2000-2015

Year	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec
2000	144.7	140.8	137.1	137.7	144.7	139.2	143.0	140.8	142.5	135.8	132.6	128.6
2001	115.7	109.2	116.9	109.9	116.1	118.9	116.3	114.0	97.0	85.3	84.9	94.6
2002	97.8	95.0	110.7	108.5	110.3	106.3	97.4	94.5	93.7	79.6	84.9	80.7
2003	78.8	64.8	61.4	81.0	83.6	83.5	77.0	81.7	77.0	81.7	92.5	91.7
2004	96.4	88.5	88.5	93.0	93.1	102.8	105.7	98.7	96.7	92.9	92.6	102.7
2005	105.1	104.4	103.0	97.5	103.1	106.2	103.6	105.5	87.5	85.2	98.3	103.8
2006	106.8	102.7	107.5	109.8	104.7	105.7	107.0	100.2	105.9	105.1	105.3	110.0
2007	110.2	111.2	108.2	106.3	108.5	105.3	111.9	105.6	99.5	95.2	87.8	90.6
2008	87.9	76.4	65.9	62.3	57.2	50.4	51.9	58.5	61.4	38.8	44.9	38.6
2009	40.0	25.3	26.9	40.8	54.8	49.3	47.4	54.5	53.4	48.7	50.6	53.6
2010	56.5	46.4	52.3	57.7	62.7	54.3	51.0	53.2	48.6	49.9	57.8	63.4
2011	64.8	72.0	63.8	65.4	61.7	57.6	59.2	44.5	46.4	40.9	56.0	64.8
2012	61.5	71.6	69.5	68.7	64.4	62.7	65.4	61.3	70.3	73.1	71.5	64.6
2013	58.4	68.0	61.9	69.0	74.3	82.1	81.0	81.8	80.2	72.4	70.4	77.5
2014	79.4	78.3	83.9	81.7	82.2	86.4	90.3	93.4	89.0	94.1	91.0	93.1
2015	103.8	98.8	101.3	94.3	94.6	99.8	91.0	101.3	102.6	99.1	90.4	96.3
2016	97.8	94.0	96.2	NA	NA	NA	NA	NA	103.5	100.8	109.4	113.7

*Units: 1985 (=100).

Source: Gould, Brian (2016). "Conference Board's Consumer Confidence Index." *Agricultural and Applied Economics*, University of Wisconsin (UW), Madison.

Table 2: Population Characteristics of United States, State of Georgia, and Atlanta Metropolitan Area during the Economic Recovery Period, 2009-2015

Area	2009	2010	2011	2012	2013	2014	2015
United States	301461533	303965272	306603772	309138711	316427395	318907401	321418810
White	74.5%	74.0%	74.1%	74.2%	74.0%	73.8%	73.6%
Black	12.4%	12.5%	12.5%	12.6%	12.6%	12.6%	12.6%
American Indian	0.8%	0.8%	0.8%	0.8%	0.8%	0.8%	0.8%
Asian	4.4%	4.7%	4.7%	4.8%	4.9%	5.0%	5.1%
Native Hawaiian	0.1%	0.2%	0.2%	0.2%	0.2%	0.2%	0.2%
Other Race	5.6%	5.5%	5.1%	4.8%	4.7%	4.7%	4.6%
Hispanic	15.1%	15.7%	16.1%	16.4%	16.6%	16.9%	17.1%
State of Georgia	9,497,667	9,468,815	9,600,612	9,714,569	9,991,562	10,097,132	10,214,860
White	62.1%	61.0%	60.9%	60.8%	59.5%	59.3%	59.0%
Black	29.7%	30.3%	30.4%	30.6%	30.1%	30.3%	30.3%
American Indian	0.3%	0.2%	0.2%	0.3%	0.3%	0.3%	0.3%
Asian	2.8%	3.1%	3.2%	3.3%	3.3%	3.4%	3.5%
Native Hawaiian	0.1%	0.1%	0.1%	0.1%	0.1%	0.04%	0.05%
Other Race	3.7%	3.6%	3.4%	3.2%	3.0%	2.9%	2.7%
Hispanic	7.7%	8.3%	8.6%	8.8%	8.8%	8.5	9.0%
Metro Atlanta	5,238,994	5,125,113	5,213,854	5,291,701	5,379,176	5,455,053	5,535,837
White	58.4%	56.9%	56.6%	56.4%	56.3	56.1%	55.8%
Black	31.0%	32.0%	32.2%	32.4%	32.7%	32.9%	33.1%
American Indian	0.3%	0.2%	0.3%	0.3%	0.3%	0.3%	0.3%
Asian	4.2%	4.7%	4.8%	4.9%	5.0%	5.2%	5.3%
Native Hawaiian	0.1%	0.03%	0.03%	0.04%	0.04%	0.04%	0.04%
Other Race	4.6%	4.5%	4.3%	4.0%	3.7%	3.4%	3.3%
Hispanic	9.3%	9.8%	10.1%	10.3%	10.4%	10.4%	10.5%

Sources:

U.S. Census Bureau, 2010-2014. American Community Survey, 5-Year Estimates.

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Table 3: All Industry Total Real GDP (millions of chained 2009 dollars) and Real Per Capita GDP (chained 2009 dollars) in the United States, State of Georgia, and Atlanta Metropolitan Area, 2000-2015

Year	United States ¹ GDP (Millions of Dollars)	United States Per Capita GDP (\$)	State of Georgia ² GDP (Mill. of Dollars)	State of Georgia Per Capita GDP (\$)	Atlanta Metropolitan Area ³ GDP (Millions of Dollars)	Atlanta Metropolitan Area Per Capita GDP (\$)
2000	12,616,533	44,714	373,907	45,447	-	-
2001	12,735,110	44,689	378,479	45,181	252,397	57,331
2002	12,962,807	45,068	380,923	44,771	254,926	56,785
2003	13,295,941	45,831	391,928	45,453	259,273	56,702
2004	13,764,653	47,010	408,639	46,599	265,390	56,956
2005	14,203,241	48,062	424,964	47,610	277,042	58,069
2006	14,584,888	48,880	430,438	47,013	282,699	57,321
2007	14,798,367	49,126	433,595	46,374	290,819	57,402
2008	14,718,301	48,401	420,483	44,239	285,001	55,125
2009	14,320,114	46,680	404,575	42,052	271,120	51,732
2010	14,628,165	47,287	408,248	42,029	272,427	51,361
2011	14,833,679	47,587	413,457	42,137	276,516	51,446
2012	15,126,281	48,157	418,312	42,179	280,911	51,482
2013	15,348,044	48,504	422,958	42,332	285,802	51,725
2014	15,691,181	49,203	433,463	42,929	295,397	52,615
2015	16,088,249	50,054	444,908	43,555	303,903	53,216

Source: ¹ Bureau of Economic Analysis (2016). "Per Capita Real GDP by United States (Chained 2009 Dollars), 1997-2015." All Industry Total. U.S. Department of Commerce. <https://bea.gov/iTable/iTable.cfm?>

Source: ² Bureau of Economic Analysis (2016). "Per Capita Real GDP by State of Georgia (Chained 2009 Dollars), 1997-2015." All Industry Total. U.S. Department of Commerce. <https://bea.gov/iTable/iTable.cfm?>

Source: ³ Bureau of Economic Analysis (2016). "Per Capita Real GDP by Atlanta Metropolitan Area (Chained 2009 Dollars), 2001-2015." All Industry Total. U.S. Department of Commerce. <https://bea.gov/iTable/iTable.cfm?>

Table 4: Annual Real Gross Domestic Product (millions of chained 2009 dollars) by Industry in United States, 2000-2015

Type of Industry	2000	2001	2002	2003	2004	2005	2006	2007
All Industry Total	12616533	12725110	12962807	13295941	13764653	14203241	14584888	14718301
Private Industries	10826183	10926994	11120128	11432227	11886123	12311123	12678661	12872989
Utilities	303952	257558	262686	254954	267227	250612	264153	267359
Transportation and Utilities	675712	607936	600112	608594	657136	665458	704783	702261
Construction	768871	755368	731459	744421	770455	772756	753462	725127
Real Estate and Rental and Leasing	1539741	1604431	1632166	1655912	1698459	1787088	1816329	1898232
Real Estate	1371801	1421664	1452187	1485475	1535497	1623183	1630556	1720363
Educational Services, Health Care, and Social Assistance	922464	946112	984500	1017545	1057732	1075854	1117352	1127992
Educational Services	124580	128836	130819	136829	143583	143072	146491	149666
Health Care and Social Assistance	798045	817530	853681	880830	914354	932834	970838	978342
Social Assistance	70136	71884	73311	77789	79407	81716	83585	84514
Government	1795384	1815309	1850196	1869163	1879822	1890814	1902777	1922307
Trade	1525948	1561813	1596001	1688877	1744135	1817167	1854618	1858115

Table 4 Continued

Type of Industry	2008	2009	2010	2011	2012	2013	2014	2015
All Industry Total	14718301	14320114	14628165	14833679	15126281	15348044	15691181	16088249
Private Industries	12760075	12352979	12650146	12871719	13169036	13408899	13754385	14144240
Utilities	269647	250785	274430	277859	276868	274556	268513	264359
Transportation and Utilities	704028	649628	695748	714448	716870	719957	719712	711313
Construction	662195	577296	551604	548635	569172	584912	594747	623855
Real Estate and Rental and Leasing	1930548	1904778	1957143	2009174	2040280	2070316	2112597	2164907
Real Estate	1745253	1740571	1794743	1877696	1864970	1889554	1924405	(NA)
Educational Services, Health Care, and Social Assistance	1187791	1214033	1220547	1239806	1263347	1279353	1303945	1354416
Educational Services	155558	162991	164815	166146	167601	164085	167598	167999
Health Care and Social Assistance	1032223	1051042	1055731	1073674	1095808	1115618	1136678	1187321
Social Assistance	88534	89065	89517	86808	92610	95791	97229	(NA)
Government	1955390	1967136	1976585	1962467	1957665	1940025	1938012	1945392
Trade	1808411	1664980	1710533	1733680	1774915	1829215	1889910	1953343

Source: Bureau of Economic Analysis (2016). "United States Real GDP (millions of chained 2009 dollars) by Industry, 1997-2015." U.S. Department of Commerce, December 7, 2016.

Note: NAICS Industry detail is based on the 2007 North American Industry Classification System (NAICS). (NA) Not Available.

Per Capita real GDP statistics for 1997-2015 reflect Census Bureau midyear population estimates available as of December 2015. Last updated December 7, 2016--- revised statistics for 1997-2015.

Table 5: Annual United States Gross Domestic Product (Billions of Dollars): Expanded Details, 2000-2015

Name	2000	2001	2002	2003	2004	2005	2006	2007
Gross Domestic Product (GDP)	10,284.8	10,621.8	10,977.5	11,510.7	12,274.9	13,093.7	13,855.9	14,477.6
Personal Consumption Expenditures	6,792.4	7,103.1	7,384.1	7,765.5	8,260.0	8,794.1	9,304.0	9,750.5
Household Consumption	4,181.5	4,398.8	4,587.1	4,838.5	5,153.4	5,503.6	5,829.0	6,140.2
Housing and Utilities (Services)	1,98.6	1,287.5	1,333.6	1,394.1	1,469.1	1,583.6	1,682.4	1,758.2
Gross Private Domestic Investment	2,033.8	1,928.6	1,925.0	2,027.9	2,276.7	2,527.1	2,680.6	2,643.7
Fixed Investment	1,979.2	1,966.9	1,906.5	2,008.7	2,212.8	2,467.5	2,613.7	2,609.3
Non-Residential Fixed Investment	1,493.8	1,453.9	1,348.9	1,371.7	1,463.1	1,611.5	1,776.3	1,920.6
Residential Fixed Investment	485.4	513.0	557.6	636.9	749.7	856.1	837.4	688.7
Change in Private Inventories	54.5	-38.3	18.5	19.3	63.9	59.6	67.0	34.5
Exports	1,096.8	1,026.7	1,002.5	1,040.3	1,181.5	1,308.9	1,476.3	1,664.6
Net Exports of Goods and Services	-375.8	-368.7	-426.5	-503.7	-619.2	-721.2	-770.9	-718.5
Government Consumption Expenditures and Gross Investment	1,834.4	1,958.8	2,094.9	2,220.8	2,357.4	2,493.7	2,642.2	2,801.9

Table 5: (cont.)

Name	2008	2009	2010	2011	2012	2013	2014	2015
Gross Domestic Product (GDP)	14,718.6	14,418.7	14,964.4	15,517.9	16,155.3	16,691.5	17,393.1	18,036.6
Personal Consumption Expenditures	10,013.6	9,847.0	10,202.2	10,689.3	11,050.6	11,361.2	11,863.4	12,283.7
Household Consumption	6,355.8	6,372.5	6,564.0	6,817.8	7,018.7	7,221.8	7,579.3	7,943.7
Housing and Utilities (Services)	1,839.1	1,881.0	1,909.0	1,959.9	1,995.4	2,054.2	2,142.8	2,233.2
Gross Private Domestic Investment	2,424.8	1,878.1	2,100.8	2,239.9	2,511.7	2,706.3	2,886.5	3,056.6
Fixed Investment	2,456.8	2,025.7	2,039.3	2,198.1	2,449.9	2,613.9	2,821.0	2,963.2
Non-Residential Fixed Investment	1,941.0	1,663.4	1,658.2	1,812.1	2,007.7	2,094.4	2,251.0	2,311.3
Residential Fixed Investment	515.9	392.2	381.1	386.0	442.2	519.5	570.1	651.9
Change in Private Inventories	-32.0	-147.6	61.5	41.8	61.8	92.4	65.4	93.4
Exports	1,841.9	1,587.7	1,852.3	2,106.4	2,198.2	2,276.6	2,375.3	2,264.3
Net Exports of Goods and Services	-728.1	-395.4	-512.7	-580.0	-565.7	-492.0	-508.8	-522.0
Government Consumption Expenditures and Gross Investment	3,003.2	3,089.1	3,174.0	3,168.7	3,158.6	3,116.1	3,152.1	3,218.3

Source: FRED St. Louis Federal Reserve (2015). "Gross Domestic Product, Expanded Detail: Annual, 2000-2015." Table 1.5.5. Gross Domestic Product, Expanded Detail: Annual, 2015. <https://fred.stlouisfed.org/release/tables?rid>

Table 6: United States Residential Investment Shares of Gross Domestic Product (GDP), 2000-2015

Date (January 1 st)	Shares of Gross Domestic Product (%)
2000	4.7
2001	4.8
2002	5.1
2003	5.5
2004	6.1
2005	6.5
2006	6.0
2007	4.7
2008	3.5
2009	2.7
2010	2.5
2011	2.5
2012	2.7
2013	3.1
2014	3.3
2015	3.6

Source: U.S. Bureau of Economic Analysis (2016). "Shares of Gross Domestic Product: Gross Private Domestic Investment: Fixed Investment: Residential (A011RE1A56NBEA)," October 2016. Retrieved from FRED, Federal Reserve Bank of St. Louis. <https://fred.stlouisfed.org/series/A011RE1A156NBEA>

Table 7: July Constructions put in place Spending in the United States, Seasonally Adjusted Annual Rates (in billions of dollars)*, 2002-2016

Year	Total Constr.	Private Constr.	Residential Constr.	Non-Residential Constr.	Public ³ Constr.	Education-al Constr.	Highway Constr.
2002	847.1 ¹	634 ²	404.6	229.4	209.8	59.1	55.3
2003	879.8	664.2	449.6	214.3	215.7	58.1	60.0
% Change	3.86	4.76	11.12	-6.58	2.81	-1.69	8.50
2004	997.2	758.3	537.5	220.8	238.9	63.8	65.7
% Change	13.34	14.7	19.55	3.03	10.76	9.81	9.50
2005	1,099.3	856.2	615.8	240.4	243.2	63.7	63.9
% Change	10.24	12.91	14.57	8.88	1.80	-0.16	-2.74
2006	1,200.0	930.9	627.4	303.5	269.1	69.9	76.6
% Change	9.16	8.72	1.88	26.25	10.65	9.73	19.87
2007	1,169.1	880.1	534.0	346.0	289.0	83.0	74.3
% Change	-2.58	-5.46	-14.89	14.00	7.40	18.74	-3.00
2008	1,084.4	774.6	357.8	416.8	309.7	87.4	76.0
% Change	-7.24	-11.99	-33.00	20.46	7.16	5.30	2.29
2009	958.0	630.4	245.6	384.9	327.6	90.8	83.8
% Change	-11.66	-18.62	-31.36	-7.65	5.78	3.89	10.26
2010	805.2	506.4	240.3	266.1	298.8	73.0	76.8
% Change	-15.95	-19.67	-2.16	-30.87	-8.79	-19.60	-8.35
2011	789.5	514.5	248.1	266.4	275.0	67.2	74.9
% Change	-1.95	1.60	3.25	0.11	-7.97	-7.95	-2.47
2012	834.4	558.7	264.6	294.1	275.7	66.0	81.2
% Change	5.69	8.59	6.65	10.40	0.25	-1.79	8.41
2013	900.8	625.6	334.6	296.8	269.4	62.9	78.0
% Change	7.96	11.97	26.46	0.92	-2.29	-4.70	-3.94
2014	981.3	701.7	358.1	343.6	279.6	63.5	84.8
% Change	8.94	12.16	7.02	15.77	3.79	0.95	8.72
2015	1,083.4	787.8	380.8	407.0	295.6	66.4	90.3
% Change	10.40	12.27	6.34	18.45	5.72	4.57	6.49
2016	1,153.2	875.0	445.5	429.5	278.2	64.6	89.8
% Change	6.44	11.07	16.99	5.53	-5.89	-2.71	-0.55

*Details may not add to totals due to rounding

Source: Michael Davis, Joe Huesman, Linnet Holland (2016). "July Construction Spending in the United States (Billions Annual Rate), 2002-2016". U.S. Census Bureau News. U.S. Department of Commerce, Washington DC. 20233. <http://www.census.gov/constructionspending>

¹Detailed types of construction not available prior to 2002. ²Includes the following categories of private construction not shown separately: public safety, highway and street, sewage and waste disposal, water supply, and construction and development. ³Includes the following categories of public construction not shown separately: lodging, religious, construction, and manufacturing. Detailed types of construction not available prior to 2002.

Table 8: The United States Monthly All Employees in Construction (in thousands), Seasonally Adjusted, 2006 to 2016

Year	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec
2006	7601	7664	7689	7726	7713	7699	7712	7720	7718	7682	7666	7685
2007	7725	7626	7706	7686	7673	7687	7660	7610	7577	7565	7527	7490
2008	7476	7453	7406	7327	7274	7213	7160	7114	7044	6967	6813	6701
2009	6567	6446	6291	6154	6100	6010	5932	5855	5787	5716	5696	5654
2010	5580	5500	5537	5553	5520	5516	5508	5524	5501	5508	5506	5467
2011	5427	5451	5477	5485	5516	5528	5547	5552	5584	5588	5593	5611
2012	5626	5626	5629	5626	5606	5622	5633	5647	5656	5673	5682	5728
2013	5741	5793	5814	5811	5831	5854	5857	5874	5900	5923	5954	5939
2014	5999	6020	6062	6103	6115	6128	6169	6194	6219	6233	6256	6301
2015	6351	6378	6371	6409	6426	6426	6437	6441	6451	6484	6549	6597
2016	6615	6628	6665	6659	6641	6635	6646 (P)	6640 (P)				

P = Preliminary

Source: Bureau of Labor Statistics (2016). "Construction Employment from Current Employment Statistics Survey (National)". Data extracted on September 15, 2016.

Table 9: Annual Total New Privately-owned Housing Units Authorized (Unadjusted Units) for United States, Regions, State of Georgia, and Metropolitan Atlanta Area, 1999-2015

Year	United States	State of Georgia	Atlanta, GA MSA	North East	Mid West	South	West
1999	1663533	89581	61046	164863	343599	748926	404345
2000	1592267	91820	64216	165101	323841	701863	401462
% Change	-4.28	2.5	5.19	0.14	-5.75	-6.28	-0.71
2001	1636676	93059	65268	159806	333644	730256	412970
% Change	2.79	1.35	1.64	-3.21	3.03	4.05	2.87
2002	1747678	97523	66551	173735	352352	790710	430864
% Change	6.78	4.80	1.97	8.72	5.61	8.28	4.33
2003	1889214	96704	66377	182443	371002	849279	486490
% Change	8.10	-0.84	-0.26	5.01	5.29	7.41	12.91
2004	2070077	108356	74007	196956	370466	960779	541876
% Change	9.57	12.05	11.49	7.95	-0.14	13.13	11.38
2005	2155316	109336	72861	203804	353896	1039044	558572
% Change	4.12	0.90	-1.55	3.48	-4.47	8.15	3.08
2006	1838903	104200	68266	174615	279376	929734	455178
% Change	-14.68	-4.70	-6.31	-14.32	-21.06	-10.52	-18.51
2007	1398415	73165	44770	150645	211735	692170	343865
% Change	-23.95	-29.78	-34.42	-13.73	-24.21	-25.55	-24.45
2008	905359	35368	19294	119031	137732	451853	196743
% Change	-35.26	-51.66	-56.90	-20.99	-34.95	-34.72	-42.78
2009	582963	18228	6533	68503	100344	297404	116712
% Change	-35.61	-48.46	-66.14	-42.45	-27.15	-34.18	-40.68
2010	604610	17265	7575	73807	103516	299085	128202
% Change	3.71	-5.28	15.95	7.74	3.16	0.57	9.84
2011	624061	18493	8634	68481	102730	320667	132183
% Change	3.22	7.11	13.98	-7.22	-0.76	7.22	3.11
2012	829658	24350	14380	84716	132995	427797	184150
% Change	32.95	31.67	66.55	23.71	29.46	33.41	39.31
2013	990822	36174	24297 ¹	107075	156764	493332	233651
% Change	19.43	48.56	68.96	26.39	17.87	15.32	26.88
2014	1046363	39423	26683 ²	118458	164034	519509	244362
% Change	5.61	8.98	9.82	10.63	4.64	5.31	4.58
2015	1182582	45549	30342 ²	161984	170584	572779	277235
% Change	13.02	15.54	13.71	36.74	3.99	10.25	13.45

Source: United States Census Bureau (2016). "Annual Building Permits Survey by United States, Regions, States, and Metropolitan Areas, 1999-2015." *American Housing Survey*. U.S. Department of Commerce. <https://www.census.gov/construction/bps/>

*Universe refers to the number of permit-issuing jurisdictions canvassed for the Building Permits Survey. The Universe is updated every 10 years. The 2004 Universe included approximately 19,300 permit-issuing places, and was used from January 2004 to December 2014. The 2014 Universe included approximately 20,100 issuing places, used from January 2014 forward.

¹Atlanta-Sandy Springs-Marietta, GA; ²Atlanta-Sandy Springs-Roswell, GA. These represent metropolitan Areas where all permit offices are requested to report monthly.

Table 10: United States Seasonally Adjusted Home Ownership Rates (%), Total Housing Inventory Estimates ('000), Owner Occupied and Renter Occupied and Vacant Units ('000), and Owner and Rental Vacancy Rates (%), 2000-2015

Year	Home Ownership Rates Q4	All Housing Units ('000)	Owner-Occupied Units ('000)	Renter-Occupied Units ('000)	Vacant Units ('000)	Home Owner Vacancy Rates Q4	Rental Vacancy Rates 1 Unit Q4
2000	67.5	119,628	71,250	34,470	13,908	1.6	7.8
2001	67.9	121,480	72,593	34,826	14,470	1.8	8.8
2002	68.2	123,318	73,713	34,826	14,779	1.7	9.4
2003	68.5	120,834	72,054	33,506	15,274	1.8	10.2
2004	69.1	122,187	73,575	33,013	15,599	1.8	10.0
2005	68.9	123,925	74,553	33,678	15,694	2.0	9.6
2006	68.8	126,012	75,380	34,195	16,437	2.7	9.8
2007	67.8	127,958	75,159	35,147	17,652	2.8	9.6
2008	67.5	130,113	75,566	35,843	18,704	2.9	10.1
2009	67.2	130,159	75,014	36,330	18,815	2.7	10.7
2010	66.5	130,599	74,791	37,069	18,739	2.7	9.4
2011	65.9	132,292	75,091	38,443	18,758	2.3	9.4
2012	65.3	132,778	74,929	39,583	18,266	1.9	8.7
2013	65.1	132,799	74,668	40,004	18,127	2.1	8.2
2014	63.9	133,270	74,427	41,034	17,809	1.9	7.0
2015	63.7	134,700	74,706	42,639	17,355	1.9	7.0

Source: United States Census Bureau (2016). "Estimates of the Total Housing Inventory for the United States ('000), 2000-2015." *American Housing Survey*. U.S. Department of Commerce.

Current Population Survey, Series H-111, Bureau of the Census, Washington, D.C 20233

Table 11: Price Indexes of New Single-Family Houses Actually Sold Including Lot Value Nationally and Regionally in the United States, 2000-2015

Year	United States (Annual)	Northeast (Annual)	Mid-west (Annual)	South (Annual)	West (Annual)
2000	75.6	73.0	83.5	80.6	64.4
2001	77.9	76.7	84.4	82.8	67.1
2002	81.4	80.2	86.1	86.3	71.5
2003	86.0	84.3	90.6	89.4	78.2
2004	92.8	91.6	96.7	94.4	88.2
2005*	100.0	100.0	100.0	100.0	100.0
2006	104.7	102.6	102.9	105.4	105.2
2007	104.9	101.5	102.8	107.4	102.6
2008	99.5	100.8	98.9	103.7	92.7
2009	95.1	97.1	96.0	101.1	84.8
2010	95.0	101.1	96.9	99.5	85.4
2011	94.3	100.0	97.8	99.6	83.1
2012	97.6	102.1	101.5	102.7	86.3
2013	104.7	108.2	105.3	110.1	94.7
2014	112.3	120.0	113.1	117.2	102.6
2015	113.6	112.1	118.3	118.6	103.2

*(2005 = 100.0. Index based on kinds of houses sold in 2005).

