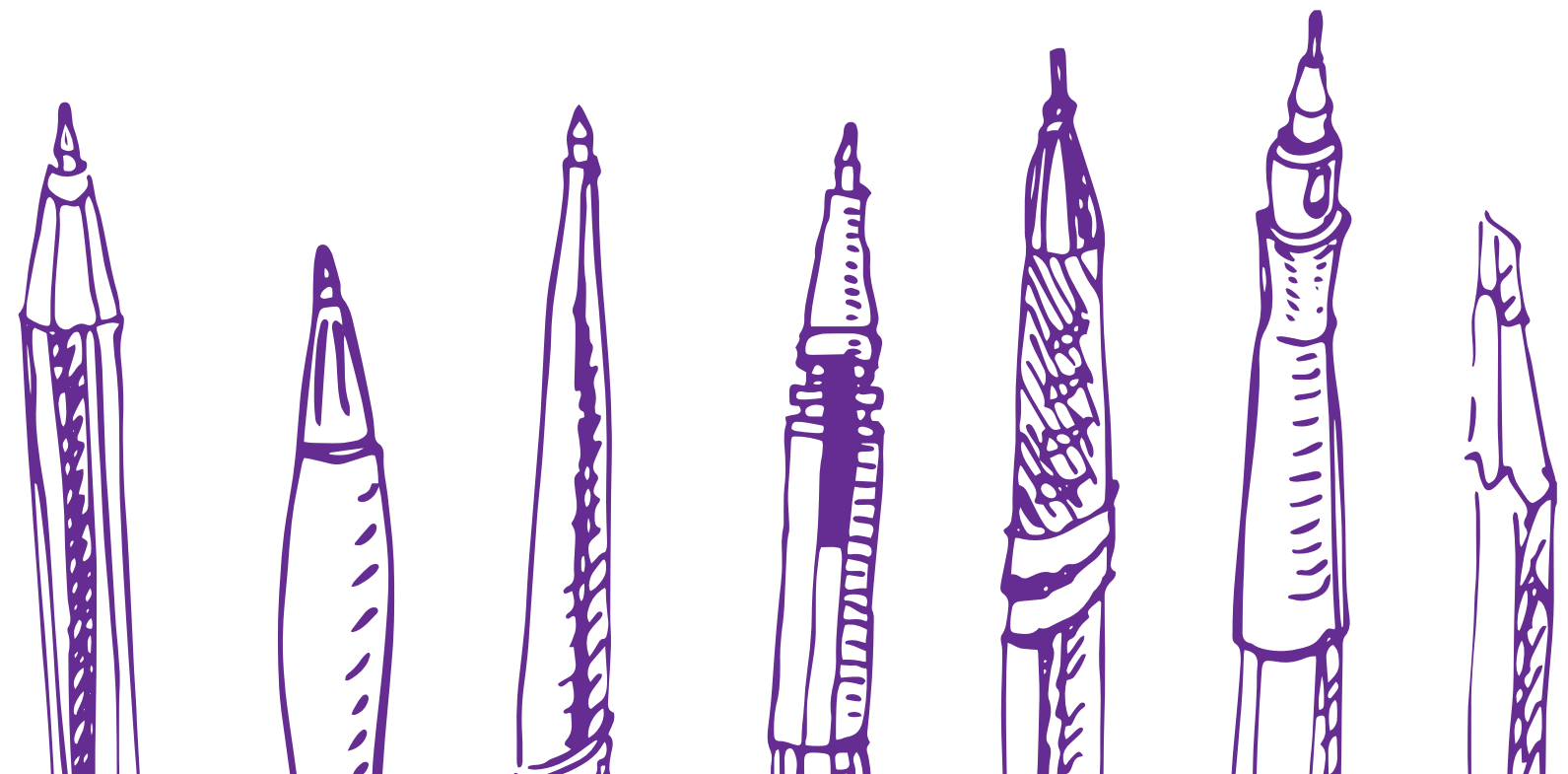




WRITING@SVSU

SAGINAW VALLEY STATE UNIVERSITY



Writing@SVSU

2017–18

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Preface

Welcome to the 2017-18 issue of *Writing@SVSU*, the university's yearly attempt to capture a small slice of the good writing that occurs at and because of SVSU.

Writing, like all intellectual undertakings, both humbles and empowers. Writing is laborious, requiring sweat and tears of pain, and it is pleasurable, producing achievement and tears of joy. Writing begins mysteriously in a hidden place of thinking, drafting, and revising, but writing emerges like magic into our visible world, bold black words on brilliant white paper, offered up to be read and judged. *Writing@SVSU* presents the second half of these contrasts, appearing before us as a published set of academic arguments, creative stories and poems, human interest profiles, and thoughtful reflections. Like all published works, *Writing@SVSU* reinforces the illusion of each accomplishment by hiding the struggles, doubts, and procrastination that bedeviled each author herein. So, in this issue, as we read each page with enjoyment, let us reflect on the hidden writer's life that we cannot see, on what came before, on what is not published here.

Every writer hopes for positive affirmation: the lover desires her poem to open a heart, the student prays for a good grade, the aspiring author longs to be published. However, every writer finds humiliation on the discarded pages that lead to success. Consider the novelist whose manuscript is rejected 50 times before a publisher takes a chance on it. Reflect on Harper Lee, whose editor asked for a complete rewrite of her first draft of *To Kill a Mockingbird*. Sometimes our humiliations are smaller: when I was an undergraduate, my pride rose as a professor read a passage from one of my essays out loud to the class; pride soon turned to embarrassment, however, when he honed in on my hilarious misspelling of "wanton" as "wonton." A very good lesson on the value of a dictionary!

In the pages before us, the hidden work of editors has rescued authors from failure and humiliations. Caring professors mentored the student writers through the process of imagining, drafting, and refining the essays that won awards. Writing Center mentors may have consulted with those student authors to further polish their texts. An editorial staff of faculty and students lovingly framed, assembled, and fine-tuned the entire publication. Invisible to us, a small army of editorial eyes and pencils ensured victory for each writer here.

However, for every author published here, scores struggled and triumphed in anonymity, their achievements personal not public, their rewards private and unremarked. For every winner of a University Writing Award, many more were nominated, recognized by their professors; I know from personal experience that those affirmations often give writers the confidence to dream larger, to risk more, to achieve greater things. And, beyond the nominees, think about all of the other student writers in the courses from which these winning essays were selected. They too pushed through the challenges presented by their writing assignments, finally getting something down on paper, relieved (for sure), satisfied (perhaps), and triumphant because they didn't give up. And, like every writer in this volume, they will soon have to do it all again—we are human; therefore we write.

Erik K. Trump
Professor of Political Science
Faculty Advisor of *The Sovereign*
Faculty Mentor of 12 Winners of the Braun Awards

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Spotlight on...

The University Writing Awards

The Ruth and Ted Braun Awards are presented in the categories of General Education, Graduate Programs, and in each of the five colleges to promote excellent writing across the curriculum. This year two prizes were available in the College of Health and Human Services: one for students in Health Sciences, Kinesiology, or Occupational Therapy courses, and one for students in Nursing or Social Work courses. Two prizes were similarly available in the College of Arts and Behavioral Sciences: one for students in Art, History, Modern Foreign Languages, Music, Philosophy, Rhetoric and Professional Writing, or Theatre courses, and one for students in Communication, Criminal Justice, Geography, Political Science, Psychology, or Sociology classes. Members of the 2017–18 University Writing Committee judged this year’s entries. The committee was chaired by Monika Dix, associate professor of Modern Foreign Languages, and Sherrin Frances, associate professor of English and SVSU’s Writing Program Administrator.

The Braun Awards were established by Ruth and Ted Braun. Longtime supporters of SVSU, they created these awards with the belief that no student can be successful in his or her academic career without writing competence and that no SVSU graduate should enter the workplace without such proficiency.

The Brauns’ support of SVSU extends far beyond these writing awards. Both have served on the SVSU Board of Control and SVSU Foundation Board of Directors. The Board of Control’s chairperson from 1995–1997, Ruth Braun has been active in community service: she has served on the State Board of Education and the Saginaw School District Board of Education, as the president of the Junior League of Saginaw, and as the chairperson of the Board of Trustees of Saginaw General Hospital. Hugo (“Ted”) Braun was a partner in the Saginaw law firm Braun Kendrick Finkbeiner PLC. A recipient of an honorary Doctor of Laws from SVSU, he was a longtime supporter of the school; among his other volunteer work for the university, he served on the Foundation Board’s Finance & Investment Committee. Like his wife, he was much involved in other community organizations; he was president of the Harvey Randall Wickes Foundation, and United Way of Saginaw County honored him with its Outstanding Volunteer Award.

The writings of past Braun Award winners are available online at www.svsu.edu/writingprogram/braun-awards.html.

The Tyner Prizes are awarded to students in English courses to recognize writers of fiction, nonfiction, and poetry. Faculty in the English Department nominate student work for these prizes. Tamara Migan, lecturer of English, chaired the selection committee in 2018. The Tyner Prizes are named after Raymond Tyner, a former member of the English Department. Professor Tyner came to SVSU in 1968 and was long affiliated with *The Green River Review*.

The First-Year Writing Awards recognize outstanding writing in the beginning composition courses taught at SVSU. The First-Year Writing Program at SVSU strives to ensure incoming freshmen have a solid introduction to writing at a collegiate level. This program includes two comprehensive writing courses: Writing Skills (English 080) and Composition I (English 111). Members of the First-Year Writing Committee, chaired in 2017–2018 by Emily Beard-Bohn, associate professor of English, and Natalia Knoblock, assistant professor of English, selected the winning essays.

The winners of the 2018 First-Year Writing Awards were as follows:

- First Prize: Hannah Mose, “When Facelessness Becomes Fearlessness”
- Second Prize: Kelly Pabst, “People, Planet, Profit”
- Third Prize: Olivia Iskra, “Tuition Free Education for All”

The Diane Boehm Writing Awards for e-Portfolios were awarded for the first time in 2015. Established by Diane Boehm, founder and former director of the SVSU Writing Center and the SVSU University Writing Program, the awards recognize the creative and effective integration of writing and multimedia by SVSU students via the medium of e-Portfolios. Entries are judged according to a portfolio’s ability to do the following: present a student’s capabilities in an engaging, professional, and comprehensive manner; include artifacts and documents that demonstrate deep learning appropriate to the student’s class or chosen major; include perceptive self-reflection; demonstrate creative use of multimedia; and be easy to navigate and aesthetically effective based on the capabilities of the software or program. Coordinated by the University Writing Committee, the Boehm Awards are given for portfolios made for the classroom or for a workplace application.

The Ming Chuan Multilingual Writing Awards were awarded for the first time in 2018 and were established by Dr. Robert S. P. Yien. A longtime supporter of SVSU, Dr. Yien joined SVSU in 1970 and was a recipient of the Franc A. Landee Teaching Excellence Award, he served as the vice president for Academic Affairs, and he has been instrumental in the success of Ming Chuan University at SVSU. These awards recognize writing excellence by international students at SVSU. One award is for students in the English Language Program; the other award is for students who have moved into courses that are required as part of their degree. These awards are coordinated by the University Writing Committee.

The Theodore Roethke Student Writing Award is given every three years in conjunction with the triennial Theodore Roethke Memorial Poetry Prize. Both awards are named in honor of Saginaw native son, Theodore Roethke, the only Michigan poet to have won the Pulitzer Prize. The Roethke Student Writing Award was established by the Friends of Theodore Roethke and is coordinated by the English Department.

A Framework for Creating Positive Change: Solutions for Slum Improvement through Local Empowerment

Kellie Rankey

Braun Award for Writing Excellence in General Education
Nominated by Warren Fincher, Associate Professor of Sociology



Kellie Rankey is a fourth-year Honors student at SVSU pursuing a creative writing major and a sociology minor. She is on the editorial staff of *Cardinal Sins*, runs a creative writing group called Writer's Roost, and is a Roberts Fellow. Her writing has been recognized on campus through the Seitz Scholarship and Tyner Award, and she has been awarded first place for poetry and fiction at National Day on Writing Open Mics. In past years, she was also selected to attend the Michigan Youth Arts Festival, and she won a national gold medal along with other regional awards for her writing from the Scholastic Art and Writing Competition.

In her paper, Kellie responded to an assignment from Global Cultures (SOC 280!) that asked her to address a global problem. Through observing the history and current conditions of the Indian slums in Mumbai, as well as through studying various nongovernmental organizations (NGOs) trying to find sustainable solutions for slum dwellers, Kellie made an argument for slum improvement methods that could have a lasting, positive effect on the lives of slum dwellers. Suggestions made in her paper for this sustainable change also have an extended relevance outside of the Indian context as other countries in the Global South similarly struggle with growing slum populations.

Abstract

Research conducted on Mumbai's slum improvement schemes exposed a history of failures not only to successfully redevelop, but to respect human rights. Despite these findings, few proposals have led to positive change. Much awareness of the problem exists, but little discussion of what can actually be done to resolve this issue. This paper focuses on the potential benefits of (and ways in which India could implement) an inclusive slum improvement process. Through this approach, slum dwellers are equipped with the skills and tools needed to improve their communities from the bottom up through empowerment and education. The history of slum improvement efforts in Mumbai, issues with the methods used, and reasons these dysfunctional approaches have persisted over decades are discussed. Following this, I discuss specific interventions through case studies of slum improvement schemes and evaluate these processes. I also address some of the problems with and obstacles to inclusivity seen by participatory models of government and how these problems can be resolved. My proposal for how to enact positive change through slum improvement is modeled on an explanation and assessment of the methodology of slum improvement promoted by The Society for the Promotion of Area Resource Centers (SPARC), a nongovernmental organization (NGO).

My research communicates the success of bottom-up solutions in both Mumbai's slums and other parts of the Global South, suggesting, in addition, the potential for further success. Clearly, people living in these communities, given the opportunity and the skills, know what problems need to be resolved and are highly capable of addressing them. If the inclusive, bottom-up model for slum improvement is shown to work in Mumbai's slums, it could become a template for other states across India struggling to address the slum communities within their borders.

Introduction

Since their appearance on the Indian landscape, slums have been considered a problem by the state and national governments of the country, and not without good reason. Slum communities are often incredibly unsafe in a number of ways, some of which are their tight living quarters being prone to fire and the prevalence of disease because of limited access to sanitation. Common approaches to resolving what came to be known as “the slum problem” stand out across history, with various efforts alternating between slum clearance and demolition, slum resettlement, and slum redevelopment. Each of these methods is an insufficient solution, and terms are often confusing as they overlap or split into multiple definitions. For example, slum clearance and demolition often do not imply a resettlement or redevelopment effort; slum resettlement often displaces people at a cost without providing necessary resources like water or transportation; and slum redevelopment may imply the upgrading of a slum on the land it currently occupies or, more commonly, resettlement with changes made to the land for lucrative amenities like expensive apartments or shopping malls. The methodological overlap can be seen in processes of slum clearance and demolition that precede resettlement or eventual land redevelopment. Thus, a clearer term is needed to describe the general processes aimed at changing the slums. Throughout this paper, slum improvement serves this purpose, describing the whole of efforts to change slums, slum dwellers, and slum land.

Slum improvement is further split into those efforts that are positive and those that are negative. Negative efforts do not respect the human rights of slum dwellers, nor do they resolve or address the problems faced by these communities. An example of this includes resettling slum dwellers to the urban periphery at a distance from feasible modes of transportation or onto land that lacks public services like schools and shops that the slum dwellers had in their previous settlement. In essence, if the change to the slum does not result in a better life for its people but instead disparages them, the effort has been negative. Positive slum improvement efforts, then, are defined by a respect for the human rights of slum dwellers as well as a creation of new frameworks that resolve or address the problems they face.

Sadly, making a slum improvement effort positive tends to be a labor-intensive and time-consuming process, one that has largely not been applied by government officials in favor of efficiency. Instead, quick fixes addressing a slum as a blemish to be removed or pushed out of sight are the common approach in Mumbai. Even in well-intentioned efforts, such as those where experts are commissioned for the development of apartments, many of the root causes maintaining “the slum problem” go unaddressed. When root causes like community divisions, vulnerability, and corruption are ignored in the common top-down approaches used by the government, the success and sustainability of slum improvement processes are threatened, as is the wellbeing of the slum's inhabitants. Research shows that solutions with an emphasis on empowering vulnerable populations can and do work. When carefully conducted, these bottom-up interventions are the best solutions for slum improvement in India.

Historical Context of Mumbai's Slums

The history of Mumbai's slums has been determined by political and economic factors at all levels, with a multitude of local, state, and national developments exacerbating their growth.

The initial proliferation of slum settlements can be largely attributed to the rise and fall of the textile industry. As this industry grew in Mumbai in the nineteenth and twentieth centuries, so did its demand for labor, which migrants from across Maharashtra and other Indian states came to fill in great numbers. Many found a new start in the textile mills, but one problem quickly became clear: despite the surplus of jobs, little housing existed to support the population growth they inspired. Workers lived in *chawls* and other low-cost rental housing either on the premises of the mills or in nearby areas. Although the life afforded by mill work was not one of prosperity, it was better than complete poverty, and the attraction of this upward mobility drew thousands to Mumbai. When the population outgrew the extant arrangement, unofficial settlements began to multiply. The problem grew immensely in just a decade because of little government intervention in the housing shortage; by 1961, the slum population of Mumbai had gone from unnoticeable to around 500,000 people. In ten more years, this number nearly quadrupled. In the early 1980s, approximately eight million people were living in slums (Weinstein 2013, 296–97). This can be attributed to a host of causes—rising rent prices, unemployment, weakening unions, and various government policies, to name a few—and the situation was exacerbated by sovereignty-building slum clearance efforts and the mill redevelopment schemes that began in this decade.

