Writing Sample 1
The Successes and Failures of the Cross Pollinations and Complementarity between Bohr, Heisenberg, Henderson and Czologz in Micheal Frayn’s *Copenhagen* and Karly Iagnemma’s *Zilkowski’s Theorem*

Metaphors are powerful devices used in many pieces of literature to express the relationships that exist between characters. Gary Paul Nabhan’s *Cross Pollinations*, Michael Frayn’s *Copenhagen*, Karl Iagnemma’s *Zilkowski’s Theorem* all utilize the interchangeability of Bohr’s Complimentarity theory and cross pollinations to illustrate human relationships. The stories demonstrate how the cross pollinations of Bohr, Heisenburg, Czogoloz, and Henderson can not only lead to success of the partnership, but also failure.

Gary Nabhan introduces us to the idea of cross pollinations in his book. He explains cross pollination as the coming together of opposite ideas and subjects to produce great works. Within his book Nabhan uses many examples of differing types of cross pollinations to illustrate their importance and variety. He discusses how the cross pollination of poetry and science has proven to be valuable during his own work experience and lifetime. Nabhan states this idea “Perhaps more than any other factor, my fieldwork with plants, moths, bees, bats... and hummingbirds has helped me understand that cross pollination is ... a requisite for sustaining... diversity of life on earth” (12). Nabhan also stresses the benefits that humans can experience because of cross pollinations. For example Nabhan explains that cross pollination is crucial for artists and scientists because they “need cross fertilization or else their isolated endeavors will atrophy, wither or fall short” (13.) Nabhan emphasizes that the collaboration of people’s talents and ideas proves capable of creating and producing greatness. Cross pollination itself is a scientific metaphor representing the idea of two people working together as one to benefit society.
Nabhan explains within his story that the idea of cross pollinations is a fragile relationship and can fail as easily as it succeeds. Nabhan uses an example from his fieldwork of a nurse tree and a cactus to further exemplify this point when he states “Terminate the relationship between the nurse tree and understory cactus... and the cactus population loses it’s viability for long term survival” (63). The cactus could only survive if it was shaded by the tall nurse trees. By removing the nurse tree from the equation, you also will remove the cactus. Nabhan reminds us that this idea is applicable to human relationships as well “Like the cactus we stand in relation to others which may succumb to failure” (63). The success and failure of cross pollination of people is exemplified within both Frayn’s *Copenhagen* and Iagnemma’s *Zilksowski’s Theorem*.

One example of the cross pollinations of people can be seen between the two famous physicists Heisenberg and Bohr in Frayn’s *Copenhagen*. *Copenhagen* is a play that discusses the two men’s struggle with the creation of nuclear weapons and the moral responsibilities that the weapons entail. Werner Heisenberg and Niels Bohr worked side by side to help make fundamental contributions to understanding some of the building blocks of physics. The closeness between the two resembled a father-son like relationship. The mechanics of the relationship can be seen when Bohr states “We operated like a business” then Margrethe adds in “Father and son” and Heisenberg concludes “a family business” (Frayn 5). However the two men were also opposites in many ways. Bohr worked at a slow pace, was older than Heisenberg and Danish. Heisenberg worked quickly, was young and German. Here in lies the cross pollinations of the two men. Two opposite people coming together to create physics. The benefits and successes of this cross pollination are illustrated when Heisenberg says “We did most of our best work together” then Bohr adds “Heisenberg usually led the way” and Heisenberg concludes “And Bohr made sense of it all” (5). This cross pollination of the two physicists is further
exemplified through Bohr’s famous Complementarity theory. The two would build off of each others findings to further their own individual work. Margrethe states how the men worked together by saying the Heisenberg’s quantum mechanics “Came out of his work with you” and Bohr later responding to his wife about the his complementarity theory and Heisenberg’s uncertainty principle came about due to the fact that “We argued them both out together” (Frayn 5). The successful part of the cross pollination of Bohr and Heisenberg was that they perfectly “complimented” each other supplying monumental contributions to the modern physics field as we know it today.