Source: U.S. Census Bureau (2016). *United States Department of Commerce News*. Economic and Statistics Administration, Washington DC 20230.

Table 12: Average Sales Price of Single-Family Houses Actually Sold Nationally and Regionally in the United States, 2000-2015

Year	U.S. (\$)	% Change	North East (\$)	% Change	Mid-West (\$)	% Change	South (\$)	% Change	West (\$)	% Change
2000	207,000	5.8	274,800	10.9	199,300	6.7	179,000	3.5	238,900	7.8
2001	213,200	3.0	294,300	7.1	201,300	1.0	185,700	3.7	250,000	4.6
2002	228,700	7.3	301,300	2.4	209,800	4.2	197,500	6.4	276,500	10.6
2003	246,300	7.7	315,700	4.8	218,200	4.0	208,900	5.8	306,800	11.0
2004	274,500	11.4	366,100	16.0	240,800	10.4	232,800	11.4	340,000	10.8
2005	297,000	8.2	397,000	8.4	249,800	3.7	249,200	7.0	388,700	14.8
2006	305,900	3.0	428,300	7.9	257,100	2.9	257,700	3.4	405,900	4.4
2007	313,600	2.5	437,700	2.2	256,800	-0.1	269,800	4.7	403,700	-0.5
2008	292,600	-6.7	475,500	8.6	250,000	-2.6	253,400	-6.1	361,500	-10.5
2009	270,900	-7.4	411,300	-13.5	227,700	-8.9	241,200	-4.8	321,600	-11.0
2010	272,900	0.7	415,800	1.1	232,800	2.2	244,900	1.5	316,600	-1.6
2011	267,900	-1.8	389,900	-6.2	241,700	3.8	248,900	1.6	301,800	-4.7
2012	292,200	9.1	418,600	7.4	270,300	11.8	266,100	6.9	321,300	6.5
2013	324,500	11.1	469,900	12.3	301,500	11.5	292,600	10.0	368,900	14.8
2014	345,800	6.6	545,200	16.0	316,700	5.0	306,900	4.9	397,500	7.8
2015	360,600	4.3	618,500	13.4	331,000	4.5	322,200	5.0	418,700	5.3

Source: U.S. Census Bureau (2016). *United States Department of Commerce News*. Economics and Statistics Administration, Washington DC 20230.

Table 13: United States Quarterly, SAAR, Percent Change in Real Residential Fixed Investment, 2004-2016

Date (June 30)	Percent Change (%)
2004	13.40
2005	7.60
2006	-18.60
2007	-15.10
2008	-16.40
2009	-21.90
2010	23.20
2011	5.40
2012	3.70
2013	12.00
2014	11.70
2015	14.90
2016	-7.70*

*U.S. Change in Real Residential Fixed Investment is at -7.70%, compared to 7.80% last Quarter (March 31, 2016) and 14.90% last year (June 30, 2015). This is lower than the long term average of 4.33%.

Source: U.S. Bureau of Economic Analysis (2016). "U.S. Change in Real Residential Fixed Investment," August 26, 2016.

https://ycharts.com/indicators/us_change_in_real_residential_fixed_investment

Table 14: United States Quarterly Construction Spending, 1993-2016

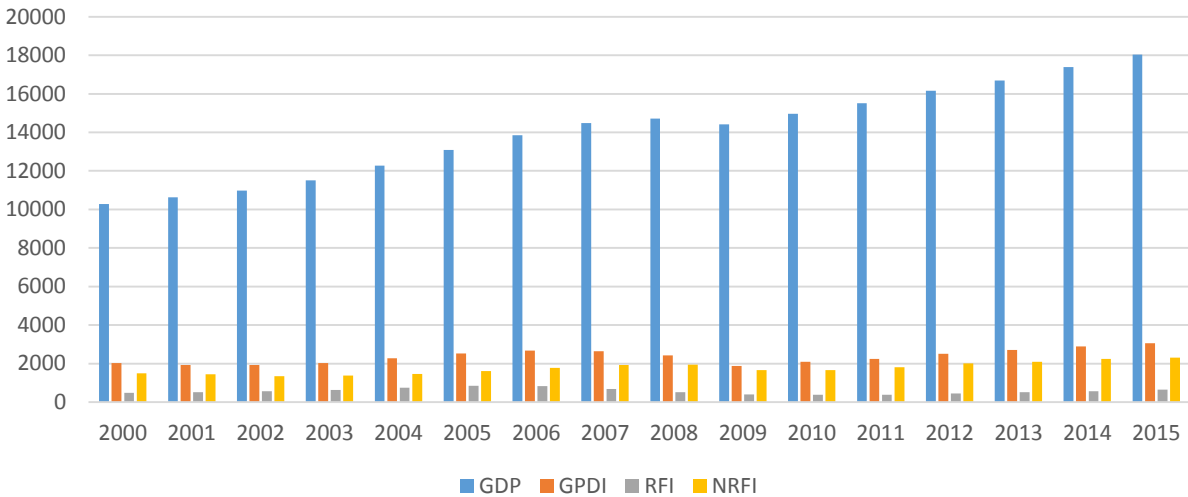
Period	U.S. Construction Spending
January 1993	458.08 Billion Dollars
July 2012	868.25 Billion Dollars
September 2012	876.09 Billion Dollars
January 2013	869.23 Billion Dollars
March 2013	871.89 Billion Dollars
July 2013	925.11 Billion Dollars
September 2013	937.66 Billion Dollars
January 2014	973.66 Billion Dollars
March 2014	989.50 Billion Dollars
July 2014	1.004 Trillion Dollars
September 2014	1.005 Trillion Dollars
January 2015	1.038 Trillion Dollars
March 2015	1.062 Trillion Dollars
July 2015	1.136 Trillion Dollars
September 2015	1.152 Trillion Dollars
January 2016	1.145 Trillion Dollars
March 2016	1.176 Trillion Dollars
July 2016	1.153 Trillion Dollars

Source: U.S. Census Bureau (2016). "U.S. Construction Spending." Market Reports
 Table 15: United States Quarterly Gross Domestic Product (GDP) from Construction
 (\$Billions), 2005-2016

Period	U.S. GDP from Construction (\$ Billions)
March 2011	528.7
July 2013	612.6
September 2013	626.6
January 2014	637.1
March 2014	634.7
July 2014	643.7
September 2014	659.8
January 2015	672.7
March 2015	694.2
July 2015	706.5
September 2015	724.1
January 2016	743.0
March 2016	761.2

Source: U.S. Bureau OF Economic Analysis (2016). "GDP from Construction in the
 United States."

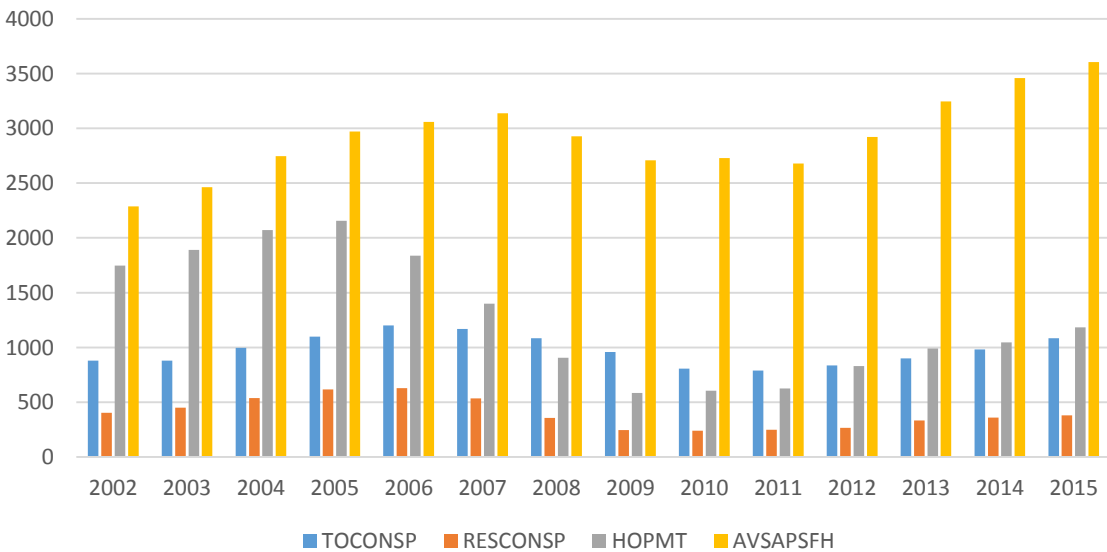
Figure 1: United States Annual Gross Domestic Product, Gross Private Domestic Investment, Residential Fixed Investment, and Non-Residential Fixed Investment, 2000-2015



Source: Adapted from Table 9: Annual United States Gross Domestic Product (Billions of Dollars): Expanded Details, 2000-2015.

GDP: Gross Domestic Product
 GPDI: Gross Private Domestic Investment
 RFI: Residential Fixed Investment
 NRFI: Non-Residential Fixed Investment

Figure 2: United States Total Construction Spending, Residential Construction Spending, Total New Privately-owned Housing Permits, and Average Sales Price of Single-Family Houses, 2002-2015



Source: Adapted from Tables 11: Constructions put in place Spending Annual Rates (\$ Billions);
Table 13: Annual Total New Privately-owned Housing Units Authorized for United States; and
Table 16: Average Sales Price of Single-Family Houses Actually Sold Nationally, 2002-2015.
TOCONSP: Total Construction Spending (\$ Billions)
RESCONSP: Residential Construction Spending (\$ Billions)
HOPMT: Housing Permits (Thousands)
AVSAPSFH: Average Sales Price of Single Family Houses (\$ Hundreds)

Science Vocabulary Misunderstandings

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Introduction

What does the word “weight” mean? Does its meaning differ from the word “mass?” Depending on who we ask the answers could vary greatly. If we ask a scientist, the answer to the first question might be the force that gravitation exerts upon a body, equal to the mass of the body times the local acceleration of gravity and the answer to the second question yes. What answers would we get from elementary school students? Middle school students? High school students? Why does it matter?

Why Important

A comprehension of science vocabulary is important because many terms, such as weight, represent concepts that are entirely new to students. Understanding terms and definitions is the first step in learning science. If students do not understand the meaning of the words, the underlying concepts they label will never fully be mastered (Groves, 1995; McGlynn & Kozlowski, 2017; Shore, Ray, & Gooklasian, 2015). In other words, vocabulary is a crucial part of teaching science content. Students need to understand what the words mean to apply just like in any other subject. If you do not understand what the word means, then you are not going to be able to comprehend the science knowledge and skills associated with it. In addition, to understanding the vocabulary, it is just as important in knowing how to correctly communicate science vocabulary. What is the best word to use when communicating scientific concepts and results? It is best to use more precise words with unmistakable meaning wherever possible (UCLA, Word Usage). Moreover, students as they grow into adults should be scientific literate. This is impossible without knowledge of science vocabulary. All students need effective strategies for learning science vocabulary and knowing science vocabulary supports how students develop their science knowledge and skill understandings (Carrier, 2013).

Discussion

Since vocabulary is so important to teaching science, how do we address this need? McKeown and Curtis (1987) recommend providing students with repeated exposure to the vocabulary in meaningful contexts, connections to prior knowledge and experiences, and an active role in their learning process.

The first exposure can take the form of pre-teaching vocabulary. Alber (2014) recommends having the students review the new chapter and identify vocabulary words. The students then create a chart of the identified vocabulary words. Next, the student rate each word as “know it,” “sort of know it,” or “don’t know it.” Lastly, the students write their own definition for the words they rated as “know” and “kind of know.” From the lists, the teacher selects the “kind of” and “don’t know at all” words that are tier two words then adds some content-specific words (tier three) that are directly related to the chapter.

In order to provide repeated exposure as well as connect to prior knowledge and experiences, Marzano (2009) suggests six steps for direct teaching of vocabulary. First, the teacher explains the new vocabulary word using imagery to tap into prior knowledge. Next, the students restate or explain the word in their own words verbally and/or in writing. Students then create a picture or other symbolic representation of the word in their science notebook. Students engage in activities, such as a four-square

graphic organizer, to deepen their knowledge of the word. Students discuss the new word. Lastly, students play games, such as Kahoot!, to review new vocabulary.

Recommendation

Learning vocabulary is important in every discipline. Teachers need to teach students vocabulary in all subjects so students have strategies to learn new words, connect the words to other relationships, and make sense of what they mean. In addition, students need to practice how to communicate their knowledge and skills. A literate population, especially a scientifically one, is the core of our innovation & creativity, economic well-being, happiness & quality of life.

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Reading Vocabulary: Ghasly Mix-ups

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Abstract

This paper examines ways to teach children about words that are easily confused. Given the number of homonyms, homophones, homographs, and multiple meaning words in the English language, explicit vocabulary instruction is necessary to ensure learning, especially for English Language Learners. Three different instructional methods are reviewed, with similarities between the methods being noted.

Introduction

In the English language, there are a number of words that cause confusion for readers. Many of these words can be classified as homonyms, homophones, and homographs. Homonyms are words that have the same pronunciation and the same spelling but different meanings. We might refer to these words as multiple meaning words. For example, “match” can mean the small stick used to start a fire, the competitive meeting of two teams or individuals, or two things that look alike. Homophones are words that have the same pronunciation but different meanings and may have different spellings (Gottlob, Godinger, Stone, and Van Orden, 1999). Examples of homophones might include rain and reign, moose and mousse, and to, too, and two. Finally, there are homographs. These are words that are spelled the same, but have different meanings and different pronunciations (Carley, 2013). Words such as dove and dove are homographs. A dove is bird. The verb dove is past tense of dive. The pronunciation is dependent upon how the word is used in the sentence. Another example would be wind. The wind blows. I can also use wind to mean curl a cord or something similar, as in the following sentence. I will wind the string around the stick.

Given the number of homonyms, homophones, and homographs present in the English language, it is no wonder that learning English is difficult task. There are roughly 6000 homonyms (Nicholls, 2002), about 441 homophones (Aloisi, 2014), and approximately 350 homographs (Carley, 2013). Helping students understand these words is expected in various states standards. In Texas, learning these types of words are a part of vocabulary instruction from grade 2 through grade 6 (Texas Education Agency, 2017).

So how can teachers teach these words effectively? Since these words fall under vocabulary, after all, they are specialized vocabulary words, it is necessary to refer to solid vocabulary teaching. Three methods that should be considered are the modified Frayer model, Robert Marzano’s six steps to teach vocabulary effectively, and a seven step plan designed specifically to teach homonyms to ELL learners.

In an effort to teach homonyms, homophones, and homographs in context, one could choose a text planned for reading in a language arts, science, or social studies class. If a unit of study will be devoted to homonyms, homophones, or homographs, one might choose a text specifically for this purpose, like Fred Gwynne’s *Chocolate Moose for Dinner*.

Let’s say a group of 4th grade students reads “National Zoo Giant Panda Bao Bao Begins Her New Life in China” (Dolasia, 2017) for part of a language arts lesson on endangered animals. This article has examples of homonyms (landing, center, poses, and display), homophones (to, morning, air, new, and way), and one homograph (lead). Teaching students the differences between homonyms, homophones, and homographs is not the goal. The goal is to teach them that some words have multiple meanings, multiple spellings, and multiple pronunciations. These words should be taught as

vocabulary words. For this lesson, the goal is for students to become familiar with the other meanings of the homonyms, homophones, and homographs.

Modified Frayer Model

In a Frayer model, students complete various tasks related to the word (Frayer, 1969). To accommodate this model for easily confused words, the original Frayer model needs to be modified. In one of the four quadrants, students complete the following tasks: write the word and a kid friendly definition, draw a nonlinguistic representation of the word, write the homonym, homophone, or homograph, and draw or find a picture illustrating the word. See Figure 1.

In the sample text, “center” was used to mean a place that provides a type of service. Begin your model with the definition used in the text. In this case, the selected text spoke of a center where the pandas were cared for, so the model will begin with that definition of center. Then, other meanings can be included, such as “the middle of something”, “point from which other things revolve or rotate”, or a basketball or football position. See Figure 2.

Marzano’s Six Steps

Another recommended approach is Robert Marzano’s procedure for teaching vocabulary. He recommends six steps: explain, restate, show, discuss, refine and reflect, and apply in learning games (Marzano, 2009). While Marzano’s work is typically applied to academic vocabulary, these steps provided detailed instruction, which may be necessary to insure complete understanding of easily confused words, especially for students whose first language is not English.

Step 1: Explain: The teacher spends step 1 explaining the term. The teacher may choose to show pictures, videos, or any other media. The teacher may choose to share an anecdote from his/her own life. This step prepares students to create their own nonlinguistic representations of the words.

Step 2: Restate :Using the information the student has just learned about the word, the student writes the meaning in his/her own words. Marzano recommends that students record this student friendly definition in a vocabulary notebook. In addition to the definition, students can record examples of the term, preferable examples that relate to their own lives.

Step 3: Show : Next students construct a picture, symbol, or graphic representation of the term. Just like the modified Frayer model, Marzano includes a nonlinguistic representation of the word. This allows the student to experience a second way to process the word.

Step 4: Discuss: For this step, students engage in activities that allow them to discuss and review the terms being taught. Students can classify terms, create analogies using the terms, or compare and contrast terms.

Step 5: Refine and Reflect :Given the conversations and learning that takes place in step 4, students will likely need to revise their previous vocabulary entries. This step provides an opportunity to do just that. Hopefully, students gained new knowledge and insight into the terms and need to change, add, or delete information to match their new understandings of the terms.

Step 6: Apply in Learning Games: Each week, students should play games using the vocabulary terms they are learning. This is a productive way to keep terms at the forefront of student thinking and continue to revisit terms that were learned in

previous weeks. Playing games allow students to review terms in a nonthreatening way. Games such as Jeopardy, Family Feud, \$100,00 Pyramid are all television game shows that can be adapted and played in classrooms. Game outcomes should not have a bearing on student grades. (Marzano, 2010b.)

Jacobson, Lapp, and Flood's Seven Steps

Jacobson, Lapp, and Flood's plan (2010) for vocabulary instruction includes several of the steps seen in Marzano's vocabulary regimen. Steps include reading/listening to a story with targeted words, define and visualize words through illustrations, identify the grammar structure of each word, categorize words grammatically, analyze word meanings to complete a cloze activity, produce a skit or create a visual, and determine word meaning.

Step 1: Read or listen to a story with homonyms, homophones, or homographs. This sets the stage for an authentic learning experience. Given the abundance of homonyms, homophones, and homographs in the English language, it is easy to locate these special words in a text currently being used in the classroom.

Step 2: Define and visualize the words through illustrations. In this plan, the teacher defines the word, while students copy the definition then create a pictorial image of the word. Given that this plan is geared towards students who are ELLs, providing a teacher created definition serves as a learning scaffold.

Step 3: Identify the grammatical structure of each word. This step requires students to revisit the words in context and determine the word's part of speech. Each word is then coded to reflect its part of speech. Codes are determined by the individual teacher, but should be something easy to remember and quick to draw or write. Perhaps the easiest way to avoid confusion is to use a simple n for noun, v for verb, adj for adjective, and so on. Thus, using the context for "morning", students need to refer back to the original sentence from the text. "The National Zoo resident began the morning with a hearty breakfast comprising 17 pounds of bamboo and 5.4 pounds of leaf eater biscuits." In this case, the word "morning" is used as a noun.

Step 4: Categorizing words
This step is a continuation of the work started in step 3. To complete this step, students list the word that is a homonym, homophone, or homograph in one column, then list its part of speech in the adjacent column. Since "morning" was used as a noun, it has been classified as such by using the letter "n".

Step 5: Analyzing word meanings within context
Using cloze sentences, have students locate and use the correct words in the sentences. Since the goal of teaching multiple meaning words is to learn additional meanings, sentences should cover additional meanings, as well as the one in the text being read.

Step 6: Owning the Words
Have students play charades or act out a skit depicting the words for others to guess. After each pair of students presents a pair of words, have students write sentences correctly using each of the words.

Step 7: Extending and Evaluating New Meanings
Finally, students can play a review activity over the focus words. Again, this activity uses cloze sentences. Students can work in pairs or small groups to complete the activity. The teacher could print each target word on an index card and have the

sentences written on sentence strips, allowing the students to match the word with its sentence. Teachers could also put a sentence up on the Smart Board or other technological device and have each student write the correct answer on individual white boards.

Discussion

It is important to note the similarities these teaching methods offer. In all three regimens, the use of pictures or drawings should be noted. Marzano's (2010a) research shows that when teachers incorporate nonlinguistic representations of targeted vocabulary words, there is a 17-percentile point gain in student achievement. Thus, adding this visual component is a worthwhile addition to anyone's vocabulary instruction.

The second commonality seen in both Marzano's approach and the Jacobsen, Lapp, Flood approach is the use of review. Marzano's recommendation of games is supported by his research, which indicates that classrooms that implemented academic gains showed a 20 percentile gain in student achievement when compared with classrooms that did not use games (Marzano 2010b). Given that Marzano lists playing games as the last step, it is safe to assume that games are being used as a review mechanism. Research shows that reviewing items over time is an excellent method to remember information. While the Jacobsen, Lapp, Flood approach does not advocate for games, it does promote a review of previously studied material.

Conclusions:

Most importantly, notably absent from each model of quality vocabulary instruction is the traditional approach of looking up the definition in the dictionary and using the word in a sentence. Learning vocabulary requires much more thinking on the learner's part than completing rote tasks. Using nonlinguistic representations and consistent review of information are two ways to raise learning in the classroom.

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Word and definition	Drawing or picture
Homonym, homophone or homograph	Drawing or picture of the homonym, homophone, or homograph

Figure 1: Blank modified Frayer model.


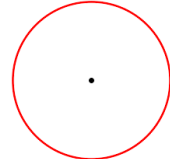


Center: an office that provides a specific service	
Center: the middle of a circle	
Center: the point that other things rotate around	
Center: a middle position in many sports teams, such as football, basketball, soccer, and lacrosse	

Figure 2: Modified Frayer model for the word “center”.

Beyond the Crazy Bird:
Constructivist Theory, Community-Based Participatory Research,
and Meaningful Higher Education Research Design in Tribal
Communities

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One of the primary difficulties associated with indigenous scholars attempting research with their communities is the quest to find an appropriate research method that serves the expectations of the academy, while at the same time honoring the cultural expectations and respects the sovereignty of the sponsoring community. As other Indigenous scholars have discussed, academic research remains largely reflective of a western, colonial, empirical design (Kovach, 2009; Smith, 2012; Wilson, 2008), the effects of which present indigenous researchers (in my specific case, a tribal scholar working with an American Indian reservation community) with unique dilemmas with regard to culturally-centric research projects. While the indigenous researcher may have extensive personal and professional experience to frame research with tribal communities, they might also lack a robust canon of published examples of applied research methods needed in order for non-tribal academics to support and sanction their research projects. In addition, tribal researchers might also find their motivations and intent questioned by their home communities when and where compromises in research decisions are required. As a result, the indigenous researcher requires a more nuanced and nimble methodological orientation when conducting research in their home communities.

With this in mind, I examine the appropriateness and benefits of the grounded theory methodology when designing collaborative, exploratory, participatory action research projects with Federal Indian Reservation communities (BIA, 2016). Challenging the a priori limitations of the standard grounded theory framework originally set forth by Glaser and Strauss (1967), I discuss my dissertation experiences employing a constructivist grounded theory framework using principles espoused by Charmaz (2006) as a means of inquiry, coding, and analysis for community based participatory research (CBPR) project within an indigenous community. At the same time, I hope to reveal some of the lesser acknowledged social benefits available within constructivist grounded theory research projects. It is my contention that this combined understanding of tensions and benefits will serve to inform scholars and faculty about the implications and benefits of developing meaningful and empowering projects to reclaim latent research traditions within indigenous communities and their memberships.

My Research Experience

One of the most meaningful experiences that I have had as a tribal scholar was the opportunity to conduct field research with and for my people. As a tribal person, born, raised, and educated on a Indian reservation, I am all too aware how rare it is/was for someone from my station to overcome conditions of abject poverty, abuse, trauma, and social stigmas that prevented the majority of my peers from graduating high school, let alone allow them to pursue and complete a doctoral degree. My desire to return to my home community to conduct research for my people, friends, and family was an important decision that I made to honor years of directed sacrifice of those that helped me complete a journey that they had been denied.

Despite the deep, meaningful aspirations and connotations, conducting research with my community presented many unique tensions, trade-offs, and tactical decisions. At many times I found my dual position as a scholar and a community member vexed my progress. Throughout my education I would find that this was a common experience among my indigenous peers and within the research. As Smith described in her book

Decolonizing Methodologies, “Many indigenous researchers have struggled individually to engage with the disconnections that are apparent between the demands of research, on one side, and the realities they encounter amongst their own and other indigenous communities, with whom they share lifelong relationships, on the other side (2012, p. 5).”