In the 1980s, private and governmental land owners shifted their focus from what they produced to the value of the land on which their factories sat. Influenced by a cement shortage in 1978 and measures taken by Maharashtra Chief Minister Antulay, land and building values in Mumbai increased by a shocking 800% in just three years (Singh 2013). Additionally, Nijman notes that “[in] the mid-1980s, national economic policies were revised... to facilitate a shift from a quasi-socialist... and highly regulated economy towards a free-market regime” (2008, 74). With these rising values in central and southern Mumbai, the textile industry now had to compete with the real estate industry. Private mill owners wanted to cash in on the new development, and the government was interested as well; some activist sources claim that the government began its plan for a “spatial restructuring of Mumbai” as soon as 1980 (Whitehead 2008, 269). Mill owners then took steps to devalue their mills by outsourcing work to Bangladesh or other Indian states through contracts. With this contracted labor came job losses that furthered the concern of workers already suffering unfair treatment from mill owners. The two-year Bombay Textile Strike was the tragic result, and though well-intentioned, this strike effectively doomed Mumbai’s textile industry and its frustrated employees. By the resolution of their protest, they had won nothing, and sixty mills closed as a direct result (Whitehead 2008, 273). More mills closed as private and governmental land owners acknowledged the shifting industrial focus and the potential for immense profit from this new development. Whitehead sums up Mumbai’s transition into the contemporary sphere, saying that it “has involved changes from a predominantly fordist city dominated by large-scale manufacturing to one that may be moving towards a property-based regime of accumulation” (2008, 269).

Unemployment and mill closings may have left the mills themselves empty, but the surrounding slum settlements remained and grew. People had nowhere else to go, and no money to go elsewhere, as rising real estate values led to increased rents. Where slums had once been the result of a housing shortage, they soon came to indicate a problem of wealth inequality as well: the rich were getting richer from real estate at the expense of the poor, who sank further into poverty. Some slums got so large that they became unshakable in terms of redevelopment. For example, the size of one of India’s largest slums, Dharavi, earned it the title of “megaslum.” Though its land is incredibly valuable—scholar David Harvey writes that it is ““estimated to be worth around \$2 billion”” (quoted in Weinstein 2013, 289)—Dharavi’s size and high population have made slum improvement efforts impossible. Megaslums like Dharavi are able to resist many of the negative efforts at improvement due to their scale and diversity of population, but this is not the case for most slums. Despite more than fifty years of slum clearance, demolition, resettlement, and redevelopment, the slum population of Mumbai in 2001 was estimated to be around twelve million people (Weinstein 2013, 297). More recent estimates place the slum population at nearly 70% of

Mumbai's population of fifteen million, an increase of over four million people in the city's slums in less than a decade (Whitehead 2008, 279).

Trends and Attitudes Related to Slums

A number of issues are common across the slum communities in India. Most lack a central space for community members to meet. Even when participatory governments that would, in theory, be more responsive to the problems of slum dwellers are set up, they often lead to class bullying (Chattopadhyay 2015, 29). Members of higher classes show up to public forums and shut the urban poor out of the discussion, making the problems faced in middle- and higher-class communities the focus instead of those faced by the slums. This keeps slum dwellers' voices and ideas from being heard and discourages their efforts to participate in a more communal form of governance in the future. Slum communities and the people within them also tend to lack financial credibility in the eyes of banks and the government. They often have very little savings and no credit, which keeps officials from recognizing them as legitimate. Many banks will not approve them for loans or bank accounts that would allow them to grow and make improvements in their homes and settlements.

Along with lacking financial credibility and central meeting spaces, slum communities' lack of accurate census data and maps contributes to the government's view of their illegitimacy. In many cases, governments use this to refuse assistance or to provide services to the slums due to there being no knowledge of the settlement size, population, or other important factors. Government disapproval of slums is also tied to unsafe housing and lack of sanitation. Although these issues are more commonly used as an excuse to conduct slum clearances or demolitions, they are valid problems that threaten the wellbeing, dignity, and quality of life of the slum dwellers.

Some issues faced by slum communities are not as obvious. Gender inequality, class prejudice, and communal divisions are, to name a few, problems embedded in society that affect the slums. Many humanitarian efforts made by NGOs and other organizations have focused on the empowerment of poor women. It has been proven that when humanitarian organizations put energy into female empowerment, the improvements seen by the community are sustainable and can last across generations (Reid and Shams 2013, 612). Uplifting this demographic helps to address poverty, violence, public health, and a host of other issues. Another particularly tricky issue slum dwellers face is the prejudice other classes have toward them. One such belief is that slum dwellers need the help of experts to fix their problems because they often lack education. This supports the idea that sending experts into settlements to dictate solutions to inhabitants is the only fix, despite how costly and frequently unsuccessful it is. Another stereotype of the slums is that they are beds of crime. Although crime and violence are problems in the slums, their prevalence does not reflect the nature of the people there. This prejudice against slum dwellers contributes to the poor relationship between the people in the settlements and those working in law enforcement. A number of these issues also nurture religious or political divisions in communities. These divisions keep settlements from uniting to make decisions, share ideas, and push for progress.

Historically popular methods of slum improvement have often ignored most of these issues, addressing a slum settlement cosmetically without regard for the people inhabiting it. Communities have been and continue to be razed in the name of upgrading the land to a higher use. In some cases, as previously noted, commercial high rises, expensive apartments, and shopping malls popped up in place of the slums (Whitehead 2008, 269). In many others, the government stopped after demolishing the slum, making no effort to improve or redevelop the land they had cleared exclusively for that purpose, and neglecting to fairly resettle those they displaced (Weinstein 2013, 290). At best, slum dwellers could hope for in-situ redevelopment¹ that portioned off much of their land to corporations. At worst, they were removed from homes with no assistance for the future or

¹ In-situ redevelopment is when a slum is redeveloped on the site it currently exists on.

given expensive, impractical resettlement options on the periphery of the city. The growth of the megaslum Dharavi is, in fact, attributed to the use of such resettlement practices: “As Bombay grew, Dharavi became its dumping ground. It was first an illegal garbage dump.... Eventually Dharavi became a human dumping ground, as Bombay’s unwanted populations of labor migrants, refugees, and others with insecure land rights were discarded here through waves of resettlements and slum clearance campaigns” (Weinstein 2014, 25). These resettlement options frequently move people from areas close to their places of work and shops to areas that lack basic physical structures, water, and electricity—and all at a cost to the slum dwellers. This broad, neglectful scope of government-imposed slum improvement efforts suggests an impatience and carelessness that are entirely dysfunctional in the creation of sustainable solutions. Their methods are top-down approaches, which attempt to apply a one-size-fits-all toolkit to slums without acknowledging that the problems they want to resolve appear in a multitude of sizes and with a variety of contributing factors. With the slum population rising despite decades of government intervention, it is obvious that the government’s method is not working.

One reason for this failure is that there are issues at the local level that go unaddressed when a solution is proposed by someone not of that community. Slum dwellers and people working in their communities realize this. Meenakshi, the political representative of a slum community in Delhi interviewed in Dasgupta’s *Capital*, argues, ““You can’t run a city if you live in a mansion. A city is run by people who live in huts and slums. Rickshaw drivers, vegetable vendors, cobblers, construction workers, other working people: these are the people who run any city”” (quoted in Dasgupta 2014, 237).

History of Slum Improvement Efforts

Slum demolition was common in the 1950s and 1960s, although the human rights issue was apparent to many (Whitehead 2008, 278). The local state sought to gain control over urban spaces being manipulated by organized crime units and decided to do so by breaking up the slums. What this effectively did, however, was further disparage an already vulnerable population. Slum dwellers were evicted and often resettled onto worse land with no housing structures. This attitude resurged in the 1970s with gusto, as Indira Gandhi instated what is known as the Emergency and focused efforts on gaining control of the cities (Weinstein 2013, 298). Brutal slum demolitions, clearance, and resettlement were carried out to strengthen the state. One such resettlement effort evicted people from a Janata slum during monsoon season and moved them to smaller sites with no existing structures. Because slum-dwellers did not have enough time to construct substantial shelters, conditions at the new site were abysmal. According to Shirish Patel, an urban planner who witnessed the demolition, ““There were no civic amenities. Disease was rampant, and several children and old people died in that first monsoon”” (quoted in Weinstein 2013, 299). State policy toward the poor began to take a tone of “class cleansing,” in which slum dwellers and ex-textile workers were removed from the central region of Mumbai to create a space for economic development (Whitehead 2008, 278). A pattern of abusing the vulnerable in the name of “communicating state sovereignty rather than accomplishing particular developmental objectives” became obvious (Weinstein 2013, 298).

Slum improvement schemes of the 1980s continued to displace mill workers and slum communities to build commercial high-rises and apartments that the former occupants of the land could not afford. In 1991, the government worked with housing activists to create legislation known as the Development Control Regulations (Whitehead 2008, 274). This legislation made specific requests of redeveloping land owners, requests that protected the public’s access to affordable housing and civic amenities. However, this protection did not last; the rising potential rent of the land versus the stagnant actual ground rent being collected gave land owners and government great incentive to push back on this legislation. To the detriment of slum dwellers, the rules in the

Development Control Regulations were rewritten, and land owners were no longer required to give up land for affordable housing (Whitehead 2008, 275).

In the last twenty years, there has been a revival of the Emergency-era slum demolition urgency that now disguises itself more carefully as humanitarian redevelopment schemes. The state once again recognizes the slums as a financial drain and developmental problem, but not as an issue of human rights. On this topic, the 2004 Chief Minister of Maharashtra had the following to say: “The proliferation of slums throughout the city has created obstacles for development... [and] many people will be inconvenienced and will have to make sacrifices if the city is to develop” (quoted in Weinstein 2013, 287). To argue that slum dwellers must make sacrifices for state development constitutes an ignorance of the sacrifices already made by those living in these unofficial settlements. Many have been moved from one slum to another by resettlement efforts and are hard pressed to send their kids to school or to have access to employment. In Delhi, slum dwellers are given basic necessities like water, electricity, and ration cards because officials see them as a way to create loyalty and manipulate the “vote banks” of the slums (Dasgupta 2014, 237). If the city is to develop, it must address its slum problem directly within communities as a humanitarian crisis rather than enacting constant cosmetic upgrade through clearances, demolitions, and resettlements. A woman named Meenakshi working for a slum community in Delhi describes the common progression of the slum situation in this passage:

[The slum dwellers] built huts for themselves under the government’s eyes and the government said nothing. But then the government thought: “They are dirty people, they don’t look nice in our city.” The city had grown, the areas where they were living were no longer on the periphery, and the government wanted to profit from that land. So they came to those people and told them they were illegal and they had to go. (quoted in Dasgupta 2014, 237)

This concisely delivered passage highlights the injustice suffered by slum dwellers at the hand of cosmetic, non-sustainable “upgrades” like slum demolitions, resettlement, and redevelopment, which cause them to sacrifice a great deal already. In an increasingly neoliberal India, where officials are eager to see Mumbai become a center of commerce, sustainable solutions and mutually beneficial processes are often overlooked in favor of efficiency. The slum improvement schemes following this thought process disparage an already incredibly underprivileged group of people and exacerbate the slum problem rather than address it.

Interventions: Improvement Efforts and Case Studies

In this section, improvement efforts are evaluated through an examination of case studies. Some efforts repeat the mistakes of past decades by relying on top-down methods of slum demolition, resettlement, and redevelopment, and thus do not create sustainable, positive change for slum dwellers. These are categorized as negative improvement efforts. However, other recent slum improvement efforts relying on bottom-up methods have created sustainable, positive change for slum dwellers and are thereby categorized as positive improvement efforts.

The Bad and the Ugly: Negative Improvement Efforts

Before discussing efforts to improve or address slum conditions, it is important to understand the actual people living in these settlements today. According to Deshpande, Mumbai’s typical slum dweller fits some, if not all, of the following characteristics:

“Most are first and second generation migrants, mostly from Maharashtra. The reason to migrate to the city was economic, to find work. Most heads of households are wage workers

in small factories or are daily wage workers; some are self-employed; very few hold formal sector jobs; many face job insecurity. Most work in close proximity to the slum: 66% of men and 90% of women walk to work. The average household income per month is 3500 rupees. About 85% of households report that they 'own' their dwelling even though they do not hold a title. About 75% of all slums consist of one room and cover an average total area of 200 square feet. In most slums there are 75-246 persons per public toilet." (quoted in Nijman 2008, 76)

In other words, slum dwellers tend to be migrants working low-income jobs. They live close to their place of work and often believe, despite the lack of paperwork, that they own their home. These homes are incredibly cramped, and the issue of access to sanitation is immediately relevant. In Dasgupta's *Capital*, a community member named Jahanara tells of similarly situated slum dwellers in Delhi: "[they] can either spend their days fighting for water or they can do their daily work and earn some money for their families" (2014, 245). The above facts are a glaring, important reminder of the true nature of slum dwellers' day-to-day lives. The importance of slum location is underscored above by the prevalence of people who walk to work from the slums and their low incomes, which would make regular transportation from a different location difficult. Slum dwellers are not purposeful encroachers, but rather members of an unaware urban poor who believe that their small dwellings are legal because of government efforts and, at times, conniving land developers (Zerah 2007, 124–25). When a redevelopment scheme threatens to move the slum or raze it without any assistance, it becomes clear that what contemporary slum improvement efforts emphasize most is the ultimate vulnerability of slum dwellers.

This vulnerability is emphasized in the case of the disastrous resettlement of slum dwellers occupying an edge of Sanjay Gandhi National Park. Green spaces, or natural areas, are very important in the city because of their ability to clean the air of pollution linked to industry and dense populations. In Mumbai, with its rampant and exponential growth over recent decades, green spaces are in rapid decline and increasingly meager supply. Looking for a cheap location among the city's expensive real estate, some industrial and commercial developments began to take up space on the edges of the park. As this encroachment led to felled trees and violated green spaces, a decline in the health of the valuable ecosystems populating the park was quickly noticed. Along with this encroachment came some local agents, who looked to the swelling population unable to afford rent in formal housing settlements. In a rather devious grab at profits, these agents sold land illegally to the urban poor under the guise of legal ownership. At times, they even provided the slum dwellers with fake deeds to the land they had bought (Zerah 2007, 245). Unlike the businesses and agents moving onto park land, slum dwellers had no idea that their settlement was illegal; some had lived there for generations.

An environmental group of middle-class distinction brought the issue to court claiming concern about the impact of this settlement. Rather than acknowledging that the high impact industrial and commercial constructions caused much of the problem, they argued that "the poor encroachers were mostly responsible for the degradation of the park" (Zerah 2007, 123). Employing professional middle- to upper-class Indians, many of whom had government positions and a bias regarding the urban poor, in committees to discuss the complexities of the case, the court based its judgment largely on their decisions. Although these groups were able to speak freely, slum dwellers were excluded from the process. Zerah notes that "slum dwellers could put forward their demand only through a redressal grievance committee and they could not approach the high court or any other bench" (2007, 130). Despite the efforts of nongovernmental organizations (NGOs), the court settled on a resettlement scheme for only those having lived in the park prior to 1995. Nearly half of the slum dwellers in Sanjay Gandhi National Park did not meet this qualification, and their homes were scheduled for demolition without the provision of new dwellings or any form of assistance. Those being resettled did not have it much better; they would be forced to pay fees for the minimal services being provided to them and a relocation of nearly thirty miles from their places of work.

Having once lived in Mumbai, these people would be relocated to a rural area on the outskirts of town with limited access to reasonable transportation to take them into the city. No negotiations were conducted with the existing population of the resettlement site, who did not approve of the move. To make matters worse, demolitions of the slum began before the court even made a ruling on the case.

In response, many slum dwellers rejected the court's plan, deciding to move to a different slum or a closer location on the periphery of Mumbai. Sadly, this redevelopment scheme is representative of many that have occurred since the 1990s. Some are more violent, with immediate eviction of slum dwellers from a location and the destruction of their homes. Although the programs are conducted in the name of redevelopment, the land from which slum dwellers are removed often remains untouched by new construction or development—to the point that sometimes the slum is reconstructed in the same spot (Weinstein 2013, 290). Slum dwellers are often given little to no say in the processes that change their communities, which leads to the failure or rejection of many projects. The Society for the Promotion of Area Resource Centers (SPARC) criticizes this approach:

Until very recently there were no examples of successful large-scale resettlement in cities. Whenever municipalities wanted a piece of land, they simply evicted all the poor families living there. Even in the few cases when the municipality did provide alternate land, the poor were just dumped in places far from the city with hardly any provisions for water, infrastructure or jobs. Invariably, these poor communities were forced to come back to the city and build a shack in a new slum or pavement. It was a history of complete failure. (2014)

The overwhelming lack of success in government-led redevelopment schemes speaks to the ineffectiveness of this top-down approach.

Since changes to economic policy in the 1980s, India proceeds down an increasingly neoliberal path. One impact of this is the decentralization of governance, in which the place of decision-making shifts from the central national or state government to local governments with the intent of enhancing the efficiency of a government and making it more responsive to the needs of its people. When a government decentralizes, “Active citizen involvement and voice in the formulation and implementation of public policies through local democratic forums demand accountability and responsiveness from the local politicians [and] officials” (Chattopadhyay 2015, 24). When people are able to participate in these processes, they are not only empowered, but encouraged to return and continue to participate. Although this seems positive through its movement of power from big government to local governments, corruption blossoms in many cases. Often, the higher one's socio-economic status is, the louder one's voice and the greater the bargaining power, enabling the higher classes to bully the lower classes. In contrast, the urban poor often struggle to participate “due to their illiteracy [and] lack of information and confidence” and therefore tend to “rely on vertical patronage and approach different intermediaries for obtaining access to institutions and meeting their demands” (Chattopadhyay 2015, 25). Due to a lack of education and confidence, the urban poor are rendered vulnerable and have little choice but to be at the mercy of the higher classes. This consequence of participatory governance is a step backwards in the pursuit of a resolution to the slum problem. It wears on the sustainability of solutions as well as the ability of slum dwellers to communicate their problems and hold the government accountable for applying functional resolutions. Communities moving toward participatory governance must do so carefully to create a necessary “balance of power” between all inhabitants (Chattopadhyay 2015, 25). Thus, participatory governance is a step in the right direction, but not a panacea.

The Good: Positive Efforts at Improvement

A recurring feature of successful slum improvement schemes and programs that address the poverty of the global south is their tendency toward a bottom-up structure.² This places responsibility for much of the work on the communities themselves, with NGOs and other organizations stepping in to foster healthier, mutually beneficial connections between the poor and the government. Innovative solutions that directly address local problems do not come from foreign sources, but from the minds of the people coping with those problems daily. Numerous studies show that “successful development strategies demand active participation of local communities and will otherwise fail for lack of local knowledge” (Nijman 2008, 78). Any people or organizations looking to create positive change in these communities must resist the idea that they, as an outsider, create anything. Instead, the main focus should be on facilitating opportunities for slum dwellers to create positive, sustainable change for themselves and their communities.