The complementarity of Heisenberg and Bohr was also a complex cross pollination. As stated above Heisenberg was a German and Bohr was a Jew who resided in Copenhagen, Denmark. This leading the once cohorts to be on opposite sides of World War II. Bohr himself states that the friendship “Put us in a difficult position, certainly” (Frayn 3). The complexity of this cross pollination ultimately failed after events surround the bombing of Hiroshima and the war. Many years later Heisenberg returns to Copenhagen to try and discuss the incident. Due to the tension of the war and German occupation in Denmark, the men were forced to meet in secrecy. During the conversation the two men questioned each other’s contributions to the bomb being created and their loyalties to their countries. We can see the tension that exists between the two men when Heisenberg states “I’m your enemy; I’m also your friend. I’m a danger to mankind; I’m also your guest” (Frayn 77). Heisenberg tells Bohr that if Bohr’s contributions led to a bomb for the Americans it would have been his family affected “If you had produced it in time they would have been my fellow country men” (Frayn 43). Margrethe tries to blame Heisenberg for helping create the bomb, when she states “Yes and where were you? Shut away in a cave... trying to conjure.. a more efficient machine for killing people” (79). The men then
proceed to go back and forth about the math and physics required to make such a weapon, but never fully coming out and saying that either was responsible for creation of the bomb. The Hiroshima bombing incident was definitely a turning point in the complimentarily relationship for the men. Both men had to deal with their contributions to such a weapon and thus leading to the failure of the cross pollinations. Heisenberg states the pain he feels for the bomb when he tells Bohr “If I had died then what would I have missed? Thirty years of trying to explain, ... hostility. Even you turned your back on me” (Frayn 52). We can again see how the war affected his life when he goes on to say “When I went to America in 1949 a lot of physicists wouldn’t even shake my hand. Hands that built the bomb would not even touch mine” (Frayn 47.). Bohr’s life was also drastically affected because of the war. We can see this when Margrethe states “It’s my.. husband who is on his hands and knees! Crawling .. into the darkness in 1943, fleeing.. from his own homeland to escape being murdered” (Frayn 78). Frayn furthers illustrates the idea that the war tore apart the complementarity of the men when he has Heisenberg say “Our conversation’s over” then Bohr answering “Our great partnership” and Heisenberg responding “All our friendship” (88). Heisenberg and Bohr were no longer “partners” like they use to be. Two of the once noble men in Europe torn apart due to the war. Thus leading to Nabhan’s idea that cross pollinations of people and ideas can so easily fail due to the the complexity of life and complimentarily of relationships.

The next example of cross pollinations of people is demonstrated in Karl Iagnemma’s Zilkowski’s Theorem. The main characters of the story are two mathematicians named Henderson and Czogoloz. The two men first met during their freshman year of graduate school at Michigan Engineering Institute. Henderson and Czogoloz immediately befriend each other and realized that they shared the same love for math when Iagnemma states “(they) agreed that
mathematics was a game - the most elaborate wonderful game” (2). Iagnemma exemplifies how the two men’s relationship was one of complementarity and cross pollinations when he says “Henderson and Czogoloz sat across from each other... at the library.. working on equations together until they could solve them without thinking”(2). The two men worked with one another to solve great math. This cross pollinations was bound for success because together the two men knew that they could achieve anything as shown on page two;“Henderson and Czogoloz spoke with unabashed optimism of the control theory problems they would solve” (Iagnemma). The cross pollinations of Czogoloz and Henderson was undoubtedly headed for a road to success and achievements, if it wasn’t for Marya.

Henderson met Marya at graduate school. Nonetheless he quickly fell head over heels for her polish cooking and accent. We can see the extent of his love for her when we find out that “Henderson began avoiding the library and instead lay tangled with Marya in his narrow twin bed” (Iagnemma 2). Henderson’s romance with Marya was unfortunately short lived. Henderson returned home early from a convention one evening only to discover that Marya was having an affair with Czogoloz. The friendship between the men from that point on was never the same, thus leading to the failure of the cross pollinations. Henderson distanced himself from Czogoloz as seen on page three, “He began sleeping in his office... unable to bear the sight of Marya... and Czogoloz”. Henderson eventually “stuffed his clothes and textbooks into .. boxes .. and moved into a studio across the river” symbolizes the end of the relationship between him and Czogoloz (Iagnemma 3). Henderson’s moving also symbolizes the end of the complex complementarity that had existed. Both men went on to pursue careers in mathematics, but separately. The men would occasionally cross paths but were never able to get back to the place where their friendship once was. This idea is displayed when Iagnemma tells us, “When he (Henderson) saw
Czogloz at a seminar or dissertation defense, they talked about ice hockey or control theory, and did not mention Marya’s name,” (Iagnemma 3). The termination of the friendship and complementarity is one more example of how easily cross pollinations can fail.

Nabhan describes the idea of relationships failing and complementarity ending when he states “Extinction seldom comes in one fair swoop, ... it occurs when a web of supporting relationships unravels” (12). This idea of failure can be applied to both Bohr and Heisenberg as well as Henderson and Czogloz. Cross pollinations can sometimes end due to circumstances that occur over long periods of time such as the war and the affair. Both relationships had a falling out, and thus are extinct. Cross pollinations and the complementarity are interchangeable terms to help describe human relationships but are also fragile and can easily succumb to failure.

Iagnemma, Karl. "Zilkowski's Theorem." *Zoetrope All-Story* 5.3: 2,3.

