Lesson 8: Big Idea 2: Understand and Analyze

*Contextualizing Your QUEST with the Literature Review*

Once you have collected enough information pertaining to what is already known about your topic of inquiry and supporting information or multiple perspectives pertaining to your inquiry choices, you should begin to synthesize such information. This information is part of the required component of the introduction of the academic paper and must achieve the following tasks:

- Provides background and contextualizes the research question/project goal and your initial assumptions and/or hypotheses;
- Introduces and reviews previous work in the field, synthesizing information and a range of perspectives related to the research question/project goal; and
- Identifies the gap in the current field of knowledge to be addressed.
- Demonstrates to the reader that you have literature in the field to support the choices you will be making during your inquiry process.

You must be aware of general organization schemes to synthesize the information they have collected to situate your topic of inquiry and show the significance of that topic to the broader field of understanding.

- What do you think is meant by the term *literature review*, and what purpose does it serve in academic research?

Share your thoughts with your table group.
Building My House So You Know Exactly Where I Stand

A literature review must do these things:

▶ Be organized around and related directly to the thesis or research question you are developing
▶ Synthesize results into a summary of what is and is not known
▶ Identify areas of controversy in the literature
▶ Formulate questions that need further research
▶ Suggest fresh insights into the topic

When determining how to organize your literature review or introduction of your academic paper, ask yourself questions like these:

▶ What is the specific thesis, problem, or research question that my literature review helps to define?
▶ What type of literature review am I conducting? Am I looking at issues of theory? Methodology? Policy? Quantitative research (e.g., on the effectiveness of a new procedure)? Qualitative research (e.g., studies)?
▶ What is the scope of my literature review? What types of publications am I using (e.g., journals, books, government documents, popular media)? What discipline am I working in (e.g., nursing, psychology, sociology, medicine)?

Adapted from Connor’s Writing Center (2010). Literature Reviews. Retrieved from www.unh.edu/writing/cwc/handouts/other/Lit%20Review%20FINAL.pdf

Once you have thought about what overarching message you need to convey (through the tasks the literature review must achieve), you can start to look at how the discipline associated with your topic of inquiry handles the introduction or literature review of academic papers.
As your instructor models the strategy of reviewing a humanities and a science academic paper to identify the organizing principles of the introduction or literature review of these papers, record these principles in the table below.

<table>
<thead>
<tr>
<th>Academic Paper Title</th>
<th>Discipline Associated with Academic Paper</th>
<th>Brief Description of Organizing Principles of the Literature Review or Introduction</th>
</tr>
</thead>
<tbody>
<tr>
<td>To House a Moor and End a Marsh: Jane and Imperialism through Liminal and Structural Processes in Jane Eyre</td>
<td>Humanities</td>
<td></td>
</tr>
<tr>
<td>A Plan for Conversion of Stormwater to Groundwater Recharge on the Utah</td>
<td>Science</td>
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<tr>
<td>Implementation of a Ten-Tone Equal Temperament System</td>
<td>Art</td>
<td></td>
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<tr>
<td>Following Sweden’s Success: Promoting Intercultural Citizenship in the United States</td>
<td>History</td>
<td></td>
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<tr>
<td>Victim Worthiness: The Effect of Media Coverage on the Portrayal of Homicide Victims</td>
<td>Social Science</td>
<td></td>
</tr>
</tbody>
</table>
**Directions**

1. **Spend 10–15 minutes reading the literature review/introduction of the academic paper assigned to your group.**

2. **On chart paper, record a brief explanation of the organization or structure of this component of your assigned academic paper.**

3. **Be prepared to share how the structure of this component of the paper meets the need for the literature review to define, contextualize, analyze, and synthesize what is known in the field so that the student’s topic of inquiry and associated choices about their inquiry process are clearly conveyed.**

4. **As you listen to the other groups’ descriptions, record the differences in structure and organizing principles for these three papers in the table from the previous section.**
Implementation of a Ten-Tone Equal Temperament System

Abstract

Tracing back to the ancient Greeks, humans have always been interested in the “harmony” that music creates. Throughout time, many composers like Du Fay, Monteverdi, and Schoenberg have strayed from traditional musical practices in the hope of developing a more expressive sound. In this study, a system was created that is based on ten tones instead of twelve in an attempt to make a new expressive sound.