A practicality to such bottom-up approaches is shown by the success of a Slum Rehabilitation Society (SRS) slum improvement scheme in southern Mumbai.³ The slums in Ganesh Nagar D (GND) are similar to other slums in Mumbai. Their inhabitants are often former mill workers, the settlement is close to transportation, and it has a high density of people in a small space: in this case, two thousand people in a space about two-thirds the size of a soccer field (Nijman 2008, 78). All or most of the people in the slum are Dalit, members of the former Untouchable class of the legally-but-not-culturally defunct caste system. Despite its commonalities with other slums in Mumbai, the slum being improved in Ganesh Nagar D was separated from others by its close-knit community orientation and “history of togetherness” (Nijman 2008, 80). The improvement scheme’s success depended on the strong community as well as the dedicated involvement of the SRS. Rather than bringing in professionals or advocating for slum dwellers, the organization helped GND’s people set up a housing co-op, which advocated for the slum dwellers. When the land’s low value was unable to attract investors or developers, as is frequently the case in Mumbai, the GND housing co-op took on the role of being the community’s own developer. Slum dwellers gathered money within the settlement to help fund the redevelopment and decided to reach out for aid when they reached their financial limits. With the SRS acting as a middleman to facilitate communication, the slum dwellers enlisted the help of a private bank and an international organization called Cordaid (Nijman 2008, 82). Once all funds were acquired, the community also brought in a professional contractor and architect to direct the gradual demolition and reconstruction of an apartment complex. At the end of the process, slum families each had their own home with their own toilets and much more space, along with access to electricity, water, and sewage systems. Although the role of the NGO was particularly large and some professional help was necessary, this case of bottom-up slum improvement shows that the method works drastically better than top-down strategies. By involving slum dwellers in the redevelopment process as partners in development, the slum improvement scheme was able to respond more directly to the community’s needs.

The SRS, though utilizing a brilliant strategy, is a relatively small NGO that lacks the ability to operate on a large scale across India. Working off of their model and those of other productive organizations having a positive impact, the Society for the Promotion of Area Resource Centers (SPARC) was established. SPARC is an NGO focused on creating local, sustainable solutions to the issues faced by slum communities and the urban poor. This organization is allied

² For more on these efforts, refer to *Ending Poverty in South Asia: Ideas that Work* by Deepa Narayan and Elena Glinskaya.

³ The Slum Rehabilitation Society is an NGO not to be confused with its acronymic twin, the Slum Redevelopment Scheme, which is a government program. To avoid confusion, all mentions of the SRS in this paper will refer to the NGO.

with two other NGOs (the National Slum Dwellers Federation [NSDF] and Mahila Milan, a women's empowerment group) in an NGO super-group that they call the Alliance.

The Alliance conducts bottom-up methods of slum improvement that create sustainable solutions by addressing the problems faced by the people living in slum communities. Their methodology involves establishing Area Resource Centers (ARCs), fostering savings and credit programs, encouraging slum dwellers to engage in data collection and peer exchange programs, hosting housing and sanitation exhibitions, opening a productive dialogue between government officials and slum dwellers, and partnering with governmental and educational institutions in response to the issues prevalent in these settlements.

SPARC's ARCs create a central public space for slum communities and storage space for records and savings (SPARC 2014). Gradually these spaces can help foster a sense of community as people meet to discuss local problems or simply get together. These spaces can be particularly beneficial for women as they provide a space to meet outside of the home and away from their husbands. In this way, women are better able to address problems like domestic violence or rape, and to empower each other through this new ability to communicate honestly and directly. Women's empowerment is a specific focus of the Alliance partner Mahila Milan, an NGO that contributes an incredibly useful system of local banking to the SPARC framework. Run entirely by women, this system helps build up the financial credibility of individual slum dwellers and slum communities on the whole by building savings and credit. To start, one woman acting as a Mahila Milan leader walks her settlement daily to gather a few rupees from several families in the neighborhood (SPARC 2014). Once the savings are accrued, the set-up begins to resemble a bank, creating savings accounts and loaning money when needed. However, there are no savings requirements or fixed repayment schedules—arrangements that have limited slum dwellers' abilities to maintain good standing with formal banking systems (SPARC 2014). Given that the money gathering will always be conducted by the same woman, she becomes familiar with the lives and needs of families in her community, and she can easily judge what is needed by those who ask for loans. While empowering women and giving them the skills and confidence to be leaders, Mahila Milan's local banking system also empowers the community and creates financial credibility for the slums in formal financial sectors.

Financial credibility helps the slums to become legitimate in the eyes of the government, but more is necessary for officials to provide assistance with services like water and electricity. Many slum settlements are not included on official maps, and although censuses have been attempted, none have been comprehensive as of yet. The process of finding professionals and conducting such surveys is time-consuming and expensive, and the information collected does not age well because it is not easily maintained at a state or national scale. The Alliance's solution to this problem is to encourage slum dwellers to gather data and map their own communities. Through self-conducting these processes, community members gain a greater understanding of the conditions of their lives, can identify where problem-solving needs to be applied, and can utilize their new information to negotiate land claims and assistance requests with government authorities (SPARC 2014). The success of this technique has resulted in the formation of partnerships between slum communities and government authorities. This provides the direct benefit of positive development in slums on top of the indirect benefits of empowerment and challenging stereotypes.

Following their self-help approach to data collection, SPARC advocates a self-help approach to housing and sanitation problems. Through housing exhibitions and peer exchanges, SPARC provides a platform for slum dwellers to learn about designing, financing, and building affordable construction and to communicate their ideas with one another (SPARC 2014). Communities come together to showcase their housing and toilet designs in life-size models, and the events even attract professionals and government officials. This demystification of housing construction is key to providing affordable solutions as professionals are both costly and not well-versed in the community dynamics or materials readily available to slum inhabitants. For example, a professional may design an apartment complex with a community living space, but forget to

acknowledge that the slum settlement has distinct religious groups (Dasgupta 2014, 238). This living arrangement is not sustainable because each group will want the space for its own purposes. As developers, community members are able to use local knowledge to avoid further problems. They also know the intricacies of their financial capabilities and can communicate ideas more easily with the community; as neighbors, they do not need to work as hard as a stranger would to be trusted or understood.

A similar sort of communication is fostered on a smaller scale through SPARC's peer exchange program. Arguing that "the poor learn best from the poor," the Alliance has facilitated the exchange of community leaders between slums in different cities, states, and countries to combat the idea that slum dwellers are incapable and require the assistance of experts (SPARC 2014). In another community's settlement, the individual learns about how different people are addressing problems on a local scale. They may have experience in dealing with some of the community's issues and be able to provide guidance in navigating toward a resolution. In addition, they can also learn reliable methods for solving problems faced by their home communities. Because of this diverse communication, support networks arise between settlements whose members realize that they are not alone in their struggles. Solutions that work travel around organically without the intervention of government officials or professionals, remaining sustainable due to the constant exchange of ideas that keeps improvement efforts fresh.

Fostering healthy avenues of communication with relevant authorities is another part of SPARC's methodology. Although communities are capable of much, government involvement can be helpful. Rather than entering a community and dictating solutions to them, government can provide assistance through, for example, the provision of water, electricity, and ration cards. SPARC thus facilitates this communication in a number of ways and to meet a number of ends; for example, professionals team up with slum dwellers to conduct censuses, and officials come to design exhibitions to learn affordable solutions from slum dwellers. Much of this strategy relies on getting officials and professionals to take slum dwellers seriously as partners in development rather than just as dithering people occupying valuable space.

One example of how people have succeeded in fostering these healthy connections with authorities involves the police. The slums are notorious for heightened levels of crime and violence. Although slum dwellers are allotted more of the blame for this than they deserve, "gang" activity related to political campaigning and distrust between the police and slum dwellers also contribute to violence and cause hesitation in people who may otherwise report crimes (Weinstein 2013, 304; Dasgupta 2014, 249; SPARC 2014). Police *panchayats* have been developed in one slum as its inhabitants sought to address issues of crime, violence, and distrust in their community.

A *panchayat* consists of seven local women, three local men, and one police officer—a set-up that increases slum dwellers' comfort in reporting and confronting issues while also encouraging a healthy partnership with law enforcement. Domestic violence and rape are particularly prevalent problems in slum settlements, and ones that often go unreported or unaddressed. With a majority of women making up the *panchayats*, local women are able to report more and see more justice occur on their behalf. Additionally, the local familiarity of community members in the *panchayat* enables them to more effectively address problems of theft and communal violence; rather than coming into a settlement with no knowledge of its internal dynamics, the people in the *panchayat* live where they work. Gradually, this system helps both slum dwellers and the police officers to see one another differently. Police get to know people and can see firsthand what factors exacerbate crime and violence in the settlement. As a testament to the success of this strategy, Mumbai's police commissioner advocates for the *panchayats* as "an effective and humane way of preventing crime in slums" (quoted in SPARC 2014).

Despite the multitude of positives about SPARC's slum improvement strategy, some noticeable gaps in their process exist. In settlements with deep religious divisions, the community-building approaches may be inadequate. A government-led resettlement effort moving people from the banks of the Yamuna River in Delhi called for apartments with limited common spaces,

neglecting the fact that the various religious groups in the population would almost certainly fight over these (Dasgupta 2014, 239). The language in SPARC's proposed plan seems to overlook the potential difficulty in forming community bonds where they either do not exist or are excessively strained. Another unclear point with SPARC is its ability to provide affordable housing. Part of its work is done in partnership with the government to assist with creating sustainable solutions, and one of their larger efforts to date has been their work with the Mumbai Urban Transport Project (MUTP). When some slum dwellers were relocated to beautiful new apartments on legal land, it seemed like a dream come true. Water, electricity, a private bathroom, and other formerly unknown amenities were available in the new homes, and officials eagerly termed the project a success (Modi 2011, 402). However, "[a]fter relocation, it was reported that several families below the poverty line rented or sold their houses... and moved back to the slums as they were unable to pay the society charges, electricity bills, and property assessment tax" (Modi 2011, 402). This solution, though a great improvement in living conditions for slum dwellers, was not sustainable. (It, however, warrants noting that this did not deter impoverished slum dwellers from the process and that many of them considered it a grand success by its end.) Inconsistencies like those in the above processes are a weakness that may sink otherwise positive efforts at slum improvement. SPARC must direct more specific attention to issues abstracted from its traditional outline if they desire to facilitate lasting change.

Conclusion

Much of India has changed since the booming textile mills dominated Mumbai's economy, yet the only substantial change in the governmental approach to the slum problem is the terminology describing their actions. The slums continue to grow as ineffective solutions move people from settlement to settlement or place them in unsustainable or unaffordable living situations. Violent slum clearances reminiscent of decades past are still common practice, as are unjust demolitions, resettlements, and redevelopments. Many, from all classes, want to see Mumbai become a world-class city (Weinstein 2013, 287). One must ask, though, for whom this city will become world-class and is it truly world-class if the benefits do not extend to everyone? In a 2004 campaign, Indian Prime Minister Manmohan Singh said, "'Mumbai will become a talking point... I believe we can become number one through modernization, expansion, and development and make Mumbai the number one city in our country'" (quoted in Weinstein 2013, 301). Although his use of "we" and "our" implies collective ownership of these processes and their benefits, government actions displacing the urban poor say otherwise. This modernization, expansion, and development must extend to the slums if the Mumbai of Singh's dreams is to be realized. This does not imply some professional application of improvement methods, but rather that the necessary technology, land, and funding should be afforded to slums as possible and as requested.

Bottom-up slum improvement methods, though complicated by a number of factors, have great potential to create sustainable solutions for the problems in slum communities. NGOs like SPARC and its Alliance partners have devised a great framework for enabling settlements to conduct these improvement processes. By establishing ARCs, fostering savings and credit programs, encouraging slum dwellers to engage in data collection and peer exchange programs, hosting housing and sanitation exhibitions, opening a productive dialogue between government officials and slum dwellers, as well as partnering with governmental and educational institutions, the Alliance empowers slum dwellers to respond to issues both inside and outside their settlements. Without government cooperation and some sort of funding, which has been given by the World Bank and other international groups in some efforts, this methodology cannot work (SPARC 2014; Nijman 2008, 84). Given the complete or increased success of carefully conducted bottom-up improvement efforts directed at slums and poverty in the Global South, the government must recognize the necessity of this method. They must take strides to move away from the use of ineffective slum improvement methods.

Members of higher classes often seem to want to keep the slums vulnerable; to such members of the upper classes, slum dwellers are sources of cheap labor, a manipulable surplus, and a cluster of vote banks. In discussing slum populations, Dasgupta explained that, in Delhi “it seemed to be not so much a financial strategy as a class lesson: people like you have no claims to comfort and safety, you are not people to us, you are on the outside of this story and you may never come in” (2014, 276). This perspective is detrimental to long-term objectives of modernization, expansion, and development, and slum dwellers must instead be trusted as valuable partners in improvement schemes. For a sustainable future of success and growth in Mumbai, the slums must be seen as a humanitarian problem rather than a cosmetic one. Improvements must extend through impoverished communities using bottom-up efforts that welcome slum dwellers into the story of the city if the conflicts of its plot are ever to arrive at a resolution.

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Locke's Revolution: John Locke and the American Revolution

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Category One

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This paper was written as the cumulative assignment for U.S. History During the Revolution (HIST 311). Students were asked to focus on a topic of their choice relating to the American Revolution. With his background in political theory, Joshua decided to write a comparative analysis of the writings of John Locke and popular writings from the Revolutionary period. This analysis attempts to convey the overall influence that John Locke's writing had on rhetoric and thought during the American Revolution.

The American Revolution is often referred to as a fight for independence from a tyrannical and monarchical government. Independence enabled the colonies to cease reliance upon Great Britain and form an independent nation with a government derived from the people for the people. Historians debate, however, what the main incentive for independence was. Whether the underlying push for independence was related to economics or politics, it is clear that the revolutionary thinkers often cited the latter to justify their push towards independence, and the most prominent of political thinkers often cited by the revolutionaries was John Locke. The theories of Locke provided a logical argument for the Founding Fathers that could be easily publicized and appeal to the common man. Evidence of this influence can be found in popular pamphlets of the time and such significant documents as *Common Sense* and the Declaration of Independence. Although he did not always get the credit he deserved, the theories of John Locke were utilized to push the colonies towards independence and the foundations of a government constrained by the will of the people.

Lockean Theory

The majority of writings regarding John Locke during the period prior to the American Revolution reference two main concepts in his *The Second Treatise of Government*: 1.) the power of the government and 2.) the liberty of the people who formed said government. According to Lockean theory, the basis of society is structured upon a state of nature, in which all men are equal and no legitimate authority above them exists.¹ According to Locke, all men remain in this state

¹ John Locke, *The Second Treatise of Government*, ed. Thomas Peardon (New York: The Liberal Arts Press, 1954), 4.

until they form a special pact, or doctrine, amongst themselves to establish a higher authority or government.² This doctrine only applies to the men who were in compliance with its terms, and, therefore, the government it creates only possesses authority over those who agreed to its conception and the laws through which it operates.³ Locke also notes that the government is subject to being dissolved if it no longer serves the purposes of the people who conceived it.⁴ It is also noted in Locke's *First Treatise* and later summarized in *The Second Treatise* that no government can claim power over others through divine right. The first children of God, Adam and Eve, did not receive such authority and therefore any descendant claiming that authority is illegitimate.⁵

Per Locke, this validation of a government is constrained by the will of the people who initially form it. This idea of consent forms the second major component of Lockean theory utilized by the promoters of American independence, often referred to as the liberty of the people. The concept is centralized around the individual's right to property.⁶ Any object that a man removes from the aforementioned state of nature, as long as it is within his own means of consumption, is considered his property.⁷ The right to property of every individual signifies that the government derived from these people does not have the authority to remove property from them without their consent.⁸ In this sense, the government is not allowed to tax people as taxation can often lead to the removal of property from the individual.

The two concepts presented by Locke determine a government to be a necessity of a civilized society, formed and controlled at the discretion of the people who sought to remove themselves from the state of nature. The will of the people would legitimize the power of the government while the government would legitimize the liberty of the people. In this sense, an even balance of liberty and power exists in the nation described by Locke.

Various Discourses

Locke's rhetoric is commonly used when discussing the American Revolution and the thoughts that characterized the movement towards independence. Many of the Founding Fathers either directly quoted or paraphrased the ideology of Locke when attempting to appeal broadly to the people of the American colonies. The phrasing and logic of Locke is quite evident in writings such as *Common Sense* by Thomas Paine, the Declaration of Independence, and many pamphlets written during the time period. In fact, according to Donald Lutz, Locke was cited more than any other author during the 1760s and 1770s.⁹ In the 1950s, historian Brand Blanshard argued, in regard to Locke, "the patriots quoted him with as much reverence as communists quote Marx today."¹⁰ All of these writings not only invoked those of Locke, but they popularized his rhetoric and appealed to the masses, in turn generating support for the idea that the colonies become independent from Great Britain.

According to Tuckness, one very prominent text during the revolution was *The Rights of the British Colonies* by James Otis, who is often credited with popularizing the writings of Locke in the American colonies. In his writings, Otis focused on the legitimacy of the government, stating

² Ibid., 7–11.

³ Ibid., 75.

⁴ Ibid., 119.

⁵ Ibid., 3–4.

⁶ Ibid., 17.

⁷ Ibid., 18.

⁸ Ibid., 79–80.

⁹ Alex Tuckness, "Discourses of Resistance in the American Revolution," *Journal of History of Ideas* 64, no. 4 (2003): 549.

¹⁰ Brand Blanshard, "Can the Philosopher Influence Social Change?," *Journal of Philosophy* 51, no. 24 (1954): 742.

that a monarchy will eventually lead to slavery.¹¹ This idea correlates back to Locke's *First Treatise* and the refutation of divine right as a legitimate claim to power. Otis also focused on the idea of dissolving a government that no longer works in the favor of the people who originally conceived it.

Another prominent use of Lockean theory occurs in John Dickinson's *Letters from a Farmer*; in this piece, which is quoted in *The Unvarnished Doctrine*, Dickinson writes, "What property have they in that which another may, by right, take when he pleases to himself?"¹² Dickinson is borrowing the aforementioned idea of property and consent from Locke. The colonists would seize this particular thought and apply it to their current condition following the passage of British economic policies in the 1760s and 1770s. This financial policy often involved taxes that crippled many of the lower-class colonists and drove them into debt. As a result, many of these colonists would have to give up their property as means to avoid jail; therefore, the British Parliament was essentially removing the property from the colonists without their representation related to the correct tax. There is often a misconception that the colonists did not want to pay taxes and rebelled as a result. However, this is simplistic thinking. The colonies felt they had a right to control how they were taxed through Parliament and argued they were not properly represented in that matter. Locke facilitated the ideas that reinforced the colonists' conception that a government constrained by the people was prohibited from revoking property without consent.