From my own experiences, coming from a tribal community and working with a tribal group, the litany of informal obstacles, tensions, and expectations both within the academy and the community represented a byzantine Kafka-esque ordeal that framed and reframed nearly every choice and logistical decision within my research. What became apparent early on in the process was the general dearth of research methods available from community-centric indigenous scholars to satisfy both the academic needs of the discipline, while at the same time respecting the traditions and customs of the home community. In addition, with so few indigenous academics available to provide guidance and insulation, I experienced the ways in which research could become framed by non-indigenous policies that limit and hobble methodological freedoms and flexibilities crucial to creating meaningful projects.

Even within disciplines that laud themselves as post-modern, post-colonialist bastions of social justice, I experienced that many of the frameworks, methodologies, and methods still retained a paternalistic, colonial orientation of, “we ask... you answer.” Not surprisingly, this orientation of the “academy-first” within research evoked negative feelings within me and between myself, my committee, and my tribal community. I can attest to the ways in which research places the indigenous person in a conflictual space - acknowledging and confronting decades of shared negative social narratives stemming from past predatory practices in academia, while at the same time being required to potentially subject our people to more of the same experiences. At the core of this is the tacit requirement from the academy to embrace oneself as an academic scholar first and a tribal citizen second.

Even from this (potentially) schizophrenic position, I discovered that the dissonance between these two identities does not prevent an indigenous scholar from recognizing that many of the standard methodologies remain non-starters for community research. What became apparent was that within many veins of social science research (including my discipline of higher education), certain methodologies are promoted and valued as superior for their inherent foci of objectivity and generalizability. The many flavors of quantitative analysis - to include mix methods, appeared largely affects of a macro/globalized orientation to research - more specifically to the prevalence for funding opportunities for macro/globalized, quantitatively oriented research. Despite their limited utility, I came to believe that many indigenous researchers eventually cede control of their dissertation research projects out of a sense of expedition, rather than appropriateness.¹ It is my belief that in many cases, this false choice leads to folly.

Regardless, what I think remains occluded in the paradigm of indigenous research is widespread recognition that ways of knowing (and researching) in indigenous communities are culturally centric, inductive, place-based, and highly contextualized (Deloria, 1991; Cajete, 1999). As Kovach (2008) discussed with regard to storytelling as a means of inquiry and a subject of analysis, “Tribal knowledge systems value the interpretive and the subjective (p. 131).” In my pre-doctoral

professional experiences, unchallenged reliances upon rigid methodologies, impersonal methods, and the perpetuation (fetish) for positivistic data analysis stood anathema to the constructivist ontologies of the tribal cultures that research can and should be constructed upon.

Even with the increased promise of qualitative-based inquiries, I experienced that tribal people still exhibit a high degree of skepticism when presented a project (even from their own people). Tribal people bristle at being counted or measured, only slightly more than they dislike being told what to say and how to say it. In my experiences, tribal people generally have a great deal to say and what they really want is for a researcher to listen to them, to learn about them, and to build a relationship with them. Research is often secondary to these interpersonal interaction. However, I think that it is within these interactions that both truth and beauty exists.

Even for someone with the requisite community connections, it still takes a great deal of convincing that both the research and researcher have not been “tainted” by the nameless, faceless machinations of academia. To this point, I found that tribal participants require agency and assurances of a project with mutual benefit between the participant, the researcher (and to a lesser extent, academia). This is made more difficult because tribal populations often lack a familiarity with the contemporary research processes. The introduction of formal protocols and conditions can become interpreted as another example of colonialism. Reflective of this perception, the tribal researcher generally has a great deal of pre-project marketing to do in order to bridge the chasm of interpretative distance between research “for” and “with” versus research “on” and “about.”

My Specific Application of Grounded Theory

Shifting from generalities to specific application, I pivot to discuss my experiences with constructivist grounded theory as applied to my project and my community. For my dissertation project I chose a constructivist grounded theory framework employing an ethnographic case study model design to examine personal and collective attitudes, perceptions, and cultural interpretations of higher education credentials as interpreted by tribal government leaders. This research project was located within the specific context of the development of a tribal community college in a Pacific Northwest tribal community - a community that I had previously served as a community development planner. For this research project I focused on the distillation and development of narratives of tribal community members and employees to examine perceptions of higher education processes and products and to understand the effects of higher education credentials within a tribal community. Field research was conducted using a semi-structured interview process based upon the following eight research questions:

1. How is formal education important for tribal members?
2. How is formal education important to tribal community development?
3. What formal educational credentials are most important to the operations of the tribe?
4. What do you think formal educational credentials represent?
5. What tensions exist between a formal education v. cultural knowledge?
6. What do you think should be the ideal process of tribal higher education?
7. How well do you think the current educational policies and practices of the

Tribe complement self-determination?

8. What are the goals of a self-determination education?

Embracing Charmaz's approach to constructivist grounded theory research (1990, 1995b, 2001, 2006; Charmaz & Mitchell, 1996), I oriented my inquiry, data collection, coding, and analysis, around an interpretivist model of culturally-reflective epistemological collaboration. Central to my specific research project was the choice to openly waive the tabula rosa, a priori requirements typical within the standard grounded theory model. My choice to do so was made because it was my contention that my previous knowledges and experiences in the tribe could and should provide increased explanatory power in terms of cultural or historic references. Despite repeated call for a defense of objectivity in my research, I embraced subjectivity as a culturally appropriate standpoint of discovery and interpretation.

Tensions Between, Tensions Within

Throughout my project I was confronted with many different types of tensions. Similar to the experiences of other indigenous scholars (Deloria, Cajete, Smith, Kovach, Wilson), I found my specific research project was largely molded between two competing institutions - the university and the tribal community, or in my specific case, the tribal council. In order to complete my work, I had to find a way in which to navigate formal regulations, informal policies, diametrically opposed personalities, and informal cultural expectations - all the while preserving and maintaining my research. I surmised while the academy would be primarily concerned with product, the tribe would be more concerned with process. My experiences showed this strategy to be very successful.

With regard to academia, I knew from the inception that I would need to find a methodology that was recognizable to my dissertation committee. As I had a committee of both quantitative and qualitative members from several disciplines, there was great disagreement about what "counted" in terms of a dissertation product for research in education. These discussions were tempered by the fact that I had been told throughout my graduate experience that I would be expected to produce a conventional and defensible product that would be primarily recognizable (and critiqueable). Despite the emphasis for indigenous methodological texts, methodological experimentalism and alternative indigenous methods were not encouraged. This was due in part to the fact that nearly every member of my committee had never been to a tribe. To this end, grounded theory became a de facto methodology that all members could support, as it existed as an established research tradition and would not require additional effort to understand specific data collection and coding methods.²

Counter to these academic requirements were the informal tensions of the tribe. As any tribal researcher is (or needs to be) keenly aware of, when entering onto a reservation there are certain expectations, prescriptions, and prohibitions that need to be respected when working closely with tribal groups. The first expectation from any tribal group is the belief that a researcher should begin from a place of collaboration and trust built upon a shared respect and mutual interest. At the foundation of this respect is the expectation that when one comes to study, one first comes with a willingness to listen and learn.

I found that once a relationship was reestablished with the tribal community, an entirely different set of expectations needed to be addressed - central among these

were conditions of control and voice. As Smith (2012) describes, these tensions generally include a standard set of questions that a researcher needs to answer in full.

“Whose research is it? Who owns it? Whose interests does it serve? Who will benefit from it? Who has designed its questions and framed its scope? Who will carry it out? Who will write it up? How will its results be disseminated?”

Smith, 1985, as cited in Smith, 2012, p.10

In terms of my research, my progress was largely functional of my understanding of these conditions and prerequisites before I began my formal education. Despite not being an enrolled member of my study tribe, I did have many relatives and colleagues in this community. In addition to familial connections, I have several years of professional experience working with this tribal council and members of the government, gathering the funding needed to build many of the community facilities and resources of the tribe. As a result, I entered into this project holding a relatively privileged position in the community. This position helped me gain access and aided in my efforts to assuage the community and the council apprehensions about my motivations to collaborate. However, my position also meant that I had no room for plausible deniability for not knowing the accepted process of how research should be done. I was held to the highest of standards at all times, in all settings. With this understanding, the constructivist grounded theory framework became my most important tool, because I could show participants and tribal leaders a process of research that promoted, “your breath, as our voice.”

At the same time, the ethnographic design allowed me to claim and preserve my own independence and criticality as a tribal academic and scholar and not surrender my voice when and where I thought something should be challenged. It is within this nuanced understanding, that I found the constructivist grounded theory methodology superior in its ability to differentiate tribal research that is done “with” and “for,” rather than done “on” or “about.”

Benefits of Grounded Theory in Tribal Research

Pivoting away from the tensions and towards the benefits, my experience with constructivism, as embodied through the constructivist grounded theory methodology, was that it offers several important benefits when applied to indigenous research. Primary benefits include catharsis, capacity building, and contrarianism. The sum of these benefits help exemplify the ways in which a collaborative and interpretive process can produce social goods vital to both individual empowerment but also community wellness and collective self-determination.

Constructivism as Catharsis

One of the primary benefits I directly experienced from my project related to the opportunity for individual and collective catharsis through research. This catharsis was expressed not so much through the direct data, but more through the tone and tenor of the conversations and through the participant connections and comments during conversations and code checking activities. In terms of constructivism, during my project participants were encouraged to use our exchanges to provide feedback of their experiences. Central to this feedback was a review of the field notes of interviews, observations, and clarifications which included notes on engagement and emotional

states. This information was used to identify and refine dialogues, focusing on the topics that were of intellectual and emotional salience for participants.

These notes produced several areas of interest, including a set of narratives examining structural inequalities in education. I had always known that higher education success (e.g., graduation) was/is relatively rare for tribal communities. However, it was not until I began this project did I encounter collective narratives detailing a potential structural reason for this reality. During interviews it became apparent that an entire generation of tribal people had all been labeled as “special education” in public school - for no other apparent reason other than they lived on a reservation. For this older generation, higher education and advanced degrees were all but unobtainable. Several of my interviewees shared traumatic events in the public education that still were powerful enough to reduce them to tears. Several participants used the exchanges to link additional traumas stemming from education experiences into other life traumas. Multiple interviews went over 3 hours in length (from 8 semi-structured questions). While the quality of data within the trauma was both moving and invaluable, what was more apparent was the opportunity within the constructive framework for participants to voice their trauma. In essence, the constructivist process provided an alternative experience to the negative social narrative that had been left unspoken and uncontested.

Another area of catharsis occurred in the code checking phase of research. Within my particular research design, I had stipulated that all interviews were recorded, transcribed, and eventually returned to participants for clarifications, deletions, or expansions. All transcriptions were returned with a list of initial codes available for participant review and comment. What appeared impactful from this exchange was community members became both sources of knowledge and filters of interpretation. This effect of established and reified their individual agency, fostering increased onus and empowerment for both the individual participant and to other potential scholars in the tribe.

Constructivism as Capacity Building

It also appeared that the singular and shared catharses also provided an opportunity for capacity building through research. As one of the few tribal people to ever get a degree and come home to do research, my presence and willingness to do research for this community was interpreted as immensely important - even more so that “one of theirs” had come back to the reservation with a research process that was designed to be respectful and inclusive. My example of collaboration reframed both individual and collective attitudes toward research. This became evident during pre-interview processes when I asked participants why they had agreed to help me. The most common answer given was that they wanted to help me so that I could be an example for others in their community to follow and emulate. Similarly during post-interview wrap ups, I asked participants if their perceptions towards education had changed as a result of their participation in the research. Participants generally stated that their perceptions had changed as a result of the experience, with several openly discussing desires to get their own degrees. One participant even discussed pursuing a PhD. What appeared transformative was that constructivist research experience had provided an opportunity for participants to view themselves as potential researchers and change agents rather than subjects. In essence, I believe the constructivist orientation

of my project offered an important source of community development - encouraging community members to imagine their own education potentials to study, return, and research their own projects someday.

Construction as Contrarianism

Finally, in terms of academic benefits and specifically data discovery, the constructivism inherent within my project exemplified contrarianism as an opportunity to challenge and change long-held perceptions within academia. Contrarianism, as embodied in tribal populations, remains an important tool of social commentary - existing as an informal method to test social and cultural norms in terms of applicability, equality, and sometimes, absurdity. Applied to academic assumptions, the contrarianism embodied within the narratives of the participants potentially reframed higher education for tribes.

Without providing a data dump of my dissertation conclusions, my project produced several narratives that, once unpacked, provided insight to the ways in which the current education and degree processes fail to benefit tribes in important collective ways. One example of this flaw related to an examination of perceptions of power as expressed through the normative perceptions of higher education, experience, and credential, in terms of what counted as important prerequisites for positions of leadership and authority. Through the dialogues and coding, I discovered that although degrees were important, tribal leadership was functional of three epistemological standpoints: (1) Practical experience; (2) Cultural experience; and (3) Formal credentials. From the interactions, it was indicated that the ideal tribal leader was expected to have three separate types of education in order to occupy the intersectional space of all three valued standpoints. However, the traditional model of education only produced one type of cultural capital, degree, which was often discounted in comparison to embedded community experiences. Narratives indicated that tribal scholars would face discrimination returning to their home communities post education, and that this was functional of the way in which credential embodies a cultural and social capital that threatens entrenched power in the leadership.

This contrarianism produced by my participants directly refuted the “two worlds” model of indigenous education in operation within the study community and within my own department.³ Furthermore, this example of contrarianism indicated the ways in which the beneficial products of higher education could actually serve as a disadvantage in terms of alienation and devalued cultural capital when applied to an Indigenous context.

What I believe was important was the example of how shared interactions and analysis provided an opportunity to create emergent themes that questioned and challenge dominant acultural and historical models within education - models that have and continue fail tribal students and indigenous communities. The constructivist framework excelled at confronting and testing preconceptions of tribal scholars under addressed by experts using incomplete metrics and inchoate models that serve scholarly career development at the subsidy of indigenous scholars, their communities, and the self-determination of both.

Caveats of Constructivism

Constructivism is not without its own set of unique perils. There are several important caveats that one must confront when collaboratively constructing a research

project with their home communities. When and where these caveats appear, they should be acknowledged and accounted for throughout the many phases of the research process.

First and foremost, there is a challenge of intellectual curiosity if and when that curiosity confronts long-standing, culturally-reified systems of practices and norms that create and buttress power differentials in the community. The fact remains that for any minority community, there may be cultural practices that still exist that participants may want to discount in order to sidestep acknowledgement or severity of poverty, inequity or abuse. In my experiences, this occurs most noticeably during coding. What became apparent is that there was a tendency for community members to want to downplay community problems for the sake of putting the “best foot forward.”

If and when that becomes the case, the researcher must have the capacity to navigate how to acknowledge and explain the negative conditions, without interjecting relativism for the sake of politics and completion. Above all, a constructivist-oriented researcher has to know how to locate and separate perceptions and behaviors from the conditions which might actually be salient to social justice reform, and has to have the courage and the diplomatic skills to call attention to those items that are valued to both community reform and academic research.

Another constructivism caveat relates to the parallel issue involving the amount of cultural knowledge required by the researcher to adequately understand and challenge present-day perceptions and attitudes as they relate to past instances of established policies or events of historical significance. For example, in the applied case of my dissertation research, any scholar unfamiliar with the history of Northwest tribal government and tribal community experiences would not have been able to have made the connections between the execution of the general allotment act of 1889, the process of fractionation, and the way those policies manifest in the internal character of each tribe in terms relative potential degrees of assimilation between urban and rural tribes or tribes with common natural or geographic resources (e..g., the potential assimilation differences between tribes with treaty rights to rivers v. those without). As with this specific case, the researcher may be making connections that confront the character of the community and draw inferences that may represent not only threat to community identity and infer a less robust essentialism of a culture. Again, it takes a high degree of diplomatic deference to understand what the issues are, and where the lines of contention may exist.

Finally, one of the most important caveats to a constructivist research project involves the requisite to develop an informal network of indigenous scholars to assist with the defense of research design. In my case, I am one of the very few community members to ever have made it to the level of PhD. I am also one of the few scholars to have access to a Tribal council. The interaction of these two qualities created a tension within the approved research project. What was very important to my success was the inclusion of other existing credentialed tribal scholars working in the community. The presence of these figures helped legitimize my project and process in the community and within my dissertation committee.

What I experienced was the ways in which existing higher education degrees help rebalance the research power dynamics between the institutions of academia and the reservation. In my case, the academic pressures for rigor were tempered by the

community expectations of applied meaning. The end result of this interaction created an understanding that higher education research success need not be a zero-sum game and that robust community research can create meaning both within and beyond the bounds of the community.

Conclusion

Research involving a scholar's home community can be an amazing, rewarding, and impactful experience. For indigenous scholars, the opportunity to create and conduct research that addresses community needs represents the pinnacle of personal fulfillment as well as stands as one of the most robust expressions of self-determination for indigenous and tribal people. Similar to the experiences of other indigenous scholars, I found that conducting academic research within tribal communities can also be a contentious experience, littered with institutional tensions, cultural expectations, and tactical choices.

That stated, finding an appropriate framework and methodology can aid in a scholar's navigation of contested grounds. With specific regard to constructivist grounded theory, the purposeful inclusion of culturally reflected methods can result in a collaborative design that can be successful at creating an academic product of both meaning and quality. Furthermore, by stressing the constructivist process, the scholar can provide individuals and communities a rare opportunity for catharsis, capacity building, and contrarianism. It is through this process that I believe research can help indigenous and tribal scholars serve as important examples to dismantle collective narratives of self-doubt in order to spur future generations of tribal people to reclaim their agency as important knowledge producers in their own communities. Only then will we reclaim our birthright of self-determination and challenge for our intellectual right to ask and answer our own questions in our own communities... and have it count.

Endnotes

1. Within my own research, even I opted to change some of my data collection methods based upon a non-tribal member's proposal feedback that I "... had a different tribal affiliation than the study tribe and that it would be 'awkward' to do autoethnography" - despite the fact that I provided a full account of my familial connections, decades of cultural exchange between my community and the study community, and professional experiences as the primary community development planner for the study tribe.
2. The real truth of my graduate experience is not for the faint of heart. During my time trying to finish my degree I had three PhD committees (including a 6-person committee - the most in the history of the University of Oregon, College of Education). I also had to complete three different research prospectus, defended two different proposals, attended over 25 meetings with three deans and two assistant deans to try and build a committee. Eventually I had to escalate my concerns to the vice provost just to successfully win a variance from departmental policy so that I could gather a committee and defend my proposal. My process and approvals took 18 months to complete. My fieldwork took 9 days.
3. The "two worlds" reference refers to a common and simplified assumption that indigenous people are of two different worldviews - one western and one indigenous, and that implied success requires deference and expertise in both worlds.

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The Law and Charging of Officer Yanez in the Officer-Initiated
Shooting of Philando Castile: Perspective, Opinion, and
Commentary

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Introduction

"Aaron shall bring the goat whose lot falls to the LORD and sacrifice it for a sin offering. But the goat chosen by lot as the scapegoat shall be presented alive before the LORD to be used for making atonement by sending it into the wilderness as a scapegoat."

Leviticus 16:9-10, New International Version (Leviticus, 2016).

Scapegoating is deeply rooted in Western and Ancient Near Eastern cultures. Traditionally, the act of casting away an innocent animal (i.e., a goat) symbolized an individual or community casting away the burden of sin, thus making the act an atonement ritual. When performed in this manner and context, scapegoating was seen to be a good, beneficial thing. In more recent times, scapegoating has adopted a different connotation. Presently, scapegoating is understood to be the offering of a patsy to assume blame on behalf of others. The patsy—or scapegoat—may or may not have played a part in the offending actions, but the key point is that blame is being assumed by the patsy on behalf of others. This modern form of scapegoating can take two forms, depending upon who is offering the patsy. If the patsy is being offered by guilty parties, then the act of scapegoating becomes a method of escaping punishment—directly contradicting the traditional act of atonement. Alternatively, a patsy can be offered by the victims of the offending actions to seek a feeling of justice or retribution (Dictionary, 2016). The problems with this second form of modern scapegoating are 1) their blatant circumvention of legal standards, and 2) the promotion of "mob justice" mentality. It is this latter case—a patsy being offered by the victims—that is of interest to this author in this article.

A potential bias warning is in order. This writer is trying to review the complaint that is charging an officer with three felony crimes, review the applicable law, and assess the strong and weak parts of the prosecutor and defense counsel's positions with the information that is available to the public. There are many things like the Minnesota Bureau of Criminal Apprehension's (BCA) report on the investigation and the dash cam video that will not be released to the public until after the trial. However, like everything else in society, a certain world view is always brought to these situations. This writer teaches at Minnesota State University, Mankato. This is the same school from which the two officers in the case graduated. This writer did not have either of these two officers as students, but this writer has spent over 30 years teaching potential police officers. This writer has studied police officer shooting decisions and how quickly such decisions must be made. The focus of this paper will be based on what was reported in the media from November 2016 through January 2017 but the analysis is influenced by years of law enforcement teaching and study.

BCA Established Facts

According to the Minnesota BCA (Ramsey, 2016), a Super USA convenience store was robbed on July 2, 2016. Saint Anthony Police Officer Jeronimo Yanez was one of the responding officers. On the store's surveillance video, Yanez saw two Black male suspects both with dreadlocks, glasses, baseball caps, and firearms. While on patrol in the area of the convenience store on July 6, 2016, Yanez saw a vehicle, which was driven by Philando Castile. Castile was a Black male who wore glasses and had dreadlocks. Yanez radioed fellow Saint Anthony Police Officer Joseph Kauser, who was

on patrol in the area, that he was going to pull over a vehicle that had a driver that looked like the convenience store robbery suspect, the driver had a “wide set nose” like the suspect involved in the robbery, and the vehicle had a non-working brake light. Yanez followed the vehicle until fellow officer Kauser arrived as back-up. In the front passenger seat of the car Castile was driving was Lavish “Diamond” Reynolds, Castile’s girlfriend. In the back seat behind her was Reynolds’s four-year-old daughter.

When Kauser arrived, Yanez turned on his squad car’s lights and Castile pulled over. Yanez went to the driver’s side of the car and Kauser went to the passenger side. Yanez told investigators that he smelled burnt marijuana coming from the car when he approached the vehicle. Yanez informed Castile of the problem with the brake light and asked Castile for his driver’s license and proof of insurance. Castile gave Yanez his proof of insurance. Castile then informed Yanez that he had a firearm. Yanez told Castile not to reach for it. Castile said that “he was reaching.” Yanez interrupted and responded to not pull it out (Ramsey, 2016). Castile then said that he was not going to pull it out, but he continued to reach his hand toward the area of the gun, which was in a right pant pocket between Castile’s right thigh and the console between the front seats. The gun and wallet apparently were in the same location. Yanez said the car was dark and he temporarily lost sight of Castile’s right hand, that he thought was going for the gun. Yanez indicated that Castile did not appear to be following his instructions and he was looking straight ahead as they talked. Yanez said he was scared when Castile’s hand appeared to grip something larger than a wallet. At that point, Yanez fired seven shots at Castile from his gun. Reynolds began recording the incident on her cellphone after Castile was shot. The video went viral when she posted it to her Facebook page (Video, 2016).

When interviewed by the Minnesota BCA (Ramsey, 2016), Kauser indicated that he heard Yanez tell Castile not to reach for it. Kauser also saw Castile’s right hand go down and he did not know if Castile was reaching for a gun or his wallet. The toxicology report showed Castile was positive for THC at the time of his death. Castile died from multiple gunshot wounds. It is the BCA’s role to determine the facts in officer involved shootings, but not to make recommendations on guilt or innocence. The decision on whether to bring charges and whether to convene a grand jury to make the charging decision is solely at the prosecutor’s discretion.

The robbery of the Super USA convenience store remains unsolved as of January 2017. Castile was ruled out as a suspect in the case because, after his death, there was another robbery in the area. The video from the second robbery showed a suspect very similar to a suspect in the original robbery video (Ramsey, 2016).

Ramsey County Attorney John Choi, based on the BCA’s investigation, decided on November 16, 2016, to bring criminal charges against Yanez. Choi did not appoint a special prosecutor to investigate and make the charging decision. Instead, he brought a special prosecutor onto his team to enhance trustworthiness in the results (Capecchi & Smith 1, 2016). He named former U.S. Department of Justice attorney Don Lewis to the role. Lewis is a Black attorney who went to Harvard Law School. He worked on civil rights cases in the South and then returned to Minneapolis as a federal prosecutor and worked for about 7 years. He is also a former Hamline Law School dean. He helped investigate allegations in Minneapolis of excessive force in the arrest of a Black community activist in 2014. In that case, Lewis concluded the officers were justified in

the amount of force they used (Capecchi & Smith 1, 2016). In the Yanez case, Doug Henning, Special Agent at the BCA, was listed as the complainant. He used Jeffery J. Noble, an expert on police procedure, who was retained by Choi's office, in the complaint. Noble concluded, considering a totality of the circumstances in the case, that the shooting was unnecessary, unreasonable, and inconsistent with established police practices. Yanez currently faces second-degree manslaughter charges in the death of Castile. He also faces two counts of intentionally discharging a firearm that endangered the safety of another person because Reynolds and her daughter were in the car when he discharged his firearm seven times. All three charges are at the felony level. He will go to trial May 30, 2017.

Applicable Criminal and Civil Law

Criminal Law

Yanez was charged with manslaughter in the second degree in violation of the Minnesota Criminal Code section 609.205 (1) (MN Statutes 1, 2015). Under this section, a person commits manslaughter when he or she causes the death of another by "culpable negligence whereby the person creates an unreasonable risk, and consciously takes chances of causing death or great bodily harm to another." This would be like a gun accidentally going off in an officer's hand while the officer was gesturing with it. This is involuntary manslaughter because the person's death is caused by reckless or grossly negligent actions. There is no intent to harm the victim. Instead, the officer shows a disregard for the safety or risk of death of others. This is the lowest level of homicide in Minnesota. This is an interesting charge because it actually undercharges Yanez, and it does not appear to be supported by the facts. The gun did not accidentally discharge. Yanez intentionally shot Castile because he feared for his life. This writer does not know why this charge was selected, unless the prosecutors thought this was the only way to get the jury to vote to convict. This charging choice does pose a problem when the charge does not fit the facts.

