

Chapter 1 : Cyberbullying | Revolv

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IX Preface This book is an attempt to shed some light on why singers are more likely to sing in certain styles than others; it is about how singing styles evolve, change and relate to each other. It began life as a PhD thesis, which I researched while working as a singer. Like many so-called products of the English choral tradition, I first began to sing at about the age of seven, when I joined my local church choir at the insistence of my father, who happened to be the organist. The daily round of practices and services in that glorious fifteenth-century chapel leaves an ineradicable mark on the children privileged to sing in it, and when I moved on at the age of fourteen it seemed the most natural thing to want to return to one of the Oxford or Cambridge colleges as an undergraduate to carry on where I had left off. In the mid-sixties, therefore, with a newly acquired tenor voice, I found myself having singing lessons in order to attempt the necessary choral scholarship. At about the same time as I started this rather serious business, I became caught up in something entirely other: Naturally enough, or unnaturally enough as it seemed to me then, I had to sing in one way to get a choral scholarship and quite another when fronting my band. Although the musics were very different from each other, I could see no musical reasons why two utterly incompatible modes of singing were required. Even forming the words in a natural manner seemed to be hugely difficult. And anyway, how could I, by then a thoroughly middle-class English boy, hope to imitate these American accents with any integrity? At least the Beatles had decent regional accents. The question of why classical singing is so different from pop singing has gnawed at me ever since, and during the seventies and eighties it became even more pressing when conventional attitudes to singing began to be questioned by the early music phenomenon and the exploration of avant-garde vocal techniques which paralleled it and had actually been going on for several decades. I found myself again involved in a plurality of singings ranging from the conventional variety that I had been taught through to the more esoteric styles that some of us were trying to rediscover or invent. Curiosity research is too dignified a term for it led me to look at Renaissance and baroque singing treatises with the idea of finding out whether or not pop and classical singing may once have been the same thing, that there had perhaps been a time when singing was simply singing, and singers did not have to make these socio-musical distinctions. The more I delved, the more complicated the question became, and I eventually formalised my search into a PhD thesis with the Open University while still continuing to make the music itself as a career. I still sing, and I still engage in a kind of critical dialogue with my chosen profession, so this book should be read as a kind of work-in-progress written against a background of continuing experience. It soon became clear to me that if there ever was some sort of primal song it could only have existed in a social context, and that singing styles evolved as sociological circumstances changed. I did not find that I could make specific links between singing and society although some anthropological studies suggest a case for this, but rather that a general ideological process works on the singer in the society in which he or she finds him- or herself. The earliest writings about singing imply the communication of a text, and it is an underlying assumption of this study that whatever else singing may do, if it has an archetypal function it is to enable words to be communicated in a particular way. My main conclusion is that however singing develops, whether the singer is Mick Jagger or Elisabeth Schwarzkopf, stylistic renewal is driven by a need to find more appropriate ways to deliver the text. Exactly what these ways are will depend on the sociological context in which the music is sung. Historically, there have been many moments at which it is possible to identify significant text-related stylistic change. This is often followed and in the examples I give in this study, always followed by a period of development during which the style becomes in some way more elaborate or virtuosic, eventually reaching a plateau beyond which further evolution is not possible until another text-related change is triggered. Because the task at the back of my mind was to explain why singers such as myself have to sing

in different ways in different circumstances, my account is inevitably a personal and Anglocentric view of singing in the West. There is a much broader cultural question yet to be tackled, and each chapter implies questions for further research. I have used evidence from non-English sources generally where it pertains to a notional outcome relevant to singers in England today. It would be impossible to write an account of any classical singing tradition, for example, without referring to Italian singing, and the same principle applies to pop music and the USA. The book is not intended to be a comprehensive history of singing which would need many volumes but a broadly chronological series of snap-shots of periods where stylistic developments seem to me to be particularly significant. This is followed by chapters on the medieval and baroque periods, in which I look at the nature of singing in secular and sacred contexts before the development of what we would recognise as a modern technique. Exactly how the voice works, and how it came to be used in opera in a very specific way is considered next, and this is followed by a chapter on choral singing. I then turn to popular music, beginning with the earliest recordings which can tell us what the singing actually sounded like. Chapters , dealing with more recent popular music and alternative varieties of singing xiv Preface used in classical music, also have the advantage of reference to recordings rather than written sources. In the final two chapters I examine meaning in singing and some of the ideological factors that define the difference between classical and pop singing, and draw together the various theoretical threads which run throughout the book into an outline theory of why styles change and how they relate to each other. Acknowledgements I owe a great debt to the many people who have inspired me to sing or encouraged me to write: Thanks also to Richard Middleton at the Open University, whose supervisory sessions were enormously thought-provoking and kept my intellectual spirits up over a very long period. I should especially like to thank John Butt, Richard Middleton and Christopher Page whose many perceptive and helpful comments on earlier drafts encouraged me to make the book a good deal more user-friendly than it might otherwise have been. None of this would have been possible without the unstinting support of my wife Penny. I am grateful to the British Voice Association for permission to reproduce the diagrams on page 97, from D. When the speaking voice is extended into song it becomes the supreme articulator of human desires, emotions and aspirations; almost every individual or group of individuals has the potential to use this resource in whatever way is appropriate. Every utterance we make, from the first scream or grunt onwards, is conditioned by our own past and that of the society we live in, and most of the time neither singer or listener is conscious of this ideological baggage that we all carry with us. In western society of the late twentieth century there seems to be an infinite number of vocal styles and techniques a style being the outward sign of a singing variety, a technique the means of its realisation. The relationships between varieties of singing change over time according to the needs of singers and listeners. One variety, that used for what we in the West call classical music, appears to have a uniquely authoritative status relative to all other possible kinds. The self-limiting orality of singing, its very existence defined by its transience, means that a historical study of the subject which pre-dates the gramophone era relies not on direct evidence in the medium itself, but on speculation based on written sources. Evidence for singing in pre- and proto-historical times depends on a 2 Vocal authority tenuous mixture of iconographical archaeology and literary extrapolation, to which may be added the cautious use of ethnomusicological and anthropological studies. The link between speculation about pre-history and deductions about the earliest historical evidence is particularly problematic: It is probable that an oral tradition of thousands of years, to which we shall never have access, occupies the space between these two varieties of instrument, between the anthropological theories of Livingston, Richman and others, and the musicology of the ancient world which essentially began with Sachs and Wellesz. In most early representations of musical activity harpists represented on cylinder seals, for example 4 it is not possible to be certain whether the player is also singing or speaking. It is only when notation of some sort appears to coincide with text that we can be reasonably sure that the text was actually sung. A critical moment for the study of singing therefore occurs at the point where the earliest indications of literacy are to be found. This is important not only for the implications that flow from the idea of a literate culture, but also because of the light that may be shed on the presumably advanced

oral culture that might have preceeded it, interacted with it, and probably continued to co-exist with it. Similar periods of oral-literary interaction are to be found in Gallo-Roman Europe, where the legacy of classical texts existed alongside an evolving oral culture and again in Europe after the invention of the printing press, which fundamentally altered the definition of literacy. The earliest periods at which oral-literary interaction can be analysed are therefore of particular Classical ideology and the pre-history of singing significance to a sociological study of singing, especially since as I argue below this terrain forms the field in which the ideology underlying a number of central concepts in western music first emerges. It is as well to be clear what is meant by literacy and orality although different definitions may be seen to apply in different circumstances and periods. There is a misplaced assumption in much twentieth-century writing that oral and literate cultures are mutually exclusive. This meant, in musical terms, that research was conducted with the assumption that the function for which notation eventually evolved was somehow inherent in it as its goal at all stages of its development. Anything that did not fit the model was discarded which in itself illustrates what has become one of the characteristics of literacy: The bias towards literacy is further compounded by the fact that all academic work is of necessity literate, and the attempts of more recent writers to come to terms with this has occasionally led to considerable irony. A written piece has a life independent of its performance and can be decontextualised or rather re-contextualised ; purely oral musics are context specific. The performance of oral music is also the means of its transmission, which is then dependent on specific social contexts for its dissemination. Written music is transmitted independently of its performance by a class of scribes who may not actually perform the music at all. What we cannot know because the surviving sources are few and fragmentary is how the first notations related to the oral tradition in which they arose. There has been a good deal of research on early Christian chant which suggests that notation arose in that context for two related reasons: The unitary tradition is of fundamental importance in 3 4 Vocal authority defining the terrain on which socio-musical relations evolve. The dominance of any one tradition implies an ideological dominance where such variants as there might be become marginalised as the central tradition achieves an accepted legitimacy. This analysis is certainly appropriate to the Frankish empire in which Christian chant notation first appeared, and a similar case may be made for the earliest Greek notations. The new ideology defines the terrain in which such developments are likely to occur, but a complex and potentially infinite variety of possibilities may be unleashed by such a change. The use of symbols in learning ritual chant must also have had considerable advantages in terms of time, for example, compared with a presumed mixture of mnemonic and formulaic learning that it came to replace. This is a purely practical result, but a further consequence with ideological implications is that in exchange for easier access to the tradition the receiver of it gave up the possibility of adding his own features to it. This pragmatic consideration would in time become embedded in the ideology: As Susan Rankin put it: This is a sophisticated system, not one that would develop into something else. The earliest recognisable though, as yet, undecipherable notation occurs in an Assyrian document dated to around BG. Research carried out on the Samaritan sect during the s and 70s suggested that these syllables may in fact be musical notation. The Samaritans, of which only a few hundred members survive, have been the subject of much attention from philologists, anthropologists and musicologists as the sect appears to have preserved its traditions virtually un- Classical ideology and the pre-history of singing changed for some two and a half thousand years, having been separated from Judaism since some time in the first millennium BG. Evidence of continuity in the Samaritan tradition comes from their similarity to the rituals of Yemenite, Kurdish and Lithuanian Jews, who have been separated from each other since the post-AD 70 diaspora. It is now thought that the Assyrian syllables represent groups of notes, similar versions of which appear in Samaritan neumes. Some of the Samaritan signs are apparently ornamental, having become so when the meaning of the signs which were supposed to be secret from the layman failed to be passed on to the following generation. In a culture where the only known use for writing was for recording commercial transactions and what would now be called stock control, it is odd that the meaning of a ritual formulation should be entrusted to this medium, rather than be passed on directly to the intended recipient by word of