Colonists also used Locke's theory about the state of nature as means to justify their natural rights. The first of two prominent arguments to arise from this belief included the idea that, as the British colonists settled the Americas, they were settling back into the "state of nature" and therefore had the authority to establish their own government through their own contract.¹³ This would then legitimize the colonists' complaints about their local governments being given unfair amounts of attention in the British government, for only the colonists' government was founded by the people it represented. The second way in which the colonists used the idea of the state of nature was to determine that they shared the rights of the British subjects.¹⁴ They argued that because they were born under the same government, they were also born under the same contract and subject to the same laws as the traditional British subjects back home in England.¹⁵ Thus, under these same laws, the colonists would be subject to not only the same limitations, but the same freedoms.

The Declaration of Independence

The Declaration of Independence is often affiliated with the birth of the United States of America. When considering Locke's impact on the revolution, readers must analyze this document that is famous not only for its purpose, but the way in which it is phrased. One of the most iconic quotes from this document is "We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable rights that among these are Life, Liberty, and the pursuit of Happiness."¹⁶ These words are synonymous with American patriotism and the fight for independence, and when they are compared with those of Locke,

¹¹ Tuckness, "Discourses of Resistance in the American Revolution," 551.

¹² John Dickinson, "What Property Have They in That Which Another May, by Right, Take When He Pleases to Himself" in *Letters from a Farmer* (no. 7) p. 35, quoted in Steven M. Dworetz, *The Unvarnished Doctrine: Locke, Liberalism, and the American Revolution* (Durham: Duke University Press, 1994), 75.

¹³ Tuckness, 552.

¹⁴ T. H. Breen, "Ideology and Nationalism on the Eve of the American Revolution: Revisions Once More in Need of Revising," *Journal of American History* 84, no. 1 (1997): 35–38.

¹⁵ Ibid.

¹⁶ "The Declaration of Independence," *US history.org*, accessed March 28, 2018, <http://www.ushistory.org/declaration/document/>

parallels are easily drawn. The line “all men are created equal” correlates with the Lockean idea of the state of nature. As defined earlier, this state of nature is one in which all men are equal.¹⁷ Locke’s concept of “life, liberty, and property” is almost quoted word for word.¹⁸ The inclusion of this concept of natural rights of men demonstrates the Founding Fathers’ understanding of Locke. The idea of right to property acknowledges that the removal of this property without the consent of the individual would be an infringement upon natural rights. The consent, of course, is derived from those who create the government. This is further cemented by another quote from the Declaration of Independence: “That to secure these rights, governments are instituted among men, deriving their just powers from the consent of the governed.”¹⁹ This line from the Declaration draws on Locke’s idea of a government by consent, in which the government is derived from the people through a contract that permits the people to remove themselves from the state of nature.²⁰ Deriving the powers of government from the consent of man can also be interpreted as an attack on the accumulation of power through the claim of divine right. Scholars generally agree that the Declaration includes a train of political thought that denounces the English idea of divine right.²¹ Historian Bernard Bailyn states that colonists found power that was established legitimately through a doctrine to be “practical.”²² Bailyn also discusses how the interpretations of consent and representation of the people were drastically changing in America and would often, if absent, be used to justify retaliation against the government.²³ This view of retaliation can also be seen in the words of the Declaration itself: “That whenever any form of government becomes destructive of these ends, it is the right of the people to alter or abolish it.”²⁴ This phrasing, again, is almost derived word for word from Locke,²⁵ and it justified the revolt against Great Britain. The government was disregarding the wills of the people and thus acting unjustly. To many appreciative of Lockean ideology, independence was not only justified; it was necessary.

Thomas Paine and *Common Sense*

The Declaration of Independence is not the only document we can link to Locke. Thomas Paine’s *Common Sense* is often regarded as the voice for independence in the colonies in the 1770s; many credit it with drawing the support of the masses and truly informing American colonists about the nation that they could create through independence from Great Britain. Other writings of Paine accomplished similar feats but are less familiar to the general public, and the use of Lockean rhetoric is what distinguishes *Common Sense* from Paine’s lesser-known works. One quote from *Common Sense* clearly draws upon Locke’s state of nature: “As the exalting [of] one man so greatly above the rest cannot be justified on the equal rights of nature, so neither can it be defended on the authority of scripture.”²⁶ This is Paine’s central argument against the rule of monarchies. He is clearly drawing upon Locke’s idea that every man is equal in the state of nature and that one cannot place authority over another. However, according to Locke, authority could possibly be given to an individual or a group as long as it was given by the people who would be governed by said authority.

¹⁷ Locke, *The Second Treatise of Government*, 4.

¹⁸ *Ibid.*, 16–17.

¹⁹ “The Declaration of Independence.”

²⁰ Locke, *The Second Treatise of Government*, 4.

²¹ Bernard Wishy, “John Locke and the Spirit of ’76,” *Political Science Quarterly* 73, no. 3 (1958): 415.

²² Bernard Bailyn, *The Ideological Origins of the American Revolution* (Cambridge: Harvard University Press, 1967) 59.

²³ *Ibid.*, 173.

²⁴ “The Declaration of Independence.”

²⁵ Locke, *The Second Treatise of Government*, 119.

²⁶ Thomas Paine, *Common Sense*, *Constitution Society*, Constitution.org (1776).

This was the idea of consent. According to historian Steven M. Dworetz, Locke's idea of consent enabled an argument against taxation from Parliament.²⁷ The idea was that if the government had the ability to tax a person, it had the ability to repossess that person's properties if he or she could not afford the tax; thus, the power to tax could be interpreted as the power to remove.²⁸ If we tie this back to Paine and *Common Sense*, we see that Paine makes a very similar argument when he states that representation, which essentially does not exist in a monarchy, is essential to "the strength of government, and the happiness of the governed."²⁹ Even if Paine does not mention Locke's idea of property directly, he is alluding to it.

To further demonstrate Paine's conception of representation, we look to historian Fayette Arnold, who has analyzed Paine's *Rights of Man*. One particular quote derived from this piece by Arnold is that "Government without a constitution is power without a right. All delegated power is a trust, and all assumed power is usurpation."³⁰ This quote clearly shows Paine's assumption that man needs government to thrive. However, this government must be chosen by the people, not forced upon them. In *Common Sense*, Paine refers to the government as being put in place to "restrain our vices."³¹ Without the government, people would be in a constant state of war and therefore unable to progress. In this way, the government is restrained by the people and the people are restrained by the government. Without government, men are doomed by their follies; without men, government is doomed by its lack of integrity.

Conclusion

The words of John Locke regarding the power of the government and the liberty of the people who form said government are often mentioned today in reference to the birth of the United States of America. However, these words are often credited to others as the primary source. As it is evident in the preceding paragraphs, the words of John Locke were among the most influential for this time period. Citations specifically from *The Second Treatise* are often evident, word for word, in historically significant documents such as *Common Sense* by Thomas Paine, The Declaration of Independence by Thomas Jefferson, and many other texts from the time of the American Revolution. These documents utilized the thoughts of John Locke and applied them to the then current status of the colonies. Although contemporary interpretations of the American Revolution typically fail to mention John Locke, his writing influenced many Americans to fight for independence from Great Britain and for a government constrained by the will of the people.

²⁷ Dworetz, *The Unvarnished Doctrine: Locke, Liberalism, and the American Revolution*, 78.

²⁸ Ibid.

²⁹ Paine, *Common Sense*.

³⁰ Fayette Arnold, "How Paine Transformed Locke," *Thomas Paine National Historical Association*, accessed April 3, 2017, <http://thomaspaine.org/aboutpaine/how-paine-transformed-locke-by-fayette-arnold.html>

³¹ Paine, *Common Sense*.

Hey, Siri, How Do We Fight the Patriarchy?

Brianne Dolney

Braun Award for Writing Excellence in the College of Arts and Behavioral Sciences,
Category Two

Nominated by Erik Trump, Professor of Political Science



Brianne Dolney is from Bay City, Michigan. A junior at SVSU, she is pursuing majors in theatre and political science, as well as a minor in gender studies. Brianne is heavily involved in the Great Lakes Bay Region's theatre community, having performed in over twenty-five shows, nine of which have been SVSU productions. She also works as a peer health educator on the Sexual Assault Prevention Team and has interned at the Bay Area Women's Center. After graduation, she plans to work for a non-profit organization while continuing to perform.

This piece was written for Introduction to Political Science (PS 118!). The goal of the assignment was to argue, through the eyes of an ideology, that artificial intelligence (AI) is affecting democracy. This piece discusses how AI essentially offers a male-gendered view of the world represented through a female voice and appearance, which, in the eyes of feminists, affects the pluralism and developmentalism of democracy.

Katrin Bennhold of *The New York Times* describes her experience of meeting Sophia at an artificial intelligence (AI) event by recounting her “beautiful soft features, clear skin, lightly made-up eyes and a winning smile. Sophia is an android, basically a hot female robot.... It suddenly occurs to [Bennhold] that every android [she's] ever seen is female” (B5). From Apple's Siri to Microsoft's Cortana to Amazon's Alexa, it is fairly safe to say that much of the AI encountered in a person's daily life is indeed female. Regardless of the sex of these AI creations, we cannot deny that AI has made the lives of individuals easier and more convenient. Apple's Siri is practically any iPhone owner's personal assistant. When a question arises, all we have to do is say, “Hey Siri,” and we can find our answer—and immediate satisfaction. Perhaps even more important is AI's potential to offer us protection through examples such as threat-detecting surveillance cameras and cybersecurity.

Still, the use of AI comes with its own demons. AI can prove dangerous in regard to the suppression or empowerment of certain opinions and groups because AI machines, such as robots or androids, have the ability to imitate humans' cognitive functions and actions. If machines are made to work just as well as their creators, what will the definition of a human being become? Surveillance AI can pose another danger as it may become an invasion of our privacy and a limit on our freedoms. These are the major threats of AI—at least, that is what most critics would say. Another fundamental problem with AI is that because the business is heavily dominated by men, the male perspective is being empowered and enabled to convey gender bias through the suppression of the female influence, thus reducing the pluralism and undermining the ability of members of the female sex to develop to their full potential—two components that feminists find essential to democracy.

To give a little background, AI is intellect demonstrated by computers or other types of machines. Global Positioning System (GPS) navigation tools, surveillance cameras, smart cars,

robots, and such electronic assistants as Siri, Cortana, and Alexa are all well-known and widely used examples of AI. As stated by James Boyle in his article on the future of constitutional personhood, the purpose of AI can be summed up as “the replication of human consciousness” (194). The bizarre thing about AI, however, is that it has slowly overtaken us, to the point that we do not even realize it is there. In William Staples’ writings on the anatomy of visibility, he claims that “while many of us are subjected to this new despotism, few, it would seem, see or appreciate the implications of this ‘quiet’ revolution. We seem to exhibit what Marshall McLuhan called ‘narcissus narcosis,’ a syndrome that is like self-hypnosis in which people appear oblivious to how new technologies are invading and changing every aspect of their daily lives” (200). It is true that some of the AI being used and developed is meant to benefit society. With such aspects as “machine-aided translation, facial recognition,” and “autonomous locomotion,” there is an increase in our level of security (Boyle 197). What is failing to be noticed, though, are the specifics of these machines. People can too easily get wrapped up in the latest technological developments and blindly accept the sexism that comes with them.

Feminism considers both pluralism and developmentalism as essential components of democracy, and, more importantly, feminism uncovers the implicit sexism in society that goes unquestioned. As defined by Ellen Grigsby in her analysis of politics, “feminism opposes the political, economic, and cultural relegation of women to positions of inferiority” and “critiques laws, customs, and beliefs... [that] contribute to discrimination against women” or that “privilege men over women” (136). This criticism ties in with the discrimination, objectification, and stereotyping of the female gender that are seen all throughout AI creation. Additionally, feminism “[rejects] as illegitimate and unethical the notion that one person or group has a natural claim to dominate or to exercise arbitrary power over another” (136). This belief represents all of the sexist aspects of AI previously discussed, views that have been observed since long before AI was even a concept. Dating all the way back to John Locke and his treatises, rational human nature was construed as something that males possessed, while women were meant to be subjected, as they were deemed “the weaker sex” by God when he “[subjected] Eve to Adam” (Locke). While men were rational beings, women were purportedly “emotional, intellectually weak, and irrational” (Grigsby 140). Although feminism is a rather new ideology, the views and acts it opposes have always been relevant, and there have always been individuals who have acknowledged the oppression and advocated for a more equal society.

The tendency to assign the female gender to AI is nothing new. According to *CNN* journalist Brandon Griggs, female AI actually goes all the way back to World War II; women’s voices were used for navigation throughout airplane cockpits—because all the pilots were (allegedly) male, the female voice would be distinct. Decades later, this trend continues. When Apple developed the application that would later become known as Siri, “the app was originally conceived to speak in a gender-neutral voice,” but that voice is not what consumers responded to; scientific studies have even uncovered that the average person considers a woman’s voice to be “more pleasing” to the ear (Griggs). Monica Nickelsburg agrees with Griggs in her article on the influences behind the personalities we give AI by adding that as long as women are “perceived as less threatening,” engineers will continue to “choose female personalities” for their AI projects. Of course, it does not help that Hollywood plays into the game as well. Although male robots have appeared in films throughout history, they often embody seriousness and sophistication rather than sexualization (Lewis). Consider, on the other hand, the female depictions of Maria in *Metropolis* (1927), Olga the Robot in *The Perfect Woman* (1949), the Fembots in *Austin Powers* (1997), Samantha in *Her* (2013), and Ava in *Ex Machina* (2014) compared to the male depictions of *Star Trek*’s Data and *Star Wars*’ R2D2. Since the ages of silent films, women have often been objectified through robots, or their robot versions are often shown as being a vehicle for revenge (Lewis). Although some male robot characters embody vengeance and other negative qualities as well, they are very rarely reduced to sex objects. Whether their intentions are good or evil, they are—at the

very least—given an objective and a greater overall purpose, which is something female robots characters are far less likely to possess.

When it comes to AI creations, the female influence is also being suppressed because the field is actively silencing and subduing women in the tech industry, thus reducing the pluralism of our democratic society. Pluralism, as defined by Grigsby, “refers to the multiplicity, diversity, or plurality of opinions and groups free to express themselves within a political system” (156), and a pluralistic society depends upon the absence of suppression. Pluralism in democracy calls for every group to have an equal chance to be understood; therefore, no group can be silenced by another (156). This, however, is not the case in the AI industry. Although female voices are being used to portray AI creations, the humans actually creating them are generally male.

In fact, AI is a serious threat to pluralism, in part because such a substantial number of the creators are male. In tech companies across the world, women are still looked upon as though they do not belong. In an article on the tech industry, Bennhold highlights the trials a woman is put through when attending an AI annual event where “high-powered women [get] mistaken for the ‘plus one’” (B5). In another article, on Silicon Valley, *The Atlantic*’s Liza Mundy supports Bennhold’s view, affirming that women in the tech industry learn to expect to have their authority questioned; believe it or not, she reports that women “still [get] asked to fetch coffee” (64). Perhaps the most alarming fact is that women are rapidly leaving the tech industry because of the unwelcoming and uncomfortable environment. The statistics, Mundy notes, speak for themselves according to a survey of women titled “Elephant in the Valley”:

Eighty-four percent of the respondents had been told they were too aggressive; 66 percent had felt excluded from key networking opportunities because of their gender, 90 percent had witnessed sexist behavior at conferences and company off-site meetings; 88 percent had had clients and colleagues direct questions to male peers that should have been addressed to them; 60 percent had fended off unwanted sexual advances.... [O]ne-third said they had feared for their personal safety. (66)

Bennhold and Mundy both share a fear of what the next technological revolution will hold if these machines continue to be made only by men; they worry about what is to come as the female’s input remains diminished, and pluralism continues to wane.

In addition, women are suppressed by the male dominance of AI because women’s ability to develop self-awareness may be inhibited by the stereotyping and sexual objectification taking place. Developmentalism is crucial to democracy because “consciousness of the need for self-governance” is necessary for self-governance to even be possible; developmentalism, after all, is the “extent to which the people develop their human potential sufficiently to possess an awareness of their actions” (Grigsby 156). Without self-awareness, we lose individuality and meaning. As women are continuously told and shown who they are supposed to be and what they are supposed to do through the representation of these AI creations, we slowly lose the “developmental dimension of democracy” (156). Democracy is meant to be by the people and for the people, yet half of the population is being suppressed in the field of AI.

AI is a threat to democratic developmentalism because men are mostly responsible for creating robots, and some thus do so through their own narrow lenses; after all, “algorithms are only as unbiased as those who program them” (Bennhold B5). Several theories exist as to why AI is often gendered as female, but the majority of them agree on one component: stereotyping plays a key role. Siri is basically an electronic assistant, and the job of an assistant is often viewed as being held by a woman (Nicklesburg). Not only is most AI created to serve us, but “technology itself is about communication and relationships”—both ideas that are stereotypically associated with women (Griggs). Ironically, this same concept backfired on itself in one instance. In the late 1990s, Germany’s BMW had to recall their navigation system because the voice was female, and they got an overwhelming number of complaints from male buyers that they “refused to take

directions from a woman” (Griggs). Also, when these AI ideas are composed by men, things become progressively sexualized. Consider, again, Hollywood’s approach to sexualizing robots. In Tanya Lewis’s article on gendered intelligence, she comments on this trend in the movies while also posing an additional thought: “I think that probably reflects what some men think about women—that they’re not fully human beings.... What’s necessary about them can be replicated, but when it comes to more sophisticated robots, they have to be male.”

The future of AI is troubling to feminists because the continued sexism involved with it will result in making the suppression of women even more mainstream. One thing to be sure of is that AI will not slow down. With the fast-paced world we live in and the new technological discoveries occurring every day, AI will only continue to advance. The concerns, then, are whether the tech industry will improve or worsen their acceptance of women, and whether the stereotyping and sexualization of AI creations will persist. What is most important is the call to action, and recognition of the problem at hand is the first step. Nickelsburg sums up feminist concerns best with her matter-of-fact remark: “The trend may seem harmless, but we should be careful about the message it sends if we want to prevent AI from becoming the latest chapter in a history of objectifying women.”