Music has endured many changes throughout the centuries. As the world moves into the 21st century, is it possible that a new melodious sound is yet to be discovered? Music we are currently familiar with is based on an equal temperament scale composed of twelve similar intervals. Each note on a piano and its corresponding frequency can be used to represent x and y values. Using the x and y values, a graph of the frequency spectrum of a piano can be generated, from which a formula can be derived. Next, dividing the number twelve by ten and then adding the sums together yields the ten-tone system x values. By substituting the new x values into the equation of the frequency spectrum, the frequencies for the notes of the ten-tone system can be found, conforming to new system of equal tone temperament. Using a program called “Cycling 74 MAX/MSP,” these new frequencies can be assigned to the notes on a keyboard, creating an instrument based on ten tones instead of twelve. The resulting sound from the ten-tone instrument is very unique and yields intervals that the ear is not conditioned to hearing, excluding the fact that the notes are produced with a sine generator.

The research involves an interesting procedure that allows for further experimentation. For example, this system can be applied to create intervals built on any other number imaginable, all of which would be based a new equal temperament scale. This study attempts to find a new direction for music by creating a system in which the notes in each octave are spread out over ten tones instead of twelve. The limited attempts in this study were unsuccessful in creating a sound that was music to one’s ears. However, with further experimentation, it is possible that this system could yield pleasing results. Though the system did not produce any satisfying results at the moment, it opened up a new procedure for the creation of a unique intervallic system.

1. Introduction

Viewed historically, new stylistic eras have been ushered in when composers have strayed from traditional practices in the hopes of achieving a new expressive goal. Creating a musical system that is based upon ten tones instead of twelve pushed the boundaries of common musical practices. In the creation of the new equal temperament system, elements of sound and a program called “Cycling 74 MAX MSP” were used to generate the new notes in ten-tone system, thus creating an instrument called The Decitone.
2. Straying from Common Practices

The foundation for traditional musical practice was created in the time of the Ancient Greeks. The Greek’s great thinkers such as Plato believed in a philosophical theory called idealism, where true reality is beyond the world of phenomena. This “true reality,” could be disclosed through music, known as harmonia. Later, the connection between sound and numbers was attributed to a philosopher named Pythagoras. This connection was that intervals in music could be expressed as ratios, such as an octave being 2:1. Intervals were determined to be consonant or dissonant depending upon their mathematical ratios, and were labeled as consonant if they had nice compact ratios such as 4:3. As a result, the intervals such as octaves, perfect fifths, perfect fourths, and major seconds were heavily favored in music because of their ratios.

In Plato’s *Timeaus*, he said that the Pythagorean ratios produced a certain shape in the music, establishing “order.” This was very significant because the Greeks believed that through order, they could connect with the idealistic state. As a result, order can be found in the music of the Middle Ages, where the music was monophonic and made extensive use of these “golden intervals.” There was an emphasis upon these intervals in the music because it allowed one to connect with true reality.

Individuals pushed the boundaries of music through their experimentation and unwillingness to accept the norm. During the “Renaissance,” humanism placed emphasis on human perception as opposed to the ideal world of mathematical ratios. Music began to focus on what is pleasing to one’s ears, such as in the rise of polyphonic music; because it incorporated more notes being played at the same time. Works by Guillaume Du Fay, a composer from the 15th century, exemplified Renaissance ideals. Du Fay wrote a motet called “Nuper rosarum flores” for the consecration of the cathedral dome in Florence in 1436. Du Fay employed more expressive possibilities as he made use of the intervals 3rds and 6ths, which were not favored in the Middle Ages because their ratios were not considered consonant. Therefore, Du Fay did not follow the norms; he pushed the boundaries of his time.

Later, in the Baroque period, there was a change of thought, ideas, and science from the Renaissance period. People decided to “revolt” and return to the Ancient Greek idea that music moves individuals to change their emotions. Thus came about the idea of the Doctrine of the Affections, the concept that music can affect one’s emotions: such as love, hate, joy, and sorrow. A composer named Monteverdi embraced this idea and revolutionized what was normally acceptable through his work “Cruda Amarilli.” In keeping with the idea of the Doctrine of Affections, he broke the rules specifically to express the text, which was about the sigh of love. For example, he made use of dissonance that was not prepared or resolved correctly. This type of behavior was so unacceptable that a gentleman by the name of Artusi wrote an article called the “Imperfections of Modern Music,” in which he criticized Monteverdi for breaking the rules. However, Monteverdi strayed from the common practices of his time in order to achieve a new expressive effect of realizing the text.