mouth. Its only connection with other cuneiform writings is that both are semiotic systems. The Mycenaean civilisation of the second millennium BG was also literate in that it used a form of writing Linear B to record commercial and legal transactions. There is no evidence that the alphabet was used for literary or artistic purposes of any kind, and it subsequently fell into disuse when the civilisation was destroyed around BG. Evidence that an oral culture flourished during this period is provided in spectacular form, however, by the appearance in the eighth century BG of the 27, Greek hexameters that make up the Iliad. For a long time Homer was thought to be the father of European literature, who had somehow conjured up out of nowhere one of the longest poems in any language. Thanks to the work of Parry and Lord and their successors it is now generally accepted that the Iliad represents not the beginning of a new tradition but the watershed at which an oral poetry was written down. That memory, or mythology, resides in the epics or sagas created by both the poet- 5 6 Vocal authority singers of ancient Greece and the bards of post-Roman Europe. The singer of such poems was neither composer nor performer in the modern sense. Using a formulaic system the poem would be recreated for each performance, the performer in effect becoming the text in a way that ensured not only its performance but the survival and transmission of the mythology of which it was a part. The subjects of oral epics are typically family loyalty and war, with which all strata of a tribal society can identify, but they were performed by specialists who presumably had to spend many hours at the feet of a master. Thus although the oral epic takes a different form from its written counterpart, there is probably considerable overlapping of social function. The epic was not the only form of singing known to pre-literate societies though it is through literacy that we are aware of other varieties. Homer tells of singing associated with drinking and afterdinner entertainment, a context in which the oral formulae of transmission of the epics themselves must have developed, but there are also ritual songs which accompany weddings and funerals, the latter using professional mourners for formalised laments, a custom that still persists in the Aegean today. There is more private music, sung to the phorminx a plucked, harp-like instrument , and early examples of the association of singing, dancing and gymnastic or athletic display so characteristic of Greek culture. It may also be assumed that the worksongs mentioned by later authors were also being sung at this time. Athenaeus, for example, mentions songs sung by flour-grinders, loom-workers, wool-workers, bath attendants and reapers, among others. This flourishing musical tradition gives no hint as to why it was suddenly considered appropriate to inscribe 27, lines of Homeric verse. The fact that the Iliad and Odyssey are at least twice as long as any other known Greek epic might perhaps have been a reason to preserve them, had there been any danger of their disappearing. He observes that the earliest Old Testament books were written down in the ninth century, and that King Sargon II of Assyria had established a library at Nineveh which contained works dating from the second millennium. In this cultural climate the Greeks would tend to emulate their neighbours, to whom they owed many aspects of their culture.

## Chapter 2 : Gender and the Communication of Emotion Via Touch

*Verbal and nonverbal behaviors of adolescents interacting in female-male dyads were examined for gender and context (i.e., topic of discussion) differences.*

Open in a separate window Mean values refer to the percentage of total touch time each touch quality was used by the encoder to communicate the given emotion. Values range from 0 to and greater values reflect a greater percentage of time that a particular quality of touch was utilized by the encoder No formal hypotheses were proposed for the tactile encoding behaviors and there were a large number of touch qualities coded making inferential analyses unwieldy and difficult to interpret. Moreover, it is important to note that variability in the types of touch used by the dyads was marked. For these reasons, great inferential caution should be exercised when considering the links between encoding behaviors and decoding accuracy, as well as making comparative statements between the gender dyad types. Discussion Here, we documented gender differences in the communication of distinct emotions via touch between humans. Guided by evolutionary and social role accounts of emotion, as well as the empirical literature, we hypothesized that women would be able to communicate sympathy and happiness through brief touches to the arm of a stranger, whereas men would be able to communicate anger. The data from the present study supported these predictions. We observed no gender-related differences in the communication of disgust, fear, envy, embarrassment, sadness, pride, love, and gratitude. Sympathy was only communicated accurately through tactile contact to the arm in dyads comprised of at least one female; dyads consisting of only males communicated sympathy at less-than-chance levels. This result is consistent with studies documenting gender differences in self-reports of compassion Shiota et al. Whether similar gender differences in the communication of sympathy would be observed in studies of emotion-related facial display or vocalization is an important question, and one that would more fully characterize the extent to which women enjoy an advantage in communicating the quintessential care-taking emotion—sympathy. Anger, in contrast, was communicated accurately only when the dyad contained at least one male; dyads comprised of only females communicated anger at less-than-chance levels. Interestingly, the most accurate dyad groups were those comprised solely of males. These findings dovetail with the well documented tendency for men to show more aggressive behavior than women Daly and Wilson , stereotypes of men as more angry, and recent evidence generated by Becker et al. In their research, participants more quickly and accurately classified the word angry with male faces than female faces, and more quickly and accurately judged angry faces when they were displayed by males than females. Finally, we found that the gender composition of the dyads also affected the communication of happiness. That is, only dyads comprised solely of females communicated happiness at greater-than-chance levels. As mentioned, this finding dovetails with studies showing that women smile more LaFrance et al. The data are also consistent with Becker et al. The present study adopted the design of some traditional emotion recognition investigations in the field. Given that the study was not a true experiment, causal inferences must be made cautiously. However, several features of the paradigm increase our confidence in the findings Hertenstein et al. In most previous judgment studies, observers judged highly prototypical displays or those posed by actors, whereas in our study people decoded emotion from the idiosyncratic tactile actions of other untrained participants see Hertenstein for a discussion regarding bottom-up approaches to emotion; also, see Clynes and Netheim for a unique approach to studying button-pressing and the association of some emotions. Second, our response format included the response option none of these terms are correct, which reduced the likelihood of inflated accuracy rates Frank and Stennett Finally, we restricted the tactile stimulation to one location on the body, thus eliminating one aspect of tactile communication—location on the body of the touch recipient—that is likely to provide additional information with respect to the emotion communicated. What might explain the findings we observed in terms of gender and touch? If this were occurring, even at non-conscious levels, stereotypes may have inflated accuracy for the emotions most readily associated with gender stereotypes like