There is also a Minnesota statute that indicates how officer-involved shootings should be analyzed when an officer believed the shooting was necessary to protect the life of the officer or another. An officer who is met with resistance may have a right to use deadly force in self-defense if four rules are followed: (1) there must be a reasonable fear of death or great bodily harm for oneself or another; (2) the one claiming the defense must have entered the conflict reluctantly; (3) there must be no reasonable means of retreat; and (4) no lesser force will suffice to stop the threat (MN Statutes 2, 2015). In Minnesota, the use of deadly force by a police officer in the line of duty is justified only when necessary: (1) to protect the police officer or another from apparent death or great bodily harm; (2) to effect the arrest or capture, or prevent the escape, of a person whom the police officer knows or has reasonable grounds to believe has committed or attempted to commit a felony involving the use or threatened use of deadly force; or (3) to effect the arrest or capture, or prevent the escape, of a person whom the officer knows or has reasonable grounds to believe has committed or attempted to commit a felony if the officer reasonably believes that the person will cause death or great bodily harm if the person's apprehension is delayed (MN Statutes 3, 2015). This statute follows the Model Penal Code approach of allowing deadly force if there is a reasonable belief that the suspect committed a felony that involved the use or

threatened use of deadly force, or if there is a substantial risk that the subject would cause death or serious bodily injury if the arrest were delayed.

There are a couple of U.S. Supreme Court cases that provide assistance on how self-defense cases should be analyzed. First, in 1985, in *Tennessee v. Garner*, the U.S. Supreme Court held that, under the Fourth Amendment, law enforcement officers pursuing an unarmed suspect could use deadly force to prevent escape only if the officer had probable cause to believe that the suspect posed a significant threat of death or serious physical injury to the officer or others (Tennessee, 1985). Tennessee's law, which allowed officers to use all necessary force, including deadly force, to stop a suspect who attempts to flee or resists lawful arrest, was unconstitutional. In that case, officers shot and killed a teenager who tried to flee after being ordered to stop. The teen was killed for taking a purse in a burglary containing ten dollars and a ring. The state statute was unconstitutional because it authorized the use of force on an unarmed, non-dangerous fleeing suspect. To use deadly force, the officer must be stopping a fleeing felony suspect whom the officer has probable cause to believe poses a significant threat of death or serious bodily harm to the officer or others. The use of deadly force in violation of this rule can give rise to a civil cause of action for damages under section 1983 of the Civil Rights Act of 1871 (Civil Rights Act, 1871). This does not, however, mean that the use of deadly force is automatically a crime. States may absolve the police officer of criminal liability for the use of deadly force if the officer had reason to believe that the officer's life was in danger.

Second, in 1989, in *Graham v. Connor*, the Court decided that the objective standard for reasonableness would apply to judge a person's claim that law enforcement officers used excessive force in making a seizure of a person. As long as the officer reasonably believes the deadly force is necessary for the arrest and the suspect is guilty of a felony, the officer has a defense, even if the officer's belief turns out to be wrong. How an average officer would have assessed the situation, not the ultimate truth of what actually happened, controls. To judge reasonableness, the court would look to how other officers, rather than the involved officer or civilians, would have assessed the situation and need for deadly force in defense of the officer's life. Reasonableness is not assessed with the clearer vision hindsight provides. Reasonableness is determined from the perspective of the police officer under the circumstances that the officer was aware of at the time of the shooting. The reason for this rule, according to the court, is because law enforcement officers are often required to act quickly in tense, uncertain, and rapidly evolving situations without the benefit of detailed investigation into the situation (Graham, 1989). While the defense rules are the same for civilians and police officers, the courts have interpreted the provisions for law enforcement in a way that sets a high bar for obtaining a criminal conviction. In order to bring charges against a police officer, the state must be able to prove, beyond a reasonable doubt, that the officer's use of deadly force was not justified (MN Statutes 2, 2015). Whether the gun was near Castile's wallet, and whether Castile's hand kept moving in that direction, will be important in deciding whether the officer had a reasonable belief his life was in danger. This will be an important fact for the jury to decide when Yanez goes to trial.

There will be a new U.S. Supreme Court case, *County of Los Angeles v. Mendez* (County, 2017), that may change *Connor*. The 9th Circuit developed a *provocation rule* in which an officer is held liable in shootings if the officer provoked the confrontation,

even if the amount of force used was reasonable. Entering a property without a warrant and not knocking and announcing their presence can be considered by the people inside as a provocation. If an officer provokes a confrontation that causes injury or death then, under the provocation rule, the officer is liable whether or not the force used was reasonable to protect the officer. *Connor* does not automatically hold officers liable in situations they provoke. If an officer provokes a confrontation, the officer is not liable if a reasonable officer would have believed they needed to respond with force to any resulting confrontation. If the U.S. Supreme Court decides states can develop provocation rules, this will open an avenue for states to hold officers liable and impose a different standard than is found in *Connor* (Oyez, 2017). As of April, 2017, the *County of Los Angeles v. Mendez* case has not been decided yet. The case could modify *Connor*, but modifications should be for future cases, not for Yanez's case.

Yanez was also charged with the intentional discharge of a firearm that endangers the safety of another in violation of Minnesota Criminal Code section 609.661 (a) (2) (MN Statutes 4, 2015). This section makes it a felony to "recklessly discharge a firearm under circumstances that endanger the safety of another." This charge was chosen because Reynolds was in the passenger seat of the car and her child in the backseat when Yanez fired the gun seven times. In *State v. Engle*, the Minnesota Supreme Court concluded that recklessly discharging a firearm requires proof of "a conscious or intentional act, in connection with the discharge of a firearm, that creates a substantial and unjustifiable risk that the actor is aware of and disregards" (State, 2008). Simple negligence cannot satisfy for the mental state of this crime.

Civil Law

Minnesota section 609.06 allows police officers to use reasonable force on another person, without their consent, in the following circumstances: (1) to make a lawful arrest, (2) in the execution of legal process, (3) to enforce court orders, or (4) in executing any other duty imposed upon the officer by law. The statute goes on to say that deadly force may not be used against police officers who have announced their presence and are performing official duties (MN Statutes 2, 2015). It is harder to sue in the state.

Civil cases from the use of excessive force are typically brought in federal courts under section 1983 of the Civil Rights Act of 1871 (Civil Rights Act, 1871). This statute makes it illegal for anyone acting under actual authority of the law, or the appearance of legal authority (the color of law), to deprive another person of constitutional rights. This would provide an avenue for citizens to get civil damages if a police officer discriminates against them. Even in the federal courts, police officers are usually protected against civil suits claiming the use of excessive force. Officers are given broad authority to do their jobs. They are given qualified immunity or protection from being sued when doing their jobs. If this did not exist, the fear of being sued could affect an officer's job performance. Police officers can use reasonable force against citizens. Reasonable force is the force necessary to subdue the person under the circumstances of the incident. Officers who use more force than necessary to subdue the person may, under some circumstances, be sued. It does not matter what amount of force the involved officer in the particular case would have believed was necessary. The court will use the amount of force the average, ordinary, reasonable officer, if in the particular case, would

have believed was necessary to judge the situation. A section 1983 case could be easier to bring, but discrimination by the officer would have to be proved.

The U.S. Supreme Court has analyzed whether police officers may also have some protection from civil suits. The U.S. Supreme Court, in *Bivens v. Six Unknown Named Agents*, concluded that police officers have qualified immunity, a protective doctrine, that shields government officials from civil liability unless their actions would be found to violate an individual's federal Constitutional rights (Bivens, 1971). It allows public officials to be accountable when they exercise force in an excessive manner, but it also protects public officials from frivolous lawsuits. Officers have to be able to use some force to get people to comply. In the case, Federal Bureau of Narcotics agents searched the house of Webster Bivens without a warrant and arrested him for drug possession. Drug charges were filed but later dismissed. Bivens filed a lawsuit alleging his Fourth Amendment freedom from unreasonable search and seizure was violated. The federal government argued that his only course of action was remedies that the state provided. The Fourth Amendment does not provide for a cause of action (a way to sue). The Supreme Court disagreed with the government's argument and held that a plaintiff can bring an action in federal court based solely on a violation of Fourth Amendment rights. People have a right to demand monetary damages when their constitutional rights have been violated and no other remedy exists.

The U.S. Supreme Court, in *Saucier v. Katz* (Saucier, 2001), used a two-step process to decide if qualified immunity applies in the *Bivens*' case. Qualified immunity is not just immunity from having to pay damages, it is immunity from even having to go through a trial at all (Schott, 2012). In this new two-step approach, the first step is to decide if the officer's conduct violated the Constitution. If the officer's conduct did not violate the Constitution, then the officer would not be liable and the case would be over. If the officer's conduct did violate the Constitution, then the second step would be whether the officer's excessive exercise of power would be clearly seen as being excessive by any average, ordinary reasonable officer, if in the same situation. If a reasonable officer would not know his or her conduct violated a right, then the officer would escape liability. Only if a reasonable officer would know his or her conduct violates a right, could the lawsuit continue. Qualified immunity balances two important interests – the need to hold government officials accountable and the need to shield officials from liability when they do their duties reasonably. It only applies to civil suits in which the government official is personally being sued. It does not apply to cases in which the government is being sued for an official's actions (Schott, 2012). The two-step approach, created in the case, helps lower courts apply *Bivens* rules to particular future cases facing the courts.

Use of Federal Courts

There have been calls for the federal government to prosecute cases like the Castile shooting. Minnesota's Governor Dayton did not hesitate to respond after the Castile shooting. On July 6, right after the shooting and before any investigation, Dayton commented to reporters that Castile would probably still be alive had he been White (Rupar, 2016). Dayton indicated there might have been racial profiling. Dayton asked for a federal investigation, which may sound tough, but officers are more likely to be charged with violating a state law (Tevlin, 2016). There are more state laws, so there's a higher chance of finding a law to punish Yanez under. The federal government has more limited laws with which to punish officers. A state has a full range of homicide

crimes available. A state could charge anything from first degree murder to simple assault. On the other hand, federal prosecutors only investigate violations of federal law, such as whether Yanez violated Castile's federal constitutional rights. They could not focus on whether there was poor police work, bad judgement, or whether the officers acted negligently. These matters are left for the state. Federal investigators would have to prove, beyond a reasonable doubt, that Yanez acted with the specific intent to violate Castile's constitutional rights by intending to harm or kill Castile because of his race. This is very difficult to prove.

The attorney for Castile's family, Glenda Hatchett, also called for a federal investigation. This may be because the officer could have a strong case for both stopping and shooting Castile, which would make it less likely any state action against Yanez would be successful. Hatchett also asked the U.S. Department of Justice to launch an independent investigation, saying the family believes criminal charges should be filed and that Castile was racially profiled. In the letter dated August 2, Hatchett told U.S. Attorney General Loretta Lynch that "we do not believe that local law enforcement authorities will provide a fair and impartial review" (Associated Press 1, 2016). But state investigators must investigate what could produce state charges, not federal investigators.

Analysis of the Indictment

Pressure to Prosecute

Early comments, like those made by Dayton, possibly led people to believe that the officer should be charged with intentional murder. Dayton also promised that the officers responsible would be brought to justice (Fox 9 News, 2016). As the Governor made a statement indicating the officer was at fault, pressure may have been on government officials, such as the prosecutors, to bring some charges against the officer whether they are warranted or not, thus creating a scapegoat. If charges were not brought or there is no conviction, it is understandable how the public could conclude government institutions and politicians are failing them, and police officers are getting away with murder if they shoot Black citizens. Dayton's early statement could possibly inflame the situation should a jury ultimately decide Yanez is not guilty. Because of these statements, community pressure was on prosecutors to bring charges. The public was outraged, and the public knows something in society is not right (Vock, 2016). It seems in the news there is constantly some shooting of an unarmed Black man by police officers. Politicians may feel that they need to react to these fears or they could face defeat in the next election. If Reynolds's video tells the whole story, Castile appears to be an innocent Black man who was gunned down in cold blood by a very rattled young officer trained to think the public is his enemy. Castile appears to be shot for reaching for his wallet, after being specifically told to get his identification by the officer who shot him. The members of the public, who mostly get their news from television reporters and videos, have seen this story before.

Statistics seem to back up the belief that something is not right in the accountability of police in officer-initiated shootings. Scrutiny and accountability for police officers seems to have come to Minnesota in 2016. This is the first time an officer had been charged for a fatal shooting in Minnesota in more than 200 cases that spanned over 30 years (Collins, Feshir, & Nelson, 2016). Philip Stinson, J.D., Ph.D., Associate Professor of Criminal Justice at Bowling Green State University in Ohio, got a National Institute of

Justice grant to study police misconduct. He got the idea to study police misconduct when he realized there were little statistics on the topic. Many now consider his data set the best in the country because usual places for crime statistics, like The Uniform Crime Report by the FBI, do not track officer misconduct. The FBI does not even track all “justifiable homicides,” in which officers are not charged because they are considered to have used force reasonably under the circumstances, because the reporting of these incidents is only voluntary.

The new statistics have highlighted that officers were not being charged. Since 2005, when Stinson started to collect statistics, only 13 officers were convicted of murder or manslaughter in fatal officer-initiated shootings. Stinson has estimated that there are around 1,000 police officer-initiated shootings each year. From 2005-2015, there were only 47 officers arrested and charged. This means that until 2015, an average of 5 officers each year faced charges. In 2015, the number of officers who faced charges rose to 18. In 2014 and 2015, no officers were convicted of murder or manslaughter despite the increase in officers facing charges. In over 99.5% of those cases, the shooting was found to be justified and the officer was not convicted. Only about one officer per year, on average, was convicted of murder or manslaughter (Elinson & Palazzolo, 2016). In all those other cases, just because they were considered to have a right to shoot, the question is whether they really should have shot. Many times, other officers will not testify against a fellow officer. This gives the impression the shooting was justified as other officers would have reacted in the same fashion in the situation. In his work, Stinson also found that statements by the shooter and other officers were sometimes inconsistent with video evidence. He questions if those shootings were really justified, or whether in some cases an officer got away with murder or manslaughter. He believes dash cams, body cams, smart phones, and surveillance cameras have increased the numbers of officers facing charges (Elinson & Palazzolo, 2016). In the future, they may also increase the numbers of convictions. The problem he sees with the emphasis on video is that video, especially cell phone video, usually only starts after there is a problem. That video does not capture the initial conflict.

The Officer Down Memorial Page (Officer Down, Inc., 2016) indicates that, while officer-initiated shootings were increasing, the number of officers who were killed in the line of duty may have been decreasing (Ferner & Wing, 2016). In 2014, 133 police officers died in the line of duty. In 2015, 129 officers were killed. In 2016, the Memorial Page reported that 140 officers were killed. The 2014 and 2015 statistics could be used to argue that police officers should have less reason to fear for their lives and become involved in officer-initiated shootings. The statistics for 2016 could show a reaction by some citizens to the increase in officer-initiated shootings. Police may now, more than before, must fear being targeted by citizens (Emett, 2016).

The Decision-Maker

Nekima Levy-Pounds, the President of the Minneapolis NAACP, initially objected to the arrangement of Choi and Lewis conducting the investigation. Levy-Pounds concluded Lewis would not be an independent prosecutor in the investigation as long as Choi still would have authority over the case. She wanted an independent body to be appointed to investigate the shooting. She was even skeptical of the BCA investigating these incidents. She said, “We’re demanding justice: we’re demanding accountability. We’re demanding a change to our laws and politics that allow these types of things to happen.

Too often officers are taught to shoot first and ask questions last, and that's completely unacceptable" (Knight, 2016). However, this may be a reasonable compromise when a prosecutor truly believes the voters chose him to make decisions.

Under President Obama, the federal government was considering the use of special prosecutors (Knight, 2016). They were pushing to investigate if charges should be brought in all cases in which police officers use deadly force. Asking a local prosecutor to investigate the same local police, with whom he or she works closely, is considered by many to be a conflict of interest. At a minimum, there is an appearance of impropriety that will lessen community trust in the results of the investigation. It is not yet clear the Trump administration will follow this path. There may be more deference to states' rights in the Trump administration. After numerous officer-initiated shootings, there has been a surge of support in Congress for a bill, the Police Training and Independent Review Act, to restore the public's trust and reform policing (Police, 2015). Support for the bill grew from 62 co-sponsors before a prior officer-initiated shooting in Minnesota to 93 co-sponsors after the shooting of Castile (Cohen, 2016). The growth in support is a result of the increase in police shootings. The bill calls for the use of independent prosecutors. In this case, Choi did not appoint an independent prosecutor to handle the decision of whether to bring charges against Yanez. As the Ramsey County Attorney, Choi believed the voters chose him to make the hard decision of whether to prosecute in cases (Associated Press 2, 2016). He did appoint attorney Don Lewis to assist him. There also were other people assisting the investigation. This was done to have more voices in the decision process while still having the process take place in his office. There have been calls for special prosecutors to investigate these cases at the state and federal levels. The week of July 10, Dayton had a private meeting with national NAACP President Cornell Brooks. Dayton was concerned about how officers in Minnesota interact with minorities. After this meeting, Brooks asked Minnesota legislators to pass laws that would encourage independent investigations and stricter prosecution of misbehaving police officers (Heilman, 2016). Whether there is a separate special prosecutor or whether independent people are placed on the prosecution team, this writer believes having additional voices beyond that of the prosecutor is very important. People can be angry no matter what the prosecutor decides. Protestors in Minnesota have maintained pressure on the prosecutor throughout the process (Capecchi & Smith 1, 2016). Had there been a decision not to prosecute, there is no doubt there would be protests to that decision. However, the decision to prosecute was not uniformly accepted. Police unions were concerned that this decision was blazing new ground and seemed designed to placate anger across the country for a variety of officer-initiated shootings and other decisions not to prosecute. Other prosecutors in Minnesota were surprised and indicated a trial and conviction would be very difficult under the law and circumstances in the case. Having a team with members, such as special prosecutors, who do not interact daily with the local law enforcement community is beneficial to counter claims of favoring the police or bowing to the pressure of protestors.

Benefits in Using Grand Juries

While announcing the charges against Yanez, Choi commented, "I know my decision will be difficult for some in our community to accept, but in order to achieve justice we must be willing to do the right thing no matter how hard it may seem." He said that it

would not be right to ask a grand jury to decide if charges should be brought when “I know in my heart what needs to be done” (Collins et al., 2016). This belief caused Choi to maintain firmer control over all aspects of the case than some critics would have liked.

One thing this writer would have done differently is to use a grand jury to test the decision the prosecution team reached to take the case to trial. A grand jury decides whether to bring charges. If a case is brought to trial, a trial jury decides guilt or innocence. A grand jury is 24 members of the community drawn in the same fashion and from the same pool as the trial jury pool, should the case go to trial. At grand jury hearings, the evidence in the prosecutor’s case is not contested. The defense counsel is not present to attack the evidence. Instead, what the grand jury does is believe what the prosecutor says the facts are and assume all evidence will be admitted at trial and presented to the trial jury. The grand jury pursues whether there is enough evidence to support each of the elements in every charge the prosecutor will bring at trial. If the grand jury agrees there is enough evidence and the case should go to trial, the grand jury issues an indictment. When a grand jury is not used, a preliminary hearing is held, which is an adversarial process to test whether the case is ready for trial (FindLaw, 2016). While the grand jury is seen by some as simply a tool of the prosecution team because it is not an adversarial process, the grand jury does provide an additional check on the prosecutor’s case. It is a waste of time and money to take a case to trial and lose. Trials are expensive and they consume court time. The grand jury is drawn from the same sources the trial jury will be drawn, so it is good to be assured 24 people agree with the decision to charge and agree there is enough evidence to convict on each charge. If the grand jury does not bring an indictment, it is a red flag to the prosecution team that a trial jury could decide not to convict. The prosecution team could still go to trial, but the team might need to gather more evidence first.

Possible Outcomes

Yanez Could Be Found Guilty

There are several possible reasons why Officer Yanez was charged. First, community pressure was on prosecutors to bring charges and find the officer guilty of some homicide charge (Associated Press 3, 2016). No matter where this case is tried, it will be difficult to find potential jurors who have not seen Reynolds’s video. Some may even have reached some conclusions on the officer’s guilt based on that video. People have also observed this type of incident in other states. Some potential jurors could have reached a point in which, regardless of the law, the jurors and maybe even the general public want changes. These conclusions could cause jurors to decide to convict simply to force change.

Second, Choi believes the evidence supports the charges. After announcing his decision to bring charges against Yanez, Choi commented to reporters:

No reasonable officer—knowing, seeing and hearing what Officer Yanez did at the time—would have used deadly force under the circumstances. The totality of the circumstances indicates that Officer Yanez’s use of deadly force against Philando Castile during the July 6 death was not necessary, was objectively unreasonable and was inconsistent with generally accepted police practices. (Capecchi & Smith 2, 2016)

Yanez told investigators that he feared for his life, as he believed Castile was going for

his gun. Choi indicated that he did not believe Castile ever tried to pull out his gun, and thus did not believe Yanez feared for his life. If Castile was not pulling out his gun, Yanez would have had an unreasonable fear, which cannot justify the shooting. Choi also indicated at the news conference that he thought Yanez's statements were inconsistent. Apparently, Yanez told officers who arrived at the scene that he did not know where Castile's gun was. Yet to investigators from the BCA he indicated that he thought the gun was in Castile's right hand when his hand was in his pocket. Choi did not believe Castile tried to remove the gun from his right pocket since the pocket "was a foot deep" (Capecchi & Smith 2, 2016).

Dayton praised Choi's decision to charge in a statement released to the public. Family members of Castile indicated that they were pleased with the decision to bring charges. Larry Rogers Jr., Reynolds's attorney, indicated that he believed the facts warranted harsher charges and would have liked to see murder charges rather than manslaughter charges. Rogers said, "There was absolutely no provocation [on the part of Castile] to justify what happened" (Collins et al., 2016). Hatchett hopes for a conviction to send a message to the country that killings of citizens by police must be treated differently.

Yanez May Be Found Not Guilty

The prosecutors will have a difficult time establishing manslaughter. Yanez's attorney, Thomas Kelly of Minneapolis, said the officer reacted after seeing a gun. He said that one of the reasons Yanez pulled Castile over was because he thought he looked like a positive match for an armed robbery suspect. Kelly said, "The officer was reacting to the actions of the driver. This had nothing to do with race. This had everything to do with the presence of a gun...and the display of that gun" (Gurman & Foreman, 2016). If what Kelly said is true, the amount of force Yanez used could appear reasonable to any officer because Yanez had a reasonable fear for his life due to Castile reaching for the gun, despite being told to stop reaching for it.

Yanez told the BCA investigators that he asked Castile for his driver's license. Castile then told him that he had a firearm. Yanez then said he told him not to reach for it, but Castile's hand kept going. He did not see the gun or know exactly where it was. When his hand was in the pocket, Yanez saw the hand gripping something. He said the grip was bigger than a wallet. At this point, Yanez feared for his life and shot. There may be no inconsistency here. While Yanez did not actually see a gun, he saw a hand grip something and knew where the gun was. Also, when Yanez talked to Castile, Castile did not look at him. He just kept staring straight ahead. Yanez told Castile to get his hand off it, but there was no response (Ramsey, 2016). This lack of eye contact and response to commands is unusual and could be unnerving to Yanez and other officers.

This writer wrote an earlier paper on early news reporting on the case (Borum, 2016). This writer saw no reference to Yanez smelling burnt marijuana when he approached the vehicle. There also was no reference to the fact that the toxicology report showed that Castile tested positive for "high levels of" THC at the time of death before the release of the complaint. This is a game changer. This writer always wondered why there was such a loss of communication between the two parties during the encounter. Cannabis has various psychological and physiological effects on the body. Some effects are the alteration of conscious perception and feelings of well-being or reduced stress. Attention, short-term memory, and decision making can all be impaired (WebMD, 2016). This could have caused Castile to not pay sufficient attention to Yanez or to focus on

getting a wallet and not respond to the command to not go for the gun. It could have caused Castile to go for a wallet forgetting his gun was in the same pocket. The drug could have caused Castile to not look at Yanez but, instead, stare straight ahead. These impairments could increase the fear in Yanez because Castile was not responding normally and, as Yanez said, he could not get an appropriate response. While Castile had a permit for the gun and was entitled to carry a gun, a permit does not allow one to drive and carry a gun when one is so impaired that looking at an officer when spoken to and complying with an officer's instructions are difficult or impossible.

A wallet, gun, and holster were found in Castile's pocket. While Castile had a cargo pocket that was described as "a foot deep" (Ellis, 2016), one must remember Castile was seated. That easily makes that pocket in reach. People are easily able to reach their knees when seated. Yanez knew of the gun because Castile told him of the gun. Castile's response after that point could have caused Yanez to fear for his life. Officers cannot wait for someone to pull things out of their pockets before reacting. Guns can be shot too quickly to respond if one hesitates long enough to actually see a gun pulled out of a pocket (Lewinski, 2016). Officers have an inherently risky job and are not required to be careless for the sake of indulging delicate sensibilities. The law is clear. This situation must be analyzed from the perspective of a reasonable officer in Yanez's shoes. Yanez approached this case with the perspective that there could be a robbery suspect in the car. Fear for his life developed when Castile did not follow repeated directions not to go for the gun.