Similarly, in the 20th century, Arnold Schoenberg developed a new musical idea called serialism, a compositional method in which music is based off of a series of notes. In serialism, one creates a line of the numbers 1-12 and then transposes that “layer.” Each number can then be used to represent a note on the piano, and then the lines can be played: forward, in a retrograde, inverted, and in a retrograde inversion. All 48 lines can then be implemented in the composition of the piece. Serialism created a new way to compose and thus created a new musical effect. Therefore, Schoenberg pushed the limits of music by adding a mathematical aspect to it in which a system for the arrangement of the notes is already predefined.
3. Temperament

All of these composers pushed the boundaries of their time, while adhering to a specific temperament. The Greeks followed Pythagorean temperament, Du Fay used mean-tone temperament, and Schoenberg complied with equal temperament. Temperament is a way of tuning all of the notes on a keyboard instrument so that a scale can be played and sound “in tune” in some positions. For example, Pythagorean temperament, used in the Medieval Ages, is built upon a circle of pure 5ths, meaning their intervals yield perfect ratios. Consequentially, one of the fifths is a little sharp, called a Pythagorean comma, and other intervals are in odd positions. Another type of temperament is the mean tone temperament. In the mean tone temperament, the interval from the notes C to E is pure, and each 5th is tuned a little flat in order to make some intervals more consonant. However, the problem with this type of temperament is that as a result, the notes G# and Ab actually sound different, even though they are enharmonically the same note and should resonate the same. The standard Western equal temperament tuning solves this problem because all intervals “sound right” melodically and harmonically throughout every key, because they are constructed from a cycle of 12 modified 5ths that fit equally into the circle of 5ths.

The Decitone adheres to a kind of equal temperament that has a whole new set of notes, whose intervals are consistent in every 10-tone system key.

4. The Creation of The Decitone

4.1 Acoustics

In the creation of The Decitone, fundamentals of sound such as frequency and timbre were used. Any medium, such as gas, a solid, or a liquid is made up of particles. When vibrations are created by acoustical energy (such as your voice), the particles are disturbed and a waveform is created. In the medium, there are areas of where the particles are condensed, and areas where the particles are spread out, creating the troughs and hills in the wave.
History-Based Academic Paper

Following Sweden’s Success: Promoting Intercultural Citizenship in the United States

Abstract

The United States and Mexico, both members of the Organization of American States, enjoy a robust trade relationship galvanized through the North American Free Trade Agreement. However, when it comes to intercultural citizenship, including the ability to speak the national languages of each country, there is a lack of cultural understanding between the two. In contrast, the European Union, through the Council of Europe, supports cultural understanding between its member states, in part, by promoting second language education. The country that has been the most successful in foreign language education is Sweden, where an average of 82% of public school students command English proficiency at the advanced level, as measured by the Common European Framework of Reference, a standardized proficiency scale used internationally. This paper offers an analysis of what has made Sweden so successful in language education and how its approach, supported by membership in the European Union, can be followed in the U.S. to foster intercultural citizenship and to improve second language (e.g., Spanish) proficiency. The methodology for this project consisted of gathering data from European Commission and Council of Europe reports and analyses of U.S. language education data from educational research organizations such as the Center for Applied Linguistics. I have been analyzing this data through the lens of Critical Language Policy. The results show the importance of implementing governmental policy that vigorously promotes language learning and intercultural citizenship. For while the European Union works through the European Commission and the Council of Europe to promote appreciation of linguistic diversity in European countries, little or no similar governmental action can be found within North American countries. Therefore, I offer recommendations for measures to promote intercultural citizenship and the learning of the Spanish language in the United States.

1. Introduction

Historically, the United States and Mexico have had a complex relationship, which involves trade and economic interdependence, shared cultural history, and the effects of immigration on both nations. Yet, despite this complicated relationship, there is a lack of cultural understanding between the two countries. There is a deficiency in the learning of each other’s dominant languages along with a lack of intercultural competence on both parts. In contrast, the European Union actively promotes language learning among its member states in order that they effectively communicate with each other. One of the countries that has seen the most success in advanced competence through language learning is Sweden. Unlike those in the U.S., the majority of Swedish students are successful in learning a second language. By the end of their compulsory education, approximately 82% of students have learned English at the advanced level. Clearly there are reasons that many students succeed at such a high level by the end of high school. What has made Sweden so successful in language education? How can the United...
States follow its approach to foster intercultural citizenship and to improve second language proficiency. To answer these questions, I focused on the language education policy that governs these countries in order to see if there were any differences in policies and how those affected learning in the schools.