anger and sympathy. According to Hess et al. Although our study was not designed to investigate whether these findings held in the tactile modality, similar processes may underlie our results. This points to a future area of investigation. For example, decoders may be more likely to interpret a particular tactile gestalt from a female as sympathy whereas decoders may interpret the same tactile gestalt from a male as a different emotion. These explanations are consistent with stereotype theorists e. The above explanations focus on the decoder, but the tactile behaviors used by the encoders may well lead to the observed gender differences in perception. There is evidence of gender differences in the behaviors used by encoders to communicate emotion Hertenstein et al. In the current study, the gender of decoders was never verbally revealed to encoders by the experimenter. Although we did not ask encoders at the end of the study whether they believed they were touching a male or female decoder, we think it likely that encoders knew the gender of decoders. It is possible that the gender of the decoder may have influenced the tactile behaviors used by the encoder to communicate the emotions. Moreover, the gender of the decoder may interact with the gender of the encoder to influence the demonstrated behavior. Again, this is consistent with the literature indicating that group membership normsâ€”in this case genderâ€”for displaying particular emotions influences both the decoding and encoding of emotions Kirouac and Hess In sum, our study documents gender differences in the communication of distinct emotions between humans via touch. Studies have shown that females more accurately identify the meaning of a variety of non-verbal cues, including expressions of emotion Brody and Hall However, Brody and Hall persuasively argue that the goal for current researchers is to identify and document specific variables that moderate and mediate gender differences evident in non-verbal communication. Indeed, our study demonstrates that there is not an overall female advantage in encoding and decoding emotion as is sometimes suggested, but that it is emotion specific in the tactile modality. Our study suggests a number of important directions for future research. First, it will be important for research to identify the sources of the gender differences in the communication of emotion that we observed. We examined whether these differences might be related to differences in tactile behaviors. Experimental studies could directly document whether these behavioral differences produce differences in the decoding of sympathy, anger, and happiness. Second, studies of stratified and egalitarian cultures with respect to gender could more explicitly address whether these gender differences in sympathy, anger, and happiness hold across cultures where the gender roles are more differentiated or not Wood and Eagly This kind of research will document the deeper origins of likely gender differences in the communication of emotion via touch. Third, future research should examine why some paradigms used to study tactile human communication do not yield gender differences, at least in the decoding of emotion e. Fourth, investigations specifically designed to uncover potential gender differences in how emotions are communicated via haptic devices e. Finally, it will be important to examine possible gender differences from a developmental perspective Hertenstein Our study contained a few participants that extended the age range of our sample which may have influenced the findings 4 members over years-old. It will be important for future research to systematically examine how age interacts with gender in the communication of emotion via touch. Acknowledgments Open Access This article is distributed under the terms of the Creative Commons Attribution Noncommercial License which permits any noncommercial use, distribution, and reproduction in any medium, provided the original author s and source are credited. International Universities Press; Expressing and recognizing emotions through haptic devices. Banse R, Scherer KR. Acoustic profiles in vocal emotion expression. *Journal of Personality and Social Psychology*. The confounded nature of angry men and happy women. Its causes, consequences, and control. Toward a broader view of social stereotyping. On understanding gender differences in the expression of emotion: Gender roles, socialization and language. *Exploration in affect development and meaning*. Gender, emotion, and expression. Gender and emotion in context. Lewis M, Haviland-Jones J, editors. *Objectification theory and emotions: A feminist psychological perspective on gendered affect*. The social life of emotions. Cambridge University Press; Sympathy in everyday life. University of Chicago Press; Clark RD, Shields G. Family communication and delinquency. The living quality of music: Neurobiologic patterns of

communicating feeling. Music, mind and brain: The neuropsychology of music. Daly M, Wilson M. Evolutionary psychology of male violence. Using an ability-based measure of emotional intelligence to predict individual performance, group performance, and group citizenship behaviors. Personality and Individual Differences. Sex differences in empathy and related capacities. Relation of sympathy and personal distress to prosocial behavior: Universals and cultural differences in facial expressions of emotion. Nebraska symposium on motivation University of Nebraska Press; Facial expressions of emotion. Facial action coding system: A technique for the measurement of facial movement. Elfenbein HA, Ambady N. On the universality and cultural specificity of emotion recognition: Sex differences in emotionality: Role of maternal reminiscing style in cognitive and socioemotional development. The forced-choice paradigm and the perception of facial expressions of emotion. In a different voice:

**Chapter 3 : Nonverbal communication | Revolv**

*Non-Verbal Communication. Chapter 70 to 90 per cent of our communication and that spoken words comprise. and sex-role conventions of literary works to.*

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Pacific. Their emphasis on global education continued in the School of International Studies, founded in as the first university-based undergraduate school of international studies in California. In , the department of business administration in College of the Pacific was reorganized as the School of Business and Public Administration. In , programs designed specifically for adult re-entry students were reorganized and revitalized through University College, now the Center for Professional and Continuing Education. Over the last twenty years, Pacific has advanced its legacy of innovation and leadership. Pacific also increased distinctive accelerated programs that enabled students to complete undergraduate studies in combination with professional degrees in pharmacy, law, dentistry and business. The University intensified its commitment to experiential learning, including undergraduate research, internships, community service and education abroad. Pacific also launched an environmental sustainability initiative and instituted the Powell Scholars Program, a premier scholarship program for undergraduate student leaders. In , jazz legend Dave Brubeck and his wife Lola, both Pacific graduates, announced that their papers, recordings and memorabilia would be deposited at Pacific for study and research. In response to this gift, a treasure of historic American music and memorabilia, the University established The Brubeck Institute for the study, promotion and performance of American music. Since assuming the Presidency in , Dr. President Eibeck has also instituted a University-wide strategic planning effort, led by Provost Maria Pallavicini, to help Pacific prepare for current and coming changes in higher education, work and the economy. The new campus provides the space and facilities the Arthur A. It also affords Pacific an opportunity to expand its programming and visibility in San Francisco. Pacific continues to enjoy national recognition for its leadership in higher education. Undergraduate applications have soared from approximately 5, in to more than 21, for fall The University remains committed to its personal, student-centered approach. Faculty and staff are dedicated to excellence in teaching. The goal of graduate education at Pacific is threefold: Graduate and Research Studies Jin K. Gong, PhD, Dean Bhaskara Jasti, PhD, Associate Dean 6 Graduate Unique and Distinctive Programs This division of the University of the Pacific offers graduate programs that emphasize distinctive forms of creative scholarship while it trains students in the principles and methods of research and develops their professional competence. To achieve this goal, the Office of Graduate Studies encourages faculty to work closely with advanced students to create an environment congenial to advanced academic and professional study and to further scholarship and research. Available through the School of Dentistry is a graduate program in orthodontics that leads to a certificate and the Master of Science in Dentistry; a graduate program in oral and maxillofacial surgery that leads to a certificate; an International Dental Studies program, and through McGeorge School of Law a Juris Doctor degree in a full-time or part-time program, and Master of Laws LL. Students interested in these programs should apply through those schools. The distinctiveness of graduate studies lies in our academic programs, which emphasize various forms of creative scholarship, training of students in the principles and methods of research and developing professional competence, by limiting the number of students enrolled in order to allow them to work more directly with faculty members. Many degree programs are small, and in place of seminar experience, students work relatively independently under close supervision of the faculty. Biological Sciences Graduate students in Biological Sciences carry out research in areas that range from field studies in plant and animal systematics and ecology to laboratory studies on bacterial antibodies and cellular morphogenesis, for example. They learn a variety of techniques such as slab gel electrophoresis, electron microscopy and computerized data reduction. The MS Program in Biological Sciences enables students to work closely with faculty members in research and in teaching. Graduate study in molecular and cellular biology, physiology, microbiology, ecology, paleontology and plant and animal systematics provides a good background for advanced study at the PhD level, for entry into professional school dentistry, pharmacy, medicine , education, or industry. Some biology graduate students also participate in research at the Thomas J. Long School of Pharmacy and Health Sciences. Benerd School of Education. Through internships, consulting projects and career management seminars, students research and solve actual business problems in the workplace they are likely to encounter in their careers. The credential program in education prepares

candidates for credentials for public schools. Preparation programs exist in the following areas: The Eberhardt MBA is designed for recent college graduates, those working individuals with limited managerial experience, or business professionals who seek to change careers. The design of the Eberhardt MBA provides significant opportunities to gain experience through internships and experiential coursework in a variety of settings. For the more experienced working professional, it provides a broadening of functional knowledge into all areas of management, and the development of skills necessary for senior management and executive positions. The Eberhardt MBA Program has a curriculum that includes leadership, innovation, communication and teamwork as learning objectives. All Eberhardt MBA candidates are assigned class projects in cooperation with local companies and agencies and for those with limited work experience, an internship that works within a faculty-supervised position is assigned. Ultimately the program prepares students for successful careers as leaders of business, government and not-for-profit organizations. Communication Students in communication may pursue degrees in a number of areas which include communication education, political communication, and media and public relations. Special or topical areas of worthy interest also may be proposed as well as interdisciplinary programs in conjunction with other departments. Programs may include field studies, internships and other learning experiences as appropriate and approved by the department. Education The Gladys L. Benerd School of Education prepares thoughtful, reflective, caring, and collaborative professionals for service to diverse populations. The School of Education directs its efforts toward researching the present and future needs of schools and the community, fostering intellectual and ethical growth, and developing compassion and collegiality through personalized learning experiences. Undergraduate, graduate, and professional preparation programs are developed in accordance with state and national accreditation standards and guidelines to ensure that students who complete these programs represents the best professional practice in their positions of future leadership in schools and the community. The School also has numerous units that publish research and provide opportunities for the practical application of theory and pedagogical procedure. These practica and intern sites are available in close proximity to the University. Graduate assistantships are available for full-time doctoral students to participate in the scholarly activities carried on in the units of the Gladys Engineering and Computer Science The School of Engineering and Computer Science offers a Master of Science in Engineering Science. Students are introduced to techniques and best practices of professional research and learn the foundations for assessing the merits of published technical findings. Students interested in eventually pursuing a PhD want to build upon this training by engaging in research and completing a thesis. Other students interested in applied technology may prefer to enhance their studies with a grade-level practicum experience in industry, or by taking additional coursework. Health, Exercise and Sport Sciences The Master of Arts program in health, exercise and sport sciences provides for scholarly study in the areas of sport pedagogy, sport medicine, sport management, and athletic training. Graduate studies in the health, exercise and sport sciences are frequently interdisciplinary. Although the majority of research studies deal in some way with one or more aspects of human movement, the specific focus of student research may be psychological, sociological or physiological.