Writing Sample 2
Advergames: Introducing Consumeristic Habits to Youth

Abstract: Internet web pages are carefully designed and created base upon psychological and behavioral research to attract users. Advergames are specific marketing web pages used by major corporations that are targeted at children. These marketing games are becoming a popular place for children to spend time and play. These virtual worlds allow kids to explore while being introduced a repetitive barrage of the specific companies' product brand, image and message throughout the website. These virtual worlds are proving to be marketing stories brought to life that are a major source of revenue for major companies. Advergames are not only linked to emotional damage in children but also more importantly introducing consumeristic behaviors in children that can be harmful. A solution to this issue is to introduce children to different websites such as thekidzpage.com where they can explore and utilize the Internet, without the advertising and marketing. By providing children with educational games, instead of advergames, their online skills can still grow without the indoctrination of consumeristic behaviors.

It was at a family Christmas party that I was first introduced to advergames. All of the children were opening gifts around my grandmother’s Christmas tree, when we heard a loud shriek of excitement. My cousin Sarah had just received the only gift she had on her list that year, her first Webkinz pet. I later asked my Aunt what exactly Webkinz were and why my ten-year-old cousin was so happy to get a stuffed animal. My aunt explained that the stuffed animals included a code that allowed children to access the Webkinz official online site. This site allows kids to bring their “critters” to life and explore the virtual world while interacting with other Webkinz owners.

My cousin’s gift opened my eye to an entire new area of the Internet. Webkinz is one recent example of an online gaming site designed for children. Virtual world sites are quickly among some of the most visited sites throughout the Internet today for children ages 5 - 13 (Bruno 2009). They are a new form marketing used by major companies globally to advertise their products to the youth. Despite the fun and playful vibe that many of these children’s virtual
world sites portray, they are yet another marketing procedure used by major companies. Young
children are being indoctrinated into the consumeristic behaviors of America by advergames and
other similar gaming sites.

Issues of Advergames and Children suggest further research questions

- If WebKinz and other advergame sites continue to become popular among the youth will this
  lead to consumeristic tendencies at an earlier age?
- Do companies prefer online markets?
- What techniques do marketers use when appealing to children?
- What are the costs of promoting products to young children?

Marketers gearing products at Children

There are many reasons that businesses are promoting goods to children. One being
“[i]f marketers introduce products and brands to young children they will be more likely to
continue to buy products from this company as they get older” (Carlson 1995). Corporations
strive to create long lasting customer relationships. “When children grow up with a brand name
in their house, they will be more likely to buy that name in the future” (Carlson 1995). By
targeting children, the relationships will begin earlier and last longer, in essence bringing in more
profit for the businesses. Parents are also bringing their kids with them to make shopping
choices. Children are having an enormous amount of say therefore marketers are gearing ads
towards the youth. (Wartellea 1995). Advertisers realize the beneficial power and long term
relationships that exist by marketing to children.
**Advergames as a primary marketing tool**

Major Corporations are using the internet to target children using online sites known as Advergames, defined as “[c]omputer games specifically created to function as advertisements to promote brands where the entertainment content mimics traditional game forms” (Pelsmacke 2010, page 5). These online sites are virtual worlds used to entice children and provide a place for marketers to promote their products. Virtual worlds are defined as computer-generated, three-dimensional representations of settings in which the user of the technology perceives themselves to be within which interaction takes place. Advergames often include different countries or towns that the players can explore. Within the locations users are able to click on and play simplistic mini-games to gain “points”. Some examples of games may include playing having car races, popping the most balloons in a certain time frame or sports challenges. Advergames often times also incorporate tools such as “chat” or “friend requests” to allow social interaction with the other gamers. The most appealing factor to any virtual world and more specifically these kid sites is that they allow the user to be in complete control. The children can choose where they want their character to go, what they want to wear and what games they want to play with limited rules and authority. Advergames provide children with many options and freedoms that they may not exist in their everyday lives.

**Advergames as a Third Place**

Oldenburg coined the concept about everybody having a third place to retreat to. This idea is that your home is your first place, your work being the second place and the third place being somewhere you go and spend time in to relax and feel at ease. He describes these
environments as being “inclusively sociable, offering both the basis of community and the celebration for it” (Oldenburg, 1989 page 14). In his book he states that it is “healthy” for everyone both young and old to have a place that is not home or work to spend time. Advergames provide an escape for children from school and home. Thus categorizing these virtual worlds into Oldenburg’s concept of a Third Place. Third places provide people a comfortable place to spend time in that is virtually stress-free where “[t] here at least he is safe from the nagging wife and unruly children, monotonous radios and barking dogs, tough bosses and impatient creditors” (Oldenburg page 21 1989). Some stresses kids escape from range from annoying siblings, classmates and parents. Advergames are inviting due to the atmosphere, as Oldenburg states “[t] he persistent mood of the third place is a playful one” (page 37).