As I narrowed the scope of the research, I looked toward Europe to examine language education policies. Within Europe, I could study the policies promulgated not only by each country, but also by the European Union. However, I found that this was too broad, so I decided to focus on the United Kingdom and Spain. I planned to compare these with Mexico and the United States because of the parallels in language. However, as I was mining the data, I found that this was indeed still too broad. While researching the second language competencies of the citizenry within European countries, I noticed that Sweden was highly successful in second language competence, in this case English. Thus, I decided to focus on Sweden because a study comparing proficiency in English as an additional language showed that they had been the most successful in language learning. It is important to analyze what has made Sweden so successful in language education and how its approach, supported by membership in the European Union, can be followed in the U.S. to foster intercultural citizenship and to improve second language proficiency. Through the analysis of two documents with similar intent from governmental organizations in Europe and the United States, I will interpret their importance in promoting language learning in Sweden and the United States.

There is a lot that one can learn from the history of an organization or the context in which a policy document was written. Thus, it is important to note the historical background of language education in both countries. A member of the European Union since 1995, Sweden has been guided by the political, economic and educational policies of this international organization. Thus, it is guided by the ideals and values of the European Union. The history of the European Union itself starts in the aftermath of World War II: “The European Union is set up with the aim of ending the frequent and bloody wars between neighbours, which culminated in the Second World War.” After so much death and destruction, European countries decided that they could not continue fighting so violently amongst each other. And so, the very foundation of the European Union is built upon the concept that there must be more cultural understanding among countries in Europe. Thus, the European Union promotes language learning within its member states in order to encourage cultural understanding for the prevention of further misunderstandings in the region that could lead to war.

The U.S. story of government promotion of second languages differs from that of the European Union. In the aftermath of World War II, came the Cold War. In 1957, the Soviet Union launched Sputnik I, which was immediately seen as a threat to U.S superiority. Congress responded by passing the National Defense Education Act to promote increased proficiency in science, engineering, mathematics, and linguistics and language learning. Fast-forward forty-four years to the terrorist attacks of September 11, 2001, which revived the realization of the importance of language skills needed in our country. Therefore, 9/11 is seen as “Sputnik” moment because it was the second wakeup call for the need to improve our foreign language competences in the United States. The “Sputnik” moment is recalled as a reminder for the pressing need of foreign language capabilities in the country.

2. Literature Review

Previous research has informed the current study, including the role of education for intercultural citizenship, the state of second language education in Europe and the United States, and the importance of national and international policies in providing a mandate for second language learning. This review will highlight such key concepts.

Michael Byram’s conceptualization of Intercultural Citizenship goes right to the importance of language learning. According to Byram, being intercultural means more than just recognizing or knowing about a different culture. Byram states, “To act interculturally, however, requires a willingness to suspend those deeper values, at least temporarily, in order to be able to understand and empathise with the values of others that are incompatible with one’s own.” It is not enough to just learn about someone else’s culture, being intercultural takes on a deeper meaning and understanding. Becoming an intercultural citizen, therefore, adds a new dimension that combines language learning with political education. Education in intercultural citizenship prepares students for such experiences in which their deep rooted values and beliefs might clash with others’ values or beliefs. Rather than resisting, intercultural citizenship would encourage students to meet those challenges. Byram’s research on intercultural citizenship within EU member states is valuable to the current study because it demonstrates the importance of not just language learning, but of having a deep comprehension and appreciation for other cultures. This enables a person to become a better global citizen with a much deeper understanding of the world.