Self-defense is a response police officers can use if reasonable. Choi concluded no reasonable officer would respond the way Yanez responded (Associated Press 4, 2016). This writer has no doubt the defense counsel will find many experts who can testify as to how fast a gun can be fired and how hard, if not impossible, it is for an officer to shoot and stop an attack once a person has a hand on a gun. The defense may also find many reasonable officers who will testify to the fact that they could feel threatened for their lives in this case. The decision will go to the jury but, in these situations, juries often give deference to officers. Officers do not go to work each day hoping to shoot someone. They hope to put in a day's work and go home to their families.

The Minnesota Police and Peace Officers Association disagree with Choi's decision to charge Yanez. They expect Yanez to plead not guilty and fully litigate each issue before a court (Collins et al., 2016). Attorneys for Yanez are asking that the charges against the officer be dismissed. Their motion to the court states that Castile was negligent in his own death since he had "high levels" of THC in his system and he was not following Yanez's orders (Associated Press 5, 2016). They remain convinced that Yanez was reacting to the presence of a gun and feared for his life. Other prosecutors predict an uphill climb to convince a jury to convict Yanez. A manslaughter conviction in officer-initiated shootings has limited precedent in the state and the nation. In Minnesota, the prosecutors have to prove the case beyond a reasonable doubt and get a unanimous jury verdict.

Yanez was also charged with two counts of misuse of a firearm. Reynolds was in the front seat passenger side of the car and a bullet hit an arm rest between her and Castile. Her 4-year-old daughter was in the back seat of the car behind her. A bullet

also hit the back seat of the vehicle (Ramsey, 2016). These two charges will depend on whether the use of deadly force in self-defense in the situation was reasonable.

Any civil case to sue the officer and/or the department will also depend on the reasonableness of the decision to shoot. In the case of Yanez, the use of deadly force would not violate constitutional rights if the officer was justified in using that degree of force. The presence of a gun, whether or not the gun was by the wallet in the same pocket, and whether or not Castile continued to move his hand toward the gun, will be important here. Any federal section 1983 civil action will depend on whether Castile was racially profiled and shot because the people in the car were Black. The facts do not establish that this was Yanez's sole motivation for shooting. Having a "wide set nose" was just a part of a physical description, and the physical description was only part of the reason for the stop. The physical description was not a factor in the decision to shoot.

The Federal Government's Response

In an email to fellow Republicans, Rep. Tony Cornish, R-Vernon Center and former law enforcement officer and Army National Guard Captain, condemned Dayton's comments to reporters that Castile would probably still be alive had he been White. Some police officers responded very negatively to the charge of racial profiling by the governor, especially because an investigation had not even begun yet (Stassen-Berger, 2016). Besides his comment, Dayton also called for a federal investigation into the shooting. The federal government could investigate if there was racial profiling because that would violate a person's federal constitutional rights. A group of 12 St. Paul DFL legislators led by Rep. John Lesch, DFL-St. Paul, said that data show conclusively that minorities in Minnesota are stopped, arrested, and convicted more frequently than White citizens. Lesch said, "At some point we have to get past all the blaming and dig into the systemic problems of poverty and unemployment." Lesch continued, "With the backing of Cornish and other law-and-order legislators, leaders of the Minnesota Chiefs of Police are already digging in against possible changes to how state police do their jobs" (Heilman, 2016).

On December 14, 2016, it was reported that the Department of Justice's Office of Community Oriented Policing Services would conduct a review of the entire St. Anthony police department. Nationally, this is the 16th time this office of the Justice Department has conducted this type of review. Reviews by the Office of Community Oriented Policing Services started in 2011 (Collins & Feshir, 2016). The review will not investigate particular cases or incidents. Instead, the review analyzes a department's policies and practices that could affect the public's trust. The focus is on identifying changes that could improve the department's relationship with the community it polices. The investigation will bring in community policing experts to review the department's documents, accompany officers out on calls, interview officers, host community forums, and look at hiring and recruitment practices. This review could take around 10 months. The Justice Department will then publically release its recommendations. The next 18 months will then be spent implementing the recommendations, and the Justice Department will release periodic reports on the department's progress (Collins & Feshir, 2016). This is collaborative reform. It is voluntary and begins when a city or department requests help from the federal government. It is up to the city and police department to implement the changes it chooses. But, because everything is made public, public

pressure can force departments into making changes. The other 15 departments that have gone through this process were much larger departments. St. Anthony is the smallest department to go through this process so far. Three-quarters of the nation's police departments have fewer than 25 officers. This is around the same size as St. Anthony. What happens in St. Anthony's review could have ramifications for other small police departments (Collins & Feshir, 2016).

There is some evidence that the Department of Justice's Office of Community Oriented Policing Services review had some success in Philadelphia, Las Vegas, and Spokane, Washington. The types of changes they made were to update their use-of-force policies with retraining of officers into the new policies, implement the use of body cameras, and reform the investigative procedures in officer-initiated shooting cases. These three locations saw significant drops in the number of officer-initiated shootings after the changes (Collins & Feshir, 2016). It has yet to be seen whether this type of review will have success in small police departments.

If, during the course of the Justice Department's investigation, evidence of repeated or systematic violations of constitutional rights is discovered, the Justice Department's civil rights division can conduct a *pattern or practice* investigation into the police department. The Justice Department can also bring a *color of law* investigation into individual officers who are found to be violating citizen's constitutional rights. When the federal government investigates officer-initiated shootings, it often uses the FBI to look into both violations of color of law and pattern or practice investigations (Vezner 1, 2016).

A color of law investigation is a criminal investigation and focuses on a particular officer. In this type of investigation, the federal government would have to determine beyond a reasonable doubt that the officer acted with the specific intent to violate Castile's constitutional rights. Yanez would have to know what he was doing was wrong and willfully do it anyway. Basically, he would have had to intend to harm or kill Castile because of his race. Stopping Castile for "a wide set nose" would have to be the sole reason for stopping the car and shooting Castile. This case does not appear to fit the criteria, because Castile appears to also have been stopped because he fit the description of a robbery suspect and had a burnt-out brake light. Castile appears to have been shot, not because of the appearance of his nose, but because the officer thought the presence of the gun and Castile not following orders to stop reaching in the vicinity of the gun caused the officer to fear for his life. These facts would not allow federal officials, under federal law, to charge the officer with some lesser offense like manslaughter or negligent homicide. These are state crimes and can only be brought by the state. Federal prosecutors can only charge for violating federal crimes (Tevlin, 2016). It would be highly unlikely to have any federal crimes in this case.

A pattern and practice review analyzes a department's policies and practices that could affect the public's trust. It is a civil investigation into the entire department. This action was created after the Rodney King case in Los Angeles in 1991. It was designed to look at a department's overall practice and procedures. Since 1991, this type of investigation has been used 23 times. St. Anthony released data in July of this year that showed of the 994 arrests made since the start of 2016, 47 percent of the suspects were Black and 46 percent of the suspects were White. Ten arrests did not indicate race. According to U.S. Census data, only 7 percent of the citizens in St. Anthony, Lauderdale, and Falcon Heights, the area patrolled by the department, were Black (Vezner 2, 2016). This type of

data could be used to question whether the department was racially profiling and discriminating on the bases of race. It could cause federal investigators to question if the department's policies and practices were violating certain citizens' constitutional rights. At the time of this writing, it is not certain if either type of action will result from the initial investigation. None, both, or either type of investigation could ultimately be conducted depending on what the Office of Community Oriented Policing Services discovers through its investigation. If pattern or practice is perused, the end result could be a settlement agreement, consent decree, where the Justice Department and the city come to an understanding on what changes need to be made. The Justice Department here calls the shots and the understanding does not have to be voluntarily reached with the city or police department. Progress in making the changes is mandatory and monitored by a federal judge.

Conclusion

It is good that an independent prosecutor was incorporated into the prosecution team in this case, because it spreads the blame if there is a decision not to charge or if there is a charge but no conviction. It should be done in other cases, too, because it is difficult for elected prosecutors to do something different than what the community wants. This writer believes grand juries are valuable and should be used in these cases because they allow the community to have input into the charging decision. This may make decisions not to prosecute more acceptable to the citizens in the community. The Justice Department may be less inclined to interfere with the operations of police departments if they see evidence that department's attitudes, policy, and procedures are in line with promoting equal justice under the law. Convictions for police officers acting in the line of duty are based on what the average, ordinary *police officer* would have thought in the situation. It is not based on what the average *citizen* might think or wish would happen.

Black Americans have had a history of oppression in the United States and believe mistreatment by police officers to be a continuation of oppressive, discriminatory, institutional roots. Yanez, however, may be a patsy in this case. He may have followed the correct legal procedures/standards and his use of force may have been reasonable. The part of the BCA report used in the indictment, despite Choi's recommendations, provides potential evidence to clear Yanez of wrongdoing. However, the public seems to be demanding accountability, possibly to keep their collective consciences clean. Ergo, Yanez might be, simultaneously, a modern and classic scapegoat in the sense that he's (possibly) an innocent party being sacrificed as community atonement for past misdeeds (and perceived present misdeeds) against Black Americans. But, offering a scapegoat for the sake of community atonement would not be justice for Officer Yanez. Yanez must be evaluated by the laws as they exist now—not as a patsy, and not by hypothetical, reformed laws one might wish were in place. If people want different standards for the use of deadly force for police in on-duty, officer-initiated shootings, then the laws need to be changed. But, under current law, Yanez might be legally protected and should not be offered as a scapegoat to atone for racial problems that still haunt this country.

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A Qualitative Comparison of Male Somalis' Educational Experiences in Minnesota and Norway

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This study focuses on the experiences of adult, male Somalis who have spent at least two years in public education system in Minnesota or Norway. One-on-one interviews were conducted to compare the experiences of the interviewees in both different locations. The interviews were conducted with male Somalis who were at the age of 18 or above. The locations where the interviewees were selected from are categorized as urban and suburban. In Norway, the interviews were conducted in Oslo and Førde, while in Minnesota they were conducted in Rochester, and Faribault. The research was conducted independently and individually over a period of two months. Due to the time constraint, it was advised to interview 16 individuals, broken down as follows:

- Eight individuals from Minnesota: four from a relatively bigger city (Rochester) and four from a relatively smaller city (Faribault)
- Eight individuals from Norway: two from the biggest city (Oslo) and four from a relatively smaller city (Førde).

Since the ethnic diversity at the two different locations is distinctively different, and every individual experience is different, this research focuses only on Somali male experiences who are over 18 years old of age and who have spent at least two years in public schools. The reason for choosing only Somalis is that there is a need to normalize the interviewees to make sure that they match a specific category at the two different locations. The reason for interviewing only males is, first, with the aim of normalizing the interviewees, it is best thought to have a similar population size with nearly the same historic and cultural experiences, because the number of Somalis outside Somalia located in Minnesota is approximately 30,000. While in Norway, the number of Somalis is approximately 36,000.¹ In addition, due to the Somalis cultural and religious traditions, it was not fully acceptable for a male to be talking to a female in a one-on-one setting where they are both unrelated to each other. Since the conductor of the interviews is a male then it would make the most sense for the communication to be between males. Lastly, the reason for choosing such approach to collect data is that the one-on-one setting allows for a more space to include open-ended questions and yields a better discussion related to their specific experiences. It allows the researcher to “control over the line of questioning”² and the participants can provide historical information beneficial to the comparison of the experiences.

A key part to understand the choice of words in this research is to refer to the Appendix A at the end for an extensive understanding of the three main words that explain the contestable concepts of Multiculturalism, Integration, and Assimilation. But here is a simplified interpretation for those three key terms:

Assimilation in society is the idea that, “We have values and traditions that everyone else who is not us in the country has to learn and follow”. This can be oversimplified through the following equation:

$$A+B+C=A$$

The letter ‘A’ in the equation represents the majority and their culture. B and C are the minority cultures or the ones who are not the majority.

Integration is the idea that having other groups in the country, teach them the main language and culture of the majority, allow them to practice their

culture and traditions with each other as long as they do not interfere with the majority's culture.

$$A+B+C=A+AB+AC$$

From the equation above, the majority does not change at all from having other cultures present. Meanwhile, groups B and C learn and embrace the majority's culture, but there is no intercultural connection happening in society.

Multiculturalism describes the existence, flexibility, and promotion of multiple cultural traditions within a single jurisdiction, usually considered in terms of the culture associated with an ethnic group.

$$A+B+C=Z(A_i+B_i+C_i)$$

In the oversimplified equation above, again 'A' is the majority group, B and C are minorities when compared to A. Z are the changing laws that govern the country to accommodate its changing cultural compositions where all the groups in society follow. Furthermore, 'A_i' means 'A' intermixed with B+C. 'B_i' means 'B' intermixed with A+C, and so on. Multiculturalism is simply a fusion.

The interview questions were developed through looking at the education domains and standards that commendable teachers must fulfill in the respective locations, while comparing the interviewees' experiences to those standards and domains. See appendix B and C.

Rochester Interview Results:

The results of the interviews had a mixture of positive and negative sophistication. In Rochester, Minnesota, many interviewees expressed their gratitude for the education in Minnesota and how they could partake in regular classes through transferring credits from previous educational experiences. Even though their English language proficiency was minimal and for most of them did not know any English before coming, but English as a Secondary Language classes have helped the students to cope with changes they are going through academically.

According to many of the interviewees they had a very different experience when they are in an ESL class compared to non-ESL classes. Response indicated that ESL teachers incorporate the cultural aspects of society into their teaching in order to make the pupils think about their surrounding culture. In other words, the multicultural students had the opportunity to learn about the majority culture. Meanwhile, non-ESL teachers were simply described as, "Walk in, teach, give homework, leave."

The interviewees mentioned that there were no activities in the classroom that integrate different students together, there was no additional support when they were struggling with language barriers, and they seemed unknowledgeable about the cultures present in the classroom. Lastly, there was no protocol of support for students who experience discrimination, as one of the Muslim students had her hijab stripped from her, another Muslim student intervened to prevent further humiliation to the female student, but he was the one that got suspended for a month, while the perpetrator was given a warning. A student described this situation as, "Once you start school, from the signs that promote peace and respect between the differences, you feel like it is utopia. But once you face something tragic, it would be hard to get back to that old feeling of utopia."

One key factor that many believed was helpful in the integration in the school and the community was the initiation of extra-academic activities. Many students said that through activities such as, basketball and football (soccer) they have established friendships with various students, especially when their language skills were not sufficient to communicate properly, they found sports as a common language to create friends who are also classmates. A teacher whose intention, described by one of the interviewees, as the one that made us enjoy school, create friendship, and forget about the differences that we have and the struggles that we go through in school. That teacher organized most of the activities. One described that his English was not good, but once he made friends through football, he felt comfortable speaking in classroom discussions. Therefore, one might argue that having extra-academic activities for multicultural individuals is indeed helpful in learning and the process of creating multicultural education.

Oslo Interview Results:

According to many interviewees in Oslo, their previous education was not adjusted to the one in Norway, and they had to learn the Norwegian language first. In other words, even though that they might have studied for a multiple years in Somalia before their arrival in Norway, they would not be placed in the same level of their previous education until they become proficient or functional in Norwegian. The teachers, on the other hand, were Norwegian as Second Language (NSL) instructors who were qualified to teach Norwegian language and culture for multicultural students, as they used various teaching methods to target the different language acquisition abilities of the NSL students. Even though the language courses were adequate and helped the students learn the language, this caused a high level of dropouts. An interviewee described the situation when learning the language is frustrating, since they are placed in a language class without learning any extra material (social science, history, natural science, ... etc.) This was described by many as halting down their enthusiasm to attain a degree and to find jobs so they could be functioning members of society. Therefore, many learn the basics of the language, "My name is... I am from..." and then start simple jobs as shopkeepers or custodians, because they need the money to support their family, that is why they end up with jobs that do not integrate them in society due to the lack of human interactions in them.

On the other hand, according to an interviewer, he made an interesting remark, which is that Somali women in Norway are becoming more educated than men. He states the reason as once the family comes to Norway, the man is the breadwinner. But once they settle down, and every family member learns the language, males are drawn up to their fathers' job so they'd would earn income as well and become independent and become the breadwinners for their families as well. Meanwhile, females attend higher education and now it can be observed that many Somali females are working at offices such as lawyers, bankers, and nurses. This is driven, according to the interviewee, by the state of stagnancy while they are learning the language and receiving state fund. He said that this could be done better if they were to learn the language and take other classes at the same time, which then would allow them to attain a degree and find a higher income job that contributes better to their integration in society. But it appears

that the Education Department of Norway sees that if the multicultural individuals are learning the language, they should master it first and then join other classes, because if they took language courses while learning other subjects, their achievement would be lower due to the language difficulties. So, it is a way to make sure that student achievement remains high and doesn't get affected by the students who are not fluent enough to take the regular courses.

As specified by the interviewees, the teachers in Oslo were enthusiastic about their jobs. It was interesting to see the difference of how teachers are being described by their previous pupils in Minnesota and Norway, as the latter are always be thanked for their job, while in Minnesota on the (English as a secondary language) ESL teachers are the commendable ones, while the rest did not care. Teachers in Oslo always supported their students in the cases of micro aggressions, while in Minnesota the teachers' bias was evident in cases of macro aggressions that would physically hurt someone.

Faribault Interview Results:

In Faribault, Minnesota, students who came with little or no English have been placed in both traditional classes and ESL classes. They have affirmed, like their fellow Somalis in Rochester, that ESL teachers are the ones that actually follow the Minnesota's Effective Practice for Teachers. The ESL teachers compared the majority culture to the other cultures present in the class, engaged in activities that enhance the interpersonal skills of the students and have always offered extra material for the students who were doing well, and offered extra tutoring hours for the students who struggled. Meanwhile, non-ESL teachers, they were described by the interviewees as, "Lack of enthusiasm from the teacher" or, "They are just there to get their paycheck and leave". This was not just with multicultural individuals, this was occurring with all the students. Also the teachers did not create classroom activities that integrated the different students together. Lastly, the interviewees added, that non-ESL teachers in Faribault were not aware of the cultural differences that existed amidst the cultures present in the quaint town of Faribault, instead they tried to normalize everyone and dissimulate that there were any sociocultural differences.

Førde Interview Results:

Lastly, in Førde, all non-Norwegian speaking students were placed in an NSL classroom, and even though in the Norwegian language classes — only non-Norwegian speakers were present — teachers compared between the cultures present and the Norwegian cultures, by having discussions about what each cultures stance on certain social issues, such as polygamy, monogamy, gay marriage, traditional marriages, typical activities in the winter and the summer in different cultures. Furthermore, in Førde the teachers are not just teachers in the classroom, they are advisors and mentors for the students to guide academically and socially. They always invite their students to their offices and offer them something to drink. The students did not mention any case of discrimination or violence committed against them. Ultimately, the students liked their teachers because in the small town of Førde, there were small festivals and carnivals, and

it is always great to see their teachers check on them in such spaces, especially outside of the classroom. With that being said, The problem of stagnancy persists. Somalis find themselves acquiring the language skills, and then they find themselves in need of extra money than temporary governmental, that is why they tend choose simple jobs.

Possible Areas for Improvements in Minnesota:

In Minnesota there are a lot of areas where there is a need to focus on the role of the teacher within the classroom as a facilitator for inclusivity and creating a better learning environment for everyone. Below are some specific suggestions to the teacher appraisal system that should be included according to the interviewees:

1. Teachers must create one-on-one connection with the students: As teachers tend to normalize the students and treat them as if they are all of the majority culture, they would not know much about the language ability of the students. So, the teachers would not offer extra guidance and help for the students, because the teachers believe that the students that do not do well are just lazy and lack the motivation to learn.
2. Formative and summative assessment as indicators: Many interviewees believed that teachers did various quizzes and tests that were included in the final grade book. However, none of the interviewees saw any difference in the teaching style of the teachers after the quizzes. In other words, formative and summative assessments should be a guide for teachers to understand what the students do well at and what needs to have more focus on. This will also allow the teachers to see if a specific student is struggling with a certain topic or the whole subject and maybe suggest certain actions for the student to be taken.
3. Knowing the culture of the majority very well and knowing the cultures of the multicultural individuals: Even though this is mentioned in the Standards of Effective Practice for Teachers, but there needs to be an inclusion of teaching the general opinion of the state. To simplify, the interviewees wanted to learn about the majority culture when it comes to various topics within Minnesota. They said that they wanted to know if Minnesota was a liberal or conservative state, is gay marriage allowed or not and why, and try to compare all these standpoints with the multicultural individuals cultures. This will help the multicultural individuals to learn the life and the society of the Minnesotans.
4. Create a support system for harassment and abuse: The schools should have a plan that teachers must follow in cases of discrimination, biases, prejudices and racism. The plan helps the teachers to take step-by-step action that follows the law. In this way, it removes any biases that the teachers might have, and allows the new teachers to learn how to act to prevent and take action against harassment and abuse.

Possible Areas for Improvements in Norway:

In Norway, there is a need to have a slight change in the education system and the teacher appraisal approaches as well. There is generally a need for standardizing previous education from other countries, so people who had an education could come and continue attaining their education without the sole need to learn the language. As was shown, many students have dropped-out because of the need to have specific language skills to attend school. Meanwhile, when it comes to the teacher appraisal system, here is what is suggested to be included:

1. Give motivation to the students to attain higher education: Since in Norway education is for “free”, teachers assume that all the students would seek it. According to interviewees, their biggest regret is not staying in school and attaining further education. Partly, because the educational content and material were not very applicable to real life, as one said, “*skolen er fra Mars, Elevene er fra Venus*” (The school is from Mars, the students are from Venus), which is elaborated that the content learned in the classroom is not yet applicable to real life, which makes some students feel that it is a bit useless to study something theoretical.
2. Teach about the Norwegian culture and the rest of Norway: In Oslo, many found it that they attend school with classmates of the same culture and background. This has caused segregation in society and made the students become self-centered, as they did not meet “different” people. Few interviewees said that since they were mostly Somalis in the school, they felt that they did not learn about the Norwegian life and society. They suggested that the teachers should know how to integrate our culture with the majority’s through the content of the subject, since the “Norwegian” students are not attending the same schools as Somalis are.
3. Do not normalize the differences in the classroom: With the consistent focus on the inclusion of foreign labor in the Norwegian economy through integration. Norway’s government has an integration policy which is mentioned in their White Paper, “Immigrants who come to Norway must adapt to a totally new set of circumstances, a new language, new social norms and a new society” and Sylvi Listhaug, Minister of Immigration and Integration says, “Immigrants who shall live in Norway must go to work, pay taxes, learn Norwegian and become participating citizens”³. Teachers, according to the interviewees, are focusing only on Norwegian language, history and economics in relation to other countries. They said that teachers speak about others in the form of countries and nations, and not cultures and traditions. This makes the multicultural students feel that they have been normalized and are treated as Norwegians. They said that when they are treated as Norwegians, they do not know anything about the customs and traditions that made Norway have such a culture, history and economy. This is where there is a need for multicultural education instead of integrationist education (See appendix for Assimilation, Integration, and Multiculturalism)
4. Generally, clearer domains for the teachers to follow (see appendix for the domains): There is a need to have clearer standards for the teachers to follow. There is a need for more training for the teachers before they can go

to the field and instruct pupils. There is also a need for the ministry of education to create standards that define very well and clearly what is a good teacher like. The reason for that is because many interviewees felt that teachers are enthusiastic about their jobs, but their instruction skills are not effective in teaching students who are from poor language backgrounds, struggle with learning vocabulary and/or who are in need of differentiated instruction.

Conclusion:

One specific highlight from this research is that the teacher training and appraisal for secondary language instruction teachers is the most effective one from a multicultural sense. As was directly emphasized by the interviewees that those teachers did their job as educators very well. The reason for coming to this conclusion is that the interviewees always gave examples on the best practices of the teachers, who are apparently language teachers. The justification for such a remark is that the teachers who are teaching ESL or NSL are trained to teach both the language and the culture simultaneously, because they understand how important it is for the students to make connections with each other, discuss different topics, and learn about the majority culture in the form of multicultural education. Therefore, if this study could suggest one major change to the teacher appraisal system in both geographical locations it would be incorporating the training that the ESL and NSL teachers get into the appraisal of the other teachers of subjects like physics, geography, mathematics... etc.

This conclusion was reached based on a small pool of research subject and a short period of time. The subjects were all from Somali background, but they had varying periods of education in either location. As some subjects have spent all their K-12 in Minnesota or Norway, while others spent two or three years in public schools between K-12. So, their experiences might have been different, as some spent less time in schools, which might mean that they did not see much when compared to the ones who attained all of their education in Minnesota or Norway. This study focused on the experiences of male Somalis only, so the deductions are based only on male experiences. So, there is a need for a bigger number of subjects, and representing both sexes. This research's aim was to bring attention to the role of multicultural education and its results on multicultural individuals, and since it is only interviewing Somalis, it doesn't fully represent the individuals in society. Therefore, other multicultural individuals need to be interviewed so the education systems in Norway and Minnesota could be evaluated more critically and based on a larger subject pool.

Appendix A

To break down the role of education, it is important to understand the difference between assimilation, integration, and multiculturalism in education. The differences will be explained through an oversimplification of those three approaches of having various cultures represented in the classroom and/or society.

Assimilation in society is the idea that, “We have values and traditions that everyone else who is not us in the country has to learn and follow”. This can be oversimplified through the following equation:

$$A+B+C=A$$

The letter ‘A’ in the equation represents the majority and their culture. B and C are the minority cultures or the ones who are not the majority. Assimilation happened by having the minority culture mixing with the majority, but the only way that everything would function properly in society is through following the values and traditions of the group A.