**Chapter 4 : Gender Differences in Emotional Language in Children's Picture Books - [PDF Document]**

*Unconscious Influenced by culture, ethnicity, sex, and background experiences Emblems a nonverbal cue that has a specific, generally understood meaning in a given culture and may substitute for a word or phrase.*

Cyberbullying Save Cyberbullying or cyberharassment is a form of bullying or harassment using electronic means. Cyberbullying and Cyberharassment are also known as online bullying. It has become increasingly common, especially among teenagers. Research suggests that there are also interactions online that result in peer pressure , which can have a negative, positive, or neutral impact on those involved. Victims of cyberbullying may not know the identity of their bully, or why the bully is targeting them. The harassment can have wide-reaching effects on the victim, as the content used to harass the victim can be spread and shared easily among many people and often remains accessible long after the initial incident. Cyberstalkers may send repeated messages intended to threaten or harass. They may encourage others to do the same, either explicitly or by impersonating their victim and asking others to contact them. A troll may be disruptive either for their own amusement or because they are genuinely a combative person. Research has identified basic definitions and guidelines to help recognize and cope with what is regarded as abuse of electronic communications. Cyberbullying involves repeated behavior with intent to harm. Cyberbullying is perpetrated through harassment , cyberstalking , denigration sending or posting cruel rumors and falsehoods to damage reputation and friendships , impersonation , and exclusion intentionally and cruelly excluding someone from an online group [3] Cyberbullying can be as simple as continuing to send emails or text messages harassing someone who has said they want no further contact with the sender. It may also include public actions such as repeated threats , sexual remarks, pejorative labels i. It may go to the extent of personally identifying victims of crime and publishing materials defaming or humiliating them. This can leave the cyberbully anonymous, which can make it difficult for them to be caught or punished for their behavior, although not all cyberbullies maintain their anonymity. Text or instant messages and emails between friends can also constitute cyberbullying if what is said is hurtful. Cyberbullying by email from a fictional friend hotmail. It is expected that cyberbullying via these platforms will occur more often than through more stationary internet platforms. In addition, the combination of cameras and Internet access and the instant availability of these modern smartphone technologies yield specific types of cyberbullying not found in other platforms. It is likely that those cyberbullied via mobile devices will experience a wider range of types cyberbullying than those who are exclusively bullied elsewhere. Danah Boyd writes, "teens regularly used that word [drama] to describe various forms of interpersonal conflict that ranged from insignificant joking around to serious jealousy-driven relational aggression. Whereas adults might have labeled many of these practices as bullying, teens saw them as drama. In fact, youth spend more time with media than any single other activity besides sleeping. One million children were harassed, threatened or subjected to other forms of cyberbullying on Facebook during the past year, while 90 percent of social-media-using teens who have witnessed online cruelty say they have ignored mean behavior on social media, and 35 percent have done so frequently. This includes their location, images, and contact information. An example of this is the bullying of climate scientists and activists. On December 28, , Wichita, Kansas police officers killed Andrew Finch at his Kansas home in a reported swatting prank. This type of information spreading is hard to stop. Information cascades over social media and the Internet may also be harmless, and may contain truthful information. Examples include the campaign for the neologism "santorum" organized by the LGBT lobby. Schools The safety of schools is increasingly becoming a focus of state legislative action. There was an increase in cyberbullying enacted legislation between and This is an anonymous resource for computer, smart phone or iPad. When someone witnesses or is the victim of bullying, they can immediately report the incident. The app asks questions about time, location and how the bullying is happening, as well as providing positive action and empowerment regarding the incident. The reported information goes to a database, where it may be studied by administrators. Currently, there are 45

cyberstalking and related laws on the books. While some sites specialize in laws that protect victims age 18 and under, Working to Halt Online Abuse is a help resource containing a list of current and pending cyberstalking-related United States federal and state laws. California has the Safe Place to Learn Act and also has a law that states "the use of an electronic device to cause someone to fear for their life" can be charged with a misdemeanor which can be punishable to up to one year in prison. In Missouri, anyone who violently threatens someone over social media can be convicted with a Class A misdemeanor, but if the victim is seventeen years or younger, they can be convicted with a Class D felony. According to research, boys initiate negative online activity earlier than girls. However, by middle school, girls are more likely to engage in cyberbullying than boys. Studies on the psycho-social effects of cyberspace have begun to monitor the effects cyberbullying may have on the victims. Consequences of cyberbullying are multi-faceted, and affect online and offline behavior. Victims "created a cognitive pattern of bullies, which consequently helped them to recognize aggressive people. The more extreme effects included self-harm. Children have killed each other and committed suicide after cyberbullying incidents. Among factors that motivate stalkers are envy, pathological obsession professional or sexual, unemployment or failure with own job or life, or the desire to intimidate and cause others to feel inferior. There are resources dedicated to helping adult victims deal with cyberbullies legally and effectively. One of the steps recommended is to record everything and contact police. Rates of cyberbullying increased with age, with 4. China In mainland China, cyberbullying has yet to receive adequate scholarly attention. A study investigating the risk factors of cyberbullying sampled high school students from central China. Data showed that It is common among high school students 28 out of 36 students to participate in social media platforms. This included insults, abuse, and the publishing of personal private pictures on social media without permission. Finland Sourander et al. The authors of this study took the self-reports of Finish adolescents between the ages of 13 and 16 about cyberbullying and cybervictimization during the previous six months. It was found that, amongst the total sample, 4. The authors of this study were able to conclude that cyberbullying as well as cybervictimization is associated not only with psychiatric issues, but psychosomatic issues. Many adolescents in the study reported headaches or difficulty sleeping. The authors believe that their results indicate a greater need for new ideas on how to prevent cyberbullying and what to do when it occurs. It is clearly a worldwide problem that needs to be taken seriously. Participation in this survey was voluntary for students, and consent had to be obtained from parents, students and the school itself. This survey was anonymous and confidential, and took 40 minutes to complete. It asked questions on traditional forms of bullying as well as cyberbullying, risk behaviours and self-reported health and life satisfaction. Boys mostly said they were victims of traditional forms of bullying, and girls mostly were victims of both traditional forms of bullying and cyberbullying. Japan According to recent research, in Japan, 17 percent compared with a country average of 37 percent of youth between the ages of 8 and 17 have been victims of online bullying. The number shows that online bullying is a serious concern in Japan. Teenagers who spend more than 10 hours a week on the Internet are more likely to become the targets of online bullying. Only 28 percent of the survey participants understood what cyberbullying is. However, they do know the severity of the issue; 63 percent of the surveyed students worried about being targeted as victims of cyberbullying. Cyberbullying may occur via email, text, chat rooms, and social media websites. One year-old Japanese student was targeted by classmates who posted his photo online, insulted him constantly, and asked him to die. Because of the constant harassment, he did attempt suicide twice. Even when he quit school, the attacks did not stop. They often feel anxious, nervous, tired, and depressed. Other examples of negative psychological trauma include losing confidence as a result being socially isolated from their schoolmates or friends. Psychological problems can also show up in the form of headaches, skin problems, abdominal pain, sleep problems, bed-wetting, and crying. It may also lead victims to commit suicide to end the bullying. One in four had experienced it more than once. Nearly one in five had experienced it more than once. More than four out of ten said this had happened more than once. One-third reported feeling distressed by the incident, with distress being more likely for younger respondents and those who were the victims of aggressive

harassment including being telephoned, sent gifts, or visited at home by the harasser. On the other hand, youth who harass others are more likely to have problems with rule breaking and aggression. The authors acknowledge that both of these studies provide only preliminary information about the nature and consequences of online bullying, due to the methodological challenges associated with an online survey. She worked in focus groups for ten weeks in three schools to learn about the problem of cyberbullying in northern California. The film is now being used in classrooms nationwide as it was designed around learning goals pertaining to problems that students had understanding the topic. The middle school of Megan Meier is reportedly using the film as a solution to the crisis in their town. Preventing and Responding to Cyberbullying. They also reported findings from a then-recent study of cyberbullying. That is, older youth use the Internet more frequently and are more likely to experience cybe-bullying than younger children.