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An Excerpt from “Language and Power: An Investigation of Student Perceptions of Labeling Nonnative Speakers”

Emma Kirsch

Braun Award for Writing Excellence in the College of Education

Nominated by Veronika Drake, Assistant Professor of English



Emma Kirsch is an early childhood and elementary education major from Clinton Township, Michigan. She has been involved in several aspects of campus; currently, Emma serves as the coordinator for the Saginaw and Bay Community Writing Centers, a tutor at the SVSU Writing Center, an orientation leader, and the 2018–2019 Vice President of Enhance for Forever Red, a position dedicated to enhancing the student experience through fundraising and scholarships. Additionally, she is a member of the Foundation Scholars Program of Distinction and a member of the 20th class of Roberts Fellows.

This piece was written for the course Language in Education (ENGL 370) taught by Dr. Veronika Drake and required of Emma’s plan of study as an education major. The paper required Emma to investigate an issue related to language and teaching, perform a review of the literature, collect and analyze original data, and develop a related lesson plan.

Although “Language and Power: An Investigation of Student Perceptions of Labeling Nonnative Speakers” was written for a class, it was inspired by a discussion at a Writing Center staff meeting and has allowed Emma the opportunity to present in 2018 at the East Central Writing Centers Association’s conference, which was held at The Ohio State University, and at SVSU’s Undergraduate Research Program’s Student Showcase, where it won the Top Presentation prize. Through crafting this paper, Emma feels she grew as a writer and researcher, and she would like to thank her mentors, including Veronika Drake, Helen Raica-Klotz, and Chris Giroux, for their support of this project, as well as her family and friends for their encouragement.

Labeling groups of people is a common way to make sense of the world. However, people often do not think through the label assigned and its impact on how the labeled group is perceived. Even rarer is to ask members of the group receiving the label what they want to be called. This topic is relevant in many ways, specifically in the university setting. For example, SVSU has a significant number of international students, some of whom do not use English as their first language. During a staff meeting at the Writing Center, we discussed the label “English as a Second Language” (“ESL”). This term is used on the session record that students and tutors fill out. It appears in a checklist of items outlining those areas in which students can ask for help; a list that includes, among other items, “understanding or fulfilling the assignment,” “grammar,” and “ESL concerns.” In our discussion at the Writing Center, we looked at how the “ESL” label does not

capture all students who are nonnative speakers. Many students know several languages, making English their third or fourth language. To address this discrepancy, the Writing Center staff then discussed alternate terms for the label “ESL,” including “nonnative speaker of English,” “English language learner,” “multilingual,” and more.

In our conversation, I noted that we had not asked the population of students we are labeling what label they prefer. To correct this oversight, I conducted primary research meant to gauge the perceptions of students—both native and nonnative speakers of English—about the labels commonly used for nonnative speakers. I wanted to determine which labels are seen as appropriate, which are seen as inappropriate, and why students categorized the labels as such. I also wanted to know whether students felt that labels mattered. Responses to this survey contained a wide variety of results. In conducting my research, both primary and secondary, I discovered that labels used for students for whom English is not their native language are important, as these labels contribute to the perceptions of these students. Furthermore, this research echoed a point that almost every educational text states: teachers (and society as a whole) need to view people in a holistic manner, not letting a label or characteristic define an individual’s identity. (Please note that for the rest of this paper, I will be using the default labels of native speaker and nonnative speaker of English for simplicity of distinction and consistency.)

Literature Review

To explain the importance of including student perceptions in the process of labeling, I point to an anecdote from Condon and Olson’s chapter in *Tutoring Second Language Writers*. This source demonstrates the importance of being aware of linguistic diversity and how to better respect these differences. To give the source some context, readers should know that it was created by the University of Nebraska–Lincoln’s Writing Center and contains details and information about how this center addressed nonnative speakers of English on their campus. Primarily, the chapter discusses the campus’s radical stereotypes towards international students and how these stereotypes impacted their Writing Center staff. The tutors wanted to make a change in the center and on the campus as a whole, so they conducted substantial research and created a book that relayed their findings.

The goal of this research was to create a home for international students that did not make them feel like guests. To illustrate this idea, an analogy was used that spoke volumes and partially inspired my research. Condon and Olson described a story in which a giraffe and an elephant decide to become roommates. The giraffe was the owner of the house and invited the elephant to live with him but made no effort to modify the house so the elephant could reside in it. Instead, the giraffe told the elephant about all the wonderful things they would be able to do together. Upon realizing that the elephant could not participate in these activities because of his differences in size and ability, the giraffe told him to change himself. The giraffe had good intentions but was oblivious to the issues apparent in this situation, assuming that the elephant’s needs were the same as his own (30–31). This story simply and powerfully shows the shortcomings present when one group tries to work with another without truly realizing the needs of that other. When we make assumptions, we risk disrespecting and isolating populations that are not homogenous to our own.

When it comes to the dangers of making assumptions in this context, readers can also learn from the work of Costino and Hyon, who provide some insight into the lack of uniformity in opinions regarding residency status. They show that assuming a person will view a label a certain way based on other characteristics is inaccurate. In discussing past research that was aimed to figure out student preferences for composition classes, Costino and Hyon found that this research was limited in its scope and conclusions. A “tentative conclusion readers might draw” could be that there is a link between “students’ residency statuses, responses to identity labels, and preferences for ESL or mainstream courses” (64). However, these conclusions are inaccurate because “it is difficult to anticipate how a student from a particular residency background will connect with

certain labels or with an ESL composition course” (65). Not enough research has been done on a wide enough scale to make such generalizations. In regard to the labels used and how students perceived them, Costino and Hyon interviewed nine university students in hopes of discovering the students’ perceptions based on different “linguistic identity labels” and whether any trends in these perceptions coincided with residency status. The second discovery the authors wished to make concerned the students’ preference in regard to sheltered or mainstream college composition courses, again seeking correlation between course and residency status (65). Although the study outlined by this article focuses on both research questions, the first research question and the authors’ answers to and conclusions about it will be my focus.

In their interviews, Costino and Hyon used the labels “native English speaker,” “bilingual,” “multilingual,” “English as a second language speaker,” “English language learner (ELL),” and “ESL student” (67). The authors came to two general conclusions: “that students often defined the labels in terms of English language ability, though they did not always agree on which labels signified strong or weak ability[,] and that no clear connection emerged between individual students’ residency statuses and their understandings of and affiliations with the labels” (68–69). Although these general trends are in and of themselves interesting, the information presented about certain terms is echoed in responses to my survey; therefore, individual responses to this study are relevant to mention. In considering the term “multilingual,” students had positive perceptions about this term, but felt it indicated knowledge of three or more languages (69). Unlike the unanimously positive view of “multilingual,” “English as a second language speaker” received mixed comments. Some students thought it was acceptable, while others did not feel it described them because English had become their “thinking language” (70). Similarly, “ESL student” was disliked because it was perceived to reference beginner level students (70). Mixed feelings were also expressed over “English language learner,” as it indicated a “novice language level,” but some students connected to the idea of being a learner (70).

In considering these perceptions, readers should note that other works also express the same concerns. When it comes to the label “English language learner,” some feel that it neglects the “competencies and linguistically sophisticated talents these students have as translators, bilingual speakers, and cross-cultural negotiators” (Alvarez et al.). A student’s ability with language, both with English and his/her native tongue, is compromised when using the term “ELL.” Cox also expresses concern over “ELL” as it may negatively communicate a student’s ability. The labels “Limited English Proficient (LEP)” and “ELL” are applied to students based on proficiency assessments from the U.S. Department of Education. The label “LEP,” which is problematic in itself as it emphasizes deficiency (Alvarez et al.; Cary 5), can be lost once test scores improve, but students will remain labeled “ELLs” for the duration of their education until reaching the college or university level. This is problematic because some “ELL” students may have a more sophisticated grasp of the language than others. The example given by Costino and Hyon concerns a student who attained the “ELL” status in elementary school versus in high school. The student who received the label earlier may have a stronger command of the language yet is still categorized the same as someone who attained it at an older age, which is an issue as it does not reflect the degree to which a student uses English (59). These sentiments were also expressed by some respondents in my survey.

Further consequences of the label “ELL” are seen in its widespread use. Negative perceptions of the term are troubling when considering that it has become the dominant label “in local, state, and federal documents, educational literature, and teacher lounges around the country” (Cary 6). This term could refer to everyone who uses English in any capacity, including native English speakers, as we are all continually acquiring new language knowledge (5). Although “ELL” may be able to be applied to all English speakers, the concern regarding this label’s perception goes beyond application. In academic settings, the labels “ESL” and “ELL” are signals for students who need extra support in terms of language; therefore, students who do not perceive themselves to be non-proficient or at a beginning level tend to view these labels negatively as they indicate poor

English skills (Ortmeier-Hooper 390). This fact points to the significance of choosing labels as they can impact students' willingness to seek help. In considering the term "ESL" as a sign of novice language users, many implications can be found. Before "English language learner," "ESL" was used widely in academic writing for a long time, making it "the most recognizable[,] but that also comes with the most baggage" (Cox 57). Challenges to the label "ESL" include its failure to recognize that English may be a student's third, fourth, or fifth language; its emphasis on English; and its implication that "English is not used as the primary language" (57). This point emphasizes a sentiment expressed by a subject in one study: that English in some cases becomes the primary language of students labeled "ESL" (Ortmeier-Hooper 406).

In the study mentioned above, Ortmeier-Hooper studied three students who are U.S. residents and who learned English as their second language. What is most interesting about these students is their rejection of the term "ESL" even though English is their second language. Through questionnaires and interviews, as well as an examination of several writing samples from each student, Ortmeier-Hooper was able to better understand why these students had such strong feelings against the label (396). Each student rejected "ESL" and "ELL" as they did not feel these labels represented their level of English language use (412). In an interview transcript, the first student immediately rejected the term "ESL" because he associated it with needing extra help and taking special classes. Because he did not have to take special classes in high school, he did not feel this label fit him (397). This sentiment echoes the idea that the term "ESL" indicates a poor grasp of English. Unlike the first student, the second student in this study recognized that he was "ESL" in elementary and middle school but not when he reached high school. In high school, this student opted for mainstream English classes (403). These two students have very different views on life in their native countries and on the American education system, but they share a rejection of the "ESL" label as it brings about a "less than" idea.

Compared to the first two students, the third student in Ortmeier-Hooper's study expressed ideas that reveal deeply held sentiments about how labels can serve to isolate or define. The third student considered English to be her first language because she predominantly thought in and used English, rarely employing her native language of Mandarin (406). She mentioned how ESL takes over an individual's identity and can become that person's only defining characteristic to the world (408). She considered herself a dynamic person with interests like everyone else, but being labeled "ESL" caused these other aspects of herself to be overlooked, and only her linguistic background was emphasized. She compared being an "ESL" student to being homosexual. Being "outed" as "ESL" makes people only see her as that piece of her identity, much like someone who is "outed" as gay is then initially, if not solely, seen for this trait (408–09). In considering this analogy, the role of labels becomes even more important. Even when one is choosing a label that makes a person feel respected and entails a positive view of the person, one must emphasize that a person is more than one characteristic. Viewing someone holistically is one of the most significant ways to make another feel respected and valued. Having English as another language, or being gay, is only a piece of the puzzle that makes a whole person.

When we consider the existing research on linguistic labels, we can easily see a focus on student perceptions of these labels, the impact they make on nonnative English speakers' education, and the necessity to view students as more than their labels. Some may still argue that labels are arbitrary and unnecessary, but I, along with many experts in the field, would disagree. As noted by the authors of *Beyond Grammar*, Crawford places labels in a political and social context by acknowledging that the "language ideologies related to English language learning play a major role in attitudes toward immigrants and non-native speakers of English" (Harmon and Wilson 193). These language ideologies are created and maintained by the labels used for non-native English speakers, making labels important to consider since they greatly impact individuals receiving the label. Harmon and Wilson also contend that "[f]inding a positive, unambiguous term for speakers for whom language is not their home language is an important part of undermining xenophobia" (194). Properly labeling a person can greatly impact the view of said group. Although this leads to

generalizations about the group, we must recognize that generalizations are already rampant in regards to nonnative English speakers. To combat these negative perceptions, rebranding this group is a positive step; this move can be done by thoughtfully labeling nonnative English speakers.

Method

In my study of the perceptions linked to the various labels applied to nonnative speakers of English, I take a sociolinguistic approach because labels themselves are linguistic elements. In considering how language can impact society and thought, Harmon and Wilson, as noted above, explain the inherent and often overlooked power that language has. They tell readers that specific words and how they function within discourse “carry a set of values that the speaker consciously or unconsciously conveys, as part of the ‘idea’ itself” (3). By labeling others, we are expressing our values of the group receiving the label. Therefore, labeling a group as “LEP” causes the group to be associated with the idea of limitation. This limitation is not just linked to English language ability, but may extend into other aspects of the group, such aspects as general intelligence. This perception based on a label, one that measures both how other individuals perceive them and how they perceive themselves, is extremely problematic and helps explain the power that language has in society.

In considering this problem of labeling people without their input, I set out to survey SVSU community members, primarily students, about their perceptions of common labels, why they held these beliefs, and whether or not labels matter. The survey that I created contained a section in which participant demographics were documented and a section containing questions about the participants’ language history, number of languages spoken, and residency status (i.e., international student status). On the next page, the participant was asked to circle which labels in the list provided were appropriate for individuals who did not have English as their first language. The labels in the list were as follows: “Nonnative Speaker of English (NNSE),” “English Language Learner (ELL),” “English as Another Language (EAL),” “English as an Additional Language (EAL),” “English as a Second Language (ESL),” “Limited English Proficient (LEP),” “Non-English Proficient (NEP),” “Linguistically Gifted Person (LGP),” and “Multilingual (ML).” Participants were then asked to identify which one label was the most appropriate and why, as well as which was the least appropriate and why. Additionally, participants who identified as native English speakers were asked which label they would use for themselves if they were not native speakers and why, and nonnative English speakers were asked which label they do use for themselves and why. Finally, the survey asked participants whether they felt labels matter and why (or why not). This survey was distributed in the SVSU Writing Center and the English Language Program Lab, as well as at an SVSU International Student Club meeting.

Findings

Author’s Note: Because Internal Review Board (IRB) approval was not sought for this project, I cannot share my survey’s findings. Results could only be shared within the classroom context for which they were generated.

Teaching Activity

In planning a teaching activity about labels, I want to make sure that my students do not view others in terms of one characteristic. Although I will address the importance of labels with them, including labels unrelated to nonnative English speakers, my lesson will mainly emphasize the importance of viewing others in a holistic way. My students will learn that words have power to hurt and to make others feel good, making students think through the decisions they make when labeling others. This lesson will also teach the importance of focusing on a person as a whole rather

than through the lens of one trait. This lesson is geared towards second graders with little prior knowledge about this topic specifically.

To introduce the lesson, students will have a journal activity the day before in which they create a list of their characteristics, including physical, mental, and emotional attributes. All students would also draw a picture of themselves. The list and picture will be turned in the day before the lesson so that I could create the “Guess Who” game. For ESL students, I would print lists of words in their native language and in English. I would ask them to write their characteristics in whichever language they wanted, and, if time allows, I would take them aside and work to translate the words into English. If I ran out of time, I would use a translator to put the words into English.

I would then create a PowerPoint presentation containing slides with differing numbers of words from each list. For example, from Student A’s list, I would make a slide with 6 words. From Student B’s list, I would only include one or two words. This would be done for at least 10 students. I would have an answer key for myself so I would know which students correspond to each slide. In class, I would split the students into teams and give each team a small white board. Once they see the slide, the students would have 15–20 seconds to discuss quietly and guess which classmate was linked to the words and then to write his/her name on their white board. Each student in the group would take turns writing on the white board. I anticipate that the students would be able to guess who was being described when there were more words on the slide than when one or two appeared. As a modification for ESL students, I would include the words in their native language as well. To include home dialects, I would try to use words from the student lists that incorporate those home dialects, preserving their language choices.

Another way ESL students would be able to participate more easily would be during the picture portion of the game. Here, I would use a document camera to show the students’ self-portraits. Again, the number of portraits shown would depend on time. For some pictures, I would show them entirely; with others, only certain portions would be revealed. The students would again have time to discuss and write their guess on their white boards. This works better for ESL students and perhaps home dialect speakers because pictures need no translation. Everyone can look at a picture and guess which classmate it represents.

Once the guessing portion is over, the students would return to their regular seats, and we would discuss the activity. During this lesson, I anticipate a lot of student frustration when only a few words are used or only a glimpse of the picture is shown. I would use this frustration as a parallel to the emotions that nonnative speakers of English may feel when they are only viewed by this one characteristic. To ensure that the lesson is relatable and understood, I would ask them to write down a word or phrase—a label—that they have been called, whether it is positive or negative. I would give an example for myself, saying that people call me a teacher. Once the students write down their own label, I would have them discuss in groups how they feel when they are called this label. To conclude the lesson, I would return the students’ self-portraits and lists. I would ask them to fill in the sentence “I am a (blank), but I am also (blank), (blank), and (blank)” or “People call me (blank), but I am actually (blank), (blank), and (blank).” The first option would be for students who wrote down positive labels, and the second option would concern negative labels. This would encourage the students to think of themselves as more than one characteristic or more than what other people think of them. The sentence starters would be adjusted as needed for each student so that they made sense. I would have the students write these in their normal writing journals at first and then transfer them onto colorful half-sheets of paper. The students’ sentences would then be stapled to their portraits and displayed around the classroom as a reminder to think of themselves and each other as more than one characteristic or label. For the sentence portion, ESL students would be able to write their words in English based on the previous activity of listing the words in both their native language and English.

This activity is effective because it gives the students an opportunity to reflect on their own characteristics and recognize that they are more than a label. These activities, particularly the

guessing game, also give students exposure to the frustration of only being seen as one label. All students would gain an understanding of the importance of seeing each other and themselves as complex people. Students would also see that some labels are negative through discussing how their chosen word makes them feel (assuming that at least one student writes down a negative label). Before this activity, kind language will be used in my class. Through this activity, I will reemphasize the importance of being considerate, thinking before speaking, and using words that do not harm.

Conclusion

In conclusion, the labels placed on groups of people are significant because of the power language holds over how we perceive the world, especially how we perceive nonnative English speakers. While considering the limitations of my research, I acknowledge the limited number of responses from nonnative English speakers. In future iterations of this study, I intend to focus more on this population, hopefully gathering more responses from them. Future work in this area should be performed to better understand how labels impact our perception and how labels influence view of self. Increasing awareness of the impact language has on listeners and users is important, and this work is done by studying the influence of labels.