Advergames produce a sense of “at-home-ness” to children. “Though a radically different kind of home, the third place is remarkably similar to a good home in the psychological comfort and support it extends” (Oldenburg page 42). Children feel safe and connected with the other players in the advergames, while also being able to socially interact with other users via chat allowing the support of social links that one may find at home. Advergames also promote individualism and self expression for children, “third places involve active expression of personality and the assertion of one’s self within an environment” (Oldenburg Page. 42). Children have the option of choosing what “character” they want to represent themselves allowing the choice of different options ranging from clothing, hair and gender. Another correlation between third places and advergames is that they are levelers for people where “[t] hey are accepted just for themselves and on terms not subject to the vicissitudes of political or economic life.” (Oldenburg Page 25). Children no longer feel inferior while playing in virtual worlds as they may experience in real life. All gamers in these virtual worlds are allowed the same abilities and freedoms. Due to their
nature advergames provide many children with Oldenburg’s idea of a third place, thus making them effective marketing tools.

**The Secrets Behind Effective Websites**

Whether a website is designed to sell products, inform the public or entertain there are similarities on how to effectively obtain the web page’s purpose. The key to any effective website lies within the web site design. A majority of the web pages that exist are merely extensions of a brand name and image of a particular company. Marketers and researchers have realized that the success of their business lies in appearance, easy navigation and organization of their websites for consumer usability. “A brand’s web experience has to be both pleasant and engaging to use” (Hosea 2010). Many companies hire behavioral analysts and psychologists to help improve their websites. Maeve Hosea explains that their company hired a web psychologist because “We wanted to improve our registration process, making it faster and simpler, by removing the stumbling blocks in the user experience.”

The first most important concept to take into consideration when creating a website is knowing your users. Web psychologist Dr. Huan categorizes users into three different categories being casual surfers, repeat visitors and urgent information seekers. Casual surfers use the internet as an entertainment tool. Huan says that the way to captivate this type of audience in your web page is by “supporting these users with bite-sized chunks of information that will keep them engaged. If your content is sticky enough, the casual surfer might come back for more” (Huan 2010). Repeat visitors return to sites for more information and news. To keep these users engaged it is necessary to put refresh your content often and place new information towards the top of your page. Urgent information types need content quickly with minimal page redirections and clicks. To please these users it is key to place commonly wanted information on the first
home page and allow them to gain the information with minimal number of clicks as well as grouping similar content together.

The next step in creating a website is to make sure that the content appeals to the users on an environmental psychological level. Henrik Wimelius states this idea in his article “[w]hen trying to understand interaction with- and perception of web pages knowledge from the field of environmental psychology is extremely resourceful” (2010). By thinking of this web sites as environments users are able to interact with and “live” in we can apply basic environmental psychological concepts in making effective websites. One key attribute to any “environment” is the idea of mystery. When people are kept wondering what will happen, or are only given a glimpse they are naturally driven to want to find out more. Web designers can utilize this idea by making their content “mysterious”. And by this I mean they can give the user a glimpse of the content and then leave it up to the user to click on a link to divulge the rest. Another important example of any environment for people is orientation. People want to know where they are at all times and be able to easily back track if they feel lost. This idea is also key in web design to enhance user usability.

Behavioral psychology can also help web site designers create effective pages by studying the natural functions of the body. One example of this can be seen with eye studies. In a marketing test done by the Enquiro firms in california in collaboration with behavioral psychologists, they witnessed through eye tracking research that “the concentration of eye gazes tended to be top and left, the results are congruent with an F-shaped pattern”. Thus explaining why people on the web place much of their focus on the left side of a web page — as much as 69% of the time, according to Dr. Nielsen’s eye tracking study. Web designers utilize this knowledge and place important messages in an “F” shape within the page. Another behavioral
psychology element that is applied to web designs is based upon reading studies. Research has shown that readers obtain the most out of content that is highlighted, under a heading, written in short paragraph form or under a list. Reading psychologists say to maximize user attention - less text is more.

Web page designs are extremely important when voicing a message to the user. By applying basic behavioral and psychological findings to the page, companies can easily stimulate and obtain more customers.

The marketing techniques used in Advergames

Advergames are specific web designs used to captivate children. They incorporate many of the techniques discussed above as well as specific psychological components to attract the youth. Advergames are created with the purpose of having worlds for children to play and explore in while concurrently marketing their product within the games. Advergames are great marketing tools because “[t]hey attract children to brands in fun - filled and engaging ways for extended and continuous periods of time” (Shern 2009). The first technique companies use is by creating virtual worlds that are basic enough for children to easily navigate through and explore but also visually stimulating and colorful to keep their attention. Children’s imaginations are brought to life within these advergame sites. The idea that users are able to exist within and interact within these “new” worlds is exciting. It is both stimulating and intriguing to a child’s imagination when they are able to play within these virtual worlds. Many companies hire child psychology specialists to improve their advergames to make them more attractive to the consumers (Pasnik 1997). Goldenburg states the effectiveness of this technique when he states “When an ad is able to tap into a meaningful emotional, psychological and/or socio- logical focal
point, more often than not it can result in a grand slam success” (2011). Many big corporations utilize recent child psychological research findings on the attitudes, needs and behaviors of children to incorporate in their advertisements in hopes of selling more goods. (Youth Marketing Services, 2004). They want to make sure the visuals, sights and sounds of their particular site appeal to and stimulate children’s senses. “This transfixing and transformative power of play is what makes online marketing such an enticement for advertisers” (Thomson 2010).