Chapter 5 : Graduate Catalog - [www.nxgvision.com](http://www.nxgvision.com)

*Based on a meta-analysis of 18 studies of infants, 20 of children, and 23 of adults, Hall () concluded that there was no gender difference in social smiling among infants and children but a moderately strong difference among adults, with women smiling more than men.*

Psychology Chapter 07 - States of Consciousness During the mid-century, the study of consciousness in psychology ceased. But by , new advances in neuroscience permitted the study of mental states again. Consciousness is a vague concept that is usually defined by psychologists as the awareness of our environment and ourselves. Fantasizing day dreaming may help reduce stress, increase creativity, and even prepare for future events. As adults they spend more than half their time fantasizing, which eventually leads to difficulties sorting fantasy from reality. Sleep and Dreams Facts: Everyone dreams, the difference lies in whether they remembered it or not; Sleepwalkers are not acting out their dreams; Sleeplessness have little affect on motivating tasks. But isolated individuals without clocks or daylight usually adopt a hour day cycle. And if we experience jet lag from travelling, our biological clock will reset to adapt. Firstly, before you sleep, you lie in a relaxed state with slow alpha waves showing on the EEG. STAGE 1 " 2 minutes You experience hallucinations experiences without real stimuli such as hyponogic sensations floating weightlessly, knee jerks, etc. Bed-wetting and sleep walking can occur. After stage 4, your brain goes back to stage 3 then stage 2 then you enter into an excited state " REM sleep paradoxical sleep After REM, your sleep goes back to stage 2 and the cycle starts again. Narcolepsy " Suddenly falling asleep very dangerous, especially when driving. Sleep Apnea " Suddenly stopped breathing when asleep mostly overweight men that would automatically wake you. Night Terrors " This is not nightmare; when one experience night terrors, terrified appearances are observed and only happens during 2 or 3 hours of sleep in stage 4. The next morning the person hardly remembers what happened. In contrast, nightmares happen in REM Sleep near the morning. Dreams Using Freudian terms depicted by Sigmund Freud , Manifest content " what we remembered the dream to be. One explanation for dreaming is because dreams organize our thoughts and facilitates memory; at the same time dreaming provides constant neural stimulation that preservers our neural pathways. Seligman and Yellen proposed another theory that says dreams are random bursts of activity from the brainstem and the brain tries to make sense of it; thus hallucination images are produced in dreams. When we dream the amygdala in the limbic system of the brain is most active producing emotions. Hypnosis could be so powerful that the hypnotist can induce Posthypnotic amnesia, temporary not remembering what happened during the hypnosis, as well as Posthypnotic suggestion " told during the hypnotic session, the suggestion is to be carried out when you are not hypnotized. Since hypnotized people report less pain when their arms are placed in ice water, Ernest Hilgard decided to test if a part of them realizes the pain. So there must be a hidden observer, a split consciousness that involuntarily knows what is happening. Drugs and Consciousness Psychoactive drugs " chemicals that change how you think and feel and usually produces a tolerance " using larger and larger doses to experience the same effect. If this happens, quitting will be very difficult because of unpleasant withdrawal effects that indicate a physical dependence and a psychological dependence on the drug. Alcohol " Impairs judgement and inhibitions and prevents recent events to go into long-term memory. Also, people who are made to believe they are drinking alcohol exhibited less sexual restraints. Barbiturates " tranquilizers This drug is similar to alcohol because it lowers activity in Sympathetic nervous system. Large doses of barbiturates can cause death. The pain of withdrawal is accompanied with these drugs because the brain stops producing its own endorphins and becomes dependent on it. Caffeine, nicotine, Cocaine, and amphetamines " Increasing heart and breathing rates that boost mood or athletic performances. Of them, Cocaine is the most powerful stimulant in that it blocks re-uptake of dopamine neurotransmitters. Thus, dopamine remains in the synapse to intensify moods. Hallucinogens Drugs that create distorted perceptions and thoughts without real stimuli: Adverse effects, however, include impaired judgement, lung

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damage, disrupted memory, decreasing reaction time, and lowering sex hormones. Near-death experience is a state of consciousness reported after being close to death. These same experiences, such as seeing bright tunnels, are often experienced from LSD drug hallucination or oxygen deprivation. Dualism presumes that the mind and body are two distinct parts that usually separate after death. Monism, however, presumes that the mind and body are just different aspects of the same thing and that we cannot exist without our bodies.

**Chapter 6 : Project MUSE - Odysseus in Ino's Veil: Feminine Headdress and the Hero in Odyssey 5**

*Effects of interpersonal touch, degree of justification, and sex of participant on compliance with a request. The Journal of social psychology. Beaulieu, Catherine.*

This study examined a different potential area of gender stereotyping, gender differences in emotional language. Analysis of character prevalence indicated that males had higher representation in titles, pictures and central role. Contrary to expectation, males and females were associated with equal amounts of emotional language. In addition, no differences were found in the types of emotional words associated with males and females. During the preschool years, children develop knowledge about gender-role identity and gender stereotypes. These gender stereotypes are constructed, shaped and maintained by societal values. Literature and story telling are key ways through which children may learn societal values. They also wish to thank Leslie Rescorla and Mary Rourke for their helpful comments on the manuscript. Most of these studies have focused on character prevalence in titles, pictures and central role, and on gender differences in the types of activities associated with the characters. This was done to obtain a measure of whether males and females are associated with differing types and amounts of emotional language. They found that female characters were grossly under-represented in titles, pictures and central role in almost every book they examined. Since the Weitzman et al. She found that in terms of character prevalence, the later books were not any better, but in fact showed a slight trend towards depicting more male central characters than had been previously shown. Gender Differences in Emotional Language In , Collins, Ingoldsby and Dellmann proposed that there would be changes seen in the Caldecott books published since the study by Weitzman et al. The ratio of males to females in titles had improved from In terms of pictures of males and females, for every picture of a female, there were 1. Contrary to prior research, when a female was the main character, the female was also likely to be active, adventurous and found outdoors. However, when the central role was shared by a male and female, even more recent books demonstrated traditional gender biases. In these cases, it was the males who were active, adventurous and found outdoors, while the females were depicted in traditionally feminine ways. In , using a different sample of books, Kortenhaus and Demarest replicated the studies done by Weitzman et al. They looked at 25 Caldecott winners and runners-up books from the s through the s, along with books randomly chosen off the library shelves. Kortenhaus and Demarest were interested in whether the frequency of males and females in pictures had changed since the s and if female characterizations were different. Boys were characterized far more often as instrumental and independent. In , Turner-Bowker looked at prevalence of male and female characters in titles, pictures and central role in more recent books. She also used the Caldecott books, looking at winners and runners-up books from through She did not examine the activities, roles and occupations of the characters who occupied the central role. Tetenbaum and Peterson , for example , studied the moral orientation of storybook characters. These authors used the distinction suggested by Carol Gilligan between morality centering on justice and morality centering on care and response to others. The authors noted that theorists as early as the s have suggested that there may be a link between material culture and social roles. Among children, for example, objects such as toys, clothing and names are generally exclusively associated with one gender. The authors examined the portrayals of material culture presented in the Caldecott Award books between the years of and As predicted, results showed that household labor artifacts were represented as primarily for females and nondomestic artifacts were represented as primarily for males. Contrast analyses revealed no change over time in the proportion of female characters who were portrayed with household artifacts. Her study focused on the words that were used by authors to describe males and females in Caldecott Award winners and runners-up books between and As predicted, the 20 adjectives most commonly used to describe female characters were different in traditionally stereotypic ways from the 20 descriptors used for males. Examples of the most common adjectives used to describe female characters were beautiful, frightened, worthy, sweet, weak and scared. Independent adult

ratings of potency and positive or negative connotation of the words revealed the stereotyping. The adjectives used to describe the male characters were rated as more powerful than those used for females. The adjectives used to describe the female characters, while not rated as being very potent, were rated as more positive than the adjectives used to describe males. Gender Differences in Emotional Language Boys and men were also consistently described as being more active than girls and women. This is surprising, for emotional states are recognizable in newborns Campos et al. As children begin to identify with role models of their own gender, they will learn that certain types of emotions are not considered appropriate for them to express. The authors focused on three basic areas: The gender of the main character was recorded, as was the response style of the character. Results showed that females were more likely to respond to the death in a stereotypically feminine way, while males responded in a stereotypically masculine way. It is interesting to note that the sample of books contained equal numbers of male and female main characters. The Moore and Mae study, while indirectly addressing gender and the expression of emotion, does not do so explicitly. However, their study does hint that there may be differences between male and female characters in terms of prevalence of and types of emotion expressed. A popular cultural stereotype is that females are more emotional than males. The second hypothesis was that male characters would more often be associated with emotional words considered appropriate for males, while female characters would more often be associated with emotional words considered appropriate for females. Izard notes that boys are more likely to draw disapproval for exhibiting fear, while this is not the case for girls. He also observes that a certain amount of shyness is considered an attractive personality characteristic in females. This suggests that fear and shyness are considered more appropriate emotions for females than they are for males. Izard also notes that many women judge their social competence in terms of their romantic relationships, while males value vocational competence. This suggests that women place more emphasis on the emotion like-love than men do. Accordingly, it was expected that females would be associated more often with the emotions shyness, fear-anxiety and like-love. Izard presents data that suggest that in hostile situations, males are more likely to respond with anger, disgust and contempt than are females. Accordingly, it was expected that the emotions of anger and disgust-contempt would be associated more often with males. This allowed the researchers to compile a list of books that children were actually exposed to during a typical week, rather than measuring what books parents believe are popular or frequently read. The children in the sample were 27 males and 20 females, with a range in age from 3 years, 0 months to 6 years, 10 months, with a mean age of 4 years, 9 months. The children were recruited from six preschools in the suburbs of two major eastern cities. The families were predominantly Caucasian and middle-class. These books were recorded on a sheet which was kept anonymous to encourage parents to be more honest about the books read. For a more extensive description of methodology, see Cassidy et al. This sample was used to ensure that the books being studied were those actually being read to children. Many books may be bought or checked out of a library by a parent, but some of those books may never be requested by or read to the child. In addition, the 18 books that have won the Caldecott Medal for distinguished picture book of the year between and were included in the study. The winners are routinely selected by parents, libraries and school systems. Coding Each book was read and analyzed by a single coder. All of the emotional words in the book were counted and assigned to an emotional category. Before any of the books were coded, a guiding list of emotional words that seemed to represent every emotional category was generated. This list appeared to be fairly exhaustive by the time it was completed, and it was used as a reference throughout the coding process. Examples from this list of categorized words can be found in Table I. Each emotional word in each book was assigned to one of the 11 categories. Information was maintained on whether it was the positive or the negative of the word. The gender of the character from whom the emotional word originated was noted for each emotional word. Expressed emotional words verbal expressions that came directly from the character, described emotional words used in text and implied emotional words emotions clearly present for the character, yet not described or implied were all counted and coded. In order to see if this sample was unusual in terms of how male and female