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Efficacy of ReBound Diathermy as a Thermal Heating Agent: A Critically Appraised Topic

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Braun Award for Excellence in Writing in the College of Health and Human Services,
Category One

Nominated by David Berry, Professor of Kinesiology



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This paper was written in Advanced Therapeutic Modalities in Athletic Training (KINE 335). In this class, Alissa and Lauren were given the option to write a paper on modalities that interested them. Shortwave diathermy (SWD) is not used very commonly because of its bulk and cost, but ReBound diathermy purportedly offers a new way to achieve the same effects through a smaller, portable, and less expensive package. This paper seeks to determine whether these claims are true and provide recommendations on treatment. In a busy athletic training room, Alissa and Lauren remind us, clinicians must use the most beneficial treatment for their athletes to achieve the desired effect.

Abstract

Clinical Scenario: ReBound (ReGear Life Sciences, Inc., Pittsburgh, PA) is a portable shortwave diathermy (SWD) unit used to heat tissues using the same principle as an induction drum SWD. It is unclear whether ReBound can vigorously (4°C increase= 39.2°F increase) heat intramuscular tissue as efficiently as other thermal agents.

Clinical Question: Using the people-intervention-comparison-outcome (PICO) format, the question is as follows: In adults (P), is ReBound diathermy (I) compared to other thermal agents (C) as effective at increasing intramuscular tissue temperature by 4°C (O)?

Summary of Key Findings:

- Three studies were included for review, all randomized crossover studies.
- All studies agreed ReBound does not achieve vigorous (4°C) heating effects during a 30-minute treatment to the triceps surae muscle (depth=1 and 3 cm).
- Studies agreed the heat generated via ReBound dissipates slower than pulsed SWD ($p<.001$) and faster than moist hot packs (MHPs, $p<.001$).

- One study found intramuscular tissue temperatures increased more with ReBound ($3.69^{\circ}\text{C} \pm 1.50^{\circ}\text{C}$) than with MHPs ($2.82^{\circ}\text{C} \pm .90^{\circ}\text{C}$) at superficial depths (1 cm, $d=.70$).
- Two studies compared ReBound to MegaPulse II pulsed SWD at a 3-cm depth. One found the MegaPulse II increased intramuscular tissue temperature by $4.32^{\circ}\text{C} \pm 1.79^{\circ}\text{C}$ compared to ReBound's $2.31^{\circ}\text{C} \pm .87^{\circ}\text{C}$ temperature increase ($d=1.43$). The final study reported that the MegaPulse II increased triceps surae muscle temperature by $3.47^{\circ}\text{C} \pm .92^{\circ}\text{C}$ versus ReBound at $3.08^{\circ}\text{C} \pm 1.19^{\circ}\text{C}$ ($d=.37$).
- The combined results of these studies are an increase of $3.81 \pm 1.38^{\circ}\text{C}$ for the MegaPulse II and $2.77 \pm 1.12^{\circ}\text{C}$ for ReBound ($d=.83$).

Clinical Bottom Line: Results strongly indicate ReBound should not be used for vigorous (4°C) heating effects in the triceps surae muscle at 3 cm. Clinicians can use ReBound when traveling or instead of MHPs for moderate (3°C) heating effects at a superficial level (up to 3 cm) for a large treatment area with subcutaneous fat thickness less than 15 mm.

Strength of Recommendation: Consistent Level A findings indicate ReBound does not achieve vigorous heating effects (4°C).

Clinical Scenario

Heat is used to accelerate the metabolic rate, decrease muscle spasm, decrease pain, increase blood flow, reduce chronic inflammation, and encourage tissue elongation.¹⁻⁴ Modalities used to raise tissue temperature include warm whirlpools, moist hot packs (MHPs), paraffin baths, therapeutic ultrasound, and pulsed shortwave diathermy (PSWD). These modalities can be separated into superficial and deep modalities according to their depth of penetration. Superficial modalities heat tissues 1 cm deep and include MHPs, warm whirlpools, and paraffin baths.² Deep modalities heat tissues 3 cm deep and include shortwave diathermy (SWD) and therapeutic ultrasound.² The physiological effects created by the thermal agent are determined based on the degree of intramuscular temperature increase, duration of temperature increase, size of the area being treated, and rate of temperature rise.² Mild heating of the tissue is a 1°C increase, which raises the metabolic rate of the heated tissues.¹ Moderate heating is a $2\text{--}3^{\circ}\text{C}$ increase that causes a more significant metabolic effect, reduced muscle spasms and pain, and improved circulation.¹ Vigorous heating is a 4°C increase that causes a rise in metabolic rate, improved blood flow, reduced muscle spasm and pain, and altered viscoelastic properties of collagen.¹⁻³ These benefits enable a clinician to stretch patients more efficiently because the collagen is more extensible after a 4°C increase.^{1,3}

Clinicians can administer SWD in pulsed or continuous modes. SWD produces an oscillating electromagnetic field that is thought to induce movement of ions, molecule distortion, and eddy current creation within the field. The oscillations result in the thermal effects discussed above. SWD has the added benefit of being able to heat large areas, such as the gastrocnemius. This ability makes it a more efficacious treatment than ultrasound for treating large areas. According to the evidence, the treatment area for therapeutic ultrasound should be no more than two to three times the effective radiating area (ERA). When the ERA is too large, the transducer head will not evenly heat the tissue to the appropriate temperature. On the other hand, induction drum SWD is designed to treat large areas more effectively than ultrasound.

ReBound (of ReGear Life Sciences, Inc., Pittsburgh, PA) is a thermal agent that was invented in 2008 and presents a new way to increase treatment of intramuscular tissue.³ It consists of a helical coil sleeve that wraps around the body part and produces continuous SWD at 35W and 13.56 MHz.²⁻³ Because ReBound is a newer thermal agent, its effectiveness at heating various depths and cooling rates has not been determined. The effectiveness of the modality needs to be assessed for clinicians to decide whether ReBound will be a useful application to provide optimal outcomes for patients. Therefore, the purpose of this review is to determine the efficacy of ReBound as a thermal agent at deep and superficial depths.

Focused Clinical Question

Using the people-intervention-comparison-outcome (PICO) format, the clinical question is as follows: In adults (P), is ReBound diathermy (I) compared to other thermal agents (C) as effective at increasing intramuscular tissue temperature by 4°C (O)?

Summary of Search, “Best Evidence” Appraised, and Key Findings

A synopsis of the level of evidence and key findings from relevant articles on ReBound diathermy was generated as follows:

- The literature search was limited to studies of Level 2 evidence or higher.
- Three randomized crossover studies met the criteria for inclusion.²⁻⁴
- Two studies³⁻⁴ compared ReBound to PSWD and one² compared ReBound to MHPs.
- All studies agreed. ReBound does not achieve vigorous (4°C) heating effects during a 30-minute treatment to the triceps surae muscle (depth=1 and 3 cm). Studies agree that the heat generated via ReBound dissipates slower than pulsed SWD ($p<.001$) and faster than MHPs ($p<.001$).²⁻⁴ One study found intramuscular tissue temperatures increased more with ReBound ($3.69^{\circ}\text{C}\pm 1.50^{\circ}\text{C}$) than with MHPs ($2.82^{\circ}\text{C}\pm .90^{\circ}\text{C}$) at superficial depths (1 cm, $d=.70$).² Another study found the MegaPulse II increased intramuscular tissue temperature by $4.32^{\circ}\text{C}\pm 1.79^{\circ}\text{C}$ compared to ReBound's $2.31^{\circ}\text{C}\pm .87^{\circ}\text{C}$ temperature increase ($d=1.43$).³ The final study reported that the MegaPulse II increased triceps surae muscle temperature by $3.47^{\circ}\text{C}\pm .92^{\circ}\text{C}$ versus ReBound at $3.08^{\circ}\text{C}\pm 1.19^{\circ}\text{C}$ ($d=.37$).⁴

Clinical Bottom Line

Results strongly indicate that ReBound should not be used for vigorous (4°C) heating effects in the triceps surae muscle at 3 cm or 1 cm.

Strength of Recommendation

Level A evidence⁵ shows that ReBound can be used to achieve moderate (3°C), but not vigorous (4°C), heating effects at superficial (1 cm) and deep (3 cm) levels.

Search Strategy

Search strategies were guided by the following terms and databases.

Terms Used to Guide Search Strategy

The format for the clinical question uses the PICO format, which is used as a guide to find relevant articles. The question uses a specific population, intervention, comparison, and outcomes, which, in this case, are as follows:

- **Population:** Adults age 18–45
- **Intervention:** ReBound diathermy
- **Comparison:** Other thermal agents
- **Outcome(s):** Effective at increasing intramuscular tissue temperature by 4°C

Sources of Evidence Searched

The following databases were searched for relevant articles to be included in this review:

- *Cumulative Index to Nursing and Allied Health Literature (CINAHL)*
- *PubMed*
- *The Medical Literature Analysis and Retrieval System Online (MEDLINE)*
- *Physical Therapy and Sports Medicine Collection*
- *ScienceDirect*
- *Cochrane*
- *ProQuest*

Inclusion and Exclusion Criteria

To be utilized in this review, articles were screened using the following criteria.

Inclusion

To be included in the appraisal, all articles were required to meet the following criteria:

- Studies were peer-reviewed, cross-sectional, or randomized controlled trials.
- Studies compared ReBound to a control group (e.g., induction drum SWD, MHPs).
- Studies used adults aged 18–45.
- Studies had an available English abstract.
- Studies included intramuscular tissue temperature as an outcome.
- Studies were written within the last 16 years (January 2000 to October 2017).

Exclusion

Articles were excluded from the review for the following reasons:

- Studies did not compare ReBound to another thermal agent.
- Studies were thesis projects.

Results of Search

Four studies were identified, and three²⁻⁴ met the inclusion criteria, all being Level 2 randomized crossover studies (based on Levels of Evidence, Centre for Evidence-Based Medicine, 2011).⁶ A summary chart of the three studies can be found in Table 1.

Best Evidence

The three studies included in this critically appraised topic (CAT) utilize the “best” evidence. (See Table 1.) These studies were selected because they were Level of Evidence 2 or higher and compared ReBound to another thermal agent.

Implications for Practice, Education, and Future Research

The purpose of this review was to determine whether ReBound is effective when compared to other thermal agents, including MHPs and PSWD. All studies in this review²⁻⁴ demonstrate that ReBound should not be used for vigorous heating effects in the triceps surae muscle. The heat generated by ReBound dissipates quicker than MHPs and slower than traditional SWD.

ReBound has some possible benefits over MHPs and PSWD besides moderate heating at superficial and deep levels. One reason is that ReBound is more portable than MHPs and traditional SWD. Hydrocollators (Chattanooga Corporation, Chattanooga, TN) can become heavy when filled with water and MHPs, which limits their portability. The ReBound unit also does not require time to reheat as MHPs do. This lack of reheating time enables clinicians to treat more patients at the appropriate levels, rather than using a MHP that has not reached its highest temperature after treatment. Likewise, an induction drum SWD is not a portable modality as it is generally sold in a tower format, which is heavy and bulky. This format renders it relatively immobile and would, therefore, be unavailable for use when a healthcare provider is traveling. The SWD is also very expensive and can cost two to four times the amount of ReBound diathermy.³ The ReBound unit is smaller than a briefcase and could fit in a backpack.

A second benefit is that the ReBound unit creates heat that lasts longer than traditional SWD. The two studies that compare SWD to ReBound found that the heat generated by ReBound had a slower or similar rate of decay and had a higher temperature after a 30-minute cooling period.³⁻⁴ If the treatment time is adjusted to allow for the appropriate temperature increase (4°C), then ReBound could allow for a prolonged stretching window after treatment. ReBound diathermy also heats a greater surface area than MHPs and SWD as the sleeve wraps around the entire body part. With the correct temperature increase (4°C), this larger surface area enables clinicians to stretch the entire muscle group after one treatment, rather than doing two treatments on each half of the limb. Heating the entire body part also enables clinicians to stretch the agonist and antagonist, which can ensure muscle balance. However, more research needs to be conducted to determine whether ReBound equally heats the entire surface area that the sleeve encompasses and whether the amount of time required achieves a 4°C increase.

If the clinician is aiming for an increase in blood flow and decreased muscle spasm, pain, and chronic inflammation from a 3°C increase,¹ then a 30-minute ReBound may be appropriate. In these studies, however, ReBound did not achieve vigorous (4°C) levels of heating in a 20- or 30-minute treatment at superficial and deep levels. Modalities should cause a 4–5°C increase in tissue temperature to improve the viscoelastic property of the tissue.^{1,3} To achieve this level of heating, clinicians may have to use a longer treatment time, which may be impractical in the clinical and athletic settings. Clinic visits are often limited to 45 minutes to an hour, and in many cases, the ReBound treatment cannot last for the entire visit. Also, if athletes are getting ready for a game or practice, they may not have time for extended treatment.

Clinicians should be educated on the appropriate treatment time for desired tissue temperature increase after further research occurs. Without education, they may perform a 20-minute ReBound treatment, expecting to achieve temperatures appropriate for stretching, but not achieve the full benefits of vigorous heating levels.

Although this CAT demonstrates that the ReBound diathermy unit can be used for moderate heating effects, further research should be conducted to solidify this recommendation. Future research should include larger sample sizes, populations with specific pathologies, heterogeneous populations, and different muscle groups. Studies should also report heat dissipation rate post-treatment to improve study quality.

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Table 1. Summary of Data Extraction

Author(s)	Study Question	Sample	Design
Hawkes AR, Draper DO, Johnson AW, Diede MT, Rigby JH ²	Compare ReBound diathermy to silicate-gel moist hot packs on tissue temperature in the triceps surae.	12 college-aged volunteers (average age=22.2±2.25 years) with an average subcutaneous fat thickness of 7.2±1.9 mm	This crossover study assessed intramuscular tissue temperature for each participant after a 30-minute treatment on 2 different days with each thermal modality. Temperature decay was recorded for 20 minutes after treatment.
Draper DO, Hawkes AR, Johnson AW, Diede MT, Rigby JH ³	Compare the effects of ReBound diathermy and the MegaPulse II pulsed shortwave diathermy (an established deep-heating diathermy unit) on tissue temperature of the triceps surae.	12 college-aged volunteers (average age=22.2±2.25 years) with an average subcutaneous fat thickness of 7.2±1.9 mm	This crossover study assessed intramuscular tissue temperature for each participant after a 30-minute treatment on 2 different days with each thermal modality. Temperature decay was recorded for 20 minutes after treatment.
Ostrowski J, Ely C, Evans H, Bocklund D ⁴	Evaluate ReBound diathermy compared to pulsed shortwave diathermy for increasing intramuscular temperatures and cooling rates in the triceps surae muscle.	18 healthy participants (average age 22.56±2.89 years) with average subcutaneous fat 5.17±1.68 mm	In this crossover study, patients received both treatments for a 30-minute heating and 30-minute cooling period at a 3-cm depth with a minimum of 4 days and a maximum of 10 days in between sessions.

Table 1. Summary of Data Extraction (continued)

Author(s)	Outcome Measures	Results	Level of Evidence
Hawkes AR, Draper DO, Johnson AW, Diede MT, Rigby JH ²	Intramuscular tissue temperature	<p>Intramuscular temperature had a higher increase with ReBound diathermy at 1 cm than moist hot packs ($F_{6,66}=7.14$, $p<.001$).</p> <p>From baseline, ReBound diathermy increased temperatures by $3.69^{\circ}\pm 1.50^{\circ}\text{C}$, and moist hot packs increased by $2.82^{\circ}\text{C}\pm 0.90^{\circ}\text{C}$.</p> <p>ReBound diathermy had a greater rate of heat dissipation than moist hot packs ($F_{20,222}=4.42$, $p<.001$).</p>	2
Draper DO, Hawkes AR, Johnson AW, Diede MT, Rigby JH ³	Intramuscular tissue temperature	<p>MegaPulse II had a greater increase in intramuscular tissue temperature than ReBound diathermy at a 3-cm depth ($F_{6,66}=10.78$, $p<.001$).</p> <p>ReBound diathermy had a slower rate of heat dissipation than MegaPulse II ($F_{20,220}=28.82$, $p<.001$).</p>	2
Ostrowski J, Ely C, Evans H, Bocklund D ⁴	Intramuscular tissue temperature	<p>MegaPulse II had a statistically significant increase in intramuscular tissue temperatures compared to ReBound diathermy ($F_{1,17}=9.04$, $p=.008$) with average temperature increase of $3.47\pm 0.92^{\circ}\text{C}$ vs. of $3.08\pm 1.19^{\circ}\text{C}$ respectively.</p> <p>No differences were found in decay rates between MegaPulse II and ReBound.</p>	2

Substance Use Disorder Services and the Opioid Addiction Crisis

Carmen M. Randall

Braun Award for Writing Excellence in the College of Health and Human Services, Category Two

Nominated by Debra Wagner, Associate Professor of Nursing



A May 2018 graduate of SVSU's nursing program, Carmen M. Randall plans to focus her career on helping the underserved population of individuals with mental illness and substance use disorders. She graduated *summa cum laude* and was also inducted into Sigma Theta Tau, the international honor society for nursing; she is currently a resident of Bay City, Michigan.

While pursuing her second bachelor's degree, in nursing, Carmen was the sole caregiver of her three children and maintained two jobs to support them. During her years as a foster parent, the opioid addiction crisis became evident to Carmen, touching her life in a very personal way and leading to the adoption of a child affected by opioid exposure. Seeing firsthand the struggles these children face as a result of in-utero exposure to substances explains why she is so passionate about taking action to combat the opioid crisis and why she chose to write on this topic.

The purpose of this paper was to explore and analyze the political process related to health policy for the professional nurse. The rubric Carmen had to follow was very specific. It included identifying a bill and then discussing why the bill was of interest, who introduced it, and where it was in the legislative process. Another section of the paper required an analysis of the bill and its implications for nurses and/or consumers. Carmen was asked to explain what the bill was trying to do, why the bill was important, who would benefit and how, and who would be compromised if it passed (or did not). Incorporation of articles by Abood, Hahn, and the Michigan Nurses Association (MNA) were mandatory. Other requirements specific to the rubric were a discussion of financial implications, the ways nurses could advocate and get involved with the bill, the ways nurses could partner with other health professionals, and strategies extrapolated from the required readings that focused on ways nurses could develop health policies. Carmen also had to discuss the system used to access information regarding bills. Other sections of the rubric included an overview of the political process a bill goes through and the degree to which, in the author's opinion, the political process works. The conclusion was to describe the author's own strengths regarding legislative policy and how these strengths would be addressed. Carmen wrote the paper for Nursing Care Designer V (NURS 481) in the Winter 2018 semester; her revised version of this paper appears below.