The next piece of why these sites are affective in marketing is that they proceed to precisely place their products in key locations within the virtual worlds so that as children explore, they are also constantly seeing and having contact with the commodity. “The advertising in advergames is essentially the content itself” (Stern 2009). These sites are loaded with brand names and product content (Stern 2009). (As seen in pictures 1 and 2 below). “Children can spend hours interacting with branded spokes characters and virtual food items and icons” (Pasnik 1997 page 54). One example of this can be seen on Post Cereals’ online gaming website. One game involves having children drive a race car where they pass numerous Cocoa Pebbles signs, avoid oil slicks (chocolate milk) and debris (cocoa pebbles) in the road to complete the course. At the end the children can earn points that they can trade in to receive Cocoa Pebbles game pieces. Activities such as these “engage children with the commercial brands and products within fun environments,” (Stern, 2009). (Picture 3 displays an example of a mini-game that involves the commodity as the game piece). These advergames incorporate visuals and sounds to make products seem more attractive. “These online worlds provide spaces in which marketing stories can come to life” (Thomson 2010, page 449). The plot structure of advergames is always involving having the player constantly hold, manipulate, or consume the
commodity trying to be sold (Pasnik 1997 page 52.) Advergames theoretically promote repeated traffic to websites while reinforcing the brands.

As the children become more intrigued and consumed in the games they will most likely revisit the site. The games are often designed for repeat playing by offering choices of different characters and locations as well as different levels and prizes. The more time spent in advergame sites, the more interaction the child will have with the product. “Consumers expressed strong positive relationships toward brands when they played advergames” (Bruno 2009, page 14). Once the children spend time interacting with the products online they will eventually want to obtain them in real life. Achenreiner and John (2003) found that “by the time children reach 12 years of age, they use brand names as an important conceptual cue in consumer judgments”. This simulation of behaviors then transposes into the real world, causing the consumer to anticipate when they too will obtain their very own commodity.

Picture 1

Picture 2
displaying how “These sites are loaded with brand names and product content” (Stern 2009). The brand name is and actual commodity is specifically placed everywhere within the sites to intrigue children and familiarize them.
displays an example of a mini-game found within an Advergame. As shown the cereal is used as the game piece while the icons are the bran image’s spokes- character. The game in essence is reinforcing the Fruit Loops brand image in an interactive game.

**The psychological and behavioral effects of Advergames**

Advergames are affecting children on a psychological and behavioral level. When the children play advergames they feel a strong attachment to the products and brand names. The games are designed to encourage children to establish strong bonds with the products “based on emotions of winning and losing” (Stern 2009). This being a major reason of why these Advergames are so effective. Through the process of playing these games children can boost their self esteem. Experts agree that self esteem in children is based upon putting in effort and being rewarded for it. “High self esteem is built on the basis of what we get out of things. Games enhance this because they urge kids to win game points” (Stern 2009). Children feel powerful
when they win the product online, “the accumulation of goods and wealth is a means for obtaining respect; making and controlling money represents independence and power” (Hemmings, 2002). Thus reinforcing the idea of self worth and esteem within children as they win. Advergames also increase a child’s self worth by constantly providing positive affirmation and compliments. Sayings such as “great job”, “you’re awesome”, “high scorer”, “excellent”, and “keep up the good work” are just a few examples. The children will naturally enjoy these compliments, leading to repeated visits in the game. Even when a child is unsuccessful in a specific game the computer will still help build positive self image. The child may receive comments such as “It’s ok try again”, or “I know you will beat it next time” to reinforce the child’s esteem and ensure them that they are still capable and worthy of beating the game. The more children play these games, the more they will identify their self worth and self esteem within them. The child will quickly learn that these games make them feel important and successful, thus creating strong emotional attachments to the advergame.