characters were represented, the prevalence of females and males in titles, pictures and central role was assessed in both the main sample and the Caldecott sample. In cases where it was not clear who the central character was, the number of pages each character appeared on were Table I. When two characters appeared the same number of times or within three counts of each other, they were both recorded as the central character. To do this, the same procedures utilized by Turner-Bowker were employed. Although males were mentioned twice as often in titles 7: This hypothesis was that females would be associated with more emotional words than males. Analyses were conducted to determine if differing amounts of emotional language were associated with each gender. The three categories of emotional words expressed, implied and described were collapsed into one number due to the fact that the majority of the emotional associations in the books were described. As the data had severe positive skew, and no transformation succeeded in normalizing it, the Wilcoxin Matched-Pairs Signed-Ranks Test was used as a non-parametric alternative to the matched pairs t-test. This test was performed on both the main sample and on the sample of 18 recent Caldecott books. To examine whether females were associated with more emotional words than males, the mean number of emotional words per book associated with males and females was examined. In the main sample, the overall mean amount of emotional words associated with male characters per book was 4. In the Caldecott sample, the overall mean amount of emotional words associated with male characters per book was 5. Given the fact that there are many more male characters than female characters in the books overall, this was not surprising. Table II shows the overall mean number of emotional words associated with each gender per book and the mean number of emotional words per book by gender for each emotional category. Table III shows the mean number of emotional words per character for each emotional category. It was hypothesized as possible that males could be associated with fewer instances of expressed emotion as opposed to described emotion. To see if either gender directly expressed either through words or facial expressions more emotional words than the other, the categories expressed and implied emotion were combined and compared by gender. When raw amounts of emotional Table II. Next, the unequal number of characters was corrected for by computing the amount of emotion displayed per character per book. The second hypothesis was next addressed. This hypothesis was that characters of each gender would be associated more often with emotional words considered appropriate for their gender.

**Chapter 7 : Vocal Authority: Singing Style and Ideology - PDF Free Download**

*Proxemics is one among several subcategories in the study of nonverbal communication, including haptics (touch), kinesics (body movement), vocalics (paralanguage), and chronemics (structure of time).[2].*

That book is *Gestures: Illustrations of the emblem gestures* they used for analysis were printed on the back cover of the book, which I have scanned here. Out of gestures I recorded, only 11 of them were emblems. The most common emblem, comprising nearly half. Perhaps because this particular emblem would seem to be one that would tend to be restricted to classroom environments, it did not become part of Morris et. In my videos of Tanish age 4 years; 4 months, I noticed that this gesture was used once by Kimberley 4;10 while she was playing with Tanish, then once a week later by Tanish himself when he was playing alone. In both instances the child making the gesture was working on building something out of blocks, and the gesture was made just after a previously precarious block was made to balance so that it would not fall down. The similarity between these two instances leads me to wonder whether this is a common gesture used by the children in block-building, or whether it was an example of delayed imitation on the part of Tanish. Often teachers consider block play to be the domain primarily of boys, but we see in this instance that not only is a girl engaging in block play, but her gesture usage in such play demonstrates that this is not an isolated instance but rather that she has internalized a gesture associated with this type of play. It is possible that the gesture is not common to block-building, but rather that Tanish was engaging in delayed imitation of Kimberley. Perhaps he was creating a personal association with the gesture and block-building such that he repeated the gesture even when Kimberley was not present. In this instance, we again we see a gendered significance. This is an example of a boy choosing to imitate the behavior of a female peer. Another common view held by teachers is that children tend to prefer play with children of their own genders, but the fact that Tanish internalized a behavior demonstrated by a peer of a different gender indicates that his interaction with Kimberley meant more than just the single instance of block play caught on video. This meaning is used in every area studied by the authors, though in the Greco-Italian region the usage was less common. In mainland Italy in particular, the thumb up was considered to be more tied to American culture. Other meanings for the thumb up gesture, which did not hold significant frequency in any region, were the number one, hitch-hike, and indication of direction, p. This gesture tends to occur when children are engaging in superhero play, specifically with regard to Spiderman. In the movie starring Tobey Maguire there is a scene in which Spiderman experiments with different hand positions for shooting his webs, and one of the positions he tries is the vertical horn-sign, before finally discovering a similar hand position, in which the thumb is also extended while the hand is held palm-up horizontally. This is the hand position typically recognized as being used by Spiderman to trigger his web-shooter. I recall at one point overhearing a conversation between a young 4-year-old boy and his mother in which the child modeled both the thumb-extended versions of the Spiderman web-shooting gesture along with an upside-down version of the horizontal horn-sign as a thumb-retracted version of the web-shooting gesture. He explained to his mother that girls use the thumb-extended version while boys including himself use the thumb-retracted version. The child, however, was projecting his own preferred method onto his same-gender peers. In preschool classrooms, both hand formations have come to be emblematic of Spiderman. Out of curiosity, I consulted a comic book expert known as TheDissilent, who helped me to skim through the first seventeen years of Spiderman comics from when it began in until, when Morris et. Of course, the large majority of the time he used the thumb-extended version of the gesture. It turns out that he positioned his hand in the true thumb-retracted horn-sign only about 3. The highest frequency use of this form occurred in, when the right hand used it. Prior to, however, this usage as protection or curse was very minor, even in the parts of Italy, Malta, and Yugoslavia in which it was found. At a time when the objectification of women was much more overt in society, in that women were viewed more as property of men than as individuals, adultery was a much more heinous crime than rape. The authors attribute the decline

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in use of this meaning of the gesture to a waning view toward women as property, resulting in lower stigmatism toward adulterers and greater stigmatism toward rapists. Unfortunately, nearly 35 years after this book was published, women are still being objectified and we continue to live in a rape culture. There are some areas where the gesture is used as simply a general insult, not specifically associated with cuckoldry. This book analyzes another seventeen gestures not addressed in this blog post, and I would be happy to answer any questions readers have about the origins or distributions of other gestures depicted in the illustration. What gestures do you find yourself or your own students using? How has the meaning of these gestures changed over time in nearly 35 years since this book was published? Please feel free to comment on this post with your responses or questions of your own. Also, if you have a book that you would like to see me discuss, please comment on the new Recommended Reading page. Next month I will be discussing *Daring to dream: Toward a pedagogy of the unfinished* by Paulo Freire *Toward a pedagogy of the unfinished*. Their origins and distribution.