Nurses must get involved in politics for a myriad of reasons, chief among them that nurses can be active influences of change in the healthcare system. Nurses are highly educated with a wealth of knowledge about healthcare and patient safety. Nault and Sincox (2014) have stated that

nurses have the ability to shape healthcare because they are the largest and most trusted group of healthcare providers. These combined reasons make nurses the healthcare professionals with the most potential to bring about change and influence health policy. Similarly recognizing this connection between nurses and politics, Abood described nurses as advocates for healthcare policy because nurses see how the healthcare system is not meeting patient needs; this, he says, positions them to take action and influence change. Furthermore, nurses are the largest group of providers in our country, comprising 2.9 million healthcare workers (2007). Nurses throughout history (consider, for example, Florence Nightingale) have left lasting legacies not only as advocates, but as pioneers aiding in the political change necessary to benefit patients. Nurses, in other words, have referent power and should be reminded that a loud collective voice gets attention (Hahn, 2009).

An example of how change in policy can improve the care of patients (and one in which nurses should be involved) is Michigan Senate Bill 273, introduced by Senator Rick Jones on September 16, 2017. It will amend the public health code to require licensees caring for patients who have overdosed on opioids to provide substance use treatment information. This bill has passed through the legislative process and will take effect in March 2018. This public issue is of interest to me because, as an experienced certified psychiatric technician working with individuals in an inpatient behavioral health setting, I know how many people need help. Countless citizens in the Tri-Cities and surrounding communities not only require mental health services, but also have an overlapping struggle with opioid use and abuse. I work with patients who have intentionally overdosed in a suicide attempt, as well as patients who are being evaluated after an unintentional overdose on substances, which include prescription opioids and heroin. With Michigan in a current opioid addiction crisis, these vulnerable patients need access to resources to aid their rehabilitation and to prevent future overdoses. Based on my experiences, I believe healthcare workers have a responsibility to provide, at discharge, treatment options for patients with opioid use disorder, and I agree that, by law, resources should be made available.

Analysis: Why Change Is Needed

Licensed nurses working with patients being treated for opioid overdose need to be aware of the severity of the current opioid crisis not just in Michigan, but the entire country. Nurses must be knowledgeable about the prevention of opioid abuse and treatment programs for opioid use disorder while simultaneously collaborating with social workers in planning a patient's discharge. Because nurses are in a unique position to build rapport and trust with a patient, they have an opportunity to provide patient education during interactions with consumers who are struggling with substance use disorder. Communicating that there is help available will reinforce that there are options for treatment, as well as prevention, of opioid addiction. This dialogue between the nurse and the patient provides a means for a nurse to serve as an advocate, and with this support, a nurse can aid in the patient's willingness to not only seek outpatient services but also to comply with treatment after discharge.

Senate Bill 273 (2017), titled Provision of Substance Use Disorder Services Information, will include measures intended to combat opioid abuse. This bill is part of a collective effort by the legislature to fight the ongoing opioid epidemic in Michigan and the nation. According to the Centers for Disease Control and Prevention (CDC), and noted in Senate Bill 273, 91 Americans die every day from an overdose (S.273, 2017). In response to the number of citizens being affected by opioid abuse, various parties have sought out solutions to this problem, including improving education that focuses on the risks and responsibilities of using prescription opioids for pain. Concerned parties have also considered additional requirements for doctors and other healthcare prescribers such as limitations on the prescription of opiates. Increasing the availability of opioid antagonists such as Narcan, which can prevent deaths from opioid overdose, has also been considered. In October 2015, Michigan's Prescription Drug & Opioid Abuse Task Force included additional recommendations to combat the problem in the state (S.273, 2017).

Substance use disorder services included in the bill as defined by the state Mental Health Code include prevention services intended to lessen the consequences of opioid use disorders (by preventing the onset of substance abuse altogether) and to reduce the progression of substance use in individuals. Substance use disorder prevention is described in the bill as promoting individual, family, and community health; preventing mental disorders; supporting recovery; and reinforcing the importance of treatment to prevent relapse (S. 273, 2017). Substance use disorder rehabilitation is also described in Senate Bill 273 as making available recovery-oriented services that include both early interventions as well as crisis intervention services for people who are former addicts. These services, including counseling, would include referrals for people with substance use disorder, as well as for those who are physically or psychologically dependent upon opioids (S. 273, 2017).

The need for these services and Senate Bill 273 is highlighted in nursing literature. Naeger, Ryan, Ali, Mark, and Hughey (2016) conducted a study to examine factors associated with post-discharge treatment for patients who are hospitalized for opioid use disorder or subsequent overdose following opioid use. Naeger et al. estimated that over the past 19 years, there has been an 150% increase in hospitalizations related to opioid use. The authors also discussed how the existing research shows that 1.) estimates from a 2014 national survey on drug use revealed that roughly 1.9 million U.S. citizens have substance use disorder associated with prescribed opioids, another 586,000 U.S. citizens abused heroin, and approximately 17,000 people are dying yearly from an overdose of opioids and 2.) outpatient treatment following hospitalization is associated with positive patient outcomes such as reducing the use of substance abuse (2016). These authors also stated that among patients who are discharged after a substance use-related hospital stay, only an estimated 49.4% receive follow-up treatment within 30 days of discharge. This estimate implies that despite clinical guidelines recommending the continuation of care for patients with substance use disorders following inpatient treatment, a considerable percentage of patients are not receiving outpatient care. Conclusions of the study stressed that additional efforts to create provider relationships with opioid users increase users' likelihood to engage in follow-up treatment (2016).

One of the most effective methods of intervention is through education. In a randomized controlled trial, Dunn et al. evaluated the effectiveness of opioid educational interventions. The study compared the use of computerized technology versus pamphlets for modes of delivery, as opposed to the majority of existing educational interventions addressing opioid overdose that are conducted face-to-face. The results of the studied interventions were significant with the most gain in the subjects' increase in knowledge following the intervention focused on opioid overdose ($p < 0.001$). Dunn et al. conveyed that 100% of individuals in the study who were presented with a computerized format and 96% who received a pamphlet reported the education would help to prevent future overdose ($p = 0.02$). The authors of this study show that education related to opioid overdose distributed by either of these methods produced increased knowledge. Delivery of this knowledge can impact public health, thereby making it a valuable tool in reducing behavioral risks in individuals with substance use disorder (2017).

Analysis: Populations at Risk

Our nation is currently faced with an opioid epidemic, making this bill a very important piece in providing aid for those who need treatment for recovery from addiction. Without required and deliverable education plus information on available treatment services as an intervention, recovery from opiate addiction in America is just not possible. Many undereducated patients will benefit from a teaching component involving preventative strategies following a prescription opioid overdose. In addition to greater educational efforts, the requirement of referrals to rehabilitation services will lend support to those who are heroin users. Citizens are in need of treatment, but unaware of where to find help after hospital discharge due to limited resources and support services.

Populations who may be compromised by this bill are those with chronic pain from injury or disease process who feel that they have a legitimate reason for the use of opiate medications and do not wish to seek treatment for unintentional prescription medication overdose. These individuals may feel it is against their rights or free will to be set up with treatment services upon discharge. Lack of insurance will also potentially compromise individuals with opioid use disorder with the passing of this bill because of the high costs related to outpatient services. This is something that will need to be addressed because many patients cannot afford treatment.

If treatment services are not covered by Medicaid or provided for the uninsured, referrals for rehabilitation will only serve those with healthcare coverage. In an interprofessional article by Wu et al., it was found that many individuals with opioid use disorder do not seek treatment, in large part because of the associated cost of the extended treatment that is needed to facilitate recovery. The authors stated that interventions are needed to support change and improve access to treatment. Wu et al. have also stated that in the U.S., there has been a continuous 15-year upward trend in opioid overdose deaths, and it will take approximately until 2034 to return to the baseline from the year 1980; this demonstrates a need for active efforts to improve access to treatment. The authors call for additional efforts and urge the importance of investing in education, in an effort to ease the economic drain when opioid addiction goes untreated (2016).

Financial Implications

Michigan Senate Bill 273 will result in a minor cost increase for the Department of Licensing and Regulatory Affairs, especially for the Bureau of Community and Health Systems (BCHS). The BCHS may experience increased costs for additional investigations and for implementing the enforcement of the amended law. Analysis has shown that this bill will not have any additional fiscal impact for state or local government; however, there will certainly be hidden costs. One of these hidden costs will be the need for additional monies to run more inpatient and outpatient treatment facilities to serve the population with opioid use disorder. Other costs will involve creating, teaching, advertising, and distributing educational materials in a preventative effort to end the opioid abuse crisis in Michigan, along with the additional educational materials emphasizing treatments after overdosing.

Strategies for Nurses' Involvement

Nurses can influence and be involved in the development of policies and the creation of bills in many ways. One such way is communicating to legislators about healthcare issues in an effort to determine how they should vote. Abood recommended that nurses influence healthcare change through repeated contacts with legislators and their staff. Nurse advocates must be informed and deliver the communication in a concise manner, remaining clear and straightforward, because this will increase the likelihood that the information they are providing will be heard and understood. The author suggested dealing directly with policymakers by writing a well-crafted letter, which includes a summary of the issue being addressed, as well as communicating by email (2017). The number of times that legislators hear about an issue can play a role in whether they favor an issue, so it is important that advocates communicate consistently with their legislators to keep them informed during the legislative process. One way to increase the number of contacts to a legislator is to join an organization that has similar interests. As advocates, nurses should also follow up and thank legislators for their support (Abood, 2007).

Rationale for Nurses' Involvement

Nurses should be involved with Senate Bill 273 (2017) because, as healthcare professionals who work across a variety of settings, they will encounter patients who are opioid users. Some of

these encounters occur because nurses are involved in the treatment of patients who are taking prescription opioid medication for pain following surgery or injury. Nurses also care for individuals with a wide variety of substance use disorders including addiction to controlled substances and other non-prescription forms of opioids such as heroin. Addiction is so widespread that almost all nurses in Michigan will be involved in some aspect of preventative addiction education or be involved in treatment related to substance use disorder. Nurses should also be involved with this bill because opioid addiction is a current crisis in Michigan. Nursing professionals have an obligation to be an active part of combatting the opioid crisis in their chosen communities. Other licensed healthcare professionals such as social workers will be heavily involved in this bill because they have a large role in coordinating patient discharge after an overdose. Nurses must thus work collaboratively with social workers to provide the best treatment and rehabilitation options for our shared patients.

Marquis and Huston have stated that much attention has been paid recently to the nursing profession and how nurses can impact healthcare in the areas of staff shortages and patient safety. As a strategy to change public policies, nurses can also join national organizations and actively participate as part of a collective group. The need for organized group efforts to have an influence on healthcare policy and change is recognized as a part of the history of nurses in our country (2017).

Bills to Laws: The Political Process and Accessing Information

Congressional committees are at the center of where public policies are made and where public education occurs at the state level. During the committee stage, the proposed legislation is given the most deliberation and provides an opportunity to share conflicting viewpoints and discuss the topic at hand. Nurses can influence the legislative process at this point by requesting an opportunity to testify or, if they are part of a larger organization with a developed position on the issue, by knowing which committees will address a particular area of concern (Abood, 2007).

The process of how a bill becomes a law is described by the Public Sector Consultants (*Citizens Guide*, 2017). First, the process begins in the chamber of origin; the title of a bill is read when it is introduced by a representative or senator. Then it is referred to a standing committee by either the speaker of the house or the majority leader. Bills recommended by committees receive a second reading. This is when the full chamber considers the committee's recommendation. The last step of the second chamber is to have a third reading and vote. Bills are read for the third time and undergo the same process used in the chamber of origin. If a bill passes without being amended in the second chamber, it gets sent to the governor. If it passes but has been amended, it returns to the chamber of origin. A bill becomes a law if the governor signs the bill (or fails to sign or veto it within 14 days after receiving it officially). In the event a bill is vetoed, the bill will become law if both chambers vote to override the veto by a two-thirds majority.

Accessing bills is easy and involves completing an online search. There is a government website (www.michiganlegislature.org) where all current healthcare bills can be found. Senate Bill 273 has gone through all of the steps of becoming a law. It was initiated on September 27, 2017; passed on December 13, 2017; and will be effective on March 27, 2018.

Conclusion

It has taken too long to pass healthcare bills that combat the rampant opioid addiction in our communities. Senate Bill 273 will help reduce opioid addiction and aid in preventing future cases of opioid overdoses across Michigan. It is imperative for nurses to get involved in the politics and policy that affect our work and our patients. Together, we have the power to change healthcare for the better.

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Using Molecular Machines for Polypeptide Synthesis

Bradley Hunt

Braun Award for Writing Excellence in the College of Science, Engineering and Technology

Nominated by Jennifer Chaytor, Assistant Professor of Chemistry



Bradley Hunt grew up in Port Huron, Michigan, with four siblings: one older sister and three younger brothers. He came to SVSU on an academic scholarship and has been working towards his biochemistry degree for the past four years. While at SVSU, Bradley joined numerous groups including the Roberts Fellowship Program, the Phi Delta Epsilon Medical Fraternity, the Chemistry Club, and the Honors Program. He graduated *summa cum laude* in May 2018 and plans to attend medical school and/or graduate school in the 2019–20 school year.

This paper was written for the upper-level chemistry course Advanced Organic Chemistry (CHEM 415). The class was given a capstone assignment to write about a topic that was interesting and related to the class. Bradley decided to write about molecular machines because they perfectly represent the concept that molecules function like pieces seen in traditional machines, such as engines. Too often the concept of molecules, or chemistry in general, makes people think that there is something almost magical occurring. This isn't the case, Bradley says. Molecules, and the atoms that compose them, function according to electrical, photochemical, or mechanical responses. Larger-scale machines function by using similar responses, which is important to realize as it makes chemistry easier to understand. While writing this paper, Bradley says he struggled with the balance between correctly representing this concept and not overexplaining it. He was, however, extremely pleased with the finished product.

Every living organism is composed of intricate biological machinery, from the myosin-actin complex that uses adenosine triphosphate (ATP) for muscle contraction to the complete DNA replication complex. These biological machines are all acting in response to some type of photochemical, electrochemical, or mechanical response, which then provides very specific outcomes. For example, during the process of muscle contraction, organisms use the protein myosin to hydrolyze ATP, which enables specific structural changes that lead to the binding and unbinding of myosin to actin filaments.⁹ This tightens the complex as the myosin pulls the actin further from its starting point and leads to the contraction of muscles and many other cell functions.⁹ These types of molecular machines are abundant in the body, but synthesizing them in vitro provides numerous problems due to their vast complexity.

Recently, scientists have successfully attempted the synthesis of a molecular machine that can, in turn, synthesize a polypeptide chain.⁴ This molecular machine is similar to the biological ribosomal complex. This complex includes the small ribosomal subunit, the large ribosomal subunit, a charged transfer RNA (tRNA) strand, a messenger RNA (mRNA) strand, and various protein initiation, elongation, and termination factors.⁹ Although the machine

made is much simpler than that of the ribosomal complex, they still share many similarities. For example, the template strand that is required to synthesize the correct polypeptide sequence is comparable to the mRNA strand found in the biological system. Additionally, a molecule that reads the template strand and uses it to create the polypeptide sequence is present.⁴ This molecule is also responsible for holding the template molecule in place and for moving along the template, so it can read the entire sequence.⁴ This is similar to both ribosomal subunits and the charged tRNA.

If one is to discuss the synthesis and functions of this molecular machine, more background is needed, and one can begin outside of the field of biology. In the 1960s, the creation of new, more efficient motors had come to a halt. Motors made during this time were large scale, used for more traditional machines like cars, and made from such materials as steel, aluminum, and iron. This conventional approach to machines was eventually challenged by American theoretical physicist Richard Feynman, who proposed a method for the creation of machines called the “bottom-up” approach.³ This involved using molecules, the smallest materials possible, to synthesize nanomachines. Following this theoretical idea, scientists in the 1970s and 1980s focused on such concepts as self-assembly and self-organization.³ Such concepts play crucial roles in the function of molecular machines as they describe how molecules will act when put in specific situations. Then, in the 1990s, scientists first started to actually synthesize these complex molecular machines.³ In more recent times, many successful experiments have demonstrated the ability to do what Feynman had once theorized.³ This has led to the creation of a vast number of different types of machines.