However, if becoming an intercultural citizen relies on achieving proficiency in a second language, what progress do we see in the United States? Pufahl and Rhodes, of the Center for Applied Linguistics in the United States, offer
3. Methodology

In order to analyze how second language learning is promoted in Sweden and in the United States, I researched language education policies promoted in each country. During the search I came across a multitude of documents from the European Union, of which Sweden is a member, and the Council of Europe, which seek to promote language learning among its member states. One in particular that caught my interest was Promoting Language Learning and Linguistic Diversity: An Action Plan 2004-4006. This document was developed by the European Commission, the executive body of the European Union. The main purpose of this document was to lay out the main policy objectives of the European Union and to identify three areas of action. It also made concrete proposals for short term improvements. Although this document had no direct power or authority over the language policy in Sweden, it gave instructions for the general direction that the European Union would like to take in language learning. It is important because the context is identified in the document as well as the importance of teaching and learning languages. I selected this document for further analysis specifically because of its intent to promote language learning among the European Union member states.

Finding a comparable document for the United States was not an easy task. The only comparable agency is the Organization of American States (OAS) or the parties to the North American Free Trade Agreement (NAFTA). However, neither of these organizations specifically promotes language learning or intercultural competence. They are either economic or political entities that serve different purposes. Thus, the policy document that I chose for the United States, A Call to Action for National Foreign Language Capabilities, was developed at the national level and not at the international level.

In 2004, leaders and experts from all three levels of government, education, and the private sector came together for The National Language Conference. Under the leadership of the United States Department of Defense, the participants at this gathering discussed the importance of foreign language competences in the United States. Together they framed a document in which they outlined the important topics discussed during the meeting. A Call to Action for National Foreign Language Capabilities is a document that outlined the actions that were recommended to fulfill the need for foreign language abilities in the United States. The historical context was first described in the document as well as a call for the urgent need for national leadership to guide and recommend language learning strategies for the country. This document is comparable to the document from the European Union because they have the similar intent to promote language learning in their respective regions.
Social Science-Based Academic Paper

Victim Worthiness: The Effect of Media Coverage on the Portrayal of Homicide Victims

In the last thirty years with the growth of 24-hour news channels, Internet only news sites and the decline of the newspaper, there have been tremendous changes in how the media covers crimes. Whether it is a catastrophic terrorist attack, school shooting or a low-profile homicide, violent crime is a staple of news coverage. The field of victimology has documented that the media does not portray all crime victims the same. The race and class of the victim as well as seemingly non-relevant factors such as their age, profession and the location of the crime as well as the demographics of the offender all influence public portrayals of crime victims. Scholars refer to these factors as influencing “victim worthiness.” Victim worthiness can have an influence on jury selection, prosecutorial discretion and sentencing (Stabile, 2006). Utilizing computer content analysis, this study examined three case studies of violent crime, analyzing the news coverage and its impact on “victim worthiness.” The hypothesis of this study was there would be media bias in the portrayal of homicide victims due to “extralegal” factors (e.g. race, age, status, etc) of either the victim(s) and/or the offender. The findings of this study suggest mixed findings in support of the hypothesis.

Research Question & hypothesis

Is there a media bias in the portrayal of homicide victims?

This study examined whether there was a media bias in the portrayal of homicide victims. Our hypothesis was that there would be discernible media bias in the portrayal of homicide victims due to “extralegal” factors (e.g. race, age, status, etc.) of either the victim(s) and/or the offender.

Policy Relevance

This study is particularly important as most of the information the public receives about crime comes from the media and it is critical that the information be scrutinized and critiqued. According to the law all victims should be treated equally. In the media, however, victims are treated very differently. Media portrayal of crime victims and offenders can be objective or subjective. Scholars have documented that media coverage of crime victims and offenders tend to be biased (Callanan, 2012) (Greer, 2007). Media coverage of crime victims often focus on personal, situational and demographic characteristics, which had nothing to do with their victimization. As such media coverage affects jury selection and decision-making as well as public sentiment (Bing III, 2010).

Methods

This research used three different case studies as well as a computerized content analysis to answer the research question and test the hypothesis. A content analysis method is a way of evaluating text, newspapers, essays, etc. Computerized content analysis allows an electronic software package (Concordance® was used in this research) to assist in the identification of
themes, keywords and patterns articulated by the researcher. As such computer content analysis allows for the quick and methodological examination of large sums of text. The data for the content analysis came from local and national newspapers and national news broadcast transcripts that were obtained from LexisNexis, ProQuest, and news websites. Local television news coverage due to was excluded due to the lack of available transcripts. Also excluded were radio, and online only news sources due to time constraint.