When children cannot obtain the commodity that they have so strongly grown attached to (through lengthy exposure of playing advergames) they may experience negative emotions that can be harmful to their psychological health. “Studies found that advertisements make children feel deeply inadequate unless they buy certain products or services” (Kanner and Gomes 1995). The children are identifying themselves through these products online and when they do not obtain them in the real world they may have a low self esteem and self worth. Children feel that products are a way to express themselves and obtain a particular status. Another study showed that “The 1997 Child Development Supplement found a connection between increased materialism and anxiousness, fearfulness, unhappiness, sadness, depression, and being withdrawn” This study found that the children that were being shown new toys reported more
feelings of unhappiness. When asked why the children were sad they responded by saying that they wanted the new toy, and not the old one that they were previously given (Schore 2004). Advergames promote this same idea, that without their product, you will not be happy. Kramer states “In its most extreme, the general material culture created through advertising has led children to define themselves through material possessions, as opposed to ethical purpose and community” (2006). Children quickly learn that the only solution to “feeling” better is to purchase the product. Pugh states this is because children are learning that their "culture of spending ... redefines care and belonging”(2009, pg. 25). In other words children learn that material things lead to happiness and joy, thus leading them into consumer behaviors.

Children are becoming indoctrinated into consumerism earlier than ever as a result of advergames. The idea behind many of the games is to have the player obtain the most prizes, points or game pieces to reach the end of the game or satisfaction. These games are enhancing consumeristic principles by incorporating the system of earning points and spending them to gain product. The more points the users spend, the bigger the reward and positive emotions of satisfaction and contentment. Children are learning from these games that they must “buy” to be “happy”. Kramer states this idea when he argues that “American mentality is that things will make us happy” (2006). These ideas of needing possessions to feel satisfied are negative and harmful. Salemo argues this idea when he states “People may have more physical objects and possessions now than they had in previous generations, but many of them are deeply unhappy”(2009). Why is it that as we increase the amount of goods we have, our feelings of dissatisfaction increase as well? The consumer media (such as advergames) constantly push consumers to attain the unreachable ideal. This can be ranging from having the perfect car, clothes or even house. Once people are introduced to these products they establish them in their
brain as “the ideal”. The negative piece of this mentality is this “[r]egardless of the particular ideals people strive for, when they want things that they do not have, a discrepancy arises, making them feel sad, anxious, guilty, angry, or dissatisfied. Discrepancies also motivate people to reduce the gap between actual and ideal.” (Kasser 2002). Consumerism has a direct relationship with these feelings of distress. Thus, people will never be satisfied with what they have, due to the mentality to always need to reach “the ideal” to be happy. Children begin to see that they must obtain more in order to feel happy.

These advergames not only have negative effects on the children themselves but also others as well. Children feel that they have to have “things” to fit in with other children. Pugh states in her article “[w]hat unites kids ... is a desire for key commodities like Game Boys, fashionable clothes, and collectible cards like Pokémon, as well as a common parental desire that their kids have enough to fit in and attain social belonging” (2009). As use of these advergames and other online sites become more popular among youth, the cycle of competition among youth to outdo each other in the material possessions played with online will only increase. Children will then place pressures on their parents to buy them the products to fit in. Pressure to purchase items as name brand clothes, stuffed animals and trading cards “frequently causes conflict and stress between parents and children” (Kramer 2006). The consumeristic behaviors are thus effecting more than just the individual user.

Marketers are turning towards the Internet to reach children

Advertisers realize that it is crucial to place images where children are able to view them. One major reason that corporations are taking hold of the web is because of the number of people that have access to the Internet. 40 percent of 9-17 year-olds own PC’s in their homes... while 76 percent of those forty have a personal satellite hookups in their very bedrooms
Marketers tap into children’s fantasies by directly connecting and appealing to their senses. “Advertisers use cyberspace to leverage this buying power because they know the medium has a mesmerizing effect on children” (Pasnik 1997, page 54). The online sites companies create “colorful, interactive online playgrounds” that children become fascinated by and consumed with (Thomson 2010). The Internet allows children to be both physically and mentally stimulated, therefore making it a perfect place for ads. Using the Internet is less costly than advertising on other media types such as magazine and television with equal effectiveness. “Marketers are leaning towards the web because the Internet helps deliver a brand’s message in an engaging manner at a fraction of the cost for television advertising” (Bruno 2009). Many people question the ethics of this principle such as Thompson when he asks “Is it fair to advertise to children when it is difficult for them to decipher what is an ad and what is not?”. Despite the profits that many corporations are receiving due to online advertising through advergames and similar sites Kunkel argues that “[t]he inability of children to understand the persuasive nature of advertising creates another unfair advantage in favor of advertisers (2004). Despite the issues at hand the Internet is quickly becoming the most popular medium for advertisers to reach the youth due to it’s effectiveness and cost.

**A Probable Solution**

Internet use and online gaming can actually prove to be beneficial to children, if used correctly. The key to this solution is choosing games that do not contain advertising as the content. Their are many game sites on the web for children that do not advertise while being as stimulating and easy to use as the Advergame sites. Two examples of safe, advergame-free sites are thekidzpage.com and funbrain.com. Both sites allow children to play games, explore and
socialize with other users without the advertisements found in advergames. These safe games
maintain the idea of escapism and independence that children enjoy about advergames, while
helping educational and social skills. Online games stimulate different parts of the brain and can
actually improve intellectual levels in youth and establish positive skills. Internet use can
increase many skills among youth. One key skill computer based media introduces children to is
the idea of self directed work (Papert 1993). Children can increase their cognitive, social and
developmental skills by communicating and navigating online (Guan 2009). Introducing children
to online games at a young age integrates computer skills, literacy skills and social skills into
their lives while offering a safe place for them to learn and grow (Aikat 2005).