*Introduction. Touch is a rich medium of social exchange and through it, individuals form strong attachments and cooperative alliances, they negotiate status differences, they soothe and calm, and they express sexual and romantic interest (Hertenstein et al. a).*

October 6, Keywords: I thank you for instilling a genuine and enthusiastic love of learning, for cultivating a healthy sense of both purpose and obligation, and most importantly, for fostering a keen understanding that the fear of the Lord is indeed the beginning of wisdom. It is an honor to be your daughter and I am humbled by your unconditional love. My parents offered both practical and emotional insight that was invaluable. I offer thanks to my super-supportive brothers Shane and Quentin, who never lost faith in what I could accomplish. I am appreciative of my many friends, colleagues, and family members who kept rooting me on empathizing with me during the set-backs, and celebrating the mini-victories along the way. I extend a special thank you to Rudy Oswald, Ph. Finally, I thank my committee for their guidance and input during this process and for their confidence in the value of my work. Involvement, Desire for Intimacy, and The nature and components of intimacy Sex, Warmth, and Emotions in Advertising Operationalizing an Intimacy Appeal: Parallels Between Stern and Proposed Research Comparison of Warmth and Intimacy's Characteristics Sample Size by Treatment and Gender Scale Items for Evaluation Measures Scale Items for Bonding Measure Means and Standard Deviations for DVs Univariate F-values for the Dependent Variables Multiple Comparisons of Appeal on DVs: In other words, if service providers can invoke feelings of connection and intimacy where consumers feel understood, cared for, and validated through advertising, a stronger bond and sense of loyalty is likely to follow. When intimacy is conceived as knowing and being known by another, which incorporates mutual and reciprocal though not necessarily equal liking and vulnerability, its application extends beyond romantic relationships to the current context of relationship and services marketing. This research provides empirical support for the use of intimacy as an appeal in services marketing advertising by operationalizing the concepts presented in Stern's article Advertising Intimacy: Relationship Marketing and the Services Consumer. The methods employed range from exploratory focus groups and in-depth interviews to the generation of a ratings scale and experimental testing of intimacy appeals that account for individual differences. With recent research touting the power of warm advertising to boost sales of familiar brands given increased media weight Andrews, additional investigation into advertising's ability to build close consumer relationships is overdue. Employing a multi-method approach, this dissertation seeks to consistently identify advertising that can achieve feelings of intimacy and connection and to measure its relative effectiveness. The streams of literature that provide useful framing are intimacy in psychology; creative strategy appeal and involvement in advertising; and relationship development in services marketing. The next few sections in this chapter describe the goals and relevance of the proposed research and provide a working definition of intimacy within this context. Elaine Storkey's book, *The Search for Intimacy* that explores the deep and widespread longing in contemporary culture for close relationships. She notes that this need that permeates society is often satisfied via numerous types of relationships. This last area of consumption is the arena for this discussion as the idea of developing deep and meaningful relationships with customers has been familiar territory for the marketing discipline especially since the emergence of services and relationship marketing in the 1980s (Berry; Zeithaml). More recently, the importance of deep and lasting relationships with end consumers has been highlighted as well (Sheth, Sisodia and Sharma; Wiersema). One approach to communicating and thereby building a close relationship with consumers is via advertising. In other words, when service marketers can invoke feelings of connection and intimacy where consumers feel understood, cared for, and validated through advertising, a stronger bond and sense of loyalty is likely to follow. Stern in an article titled, *Advertising Intimacy: Relationship Marketing and the Services Consumer* put forth the idea of using intimacy as an appeal in relationship and services marketing. Asserting that the task of relationship marketing advertising is to

transform impersonal mass communication into representations of personal discourse, she makes the association between personal selling and advertising by stating the following, Whereas personal sales occur in real time and space and between real people, advertising occurs in the media, where it represents reality. That is, advertising "imitates" in the Aristotelian term relationships in instances of communication just as other media artifacts do movies, television programs, books. In this sense, media print, electronic, any other that the creative spirit can devise simulate real-life human thoughts, feelings, and actions Abrams The extent to which an intimacy appeal can be successful in strengthening and improving business relationships is the subject of this research. Indeed advertising that successfully invokes the desired feelings of connection where the consumer feels bonded to the advertiser could become a viable positioning strategy that can work in a companys favor Mizerski and White ; Sheth and Pavitayar , Gronroos This sense of connection is present when the consumer feels known, affirmed, and cared for by the advertiser. Since this author defines intimacy as knowing and being known by another, which incorporates mutual and reciprocal though not necessarily equal liking and vulnerability, its application extends beyond romantic relationships to the current context of relationship and services marketing. Therefore, the goal of the proposed research is to generate empirical support for the use of intimacy as an appeal in services marketing advertising by operationalizing the concepts presented in Stern Sterns Journal of Advertising article, Advertising Intimacy: Relationship Marketing and the Services Consumer is an important starting point for this dissertation; for that reason the key issues that will be addressed and developed in the proposed research are further developed in Chapter Two. The following section offers more description of the potential contribution of this research. Similarly consumers reap benefits in the form of confidence, social benefits, and special treatment Gwinner, Gremler and Bitner Once the benefits of close relationships within a consumption context has been set as a desirable goal on behalf of both the marketer and the consumer, the quest for achieving and portraying rewarding relationships ensues. Admittedly, the concept of profound consumer connection is not limited to the realm of services and relationship marketing. Indeed consumers have been known to form intense attachments to brands within packaged goods, automobile, and footwear among other sectors Fournier Still the context for the proposed study as introduced in Stern is services marketing since the reality of people forming relationships with people rather than with goods Berry , p. Additionally, services marketing i. Before additional discussion about the use of an 4 PAGE 14 intimacy appeal in fostering a sense of connectedness between consumers and service marketers, a definition of intimacy within the current context is warranted. It is the engulfing of warmth and care. According to psychologist Dan McAdams intimacy refers to the sharing of ones innermost being, or essence p. He states that no other desire may be more compelling than the desire for intimacy and asserts that this universal intimacy motive is fundamental to human experience though the degree of motivation varies by individual p. Though closely related, intimacy is not the same as love, but rather a component of many forms of love such as affection, friendship, charity, or eros [see McAdams, p. Furthermore, its application extends beyond romantic relationships and so within the current context of relationship and services marketing it should obviously not be confused with sex. Rather it is most closely associated with personal disclosure. Following a brief summary of Sterns key observations, the research stages, relevant literature, proposed methodology, and expected contributions are introduced. While Sterns work explores the 5 PAGE 15 vitality of these relationships via advertising as mediated communication and introduces intimacy as a viable construct in explaining the manner in which these prized relationships are portrayed, it offers no empirical support for those ideas. Sterns main conceptualizations can be summarized as follows: The 5 Cs of intimate relationships communication, caring, commitment, comfort, and conflict resolution present themselves as benefits and features in relationship advertising. A stage-based developmental approach to relationship advertising is useful to align consumers with a given message. Therapeutic language and individual differences affect the impact of an intimacy appeal. These ideas reveal the potential of strategically designed language and images in advertising to enhance business relationships. In the same way that romantic relationships grow and blossom via series of exchanges and revelations, so do other types of relationships including consumption-based

exchanges. The emanating questions address if and how service marketers communicate and engender close relationships with consumers via advertising. RESEARCH STAGES This dissertation adds to marketing's knowledge base by adapting the Reis and Shavers intimacy process model to explain and test the ideas presented in Stern ; thereby uncovering whether or not service marketers can communicate or foster an intimate relationship with consumers via advertising. The three sequential aims are: It enlists a two-stage multi-method approach that combines discovery emergent design with hypothesis testing via sequential studies as shown below in Table 1. Development of Descriptive Checklist pre-test Stage 2: TV Advertising Experiment Relevant questions include: Is intimacy advertising distinguishable from warm and rational advertising? Does intimacy advertising help the consumer feel more connected to the advertiser than warm or rational advertising? Is intimacy advertising more effective for liking and patronage intention than warm or Rational advertising? What role do individual differences play in consumers evaluation of intimacy advertising? Each of these four key constructs will be addressed in detail in Chapter Twos literature review. However, the following section briefly introduces the pertinent ideas associated with each construct and offers preliminary expectations. Reis and Shavers intimacy process model serves as the theoretical anchor for an intimacy appeal and it is based on a cross-section of various theories and approaches drawn from psychodynamic i. So advertising that reflects or utilizes the model should yield feelings of intimacy for the viewer and a sense of connection between the advertiser and the consumer. Use of Appeals Creative strategy and execution namely the form and content of an advertisement plays a critical role in determining the success of a given appeal. It will be important to demonstrate how an intimacy appeal differs from warmth and affection or even sex within the advertising domain by virtue of its increased ability to bond the advertiser with the consumer. In order to master the nuances associated with communicating connection with consumers, creative strategy is reviewed with regards to comparable appeals and the role of emotions, the challenges associated with conveying intimacy in advertising, and the impact of visual imagery. Involvement, Desire for Intimacy, and Gender Individual differences play a subordinate, but important role in explaining variance across intimate relationships. For the sake of parsimony, three areas to consider when accounting for individual differences in response to an intimacy appeal in advertising, are: Each of these difference measures is developed in Chapter Two. Stage-Based Relationship Development Although the concept of an intimacy appeal is conceivable in both goods and services marketing, the services area has been emphasized because of increased level of interpersonal interaction e. One useful approach to exploring the phenomenon of consumer communication is by reviewing stages of relationship development and the corresponding consumer expectations in services marketing. Sample availability surrounding a university setting is a primary factor in this selection; however, using healthcare and financial services provides several benefits. Given the scope of this projectnamely the acquaintance and build-up levels of relationship buildingthe degree of personal exposure and revelation required is sufficient e. These characteristics of disclosure with repeated interaction e. The first stage is qualitative in nature and represents the emergent and discovery components of the research. The procedures and findings for this stage are presented in greater detail in Chapter Three. Chapter Three also provides a full description of the quantitative component of this endeavor by listing the appropriate tests for the hypotheses presented in Chapter Two. Descriptive Checklist Construction The investigation under consideration achieves key research objectives of exploring the creative components of an intimacy appeal from a descriptive, holistic, and integrated perspective by engaging both the consumer and the producer of potentially 10 PAGE 20 intimate advertising in purposeful conversation. In response to a call for more studies that use television advertising and actual vs.