Each case study qualifies as a mass shooting according to the FBI’s definition. All three case studies initially received significant media attention. They also had varying racial dyads between victim and offender. The three case studies chosen were the Mattapan Massacre (Boston) in 2010, the Tucson, Arizona shooting in 2011, and the Oak Creek, Wisconsin shooting in 2012.

Literature Review
The Federal Bureau of Investigation (FBI) presents national homicide data through the Uniform Crime Reports (UCR) and Supplemental Homicide Report (SHR). According to the 2009 and 2010 SHR’s, the majority of murder victims were male (77.6 percent). African Americans accounted for 50 percent of victims. Whites accounted for 45.2 percent of victims while 2.4 percent of the victims were of other races (Cooper & Smith, 2011). African Americans only constitute 13.1 percent of the U.S. population despite making up a majority of crime victims (State & County Quick Facts, 2011).

Fear of crime in America remains constant despite the declines and stagnant crime rates since the 1990's (Drakulich, 2012). Drakulich conducted a study in 2012 on racial anxieties to determine whether those who possessed racial stereotypes would have a higher perception of criminal danger than those who did not possess racial stereotypes.

Drakulich found that respondents who did not report interacting with neighbors of other races or ethnicities were more likely to possess racialized crime stereotypes. Those who did interact with other races and ethnicities were less likely to possess racial crime stereotypes. For example, Drakulich found that interactions with members of a different race led to a decreased likelihood of stereotyping African Americans and Latinos as gang and drug involved (Drakulich, 2012).

Stereotypes are not created based on fact. Stereotyping can lead to false ideas about specific groups. For example, African Americans are often stereotyped as criminals; this leads people to fear them due to the false stereotype (Mears et al., 2011). This issue is important to consider due to the widespread growth of media. Stereotypes now have the ability to be spread very quickly and reach many people.

A majority of Americans rely on the mass media for information about crime as opposed to obtaining information through personal experience. It is important, that the media reports
accurate information regarding crime to the public (Jewkes, 2011). News organizations serve the important purpose of informing the public; however, they also serve a conflicting role, which is to make a profit. In order for news organizations to make a profit they have to maintain high ratings and newspaper sales. This then leads to an emphasis on certain news stories that appeal to a mass audience known as newsworthy stories (Callahan, 2012).

Crimes that are considered newsworthy are those that include drama, a vulnerable victim, and are out of the ordinary (Callahan, 2012). Bing (2010) argues that the media constructs a connection between race and crime through social constructionism. According to Bing (2010), African Americans were twice as likely as whites to be shown under physical restraint by the police. This is true despite whites being accused of similar violent crimes.

According to Potter & Kappeler (1998), between 1991 and 1994 crime and victimization rates in the U.S. decreased. Despite the decrease in crime, all the major television networks consistently raised the number of violent crime stories they reported each year from 1991-1994. Despite the consistent drop in 1994 the public, when asked about their perception of crime, 88% answered that they thought it was at an all-time high. Politicians fueled this false perception of crime by proposing new laws that would combat the “crime problem” (Callanan, 2012).

Few crimes are considered as newsworthy as mass murder. This is because it is shocking, infrequently occurring, and involves multiple victims. Mass murder attracts local, national and sometimes even international media attention. There are however, some mass murders that are considered more news-worthy than others. Past studies have suggested this is because of certain characteristics. One characteristic is that of a lone gunman who shoots strangers in a public setting. Less coverage is devoted to mass murders involving fire, family members of victims, and mass murders that were committed in connection with property offenses (Duwe, 2000).

**Case Studies**

The FBI defines “mass murder” as four or more murders occurring during the same incident, with no distinctive time period between the murders (Federal Bureau of Investigation, 2011). These events typically involved a single location, where the killer murdered a number of victims in an ongoing incident (Morton, 2008). Mass murders are rare but tragic crimes. Even in a nation which is becoming increasingly violent, mass killings demand attention.

This study examined three cases involving mass shootings to determine if there exists any media bias in homicide cases. The cases were all chosen because they were mass shootings (according to the definition of the FBI). The cases included mass killings in the Mattapan district of Boston, Tucson, Arizona and Oak Creek, Wisconsin. These specific case studies were also chosen because they initially appealed to elicit differing levels of media attention. The Mattapan case received only local media coverage. The Sikh Temple shooting received local media attention