Integration, on the other hand, is the idea that having other groups in the country, teach them the main language and culture of the majority, allow them to practice their culture and traditions with each other as long as they do not interfere with the majority’s culture.

$$A+B+C=A+AB+AC$$

From the equation above, it explains the misconception about integration and how it helps everyone to become more culturally aware of the cultures present. However, in reality, the majority does not change at all from having other cultures present. Meanwhile, groups B and C learn and adopt the majority’s culture through education and being viable members of society, but there is no intercultural connection happening in society.

Lastly, multiculturalism is the idea of having people, integrated all together in society. This means that there is an inclusion of every member of society in the various spheres of the country. In other words, it describes the existence, acceptance, and promotion of multiple cultural traditions within a single jurisdiction, usually considered in terms of the culture associated with an ethnic group.

$$A+B+C=Z(A_i+B_i+C_i)$$

In the oversimplified equation above, again ‘A’ is the majority group, B and C are minorities when compared to A. Z are the changing laws that govern the country to accommodate its changing cultural compositions where all the groups in society follow. Furthermore, ‘A_i’ means ‘A’ intermixed with B+C. ‘B_i’ means ‘B’ intermixed with A+C, and the same applies for ‘C_i’. So, multiculturalism is the product of the fusion (i) of different cultures governed by law that is changing to accommodate the product of the fusion.

When it comes to applying multiculturalism on pedagogical thought, it is simply having content that teaches multicultural individuals about the cultures and traditions of the majority culture and compares them through the various instruction methods by qualified teachers. In this way, multicultural students will learn how “society functions” and students from the majority culture would learn about the similarities and differences between their own culture and the multicultural students’ culture in the classroom. Yet this is not only limited to who is present in the classroom, as the textbooks that the students follow should be

kept up-to-date. Campani explains, “The acknowledgment of diversity is not a goal in itself (the right to difference), but it is an instrument to make equality real and to build a new type of citizenship, where everybody can recognize themselves.”⁴

Appendix B

Minnesota Board of Teaching (Effective Practice for Teachers)

Subp. 4. Standard 3, diverse learners. A teacher must understand how students differ in their approaches to learning and create instructional opportunities that are adapted to students with diverse backgrounds and exceptionalities. **The teacher must:**

C. know about the process of second language acquisition and about strategies to support the learning of students whose first language is not English;

D. understand how to recognize and deal with dehumanizing biases, discrimination, prejudices, and institutional and personal racism and sexism;

E. understand how a student's learning is influenced by individual experiences, talents, and prior learning, as well as language, culture, family, and community values;

F. understand the contributions and lifestyles of the various racial, cultural, and economic groups in our society;

G. understand the cultural content, world view, and concepts that comprise Minnesota-based Somali American history, language, and culture;

H. understand cultural and community diversity; and know how to learn about and incorporate a student's experiences, cultures, and community resources into instruction;

J. know about community and cultural norms;

O. use information about students' families, cultures, and communities as the basis for connecting instruction to students' experiences;

P. bring multiple perspectives to the discussion of subject matter, including attention to a student's personal, family, and community experiences and cultural norms;

R. identify and apply technology resources to enable and empower learners with diverse backgrounds, characteristics, and abilities.

Subp. 6. Standard 5, learning environment. A teacher must be able to use an understanding of individual and group motivation and behavior to create learning environments that encourage positive social interaction, active engagement in learning, and self-motivation. **The teacher must:**

C. know how to create learning environments that contribute to the self-esteem of all persons and to positive interpersonal relations;

Subp. 7. Standard 6, communication. A teacher must be able to use knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom. **The teacher must:**

B. understand how cultural and gender differences can affect communication in the classroom;

Domains suggested by the Norwegian Ministry of Education to be followed by teacher:

<p style="text-align: center;">Domain 1: Planning and Preparation</p> <p>a. Demonstrating Knowledge of Content and Pedagogy Knowledge of Content and the Structure of the Discipline Knowledge of Prerequisite Relationships Knowledge of Content-Related Pedagogy</p> <p>b. Demonstrating Knowledge of Students Knowledge of Child and Adolescent Development Knowledge of the Learning Process Knowledge of Students' Skills, Knowledge, and Language Proficiency Knowledge of Students' Interests and Cultural Heritage Knowledge of Students' Special Needs</p> <p>c. Selecting Instructional Outcomes Value, Sequence, and Alignment Clarity Balance Suitability for Diverse Learners</p> <p>d. Demonstrating Knowledge of Resources Resources for Classroom Use Resources to Extend Content Knowledge and Pedagogy Resources for Students</p> <p>e. Designing Coherent Instruction Learning Activities Instructional Materials and Resources Instructional Groups Lesson and Unit Structure</p> <p>f. Designing Student Assessment Congruence with Instructional Outcomes Criteria and Standards Design of Formative Assessments</p>	<p style="text-align: center;">Domain 2: The Classroom Environment</p> <p>a. Creating an Environment of Respect and Rapport Teacher Interaction with Students Student Interactions with One Another</p> <p>b. Establishing a Culture for Learning Importance of the Content Expectations for Learning and Achievement Student Pride in Work</p> <p>c. Managing Classroom Procedures Management of Instructional Groups Management of Transitions Management of Materials And Supplies Performance of Non-Instructional Duties Supervision of Volunteers And Paraprofessionals</p> <p>d. Managing Student Behavior Expectations Monitoring of Student Behavior Response to Student Misbehavior</p> <p>e. Organizing Physical Space Safety and Accessibility Arrangement of Furniture and Use of Physical Resources.</p>
<p style="text-align: center;">Domain 3: Instruction</p> <p>a. Communicating with Students Expectations for Learning Directions and Procedures Explanations of Content Use of Oral and Written Language</p> <p>b. Using Questioning and Discussion Techniques Quality of Questions Discussion Techniques Student Participation</p> <p>c. Engaging Students in Learning Activities and Assignments Grouping of Students Instructional Materials and Resources Structure and Pacing</p> <p>d. Using Assessment in Instruction Assessment Criteria Monitoring of Student Learning Feedback to Students Student Self-Assessment and Monitoring of Progress</p> <p>e. Demonstrating Flexibility and Responsiveness Lesson Adjustment Response to Students</p>	<p style="text-align: center;">Domain 4: Professional Responsibilities</p> <p>a. Reflecting on Teaching Accuracy Use in Future Teaching</p> <p>b. Maintaining Accurate Records Student Completion of Assignments Student Progress in Learning Non-instructional Records</p> <p>c. Communicating with Families Information About the Instructional Program Information About Individual Students Engagement of Families in the Instructional Program</p> <p>d. Participating in a Professional Community Relationships with Colleagues Involvement in a Culture of Professional Inquiry Service to the School Participation in School and District Projects</p> <p>e. Growing and Developing Professionally Enhancement of Content Knowledge and Pedagogical Skill Receptivity to Feedback from Colleagues Service to the Profession</p> <p>f. Demonstrating Professionalism Integrity And Ethical Conduct Service To Students Advocacy Decision Making</p>

Appendix C

Interview questions

Opening questions

1. How many languages do you speak? Which one you are the most fluent in?
2. How many years have you spent studying in K-12 public schools in Minnesota/Norway?
3. Was most of your schooling set in urban or suburban location?
4. Do you live in a community with a dominant Somali population? Has this changed since your arrival to this country or in the past couple of years?

Schooling experiences

Values oriented questions:

1. While you are at school, did your teacher(s) compare your culture to the majority culture when teaching material from a cultural perspective? Please elaborate.
2. Did your teachers exhibit some interest in teaching others in the classroom about your culture and how it integrates with the majority culture? Please elaborate with examples.
3. Did your teacher(s) or school showed some knowledge about your culture in the way they treated you? Or, were they unknowledgeable of the differences that your culture has in comparison to the majority culture?
4. Do you feel that students from the majority culture became more open to multicultural individuals through activities in the classroom? Do you see the same pattern outside of school as inside?
5. Was there an appreciation for having your culture represented in the classroom? Please elaborate with examples

Application oriented questions:

Thinking back on your first experiences in public school in this country, was language a barrier to your learning? Did the school provide resources and/or additional instruction to help you understand the material better?

1. How was the environment for an individual like yourself in the school different from the community/society who you had encounters with? Were they both inclusive? Please elaborate
2. When communicating with your teacher(s), how did they ensure that the communication was effective?

Self-esteem oriented questions:

1. Did your school create a learning environment that contributes to self-esteem and positive interpersonal relations?

2. How has your education helped to integrate you in the community/society you live in? How has it helped others to understand your culture better?

Support oriented questions:

1. Were there any dehumanizing biases, discrimination, prejudices, and institutional and personal racism within your school? Was there any support system to prevent such actions from your teacher(s) or the school in general? Please elaborate.

2. What issues do you see happen in schools related to multiculturalism? Have your teachers and/or school done actions to prevent them from reoccurring?

3. What do you think was missing from your education to make teachers more knowledgeable about your culture and how it integrates with the majority's culture?

Last question, as this study suggests that one country is better than the other when comparing the multicultural education approaches. If you could describe a standard, what would you like to be included in the teacher appraisal before attaining their teaching license?

Do you have anything else to add?

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Carbon Tax Proposal

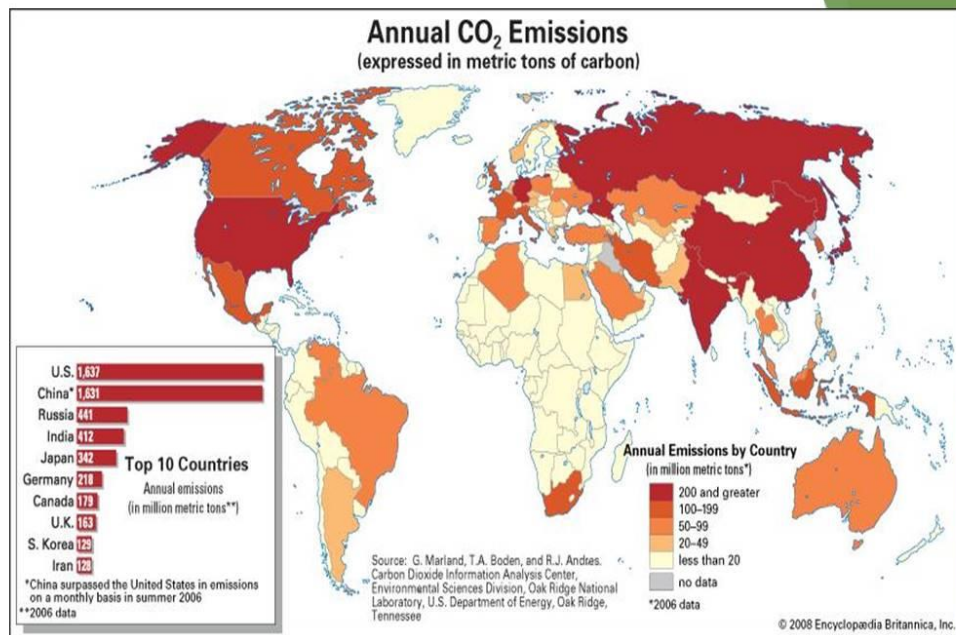
Emily Engel

Introduction

- ▶ Issue: Global warming caused by greenhouse gas emissions is increasing at an alarming rate.
- The Clean Air Act of 1963 gives the Environmental Protection Agency the right to regulate greenhouse gasses.
- Greenhouse gasses are regulated under the National Ambient Air Quality Standards.
- Air quality monitoring stations are ran by the states and funded by the EPA to record levels of greenhouse gas emissions.

History : The greenhouse affect

- ▶ 1896: Svante Arrhenius observed that the use of fossil fuels was causing the earth to warm.
- ▶ He established a connection between carbon dioxide release and the increased temperatures in the atmosphere.
- ▶ Increased levels of human activities that produce carbon dioxide lead to higher levels of infrared radiation in the atmosphere. This relationship was known as the “greenhouse affect”
- ▶ Arrhenius predicted that the “greenhouse affect” would cause the earth to warm by 5 degrees Celsius.
- ▶ Advancements in infrared technology led scientists to understand the full effects of greenhouse gas emissions and their part in warming the overall temperature of the earth.



Legal Framework

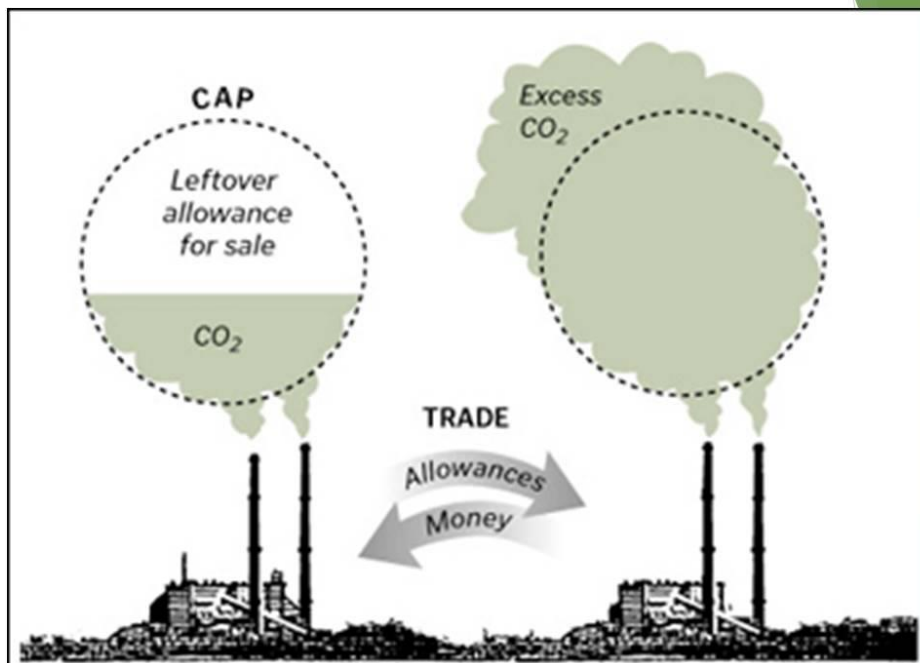
- ▶ The Clean Air Act and The Clean Water Act established the Environmental Protection Agencies' right to oversee and regulate pollution.
- ▶ The Clean Air Act “gives EPA the authority to limit emissions of air pollutants coming from sources like chemical plants, utilities, and steel mills (EPA 2007).”
- ▶ Greenhouse gas emissions are recorded through monitoring stations that are run by state and local governments and governmentally funded.

Legal Framework

- ▶ AQS: Database for all recordings of greenhouse gas emissions uploaded using data from air quality monitoring stations.
- ▶ State implementation policies require states to implement the Clean Air Act into their local government.
- ▶ States create a plan on how to keep greenhouse emissions within national ambient air standards.
- ▶ National ambient air standards are established by the “Office of air quality and planning standards.”

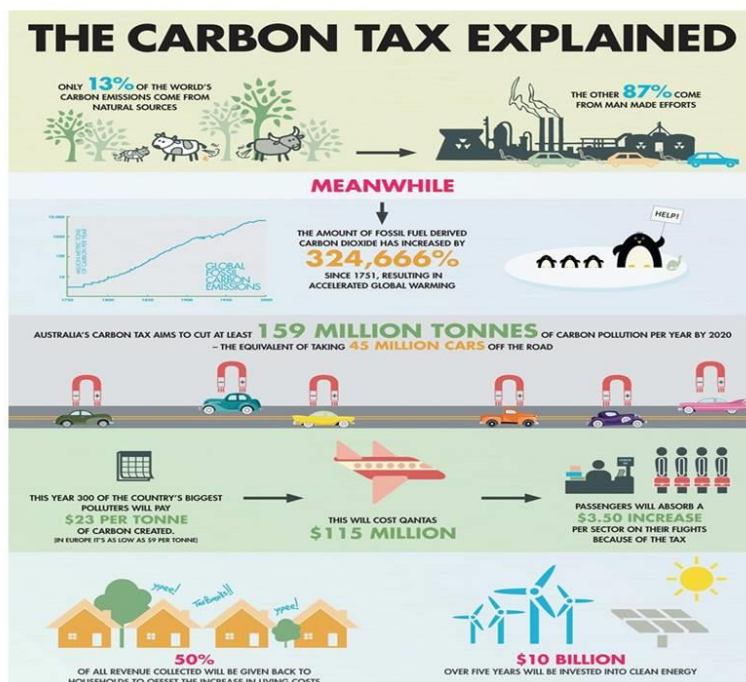
Current Policies

- ▶ Pollution Permits: The Government sets national levels of pollution and gives permits to firms that allow a level of pollution that permits a specified amount of emissions based on the history of pollution by that firm.
- ▶ Firms have a choice between polluting to the full extent or saving money by lowering emissions and selling the remainder of the permit.
- ▶ Supply and Demand: in relation to pollution suggest that when demand is higher so is the demand for pollution permits in order to produce more while maintaining the amount of allowed pollution
- ▶ Pollution permits do not create an incentive for firms to reduce their pollution a significant amount.
- ▶ “Larry Lohman explained that carbon trading “encourages the industries most addicted to coal, oil and gas to carry on much as before” because it is possible to purchase cheap offsets or carbon credits rather than to switch from fossil fuels to renewable energy.”



Policy Proposal: carbon tax

- ▶ Carbon tax: “a fee for making users of fossil fuels pay for climate damage their fuel use imposes by releasing carbon dioxide into the atmosphere, and for motivating switches to clean energy.” (Carbon Tax Center)
- ▶ Carbon taxes are implemented when any fossil fuel is extracted or imported.
- ▶ The government sets a price for each unit of carbon that is extracted.
- This translates to fees for the use of fossil fuels for energy or oil.

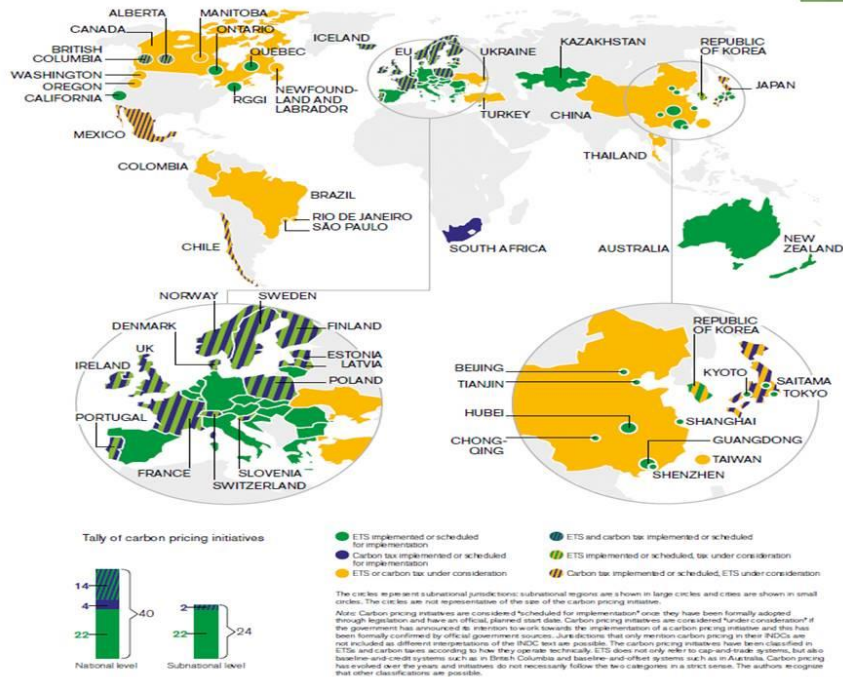


Carbon tax

- ▶ A carbon tax works in one of two ways:
 - 1) total greenhouse gas emissions are reduced leading to less air pollution
 - 2) " Revenue-neutrality not only protects the poor it's also politically savvy since it offers a way to blunt the "No New Taxes" demand that has held sway in American politics for decades." (Carbon tax center)
- ▶ Making it more expensive to pollute based on a tax per unit creates incentive for firms to reduce emissions in order to save money.
- ▶ Carbon taxes are revenue neutral meaning that the government does not benefit or lose anything from the tax.

Carbon tax implementation

- ▶ States can place carbon taxes on the political ballot and can vote on whether or not they want to implement a tax.
- ▶ States also have the option to use a hybrid system of carbon taxes combined with cap and trade
- ▶ ETS: Emissions trading scheme, refers to the use of cap and trade as a way to pollute at a low price



Policy Proposal

- ▶ The Environmental Protection Agency should be responsible for integrating a carbon tax into the pre-existing Clean Air act in order to reduce overall emissions of greenhouse gasses.
- ▶ Regulated by the EPA states would be required to create a plan that implementing carbon taxes in order to reduce overall air pollution and contribution of CO₂ into the atmosphere
- ▶ Firms would be held responsible for each unit (ton) of carbon they emit.
- ▶ Carbon taxes create incentives for firms to reduce their emissions drastically in order to save money.
- ▶ Incentives also give firms the option of switching from non renewable resources to cleaner forms of energy.

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The Visible Hand: Energy Star and Externalities
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Introduction

Adam Smith once said that humans are “led by an invisible hand to promote an end which was no part of his intention,” this end he spoke of was the public interest (IV.2.9). The problem with the invisible hand is that it has one very complicated flaw, economists call this fracture “externalities.” These externalities often causes prices to be too high or too low in addition to environmental and health problems to be left unattended. Government has had a difficult time dealing with the externalities problem, primarily because of the rapidity with which consumer and business choices change. This problem has eluded our slow acting congress, yet there is a way to remedy major parts of it. The Federal “Energy Star” program is a model with broad potential that can be modified to create a solution to this kind of market problem. “Energy Star” is a classification program which draws consumers’ attention to real costs, this gives them a way to quickly assess these costs and consider them in their price comparisons. Although certain environmental externalities carry more indirect costs, many of them are of great concern to consumers. This project lays out the general framework for a pilot program which would handle the externalities problem in a new fashion. By creating such a program, consumers would also receive much more information about the products they purchase. This will create a market which more quickly identifies consumer preferences, driving competition and economic growth.

The Problem

Externalities are a serious concern for economists, environmentalists, and policy makers. In the most general sense, externalities are costs not reflected in the price of goods being produced or consumed, which is why they are also sometimes referred to as ‘spillover costs.’ The costs that are associated with a product being created are called production externalities. Whereas those which come from consumption of a product are called consumption externalities. The production or consumption of some goods can also have a positive rather than a negative effect, but for the purposes of this project we’ll focus on the negative.

The main reason that economists are concerned with spillover costs is that they cause goods to be bought and sold at incorrect prices. Economists focus on this for multiple reasons, they want to achieve Pareto efficiency, and they want to avoid deadweight loss. When goods and services are not sold at the Pareto efficient price and quantity, both parties lose some benefit. This benefit is called consumer and producer surplus, or simply total surplus. This surplus is created by the exchange of goods and services, due to each party deciding that they benefit from the deal. The exchange of goods at an incorrect price or quantity can lead to a loss in the surplus explained above, this is where the term deadweight loss originates.

This is not the only concern for his project, because this merely tackles the issue from an economics point of view. From the environmentalist side of things, stopping, reducing, or making up for the many forms of pollution our society faces is clearly one of the main goals. Achieving both economic and environmental corrections was the challenge for the project. With current legislation we can essentially only fix one problem at a time, either environmental or economic, which I will explain in further detail next.

Current Solutions to Externalities

The two policies governments use to handle the issue of externalities are Pigouvian taxes, or varying forms of regulation. Pigouvian taxes work to manage the

issue of markets being Pareto efficient, this is done by applying taxes in order to correct the spillover costs. Pigouvian taxes may solve the issue from an economic standpoint, but not from an environmental one. Regulations are intended to reduce the environmental damage, but they do not take the economics into account. Using Coase Theorem at a larger scale, I intend to solve both the economic and environmental concerns.

Externalities, as I explained previously, are costs not reflected in the price of a good. When a firm pollutes in some fashion during the creation of a product, others must inevitably pay to fix the problems they create. This is a cost projected upon society, most commonly as health or environmental issues which must be paid for. The costs being paid for by others in society is the main economic concern. Seeing as how the firm is not experiencing all of the production costs, they will not sell goods at the correct price or quantity. With Pigouvian taxes attempting to fix this problem, the price and quantity of the good will presumably reach its Pareto efficient levels. With the taxes being levied by legislatures, Pigouvian taxes will come with some serious drawbacks. The ever changing market cannot be catered to by slow governments, levels of pollution, prices, and harmed parties will change rapidly. As noted by Ronald Coase in "The Problem of Social Cost", unless specifically legislated within respective bills, the taxes will not be directed to those parties which are experiencing the spillover (41). Additionally, the taxes will not stop the pollution whatsoever, they will merely attempt to correct the price and quantity produced. Pigouvian taxes correct some harm, but leave some issues unattended, these issues are addressed by environmental regulation.

As is quite well known, environmental regulation is intended to reduce or end pollution. Damage to the environment is reduced in many ways by legislating; pollution reduction, carbon cap and trade programs, vehicular emission testing, strict control of certain pollutants, pollution cleanup, and more. This clearly reduces some of the harm done by firms which pollute, but often does not address the economic problems they create, nor the economic problems already prevalent in these markets (Coase, 17-18). These types of legislation, like Pigouvian taxes, do nothing for those already experiencing the pollution. Environmental regulations cover what Pigouvian taxes cannot, but they leave the economics out of the equation.

Coase Theorem

My proposal is intended to cover both problems covered above, help consumers be more informed in their purchases of goods and services, and address the problems of Coase Theorem at a larger scale. Coase Theorem is the most important part of the project, nearly all of which is built upon the concept. Expanding on and slightly modifying Coase's theory will grant us the ability to solve the problems seen in both Pigouvian taxes and regulation. Using the model provided by the Energy Star program, we can lay out a way to convey this information to the consumer.