*Uniforms often convey powerful status and sex-role messages, too; as it is females and lower-status males who are most often required to wear uniforms, such dress codes may signal enforced conformity in less powerful people.*

Boffy Tech Computer user: Female unhappy Computer user: An attempt is not being made to create a pathology which can subsequently be attributed to particular demographic variables such as age or gender. Sex differences are therefore discussed as they highlight the social processes that underlie technophobia. As an example, the front page of the Daily Telegraph read: The Princess Royal gave warning yesterday of the dangers of children becoming enslaved by computers. The Princess was talking at a meeting of independent school headteachers in Brighton as Tony Blair shook hands at No. The Princess said people were already becoming more isolated by the way they lived and worked. This news story simultaneously embraces both the promises and the fears evoked by information technology. This is the paradox of technology. He cites the example of a digital watch having far more functions than a traditional analog watch stop-watch, alarm, countdown timer, etc. As the number of buttons on a digital watch are limited there is a tendency to assign them different functions when operated in different orders. It is this lack of one-to-one matching which causes perceptions of complexity. We found that to make something easy to use, match the number of controls to the number of functions. To make something look like it is easy, minimize the number of controls. How can these conflicting requirements be met simultaneously? Hide the controls not being used at the moment. As I write this document using a word processor, all I see is the keyboard and an almost blank screen. As I hit the key, the letter appears on the screen. However, there are a selection of functions save, print that are essential for my very first use assuming I want to keep what I have written. The levels of complex functions therefore become immediately apparent. There is a suggestion that computers have to be complex, and if they are not complex, they are not perceived as computers. This is already true: Or CD players and calculators. These individuals are anxious about using the computer, not doing the task. This book deals with this emergent phenomenon of technophobia. As new technology continues to proliferate through almost every aspect of our existence, a large group of individuals have been identified who possess a fear of this technology. This fear can range from avoidance of technology to palpitations and sweating when thinking about using technology. It affects up to one third of the entire population. The notion that this technophobia is a passing phenomenon affecting older individuals is being disproved. Much research suggests that things are getting worse rather than better. Gender differences have been prevalent within previous research in this area. Females have been identified as possessing greater computer anxiety and greater negative attitudes towards computers. The failure of biological arguments to account for these differences focused research on social influences that may culminate in greater female computer anxiety. This will be discussed in chapter 2. A second area of research focused on how Introduction 3 feelings of self-efficacy confidence may mediate between computer anxiety and subsequent performance. Again gender differences were reported, with males having more confidence in their computing ability. This will be discussed in chapter 3. Other cognitive factors have also been identified as affecting how individual differences affect the way humans interact with computers. Cognitive style and locus of control have been posited to combine and determine human-computer interaction HCI preferences. This will be the focus of chapter 4. All three areas of research have proposed that different factors affect computer performances, all demonstrating gender differences. The differences identified between males and females have also been argued to exist between expert and novice programmers. The cognitive description of novices is similar to that of females, and experts to that of males. From reviewing the literature, it becomes apparent that different areas of research have significant similarities. The aim of this book is to combine all these different research areas into a unitary picture. The relationship between psychological gender and the cognitive factors mentioned will be examined, in addition to investigating how performance is affected. It is hoped that by combining all these areas, an overall analysis can be discussed providing a greater insight into

how these processes affect computer use, and how they may interact with one another. Science has long been thought of as the exclusive domain of males Cohen and Cohen, The dominance of men within the computing industry encapsulates the processes that have been prevalent in all genderized industries. Applications for computer science courses are falling generally, and female applications specifically from 25 per cent of UK computer science graduates in to 16 per cent in UCAS. This is in the face of an increasing computing and Information Technology IT presence throughout almost every aspect of contemporary life. One might expect that as computers permeate increasing dimensions of society, generally speaking people will become more familiar with, and more confident in, their interactions with computers, possibly reflected in increased applications for 4 Introduction computer science courses. However, this is not the case. Even in engineering, which previously had the lowest ratio of women, numbers of females have risen from 4 to 8 per cent over the last decade EOC annual population statistics. Thus, it appears that factors exist that are particular to computer science which have been negatively affecting the number of women studying computing over the last decade. It is plausible to propose that increased interaction with computers per se, far from increasing user confidence, reduces it. This is a general observation and it is impossible to draw causal connections based on this. It does, however, highlight the current state of affairs within computer science admissions. In particular fewer women might enter the field, if it becomes apparent to them that they would find positions of leadership closed. Novelty affecting interest in computer science courses has been posited by Dirckinck-Holmfeld She affirms that IT distinctly deals with communication between humans and not with relations between man and nature as do the more traditional sciences. She therefore concludes that any theory of technology must be supplemented by new concepts to account for information technology; these concepts originating from the humanities: Salford University acknowledges the benefits of a programme in computer science dependent on such concepts in its entrance qualifications for its BSc Information Technology. The course requirements are a mixture of Bs and Cs from any A-levels. Consequently one third of the intake are female. The course, not requiring A-level mathematics, has one of the highest proportion of females in the country and possibly the best success rate as well. After two completion years no females had failed. This, however, still represents an exception. While gender-related differences in learning and using computers Introduction 5 can be documented at all educational levels, their causes and consequences are unclear. As with technophobia, psychological gender has been implicated in relating to feelings towards science. Handley and Morse found that both attitudes and achievement in science are related to the variable of gender-role perceptions of male and female adolescents. This book suggests that it is these genderized perceptions of subjects which affect attainment in them. Traditional sex-related differences in educational achievement have been explained by the assumption of biologically or socially acquired differences in ability, cognitive style, possession of knowledge or identification of stereotyped sex-roles Shrock, With respect to computers, the educational environment provides a forum where competition for resources exist. In , the Governmental Department for Education for England and Wales reported that the average student to computer ratio was An initially intuitive causal explanation for the male domination of computers is derived from school-aged males being typically more aggressive than school-aged females and as a consequence physically dominant at the terminals. Hyde , however, has noted that differences in aggressiveness decline with age, thus this reason may not be as powerful in accounting for differences between older male and female students. Another commonly held belief is that there are sex differences in cognition, especially in the three main areas of motor, spatial and linguistic skills. Maccoby and Jacklin carried out an extensive review of the studies on this, and concluded overall support for the contention that males were superior in spatial ability and females in linguistic ability. When differences are found, they can be trained away in half an hour. There is also much uncertainty about spatial ability being a legitimate construct Goodwin, The literature offers two possible causes for the traditional sex-based discrepancies in academic attainment in science and mathematics. Sherman critically reviewed and examined the evidence for the biological hypothesis, and concluded as did Griffiths, that in most cases, the biologicallybased evidence was weak or nonexistent and that sexual differences in achievement did

not appear to be linked to biological differences. Research directed towards differential cultural influences has more support. In her book on computer addiction, Shotton identifies two groups of young women in particular who were said by their teachers to enjoy computing more than most; those from single-sex secondary schools and young women of central Asian origin. Their teachers believed that Asian families held very positive attitudes towards all education, were prepared to invest in home computers for their daughters as well as their sons, and did not differentiate between the sexes in their expectations of success. To investigate varying attitudes towards women in differing professions a similar study could be conducted comparing perceptions of female computer scientists and female English literature graduates for example, to determine whether negative characteristics are attributed to women within traditional male domains, as compared to women who are not within male domains. An example of cultural influences upon perceptions of technology is cited by Edwards who states that examples of technological developments tied to military uses are many; indeed the imperatives of defence research may be the most consistent form of determinism operating in the evolution of technology. The ideology of Western manhood has historically linked male privilege with aggression, violence and domination. The identification of military interests with masculine gender definition has affected the development of computers in both their production and their use. Thus Edwards argues that the linking of computer work with the military is a paradox. They are the sites of powerfully interlocking loci of personal, political and cultural identity despite the irony that computer technology makes physical strength irrelevant to the control of immense destructive power. Another indicator of the significance of culture as a causal influence on the gender distribution imbalance within computing is that the gender gap appears far more marked in the West than in the East. This begs the question of why computing should appeal more to women within one culture than in another. The implications drawn from these findings of cultural differences of women within computing is that the factors deterring women from taking computing courses and careers within Western society are not biologically determined but are dependent upon cultural influences. There has been much research into identifying these cultural influences and their consequent effect of women within computing. As computers proliferate throughout the workplace, and society in general, a technophobia that affects females will have severe implications for occupational prospects. So, whilst technophobia undoubtedly shares some aetiology with more general anxieties surrounding mathematics and science, the ubiquitous nature of technology warrants highlighting technophobia specifically in the present text. In addition, technophobia is a more recent phenomenon, and the comprehension of the processes involved is more important than ever before Moldafsky and Kwon,