Conclusion

Advergames are affecting children by introducing them to consumeristic behaviors and
the capitalistic nature of America. These virtual worlds are the equivalent of Saturday morning
cartoon advertising. “Evidence shows that children have limited ability to detect and scrutinize
the persuasive messages in television commercials” (John 1999), just like in advergames.
Children are not aware that they are being advertised to, and therefore have no way of protecting
themselves from the detrimental effects they cause. As technology improves and becomes more
pervasive “[p]arents and children become tangled in webs of increasingly widespread and
artfully crafted appeals by specialists .... who presented themselves on masters of manipulating
childhood attitudes and behaviors” (Laird 2009). These games are harming our youth by
placing pressures on kids “to recognize brand names, consume unwittingly and believe that they
must purchase items to create not only happiness but also self esteem, self worth and self
identity” (Linn 2004). Is it ethical to manipulate children into consumeristic behaviors to make
money? Kramer states “Corporations are harmed if they do not earn profits and children are harmed, by the strategies these corporations use if they are to be profitable” (2006).

If we realize the negative effects that advergames are having on the youth, we can help prevent them. One solution would be to bring about awareness to our communities about the dangers of these sites and the psychological and behavioral damage they can instill. Further more, studies can be done to see how advergames affect children over long periods of time and how marketing will adapt in the future towards children. A more effective solution however may be to introduce children to different websites such as thekidzpage.com where they can explore and utilize the Internet, without the advertising and marketing. As voiced by Marilyn Elias “The solution isn’t to build taller walls and stronger locks to keep the world away, but to teach children how to make good choices” (2011)

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Writing Sample 3
Reasons for Gender Pay Inequality in the United States

Introduction:

After half a century since the signing of the Equal Pay Act by President Kennedy in 1963, women continue to make significantly less than men in the work force. According to the latest census records women still earned only seventy seven cents on the male dollar (Fitzpatrick 1). As women strive to improve their identities and careers there are many reasons and factors leading to the still prevalent gender wage differences. Although many argue that pay difference is a direct result of sexual discrimination, it instead can be explained through human capital characteristics and institutionalism factors including less time working and different career paths. This paper is going to briefly examine two forces that influence and have been shown to factor into the pay inequality that exist in the United States of America, although there are many forces working together that all equally contribute to the pay difference. As Todd and Eveline argue that there are broader forces that matter and are important to recognize when accounting for gender roles and biases in the workplace (557).

Less Time in the Work Place Leads to Less Pay:

One of the most prevalent and pervasive arguments as to why women receive lower pay can be attributed to the amount of time women spend in the work field. Ramesh Ponnuru
discusses in her article that women overall on average “work fewer hours than men” (1). One reason many women spend less time in the work place is due to raising children and families. This includes maternity leave, tending to sick relatives, marriage and other factors. Family demands often make it difficult for women to work full time and advance in careers. The balance between family and a career can be stressful and anxiety inducing (Nadler, Stockdale 286) Many women opt to take part time positions over full time ones to spend more time raising their families, taking them to appointments, sports and such. Other research indicates that “over a period of fifteen years, according to a 2004 study by the Institute for Women’s Policy a full fifty two percent of women in the prime earning rage of twenty six to fifty nine go through at least one full calender year earning nothing at all, compared with just sixteen percent of men” (Fitzpatrick 2). Considering that over forty percent of Americans over the age of 28 are mothers, this factor being a huge reason for pay inequality. Todd and Eveline state the sacrifice many women take to have a family by acknowledging that having children negatively impacts the wages of women (qtd. in Pocock and Alexander 1999). Women are forced to make decisions about their overall earnings, or family. As stated in a chapter within Faludi’s Backlash book “Women with successful careers sacrifice marriage and motherhood” (qtd. Levin 296).

One of the largest factors that explains why women choose family over career can be attributed to both institutional and societal ideals. As Faludi discusses in her chapter: Boy’s Don’t Cook ad Girls Don’t Do Long Division, that many men hold the idea that it is the role of women to cook and clean. That not only is it predetermined genetically but also a responsibility, stating “sex roles are innate: women prefer to cook and keep house, and men naturally don’t” (296). In brief, historically and culturally it has been the role of women to let the “man” bring home the earnings while she remains home. Although this idea has drastically changed, it still
influences the decisions and ideals of many American Women. Society still carries these undertones, which in turn can determine and persuade a female’s career path. Thus leading her to make significantly less, if any money for her household and over her lifetime.