Coasian Bargaining, a Nobel Prize winning economic concept developed by Ronald H. Coase, is not very effective at a large scale. Coase posited that in the case of externalities, most will come to agreements that reduce or eliminate the effects of the problem. This comes with a few stipulations of course, including well defined property rights, costless bargaining, and competitive markets (Coase, 2). Each of these requirements make larger scale application an issue, even with the rise of concern for the environment the world has seen in more recent years.

The Visible Hand Program

In order to make Coasian Bargaining work at a large scale, each requirement must be modified slightly in some fashion. Calculating the prevalence of a firm's externality will absolutely cost money, making the calculations as a part of a well-funded program would cover this problem. The other problem, property rights, becomes much more complicated. When it comes to smaller scale spillover costs, one of the parties will presumably contact the other to initiate negotiations. How does an entire city's population contact a laundry list of different polluting firms? Helping determine the liability for each firm and how to make up for that liability would be the program's main goal.

By creating a program that helps bring the parties together and calculate the extent of the damage, some sort of solution can be worked out. This is why I like to call it the Visible Hand. Direct payments from the firms to the individuals would be more effort than they're worth, seeing as how the payments would likely be miniscule if divided for all the victims. Instead I would suggest that the funds donated by the firms be used for local, relevant problems. In the case of air pollution, the funds could be used for carbon capture, lung surgeries in the area with a possible connection, etc. This could be something in which the firm, or concerned citizens play a part in deciding.

This is where the Energy Star program comes into play. Anyone who has purchased appliances within the United States has likely encountered the Energy Star sticker. You may have encountered the yellow label indicating the estimated cost of said appliance for a year's time. This voluntary program works to help producers communicate unseen costs to consumers, and demonstrate that they care for the environment. If we take this concept and expand upon it, we could show consumers the social cost of products, let them know the degree to which this social cost has been paid for, and have those social costs paid for in a far more direct way than other legislation. Not only will this help consumers actively look for companies that legitimately care about the environment and the economy, but it will also help to stop one of the main concerns in economics.

Consumer knowledge of the products and markets they are a part of is seriously lacking, yet this is one of the topics economics holds constant, or *ceteris paribus*. In economic theory, it is assumed that consumers have full knowledge of all of the different options a market presents to them. This is clearly not the case, but giving consumers access to all of this information could help to stifle this problem. I propose putting all of the research conducted on an easily accessible website, so as to educate the public and help make the program more prevalent. This also gives the consumers somewhere to access information not given on the product labeling system itself.

Conclusion

When you compare this concept with the previous legislation I listed, Pigouvian taxes and regulation, the program does the jobs of both. By being flexible and specifically designed to make calculations for individual firms or markets rather than by blanket legislation, the correct level of payment could be much more effectively achieved. Additionally, the other problem seen with Pigouvian taxes is addressed, by directing the funds collected into relevant sources. In addition, this program would fix the economic problems associated with regulation. The program would work to help those already effected by the previous pollution, in addition to those still experiencing

the spillover. This would also avoid the serious economic problems that can be seen from many environmental regulations.

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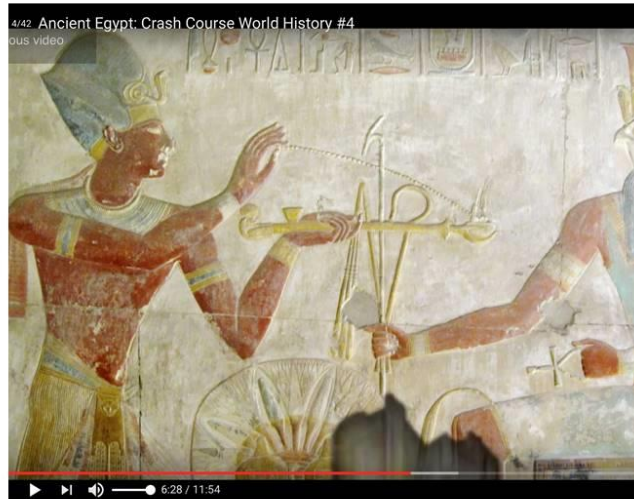
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Research-based Resources to Achieve Excellence in Teaching History

Curated World-class US and World History Online Resources

A Video Still

From "Ancient Egypt: Crash Course World History #4"



Greg Levitt
Steven Grubaugh
Allen Deever
University of Nevada, Las Vegas

Gabe Gonzales
K-12 Schools

Speakers

Abstract

- Based on the National Council for the Social Studies (NCSS) national standards and meta-analysis of related studies, this session centers on research-based resources and best practices for teaching U.S. and World History grades 8-college. The session focuses on purposes, products, processes and further includes motivational content delivery, hand-curated resources for learner engagement, and critical thinking in online, blended, and face-to-face social studies classes.

Sign Up On the iPad Database To Receive Materials

- If you'd like to receive these materials, please sign up on the iPad database and we'll send you a copy of these resources.
- Your email and information will not be shared at all and be deleted after the materials are sent.

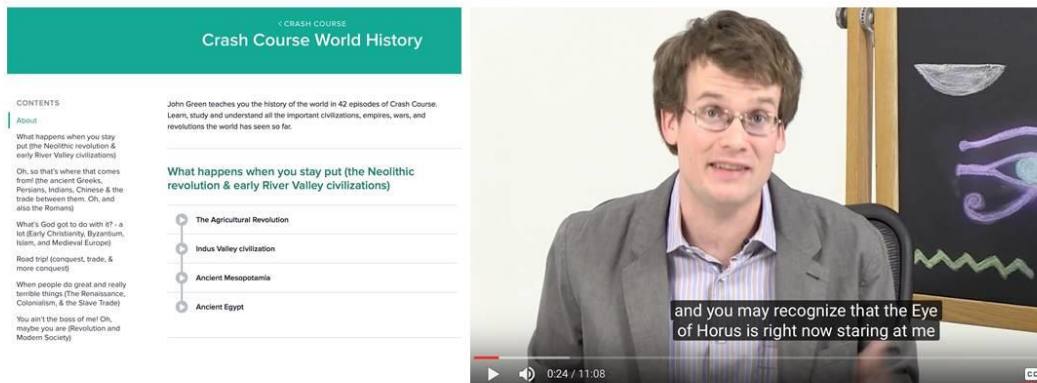


History Comes Alive

- By using this media, teachers can infuse new life into their instruction.
- With the sources researched in this article, teachers can animate the study of history.
- The extensive research for this article has been to carefully develop the content-rich links useful to history teachers and their students.

Inspirational Media

- Sites like the Crash Course for history videos, lend themselves to enhancing comprehension and supporting differentiated instruction.

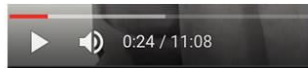


Engage Students Before, During and After Viewing Framework

- KWL is where, as a class, students state before the video
 - 1) what they already **Know (K)** about the topic; then they generate questions asking...
 - 2) what they **Want (W) to know** about the topic; and finally, after viewing, students tell...
 - 3) what they **Learned (L)** about the topic, including making quick sketches to synthesize their comprehension (Mounkhal,T., 2012). KWL is very simple and wonderfully effective to increase both reading and video viewing comprehension.

Digital Content Allows for Viewing Efficiency

- Rewind, pause and/or fast-forward digital content video in class to cover essential elements efficiently.
 - Use the video indexing system to skip forward to desired content.
 - Pause for discussion, questions, predictions.
 - Rewind to view essential content again.



Develop Interest Prior to Viewing

- Tell an interesting and engaging background story.
 - Abraham Lincoln, Vampire Hunter
 - Lincoln in the Bardo
- Ask critical thinking questions.
- Have students generate questions.
- Relate content to learner culture.
- Relate content to current issues.

Make Predictions

- But to enhance video comprehension even further before viewing, each student should be required to jot down predictions about the video and generate higher order thinking questions (Manfra & Greiner, 2016).



Introduce Academic Vocabulary Before Viewing

- Since vocabulary knowledge is so highly correlated with viewing comprehension, when students do not understand the words they hear in the video, their comprehension can suffer significantly.
- When previewing the video for showing it in class, a list of academic vocabulary words should be noted and then taught with definitions prior to student viewing.
- Even when students have only a passing familiarity with the academic history vocabulary they will encounter in the video, their comprehension can be significantly improved when they have heard the word pronounced, defined briefly, and made relevant to them through examples or a graphic organizer featuring related words to the target words.

Students View Content at Home

- History teachers can require students to watch these featured world-class digital guest lecturers, like our example Crash Course videos, at home prior to reading and prior to in-class lectures to promote improved reading and lecture listening comprehension (Gaughan, 2014).
- Watched beforehand, the videos can provide not only schema and organizational framework for the history content under study, but provide increased instructional time with this highly motivating media.



Student-selected Videos

- Another worthy idea is to assign students to search for, then send to the teacher a link to their favorite video on the historical topic under study. A wealth of history video sites are featured in this article as a resource for students searching for high quality films.
- Once a video is received from the student, the teacher previews the content for quality and appropriateness, then distributes the link to the entire class to be viewed at home.
- The following day, each student can summarize their video to class and possibly show an essential clip.

Extend Class Time

- This technique can intermittently extend history class time from five to fifteen minutes since all students are required to watch these student-discovered videos prior to class and participate in the student-lead discussion, or critical thinking group work, back in class the next day.
- These videos should be of high quality and no more than fifteen minutes in length to keep history students interested and engaged.
- Another advantage to students using these materials at home is that learners can revisit and review materials until they achieve the desired level of subject matter understanding.

Products



- The following sites are history teaching links and link aggregates we've curated and believe to be the best U.S. and world history resources available online for teachers, providing a more seamless transition into learning from digital resources for students.
- Can also be used for professional development and content area enrichment for teachers (Rosenfeld, J. & Schrum, K., 2012).

Us History Content Examples

- [Keith Hughes US History](#): 300 engaging history videos for kids and adults alike.
- [Crash Course US History](#): 48 history videos.
- [TED Talks - US History](#): 79 history videos.
- [Discovery Channel Documentaries](#): Dozens of history documentaries.
- [Study.com US History](#): 83 courses.
- [American Journeys](#): A new digital library and online learning center that makes available over 17,000 original letters, diaries, rare documents, images and more allowing direct student and teacher access to key primary resources from the year 1000 to about 1830.
- [American Memory](#): The Library of Congress' Collection of Primary Sources. The written and spoken words, sound recordings, still and moving images, prints, and maps, that document the American experience.

World History Content Resources Examples

- [Crash Course in World History](#): John Green teaches the history of the world in 42 episodes of Crash Course. Learn, study and understand all the important civilizations, empires, wars, and revolutions the world has seen so far.
- [Civilization - World History 2](#): John Green returns to teaching world history.
- [TED Talks World History](#): 45 Videos.
- [World History Association](#): Teaching world history in secondary schools to extend knowledge of world history to both junior high and high school students.
- [World History for Us All](#): A powerful, innovative model curriculum for teaching world history in middle and high schools.
- [College Board AP World History Course Home Page](#): Focuses on the development of historical thinking skills and how to analyze a point of view and interpret historical evidence to build and support an argument.
- [BBC History](#): BBC's History section offers an impressive array of exhibitions, activities, games, photogalleries and other resources. Major categories include: Ancient History, Archaeology, Church and State, Science and Discovery, Society and Conflict, War and Culture, and Family History. There are also sections entitled Multimedia Room, Historic Figures, Timelines, Programs, Reading Room, Talk History, For Kids, and History Trails.
- [History Channel](#): A companion to the television channel, this commercial site contains a myriad of features and highlights for educators and students alike. Key offerings include: study guides and activities, ideas from teachers, special exhibits, speech archives, discussions, and "This Day in History." Also, try the [UK site](#) and the [student site](#).
- [PBS Online](#): A great source for information on a myriad of historical events and personalities. PBS's assorted and diverse web exhibits supplement specific individual television series and generally include a resume of each episode, interviews (often with sound bites), a timeline, a glossary, photos, and links to relevant sites. Categories include American History, World History, History on Television, and Biographies. Go to the PBS Teacher Source for lessons and activities.

Conclusions

- Using the digital media and strategies described in this article, teachers can bring in world class history guest lecturers, as well as other resources, while developing their own instructional skills for the benefit of student learning.
- Online resources are growing as online media continues to evolve over time and the amount of history material can be overwhelming.
- However, accessing the thoroughly researched and archived media sources described in this article provides teachers with a wealth of validated and useful material for use in their classrooms.

Extending Time and Differentiated Instruction

- Additionally, the ability to have students watch videos at home on their digital devices to prepare for class the following day has the benefit of extending class time and time on task and enable differentiated instruction.
- With processes like those described earlier, the use of digital media begins to usher in a new age of instruction.
- Both teachers and students can benefit through the online instructional media and methods found in this article and become more interested, engaged and excited to teach and learn U.S. and world history.

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Preservation Plan for the Enchantment Lakes Area

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Mission Statement:

Preserve the Enchantment Lakes zone of the Alpine Lakes Wilderness and meet Wilderness Act requirements.

Background:

The Enchantment Lakes are a pristine, and beautiful area inside the Alpine Lakes Wilderness (ALW) of the Central Cascades in Washington State. The ALW is comprised of over 400,000 acres of diverse wilderness, alpine lakes, and towering summits. It's located between Snoqualmie Pass and Stevens Pass spreading across both the east and west sides of the Cascade crest. A distinct difference in plant and animal species can be found on either side of the Cascade crest and within the ALW. The ALW is administered by the United States Forest Service through the split management of the Mt. Baker-Snoqualmie and Okanogan-Wenatchee National Forests. With over 700 subalpine and alpine lakes as well as 47 trailheads and 615 miles of trails, recreation opportunities abound. The highest point in the ALW and the Enchantments is Mt. Stuart at 9,415 feet with a number of other significant peaks over 8,000 feet alongside it.

The first non-indigenous person to discover the Enchantments was Albert Hale Sylvester for the United States Geological Survey in the early 1900s. Sylvester later became the first forest supervisor of the Wenatchee National Forest and is credited for naming most of the area surrounding the Enchantments (USFS, 2017). Bill and Peggy Stark are responsible for most of the actual naming and extensive exploring of the Enchantments in the mid-1900s. Native American tribes historically settled, harvested, and forged the surrounding valleys and rivers around the ALW and the area has significant cultural value. Logging and mining operations were extensive since the 1800s in the lower elevations of the ALW until it was loosely protected by the Alpine Lakes Limited Area in 1946. Old logging roads comprise most of the access to trailheads and up long, remote valleys. 30 years later the area was designated the Alpine Lakes Wilderness and a management act signed by President Ford that detailed the administration of the ALW. President Ford is famously quoted at the signing of the Alpine Lakes Area Management Act that, "Anywhere so beautiful should be preserved."

As popularity grew through the mid-1900s in the Enchantments, a first of its kind decision was made to limit the number of overnight users in the area. In 1981 the Alpine Lakes Wilderness Plan was established to set a quota for overnight users over five subzones of the Enchantments. Part of the reason behind the overuse problem is the Enchantments proximity to the Seattle area. Most urban cities in western Washington are less than a three-hour drive from the Enchantments' trailheads and can shuttle high numbers of people to the area. The decision to implement an overnight permit was a proactive approach to reducing the number of users to the area that could exceed 300 people on summer weekends (Foster, 1989). It wasn't until 1987 that a permit system was finally installed to regulate the 60-person quota for overnight use. The lottery permit system successfully limited overnight users but created an unintended consequence because of it. Overcrowding from day use is the newest problem facing the Enchantments and its fragile ecosystem. Braided trails, erosion,

unofficial campsites, litter, lack of parking, and crowds are just a number of the impacts from overuse in the Enchantments. Due to overnight use being regulated and enforced, day use has skyrocketed beyond the point of sustainability and the area is seeing drastic environmental degradation. The Wilderness Act of 1964 provides the highest level of protection for federal lands and is focused around several key characteristics that make a place Wilderness. These stipulations are described word for word from the Act itself as, “an area where the earth and its community of life are untrammled by man, where man himself is a visitor who does not remain.” Another excerpt from the Act reads “[Wilderness is] an area of undeveloped Federal land retaining its primeval character and influence without permanent improvements or human habitation, which is protected and managed to preserve its natural conditions.” The environmental impacts and overcrowding being seen in the Enchantments no longer meet the standards set forth by the Wilderness Act and are taking away the Wilderness characteristics of this unique place.

Wilderness Management:

Goal: Determine best Wilderness management practices

Strategies:

- Complete an Environmental Impact Assessment (EIA)
- Determine day use carrying capacity
- Outline critical areas of environmental degradation and overcrowding
- Update/revise the Alpine Lakes Wilderness Plan

Goal: Create day use permits

Strategies:

- Follow EIA carrying capacity data
- Identify peak use
- Determine total day use quota
- Create online permit portal for securing free day use permits within 24 hours of planned trip

Goal: Enforce Wilderness ethics and permits

Strategies:

- Police trailheads for parking permits, use permits, and littering
- Educate the public about Leave No Trace practices and the environment they are recreating in
- Fine users without permits or building unofficial campsites
- Add signs at trailheads informing users of the specific rules and new changes

Protection and Enhancement:

Goal: Reduce environmental degradation

Strategies:

- Limit number of day users
- Rehabilitate impacted areas
- Enforce staying on established trails and campsites

- Create a trail/campground maintenance program through local youth programs

Open Space and Trails:

Goal: Promote public lands and recreation

Strategies:

- Inform users of all local recreation opportunities
- Provide free parking for underutilized trails
- Work with local schools to teach kids about nature and public lands
- Meet with different user groups and hear their comments and concerns
- Improve trails, parking, and roads with permit and parking revenue

External Factors:

- Funding for EIA
- User groups/stakeholders
 - Hikers/backpackers
 - Skiers
 - Climbers
 - Locals vs. non-locals
 - Environmentalists
- Support from other agencies

Summary/Conclusion:

All in all, the Enchantment Lakes area of the ALW is a truly unique place that requires careful management in order to preserve its special characteristics. With growing popularity and an overnight permit system that promotes day use, regulations must be put into place to curb the overcrowding and environmental degradation impacting this sensitive environment. The goals and strategies outlined above will provide the necessary policy changes to ensure a quota system is created that will not only protect the Enchantments but still allow recreation opportunities. An overnight permit system helped solve the main issue of overuse thirty years ago and now it is time to solve the day use issue with a quota permit system. User groups will have equal representation as also and it will be focused on peak summer weekends, mainly. Most week days are not overcrowded but have been getting more and more busy as the area grows in popularity. By enacting a quota day use permit system for peak days now, a system will be in place for the future and will ensure this special place stays preserved for generations to come.

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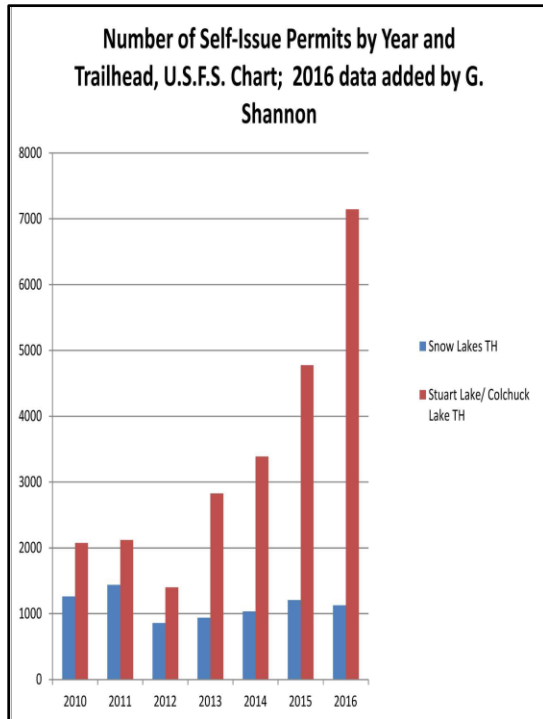


Figure 1: Optional self-issued group day use permits at Enchantments Trailheads

In Support of the Not Fake News: Re-legitimizing Broadcast journalism



By
Miles Isom

The Problem? Confusion of Terms

The 2016 Presidential election was marred by numerous deviations from what we may have previously considered to be standard, both from the campaigns and by citizens. One such phenomenon which plagued this election more so (or at least more noticeably) than previous presidential elections was the prevalence of fake news reports propagated by social media outlets such as facebook and twitter. These fake news stories sought to sow anger and confusion amongst voters and became a hotbed topic following Hillary Clinton's loss. Quizzically, the term fake news has taken on a new meaning in recent days after our new POTUS began using the term to describe media outlets such as CNN for publishing information from leaked sources. A free and strong press is a necessity for a democratic nation, and when our leaders paint legitimate news outlets with the same brush as fake news it cultivates a culture of citizens unwilling to trust the organizations on which they need to, at least to some extent, rely. For this reason I sought to create a policy that could help hinder attempts to delegitimize our press.

Goals for Developing This Policy

Create a policy that would not require large amounts of additional federal spending.

Create a policy that strengthens the speech of our legitimate media, while not giving strength to fake news outlets. Simultaneously must also refrain from infringing on free speech rights of non legitimate media organizations.

Keep it simple, try and work within the framework of existing federal regulations.

The Policy: TV Banner for Broadcast News Outlets



The idea for this policy is based on the parental guidelines banner which the FCC places on television shows to denote the recommended age range for televised content. I propose that we do the same, but for recognized news media. Broadcast media organizations would register their televised news programs with the FCC and given a banner which denotes their compliance with government regulations and establishes them as firmly not a delegitimate source of information.

How Would it Function?

Title 47 → Chapter I → Subchapter A → Part 0 → Subpart A → §0.61 → (e) of the Code of Federal Regulations gives the FCC Media Bureau the authority to “Administer and enforce rules and policies regarding political programming and related matters.” The Media Bureau outlines its policy on broadcast journalism in its report “The Public and Broadcasting: How to Get the Most Service from Your Local Station.” The Media Bureau is only to interfere in the work of broadcast journalism when a network either knowingly reports on a hoax to the detriment of society, or if there is evidence that a news program engaged in a news distortion. Essentially the FCC already has a mechanism by which fake news that has been propagated by broadcast media outlets can be punished. The proposed banner would essentially be a public notice that the organization they are viewing has complied with FCC regulations and is viewed as legitimate. Media outlets would have to register their news programs with the FCC, to acquire the banner for their programs, but once that has been accomplished, the FCC would just have to continue regulating in the same way they were previously. If a media outlets breaks any regulations they will be penalized with the removal of the banner along with any other penalties the FCC would usually administer

Conclusion

When a person in authority seeks to undermine the legitimacy of organizations already compliant with government regulations it weakens those organizations speech in ways that creates confusion amongst citizens. The hope for this policy is that it would serve as a way to strengthen the free speech of our news outlets by granting them a tangible sign showing citizens that they are in fact real and not fake news, that they are compliant with the laws the government has laid down to protect its citizens.

Hitler's Philosophy of Life

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“...Hugh Trevor-Roper who argued, many years ago, that however repugnant a figure Hitler was in the eyes of decent people, the consistency with which he pursued his objectives merited more serious examination of his philosophy of life than it had hitherto received” (Carr, 1979, p. 112).

Introduction

This article follows the advice of Hugh Trevor-Roper. Since Hitler was not an original thinker it is important to understand his milieu. This article attempts to identify eight factors that influenced his philosophy-of-life. Curiously, many of these factors were fashioned decades before Hitler was born. Many of the ideas were English.

The eight events, ideas, and experiences addressed in this research are remarkably left out of the literature. These items will be called “Foundations” in this paper. This research attempts to bridge that gap in the literature. This article also addresses Hegel’s influence on Hitler’s ideas and philosophy. A review of the literature follows.

Review of Literature

Since Hitler is one of the most enigmatic characters of history --- little understood, confusing, and empty --- we must delve deeper to find his philosophical makeup. One source in the popular press that assists in trying to understand Hitler is a book by Francis Fukuyama.

The End of History and the Last Man is a 1992 book by Francis Fukuyama, expanding on his 1989 essay "The End of History?", published in the international affairs journal, *The National Interest*. In the book, Fukuyama argues that the advent of Western liberal democracy may signal the endpoint of humanity's sociocultural evolution and the final form of human government.

Fukuyama (1992) posited: “What we may be witnessing is not just the end of the Cold War, or the passing of a particular period of post-war history, but the end of history as such: that is, the end point of mankind's ideological evolution and the universalization of Western liberal democracy as the final form of human government” (p. 112).

Both time and geopolitics are important when examining Hitler’s philosophy-of-life. Geopolitics is the study of the human condition and how human history is told through the passing of generations. On average, a new generational cycle is completed every 20 years or so. This means that the world we knew two decades ago and the world we will see two decades from now should look very different from the one we're experiencing today. If you're skeptical, consider 2017. Now, subtract 20-25 years and see what picture you end up with. In the late 1990s, the United States was in the midst of an economic boom, and political theorists in a postwar euphoria boldly claimed that we had reached the "end of history" and that liberal, capitalistic democracy had triumphed over dangerous ideological thinking. Russia was still in shambles, and the European Union was convinced that closer integration would invite economic prosperity, positioning the Continent to better compete with America. Meanwhile, Japan was starting to feel the pain of its first Lost Decade, and China had begun its rapid ascent as the world's economic "miracle."

Now consider the cycle we are in today, one that began with a crisis that shattered the world. The 2008 collapse of the global financial system stripped away the prosperity

that bound the European Union together, short-circuited China's low-end manufacturing boom and triggered a prolonged slump. Jobs were lost and disillusionment with the political establishments spread.