**Career Differences Between Men and Women:**

Occupational choice of women in the United States overall can also factor in to an overall all lower wage. Fitzpatrick voices that women steer towards lower-paying fields (1). Faludi expands on some of these types of job fields such as clerical jobs, salesclerking, cleaning services, food preparation, reception work and bookkeeping (365). Women that attend college and earn degrees tend to steer towards lower paying careers than those of men. Faludi again elaborates on this by displaying that women tend to earn degrees in nursing, teaching and social work, unlike males who tend to recieve degrees in higher paying areas such as science, math, law, and business. On average according to a study in the Huffington Post, “In their first year out of college, millennial women are paid 82 cents for every dollar paid to their male peers, according to a new report from the American Association of University Women, (Kingkade 1.) Nadler and Stockdale expand on this idea in their journal, “Women are more likely to self-select into less prestigious and lower paying careers compared to men” (qtd. Konrad 2003). A 2010 New York Times Article demonstrates that the career paths of men and women overall are very different. “Women choose different educational paths than men”. One example of this is that “Female doctors are more likely to be pediatricians than higher paid cardiologist” (2). And even when women do select careers in higher paying fields, they rarely obtain top positions. As Nadler and Stockdale point out, “statsicially only three percent of Fortune 500 companies have
had a woman as their chief executive officer” (qtd. Capellie and Hamori 283). This only displaying the extreme lack of females in high paid positions and careers within the United States.

One of the major reasons that lead women into choosing less prestigious careers can be attributed to society prejudices and gender bias. As Stockdale and Nadler point out that “Gender role stereotypes may hamper women in masculine-type occupations” (284). Many women conform to the gender socially acceptable positions to avoid effects such as sexual harrasment, predujices, jealousy, degrading and other negative evalutions from other co-workers and society as a whole. Murphy, Steele and Gross support this idea that discussing how these negative cues have been found to dramatically influence women to not choose fields in science and math (2007). Budig furthers this idea in her article when she claims “ Male advantage at work is hemogenic because the workplace and jobs are gendered in such a way that traditional male work styles, social networks and personal lives are favored” (258). This meaning that often times women are at a disadvantage from the get go with jobs because they are seen as being temporary, too emotional and an overall higher liability for companies. Many work places need to adapt to the hormonal, reproductive and emotional needs of women (Budig 260). This in turn leading them to be less likely to attract women or advertise to have female employees. All being reasons as to why women are turned off and rule out such locations and career paths which could be more lucrative.

Discussion:
It is important as a college student, especially being female, to understand some of the factors that are going to influence my overall life time earnings and immediate wages. I feel that it is important for women to realize the factors that are working against us in the work force and to not only strive to overcome these as individuals but as a gender as a whole. In order to do so we need to do one note and accept the pressures that face us. The first is to educate and bring about awareness of the unequal pay that exists. Recognition that the cultural and societal pressures exist is key. As Eagly and Carli state within Todd and Eveline’s article, “The evidence regarding prejudice and discrimination based on sex role stereotypes is pervasive and convincing” (558). Despite the long history and pressures of society, it is not a duty or biological responsibility of females to take care of children and run a household. Women can in fact have the best of both worlds. There is absolutely no reason why Females that want to pursue a high paying and prestigious career cannot have a family and home life as well. Stockdale and Nadler indicate that “Studies indicate career oriented women are more likely to delay relationships or children in order to advance their careers (qtd. Hoffnung). In my opinion females do not have to sacrifice one dream for another. They instead should be able to confidently do both. Men are able and not confined to a single role either. Child care can be done by both parents as well as household chores, cooking and cleaning.

The second factor influencing the difference in pay between men and women are career choices. Women should feel empowered and fortunate in the United States to pursue careers in any field that they desire. If they have the abilities and skills to field, they should allow their passion and intelligence to prevail and overcome the obstacles and negative effects of entering male dominated fields. Efforts should be made to advertise such careers to women as well, especially those entering college, this in turn increasing the females in the work force in lucrative
fields. No human should feel in adequate or self conscious for choosing a job based on the ideals and norms of society. Females should be congratulate and motivated by other female and male leaders in these fields to actively pursue their passions and knowledge. Job qualifications should be subject to skills, not gender.

**Conclusion**

In conclusion it is important to recognize that there are numerous and in depth reasons as the why we have such a pay deficit in the United States between genders. Identifying that females spend less time in the office and choose less lucrative careers are two factors contributing to the issue is only the surface. When we closely examine the underlying societal and human capital characteristics instilling and perpetuating two such ideas, we can begin to understand the constraints that females today, tomorrow and in the future will have to overcome. Recognition of pay in equality is the stepping stone on how we as a society can advocate and educate women to strive and argue for the pay that they deserve.