Only at this point do we add in the individual. If you skip ahead, as many intuitively do, and try to glean answers from what figures such as Donald Trump, Emmanuel Macron or Rodrigo Duterte say, you risk falling into the deep chasm between intention and reality. But when you organize the world into generational cycles and base your understanding on a firm geopolitical foundation, individuals form but a thin film on what is already a thick body of analysis. The leaders in question are then revealed as products of their time, not aberrations in need of constant psychoanalysis. And the structural forces that brought them to power will be the ones to constrain, shape and bend their actions once in office, limiting the possibilities as to what may actually transpire (Economist, November 12th, 2016).

An examination of the eight foundations that shaped Hitler's philosophy-of-life and an explanation of Hegel's Foundation of the State for both fascists and communists follows.

Foundation #1: Lebensraum

German philosopher Fichte (1762-1814) called for a great leader to create a Reich by seizing Lebensraum or Living Space---from Germany's neighbors, especially Russia. Friedrich Ratzel (1844-1904) in (1897) pioneered ideas that contributed to Lebensraum in Germany.

The idea of Lebensraum was introduced to the German masses during the Great War as the *Septemberprogramm*. Then, when hunger hit Germany during World War II, the concept gained popularity. It was thought that Russia could feed the hungry masses of Germany. According to Nardo (1999) Hitler felt entitled to the western part of Russia's land for more living space for Germans. Hitler once proclaimed: "But nature has not reserved this soil for the future possession of any particular nation or race; on the contrary, this soil exists for the people which possess the force to take it" (p. 75).

Foundation #2: The Autodidact, His Library, and His Manuscripts

Hitler was a high school dropout. But by 1914, it was possible for the common soldiers to be not only literate but dramatically literary. By the time of the Great War an important trend was ubiquitous – the trend of self-education. The everyman house.

Hitler was an autodidact. He was part of a movement of self-directed learning that was popular before the 20th century. Autodidacticism is not the typical every day learning by people interested in some subject. It is a serious do-it-yourself well-thought-out learning. The autodidact is a "self-teacher." Autodidacticism is a contemplative, absorptive procession. Some autodidacts spend a great deal of time reviewing the resources of libraries. Like Hitler, Stalin and Mao also received much of their education through independent, unguided reading (Khlevniuk, 2016).

Hitler, a high school dropout, is notorious for having a bias against education during World War II. According to Time Life (1989), he is famous for boldly stating: "I will have no intellectual training. Knowledge is ruin to my young men. A violently active, dominating, brutal youth---that is what I am after" (pg. 102).

Hitler's Personal Library

Hitler was an avid reader. Hitler comments in *Mein Kampf* that he remembers, when a child, rummaging through his father's library. Hitler's acquaintances confirm this appetite for reading.

Hitler once described his time in Landsberg Prison as his “higher education at state expense” where he could get back to reading and learning. One of his fellow inmates at Landsberg Prison recalled that, “Only a single light burned usually late into the night.” It was Hitler reading. (Ryback, 2008).

According to Ryback (2008), Hitler’s library contained more than 16,000 books of which 12,000 survive in archives today. Over 1,2000 volumes are in the Rare Book Division of the Library of Congress. Brown University has 80 volumes. Many of the others are in the Linz Archives.

Hitler collected books from several genres, including: *Don Quixote*, *Robinson Crusoe*, *Uncle Tom’s Cabin*, and *Gulliver’s Travels*, among the greatest works of world literature. He also collected works of William Shakespeare. He owned a tome called *Words of Christ*, and he also owned Henry Ford’s racist book: *The International Jew: The World’s Foremost Problem.* Many of Hitler’s books have marginalia or comments in the margins of the pages of the book. (Ryback, 2008).

Hitler’s Manuscripts

Hitler wrote three manuscripts: *Mein Kampf volume one* (1925); *Mein Kampf volume two* (1926); and *Zweites Buch*, which was an untitled unpublished book, also known as the “*Second Book*” (1928). Hitler had a passion for reading, grabbing all the daily newspapers available at the men’s homes where he resided, reading numerous political pamphlets and borrowing many books from the library on German history and mythology. He had a curious but academically untrained mind and examined the complex philosophical works of Nietzsche, Hegel, Fichte, Treitschke and the Englishman, Houston Stewart Chamberlain. Hitler picked up bits and pieces of philosophy and ideas from them, and would up with a hodgepodge of racist, nationalistic, and anti-Semitic attitudes that over time became a die-hard philosophy, later to be described in his book, *Mein Kampf* (The History Place, 1996).

Foundation #3: English Social Darwinism

The idea of Social Darwinism was developed in England. In Herbert Spencer’s *The Social Organism* (1860), Spencer compares society to a living organism. Biological organisms evolve by natural selection and societies evolve through a corresponding process. Malthus, also from England, wrote a popular book in 1798, *An Essay on the Principle of Population*. This book argues that an increasing population would outgrow its food supply and would result in the starvation of the weakest members of society.

Malthus anticipated the Social Darwinists by implying that charity could worsen social problems. These ideas interested Darwin’s cousin, Francis Galton. Galton argued that morals needed to change so that heredity was a conscious decision. Society must avoid both the over-breeding of less fit and the under-breeding of the more fit ones.

In 1880, The term, “Social Darwinism” first appeared in Continental Europe. Later, in Germany, Social Darwinism became accepted in bourgeois circles. Also, the world was seen as split into strong and weak. Racial necessities, not Marxist economic determinism was seen as determinant.

According to Bullock (1993), Social Darwinism was the foundation of Hitler’s philosophy. Social Darwinism is the belief that all life was engaged in struggle for existence in which only the fittest survived. This is where Hitler confronted the socialist belief in equality of all races with what Bullock (1993) calls “the aristocratic principle of

Nature” or the natural inequality of individuals and races. This idea was picked up by Hitler in professing that Marxism was a doctrine invented by a Jew, Karl Marx, and used by the Jewish leaders of the Social Democratic party to ensnare the masses and turn them against Germany, and the Germanic race (Bullock, 1993).

Hitler’s use of Social Darwinism was harsh: “Man has become great through struggle. Whatever goal man has reached is due to his originality plus his brutality. Bullock (1993) states that Hitler posited: “All life is summed up in three forms: struggle is the father of all things, virtue lies in blood, and leadership is primary and decisive” (pp. 140-141). In *Mein Kampf* (1925) Hitler wrote: “He who wants to live must fight, and he who does not want to fight in this world where eternal struggle is the law of life has no right to exist” (p. 141).

This harsh application of Social Darwinism comes from his days living in Vienna, especially from Vienna’s “gutter press.” One fear the Viennese people had, was that between 1857 and 1910, the Jewish population rose from two percent to more than eight percent of the population (Time Life Editors, 1990). It was well known that Vienna was the most anti-Semitic city in Western Europe (Time Life Editors, 1990). German-speaking Austrians were suspicious of the number of Jews in occupations such as banking, teaching, and journalism. Some Austrian people claimed Jews were purposefully sabotaging German culture. From this a conspiracy theory was formulated that Jews were engaging in a multipronged attack on German values, economy, and racial integrity. By the turn of the century this theory penetrated deep into the population of German-speaking Austria. Organized anti-Semitic groups were forming and anti-Semitism began to be the rallying cry for several political organizations in Vienna.

Foundation #4: Eugenics

According to Nardo (1999), Hitler’s early attempts at eugenics in Germany revolved around promoting the benefits of earlier marriages. The idea of earlier marriages meant that men, if they married earlier, would not turn to prostitutes for sexual desires, and in turn, would avoid diseases such as syphilis. It would also lead to an increase, improvement, and preservation of the species and the race.

Hitler had numerous ideas on keeping the German population pure and strong. In 1933 sterilization programs for both the mentally and physically handicapped came into existence. In 1935 abortion was legalized for the racially inferior. By 1945, over half a million people had been sterilized. Hitler’s ultimate plan was that only ‘racially valuable women should give birth (Dufner, 2003). In the book, *The New Order* (1989) it states: “The Nazi regime was interested in increasing the population of only healthy Germans. People with defects that were thought to be inheritable were forcibly sterilized” (p. 120).

Hitler called on the medical community to control reproduction. Physicians and eugenicists in the Third Reich were asked to bring all reproduction under government control (Victor, 1998). This goal was never accomplished. It did, however, increase control both publicly and secretly. The German government established screening boards so that every couple could apply for approval of marriage and have children. In 1935 approval became mandatory and the idea was to reduce marriages. The Nazi

Party urged Aryans to divorce Jewish and partly Jewish spouses. The courts in Germany recognized Jewishness as grounds for divorce. These policies implemented by Hitler, came from a myth that the master race of pure Germans was really pure Nordic—tall, blonde, and blue-eyed (Victor, 1998).

Vienna

Hitler spent much of his youth in Vienna, Austria; especially his teenage years. During Hitler's time in Austria (1908-1913) there was strong anti-Semitic sentiment. This would influence Hitler's view of Jews for the remainder of his life. Much of this anti-Semitic sentiment came from politicians such as Karl Lueger, the Mayor of Vienna, and the Austrian press.

Hitler was strongly influenced by two racist pamphleteers in Vienna, Lanz von Liebenfels and Guido von List. According to Stalcup (2000), the racist Liebenfels once stated in a 1908 pamphlet: "The whole mongrelized breed of Jews and lesser men must be wiped off the face of the earth" (p. 44). According to Victor (1998), Vienna's other prolific racist pamphleteer of the time, Guido von List during the 1908-1914 era called for: "Destruction of International Jewish conspiracy" (p. 26). List further elaborated and said two things needed to happen: 1.) Establishment of a racially pure state; and 2.) A global war against the international Jews who sought to destroy civilization. (Victor, 2000).

Another influence of anti-Semitism for Hitler was the mayor of Vienna, Karl Lueger. Hitler greatly admired Lueger and believed he was the greatest mayor in history! Later in his life, he would try to emulate Lueger's mannerisms and political strategies. Lueger, for example, was a master at kinetic communication when he spoke. Another example, would be that Lueger remained single, or as he stated, he was married to the Viennese people by being their mayor. It was a known fact that Lueger still consorted with lots of women while being mayor of Vienna. Lueger was an excellent orator and one speech Lueger gave that really stuck with Hitler until later in his life was when Lueger blamed the Jewish-liberal press for putting Germany in "chains" (Stalcup, 2000).

The United States

During the same time period, the idea of eugenics and anti-Semitic feelings were being expressed in Western Europe by the bourgeois class, the ideas also permeated in United States culture as well. Several influential people of 20th century America spoke out in favor of eugenics and/or made public, anti-Semitic remarks. Margaret Sanger (1921) posited: "Eugenics is the most adequate and thorough avenue to the solution of racial, political and social problems." Henry Ford (1919) once said: "The Jews caused the great war, the Jews caused the outbreak of thieving and robbery all over the country." Even Teddy Roosevelt (1913) commented: "The USA is a nation which permits unlimited breeding from the worst stocks, physically and morally"

Foundation #5: The Soldier of the Great War & the Shock to Modernity

The Loss of Innocence

When examining World War I, one must first contemplate the possibilities inherent in modernity present during the fin-de-siecle. For example, progress was a paramount vow of the enlightenment. With World War I that promise was broken. An example is that, before the war, the word *machine* was never affixed to the word, *gun*. Increased technology gave increased lethality.

The first Battle of the Marne (September 1914) exacted half million casualties for each side. The original British Army was essentially destroyed. Another example, The Somme was the largest engagement fought since the beginnings of civilization. Out of the 110,000 men that attacked the Germans on July 1, 1916, 60,000 were killed or wounded by the end of the day. Yet another example was the Third Battle of Ypres (1917). This battle cost the British 370,000 casualties (The Twisted Dream, 1990).

However, it was the Somme that ended the illusion of progress and launched the concept of postmodernity. The poem, **MCMXIV**, written by Philip Larkin (1914) announces the loss of an innocence never regained from the Great War:

“Never before or since,
As changed itself to past
Without a word—the men
Leaving the gardens tidy,
The thousands of marriages
Lasting a little while longer:
Never such innocence again.”

Inadequacy of Language

Modernity was not ready for industrialized war—the slaughter by both machine and science. In 1914, language had no words for the Great War because it was utterly indescribable. The horror was beyond belief. Generals almost never went to the front. When generals did see the front they literally could not believe that men were living and fighting in such conditions. The inadequacy of language to convey the reality of trench warfare was a motif of anyone who wrote about the war.

Some words created during World War I:

Words of the War still used in 2018

1. Over the top (that idea is over the top)
2. Lousy, crummy (lice)
3. Breakthroughs (science)
4. Bombarded (with requests)
5. Barrage (of questions)
6. Sectors (private/public)
7. Firing line (William F. Buckley)
8. Blown away (“I was blown away by that movie”)
9. Front (weather front)
10. No man’s land (place to stay away from)
11. Basket case (weave baskets as therapy for mental illness)
12. Bought the farm (insurance \$10,000 – literally bought a farm for their family)

Men of Violence

The Great War became an enduring psychological fixture of the men that had fought it. The war hardened soldiers and they became men of violence. Hitler was one of these men. Hitler was a *Meldeganger* (message runner) during World War I. This assignment was terrifying, dangerous and more often than not, lead to a short life. *Meldegangers* were expected to run through shrapnel and enemy fire while the regular infantry could take cover. Ten *Meldegangers* were sent out in the hope that one would get through with the message. By 1915, Hitler was the only original *Meldeganger* left in his regiment.

In all, Hitler survived fifty battles, in which his own regiment was wiped out over and over---replenished and wiped out again and again. He was awarded the Iron Cross Second Class in 1914 and the Iron Cross First Class in 1918, which was the highest award possible for someone enlisted. Like the other men that survived, he suffered the shock to modernity and became a man of violence.

Foundation #6: The Judeo-Bolshevik Composite

Many soldiers, including Hitler, returned from World War I extraordinarily disillusioned with the German government and very suspicious of any left-wing politicians especially the communists. Bolshevism (Russian Communism) was seen by some Germans as a Jewish conspiracy. During the Russian Civil War, the Whites used a category called: "Judeo-Bolshevik." In Russia, it was "open season" on anyone that fell into that category. Many of the well-known Bolsheviks were Jews (Marx, Trotsky, Zinoviev, Kamenev, Rykov and Radek). Early on, the Bolsheviks countered accusations of Jewish-Bolshevism.

One incident occurred when Lenin went to Petrograd in March of 1919 to address striking factory workers. He was booed off the platform, along with Zinoviev, by the workers yelling, "Down with Jews and the commissars." Three days later (March 16th) the Cheka stormed the factory, arrested 900 and executed 200 workers.

The *Kommunistische Partei Deutschlands* (KPD), the largest communist movement outside of the USSR, was the major threat to the *Nationalsozialistische Deutsche Arbeiterpartei* (NSDAP). Street battles between members of the KPD and NSDAP were common. NSDAP saw themselves as fighting against Bolshevism and Jewry. Both groups were viewed as internationalist by the nationals (NAZI).

Hitler was an army intelligence agent in 1919 and was ordered to penetrate the DAP. In a report to his CO, Hitler advocated a "rational anti-Semitism." On September 19, 1919 Hitler was assigned to go to the German Workers Party (GWP) where Eckart was scheduled to speak. Eckart was a no-show, but Hitler was impressed by a book he was given, *My Political Awakenings: From the Diary of a German Socialist Worker* (Drexler, 2016).

Hitler was given a copy of Anton Drexler's book, *My Political Awakenings*, at his first meeting of the Deutsche Arbeiterpartei (DAP) in 1919. This book impressed Hitler. At Hitler's second meeting of the DAP, Drexler introduced Hitler to Dietrich Eckart. Eckart, the Party's co-founder and father of the party's belief system, became Hitler's mentor. Hitler credits Eckart with forging the link between Jews and Bolsheviks. Hitler states that he had only a passing contact with anti-Semitic thought before he met Eckart. He said he was "horrified" by the occasional anti-Semitic remarks he heard at school. The term, "Jew" was not used in his household because Hitler's father considered it culturally backward. Eckart loathed the Versailles Treaty, and saw it as a stab-in-the-back, according to which the Marxists (SDs) and Jews were to be blamed for Germany's defeat in the war. Eckart was a major influence in Hitler's life and the two spent a vast amount of time together discussing art and Jews until Eckart's death in 1923. Prior to his death, Eckart used his influence to begin the intentional creation of the Hitler Mystique.

Liebenfels, the racist pamphleteer from Vienna, called for "new racial order" of the racially elite. He also suggested that all men are divided into two groups: creative

Aryans and Ape-men—most notably the Jews. The lower race was to be slaves to the Aryans according to Liebenfels (Stalcup, 2000).

Hitler met many white Russian refugees who flocked to Munich after the failure of the Russian counterrevolution. These individuals were already anti-Semitic and helped convince Hitler that the Russian Revolution was a revolt of the racial underworld provoked by the Jews in order to destroy Aryan peoples (Nardo, 1999).

Bolshevism (Russian Communism) was seen as a Jewish conspiracy for world rule and on February 27th, 1933, the parliamentary building was set on fire and burned down. Nazis told the public that the Communists did it, which gave him the opportunity to pass the Reichstag Fire Decree and start eliminating the Bolsheviks in Germany.

According to Nardo (1999) Hitler once stated: “The Bolsheviks are blood-stained criminals; the scum of humanity that overtook a great state and slaughtered thousands. The danger to which Russia succumbed is always present for Germany. Bolshevism has not been exorcised” (p. 29)

Foundation #7: Vienna 1908 – anti-Semitism

In the late 1800’s the multi-ethnic peoples of Austria-Hungary saw Jews as a negative object of interest. As in Germany, the bourgeoisie in the turn-of-the-century Vienna considered anti-Semitism fashionable. George Schoenerer (b. 1842) was a member of the German-National party. Schoenerer seems to have been the first to politicize anti-Semitism in Austria. The mayor of Vienna, Karl Lueger (b. 1844) realized that raising the “Jewish Question” would earn him popularity with the people of Vienna. Lueger used the slogan, “Vienna is German and must remain German” (Economist p. 29, Jan. 6, 2017). Hitler paid him tribute in *Mein Kampf*.

After Hitler’s mother died in 1908 and he had been rejected by the Vienna Academy of Fine Arts, Hitler made his way in Vienna by painting postcards and picking up odd jobs in construction. Accounts from people who knew Hitler said that most of the time between 1908 and 1913, Hitler lived in a substandard way. He usually didn’t have enough to eat, wore shabby clothes and slept in flophouses. In 1910, he moved into a men’s home that provided more security than the parks, flophouses, and homeless shelters he had previously lived in (Stalcup, 2000). These challenging living conditions Hitler endured in Vienna had a major effect on Hitler’s life.

Hitler stated that his political attitudes were formed in Vienna (Nardo, 1999). He admits that being exposed to the socialists, racialists, nationalists, attending numerous meetings of these aforementioned groups, and reading published pamphlets influenced him. He stated that his pride and sense of German nationalism was also developed in Vienna.

Hitler, while in Vienna, was also influenced by several people that would later shape his attitudes toward Jews. Two significant influences were the popular Vienna racist pamphleteers previously mentioned, Guido von List and Lanz von Liebenfels. Perhaps the greatest influence from Vienna on Hitler was Karl Lueger, the mayor of Vienna. Hitler would later emulate several of Lueger’s mannerisms. For example, Lueger thought it important to maintain his female following. Therefore, Lueger stayed a bachelor and publicly disavowed any private life, claiming that he was too busy because he belonged totally to “my Viennese.” Hitler would later use this idea when he led Germany. After observing the diverse political culture of Vienna, reading the many works of the racist pamphleteers, attending a variety of different political party meetings,

and living in a city in Western Europe that was the mecca of hating Jews, it is no surprise that Hitler stated he adopted his anti-Semitic views during his time living in Vienna.

Foundation #8: Berlin and Munich 1919 – anti-Semitism

Many German soldiers, upon their return home to Germany both during and after the Great War, believed they had won the war. Yet, they did not despite earned victories in France and Russia. As they continued to return to Germany they saw many Jewish peoples running successful businesses and increasingly being in positions of influence.

Many citizens and returning soldiers were realizing that many communist and left-wing groups were fighting many right-wing groups all over Germany. The battles taking place in the streets of both Berlin and Munich were becoming increasingly violent. Eventually, the right-wing groups would use the same brutal tactics against the communist left-wing groups. The next two sections provide a brief overview of two particularly bloody battles between the groups.

Berlin (Communist Spartacists Revolution)

In January 1919, the Communists rose up in revolt in Berlin. The German communists wanted a Soviet Republic similar to the Bolsheviks'. The Spartacists were guided by the thoughts and actions of the famous Rosa Luxemburg. Luxemburg had written pamphlets about Lenin and how his leadership was essential. The Communist Spartacist Revolution was eventually beaten brutally. The Freikorps beat back the Spartacists/Communists and Luxemburg was killed after she was arrested.

Munich

In 1919, the Communist Party (CP) led by Eugen Levine took power in Munich. The Communist Party immediately proclaimed communist ideas: creating a Red Army, appropriating cash, food, apartments and giving workers the factories. On April 30th, 1919, the Communist Party executed members of the Thule Society as class enemies. In response to the executions, the Thule organized an uprising: 1.) In May, 9,000 local Munich men and 30,000 Freikorps men from outside Munich entered into vicious street fighting with the Communist Party. 2.) 1,000 Communists were killed in the fighting and 700 were executed by the Freikorps troops (Storming to Power, 1989).

Hegel's Foundation of the State for Both the Fascist and Communist

The totalitarian states of the early 20th century (fascist and communist) were the offspring of one man's thought – Hegel's reality is reason. The *State* is more authentic than the individual. For Hegel, the *State* is the carrier of objective reason and is therefore "higher" than the individual. Bullock (1993) writes of Hegel's *State* "A single person ... is something subordinate ... hence, if the state claims life, the individual must surrender it ... The rational end of man is life in the state," (pp. 241-242). The foundation of the new total-state of fascist and communist was this Hegelian mindset.

After Hegel's death (1831) his philosophy of the state engendered two forms of Hegelians, radical left or "Young" (*Linkshegelianer*), and right conservative or "Old" (*Rechtshhegelianer*). Well-known members of the Young Hegelians were Ludwig Feuerbach, Friedrich Engels and Karl Marx. Clearly, they, via their "era of Action," developed the beginnings of the Marxist-Leninist state. The Old Hegelians emphasized the nation state and its institutions. While it is difficult to draw a direct line from the Old

Hegelians to the National Socialist, it is clear that the Nazis reflected their interpretations of Hegel's state.

The final dialectical stage of man's "objective spirit" is expressed in the *Rational State*. The development to the Rational State took place over centuries. This "working out" of reason in history is reflected in the "sadness" of a human "slaughter bench." But the "monstrous sacrifices" of history have brought us to the *Rational State*. This concept informed the Germans, including the Nazis, of the late 19th century. Hence, the war in Eastern Europe can be seen as a gigantic struggle of the Hegelians.

Conclusion

This research has attempted to explain eight possible factors (foundations) not frequently mentioned in the popular press that shaped Hitler's philosophy-of-life. Other studies focus on events such as his father being physically abusive, the death of his mother, being rejected by the Vienna Academy of Fine Arts in 1907 and 1908, and his negative interactions with the Communists from both Russia and Germany.

Our research takes a different approach. This research focuses on how Hitler's philosophy-of-life developed. This paper has included consequential events Hitler endured such as his numerous battles in World War I and how he survived gut-wrenching battle after gut-wrenching battle as a Meldeganger (message runner). Hitler was certainly influenced by the brutality of the Great War, being injured during the war, and what he viewed as Germany's humiliating terms from the Treaty of Versailles. The Great War made Hitler a "hardened man" due to the things he saw and experienced. Hitler's experiences of fighting in and living through the Great War is often forgotten in the popular press. It shouldn't be. It had a significant impact in developing his philosophy.

His time living in poverty in Vienna between 1908 and 1913 and being exposed to the extreme anti-Semitic culture there also helped shape his philosophy. In fact, it has been noted in several sources that Vienna, Austria was the most anti-Semitic city in all of Europe during Hitler's time of living there. In Austria, the two popular racist and anti-Semitic pamphleteers were Liebenfels and List. Hitler read their pamphlets regularly, and other anti-Semitic pamphlets and newspapers during his time in Vienna. Karl Lueger, the mayor of Vienna also influenced Hitler. Lueger used numerous gestures, mannerisms, and kinetic communication to communicate with the citizens of Vienna. Hitler would later adopt many of the same mannerisms when speaking to the German people. He would also develop his own. The numerous radical political organizations and meetings Hitler attended as an adolescent in Vienna certainly affected his philosophy. He admitted as much in *Mein Kampf*.

Finally, the fact that Hitler was an autodidactic learner influenced his philosophy of life. Hitler read a wide range of genres and took notes in the

margins of these books (marginalia). These notes helped Hitler glean what he wanted from what he read and then apply that knowledge as he saw fit. It is said that Hitler read a book a night and had a library of well over 12,000 books in his personal library. Stalin and Mao were also autodidactic learners, and like Hitler, both were brutal men. Hitler was known for bragging about how he could read an entire book in an evening and take away only what he needed from the book (by making notes in the margins...marginalia) and then disregard the rest. It is our belief that the eight factors (foundations) mentioned in our paper offer possible explanations of this complex man's philosophy of life.

This research has also offered an explanation of how Hegel's view of the *State* explains the clash between the fascists and communists in Europe, specifically in Germany. Hollins (2007) writes: "There are not that many individual madmen in any age, but great collective lunacy does indeed occur because charismatic madness touches and activates the "mad parts" in otherwise quite sane people" (p. 114).

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