An important type of molecular machine, particularly when one is considering the synthetic ribosome complex machine, is the rotaxane.⁷ This type of molecular species involves the use of one (or more) ring(s) and an axis.⁷ This ring generally moves along the axis molecule but is also trapped due to bulky groups that are placed on the ends of the axis.⁷ Typically, the movement of the ring along the axis is controlled by redox reactions, pH change, or ultraviolet light.⁵ These triggers are often utilized for the translational motion of the ring. A rotaxane example can be seen in Figure 1.⁸

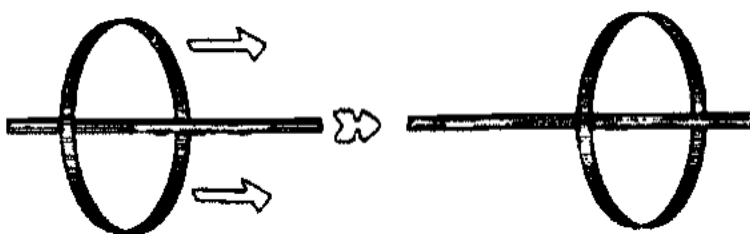


Figure 1. A rotaxane example illustrating both the ring and the axis of the machine.⁸ Building rotaxane-based molecules proves to be very difficult and low yielding.⁴

During the creation of the rotaxane used to create polypeptides, two strategies are used. The first involves a method called the “final-step-threading” strategy.⁴ This process involves building part of the axis first with an end cap. The end cap usually contains a bulky group of atoms to prevent the ring from sliding off.⁴ The ring is placed on this part of the axis. Then, a full strand of building blocks is synthesized and used for the second half of the axis. The two molecules are then synthesized together. This can be seen in Figure 2.⁴

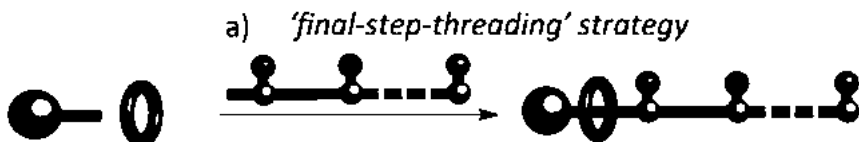


Figure 2. The “final-step-threading” strategy. The axis is indicated by the long rod, the ring is the circle around the axis, the bulky end cap is the large sphere on the end of the axis, and the amino acids are indicated by the three smaller spheres protruding from the axis.⁴

The “final-step-threading” strategy, however, presents many problems. First, the reaction used to complete this is low yielding. Because the strand of the building blocks is complete before the addition of the two axes, many reactive groups can prevent the reaction of the correct groups.⁴ Specifically, many amine groups from the additional amino acids are on the completed strand.⁴ These can interact with the copper catalyst that is used to later sync the two pieces of axis together. With more interactions between the copper and the amines, there is less copper with which to interact and then form the correct bond. Using this method also limits the amount of amino acids that can be used. As the number of amino acids increases, the chance that the copper will interact with them also increases. This lowers the yield of the correct product.⁴

A second approach yields much better results. This strategy involves building the second half of the axis piece by piece and is called the “rotaxane-capping” strategy.⁴ Initially, the bulky end group and part of the axis are synthesized, and then a small section of the axis is separately synthesized. This small section only contains enough atoms to fit the first amino acid in and thus reduces the number of reactive amine groups. Following this, the ring is added onto the small piece of the axis to join them together. The rest of the axis is then added piece by piece using the same reaction that fuses the first two pieces of the axis together. This can all be seen in Figure 3.⁴

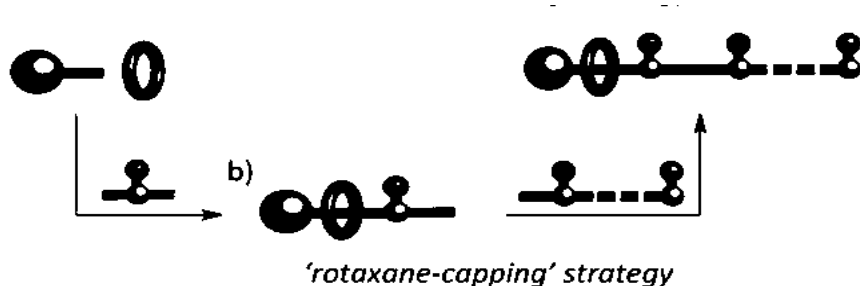


Figure 3. The “rotaxane-capping” strategy. The axis is indicated by the long rod, the ring is the circle around the axis, the bulky end cap is the large sphere on the end of the axis, and the amino acids are indicated by the three smaller spheres protruding from the axis.⁴

The reaction used to synthesize these molecules is known as the Cu(I)-catalyzed alkyne-azide cycloaddition (CuAAC).⁴ This reaction requires all three parts of the rotaxane. The first half of the axis is synthesized to contain one bulky end and one end with an azide group. The second part of the axis, which contains the first axis amino acid, phenylalanine, also contains an alkyne on one of its ends and an azide on the opposite end.⁴ The ring itself is also involved in this reaction, which allows for the threading coordination of the ring onto the axis. This ring contains a pyridine group that is essential to the reaction. This pyridine group

forms a complex with the copper ion, which then directs the reaction. The alkyne-containing compound then forms within this complex, while the azide group forms a resonance structure that contains a negatively charged nitrogen atom single-bonded to a positively charged nitrogen atom, which, in turn, is triple-bonded to a neutral nitrogen atom. The negatively charged nitrogen atom bonds to the copper atom and completes the pyridine, alkyne, azide, and copper complex.⁶

The azide and the alkyne can then undergo a cyclic addition that traps the ring around the newly synthesized cyclic molecule.⁴ The negatively charged nitrogen attacks one side of the alkyne. This pushes a pair of pi electrons from the alkyne to the neutral nitrogen, forming a new bond. Finally, a pair of pi electrons from the triple bond that holds the neutral and positively charged nitrogen atoms together moves to stabilize the nitrogen with the positive charge, which gives it a lone pair of electrons.⁶ This full reaction can be seen in Figure 4.² (It should be noted that this is an example and not the exact reagents used.)

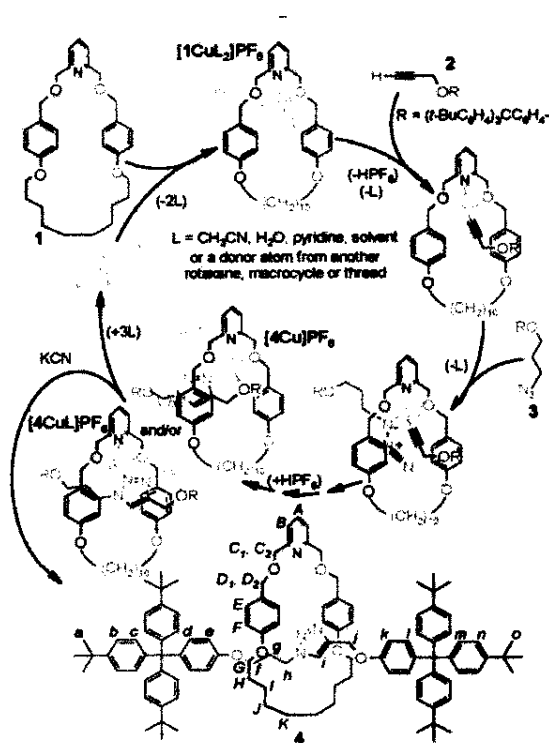


Figure 4. The full CuAAC reaction demonstrated through a ring like the one used for the molecular machine.²

Following this process, a strong base is used to dismantle the copper complex.⁴ The final resultant molecule is a new neutral cyclic molecule with three nitrogen atoms, two carbon atoms, and two double bonds. This molecule connects both pieces of the rotaxane axis, while trapping the ring containing the pyridine. The ring is contained due to steric hindrance, or repulsion between groups. One end of the axis contains a bulky cap of three *tert*-butyl benzene groups. The other end sterically hinders the ring by having the amino acid attached to the side of the axis. This complete molecule can be seen in Figure 5.⁴

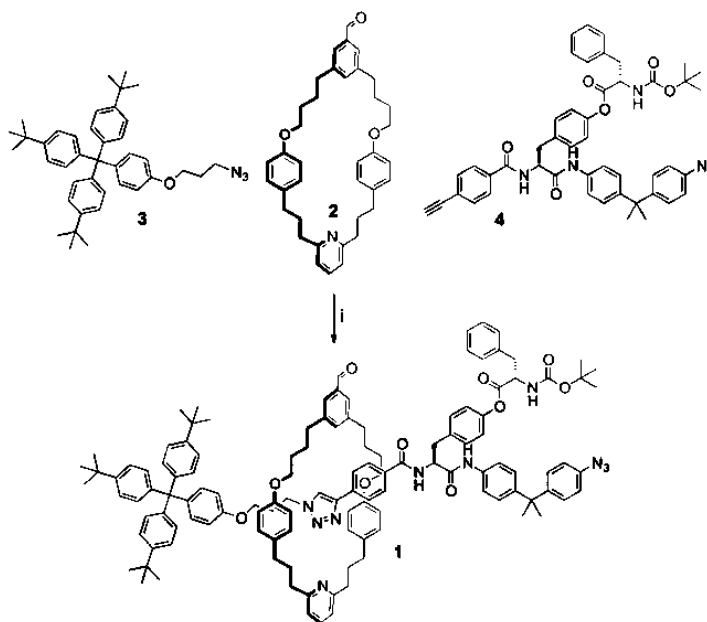


Figure 5. The reagent used (top) and the product formed following rotaxane formation of the molecular machine.⁴

This reaction occurs with two equivalents of the azide part of the axis (labeled 3 in Figure 4), ten equivalents of the pyridine ring molecule (labeled 2 in Figure 4), one equivalent of the alkyne part of the axis (labeled 4 in Figure 4), and half of an equivalent of $\text{Cu}(\text{CH}_3\text{CN})_4$. The solvent used is a six-to-one ratio of dichloromethane (CH_2Cl_2) and *tert*-butyl alcohol (*t*-BuOH). This leads to only a fifty percent yield, but it reportedly runs on a scale that creates hundreds of milligrams of product to continue the synthesis.⁴

As was stated earlier, the “rotaxane-capping” strategy involves many more steps that include the addition of separate parts of the axis. With each part of the axis comes two main groups. The first is an alkyne group, and the second is an azide group.⁶ This combination enables the same CuAAC reaction to occur between each part of axis. Although the pyridine from the ring is not present, copper is still used as a catalyst as it can bring the alkyne and the azide closer together. This proximity factor is essential to the reaction. Each CuAAC reaction results in the formation of the same triazole cyclic molecule. Although the “rotaxane-capping” strategy involves the addition of separate segments of axis for increased yield, the group fully synthesizes the second part of the axis first.⁴ Three segments are added together, which requires two CuAAC reactions and results in a large segment of axis that contains three amino acids. The amino acid sequence is PheLeuAla, which is then added to the ring/partial axis structure to undergo one other CuAAC reaction.⁴ The reagents of this process can be seen in Figure 6.

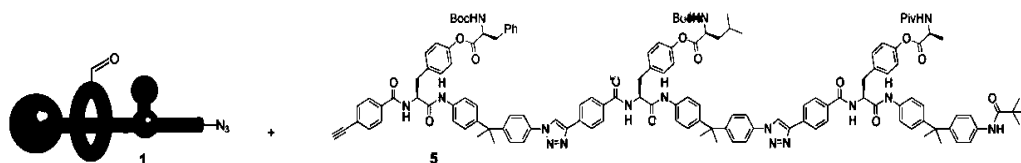


Figure 6. Reagents used to finish the rotaxane-capping strategy of the molecular machine.⁴

All parts of the axis containing an amino acid are protected before assembly. This can also be seen in Figure 6.⁴ This rotation helps with the molecular machine in three ways. First, it prevents the extra sequestering of the copper metal during the CuAAC reactions by the amino groups.⁴ It also helps keep the ring on the axis as it creates more steric hindrance. Finally, it prevents the molecular machine from synthesizing the polypeptide until the protecting groups are removed.

Another set of molecules is needed to finish the synthesis of the molecular machine.⁴ This group of three amino acids is essential to removing and joining the axis amino acids. The three amino acids start with a cysteine and are followed by two glycine residues. This group is first protected (using Boc as the protecting group) to prevent the end amino group on the glycine residue from reacting.⁴ The amino acid sequence is then added to a benzaldehyde group found on the top of the ring.⁴ This gives proximity to the first axis amino acid, and the addition occurs using a hydrazone exchange under an aniline catalyst.⁴ This reaction requires a hydrazine group on the end of the cysteine residue. The lone pair of the end nitrogen attacks the carbonyl carbon, forcing the pi electrons onto the oxygen. A proton exchange then occurs between the newly positive nitrogen and the newly negative oxygen. This enables the nitrogen to regain a lone pair of electrons. Following this, the oxygen uses its lone pair of electrons to take another hydrogen atom from the nitrogen. Meanwhile, the lone pair of electrons from the nitrogen pushes to form a pi bond between the nitrogen and the previous carbonyl carbon. This process produces a hydrazone that links the amino acid sequence to the ring and releases water. This full reaction can be seen in Figure 7, and the final product can be seen in Figure 8.⁴

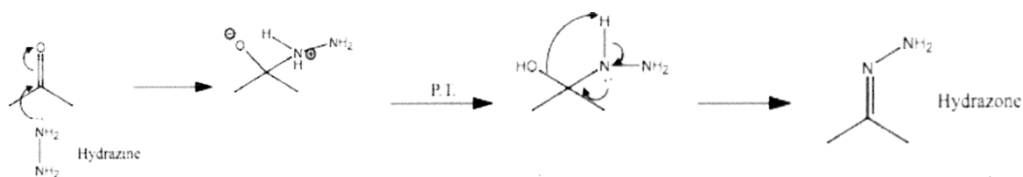


Figure 7. An example reaction of a hydrazone exchange.⁴

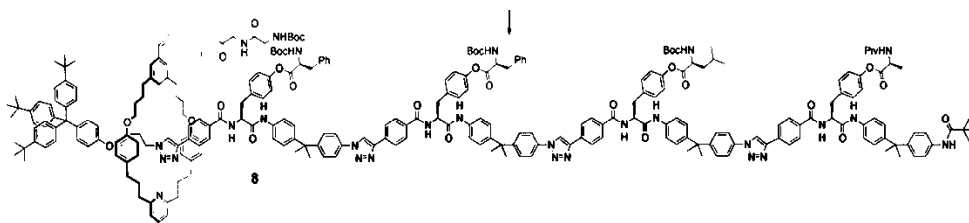


Figure 8. Final molecular machine with the protecting groups still intact.⁴

The exact reagents that are employed in Figure 8 use BocGlyGlyCys(STrt)NHN=CHC₆H₄OCH₃ as the hydrazide and the ring as the carbonyl group. An aniline catalyst is also used, which probably speeds up proton transfers. The solvent used is a three-to-one ratio of dimethyl sulfoxide and an ethanesulfonic acid aqueous buffer.⁴ The reaction occurs at 60°C for 48 hours and results in a 90% yield.

Following the hydrazone reaction, the rotaxane molecular machine is ready to synthesize the polypeptide sequence. The Boc protecting groups on the residues of the axis's amino acid and the one on the CysGlyGly arm must be removed to enable the machine to function. Removal occurs using a 20% solution of CF₃CO₂H in CH₂Cl. Following this, the molecular machine can function at 60°C in a three-to-one ratio solution of CH₃CN and

$(\text{CH}_3)_2\text{NCHO}$. This reaction proceeds through an O-S acyl transfer and an N-S acyl transfer.⁴ The cysteine amino acid residue that was attached to the top of the ring contains a nucleophilic sulfide group. This attacks the carbonyl carbon of the axis's amino acid, causing the pi electrons to move up onto the oxygen and then back down. When the pi bond reforms, it forces the phenoxide group, which attaches amino acid to the axis, to leave. This then protonates to form a more stable phenol group. The cysteine is then holding onto a new amino acid by its sulfur atom. The terminal nitrogen on the CysGlyGly residue is slightly nucleophilic due to its lone pair of electrons. This lone pair then attacks the carbonyl carbon that is also attached to the sulfur, forcing the pi electrons onto the oxygen atom and then back down. Again, the reforming of the pi bond forces the sulfide group to leave. This reaction can be seen in Figure 9.⁴

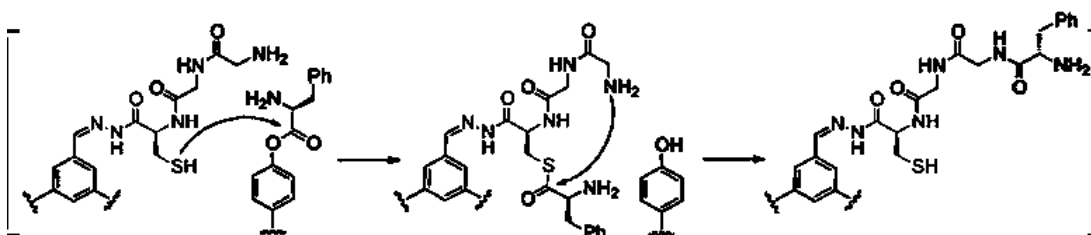


Figure 9. An example of a O-S acyl transfer and an -S acyl transfer.⁴

This process results in a new amino acid residue attached to the end of the CysGlyGly arm, forming a CysGlyGlyPhe arm. This happens three more times to form the final CysGlyGlyPhePheAla polypeptide sequence that remains attached to the ring. This molecular machine series of reactions results in 83% yield of the axis product and a 53% yield of the ring-polypeptide product. These final products can be seen in Figure 10.⁴

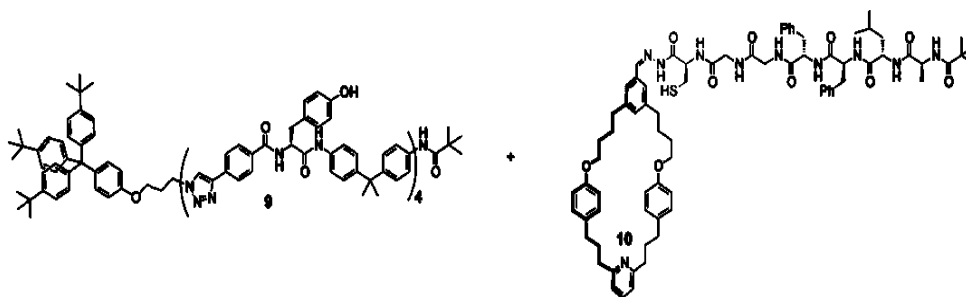


Figure 10. The final two products following the sequence-specific addition of the polypeptide. One product is the remaining axis molecule (left), and one is the polypeptide sequence still attached to the ring (right).⁴

The ring movement process has not yet been not completely described.⁴ Rotaxane molecular machines are typically functional through specific electrochemical interactions that enable the ring to move from one end of the axis to another or by photochemical reactions that do the same.³ If there is no mention of specific light reactions in the literature, most likely the ring moves by electrochemical interactions. Another aspect of the ring movement process not yet described is that the addition of new amino acids to the end of the polypeptide sequence can bring the sequence closer to a new axis amino acid. This could then cause the ring to shift over to interact with the next amino acid. Also, another possibility could be that the ring has

free movement on the axis, which would mean that because the ring cannot exit off the axis that contains the bulky groups, it travels freely along the axis until it comes upon an axis amino acid with which to interact.

Following the synthesis of this molecular machine, mass spectrometry has been used to identify the products. This procedure as used in one experiment showed two main groups. One was the axis, which now held four phenol groups. Another was a large peak with a molecular mass of 1,355 m/z. This peak corresponded to the ring with the amino acid sequence CysGlyGlyPhePheLeuAla. These results were then proven to be the product through tandem mass spectrometry. A derivative of the product built through conventional peptide synthesis was used; eight similar peaks showed up. The first was around m/z=576 and corresponded to the ring itself. The following seven corresponded to the different fragmentations of the peptide sequence. The tandem mass spectrometry can be seen in Figure 11.⁴

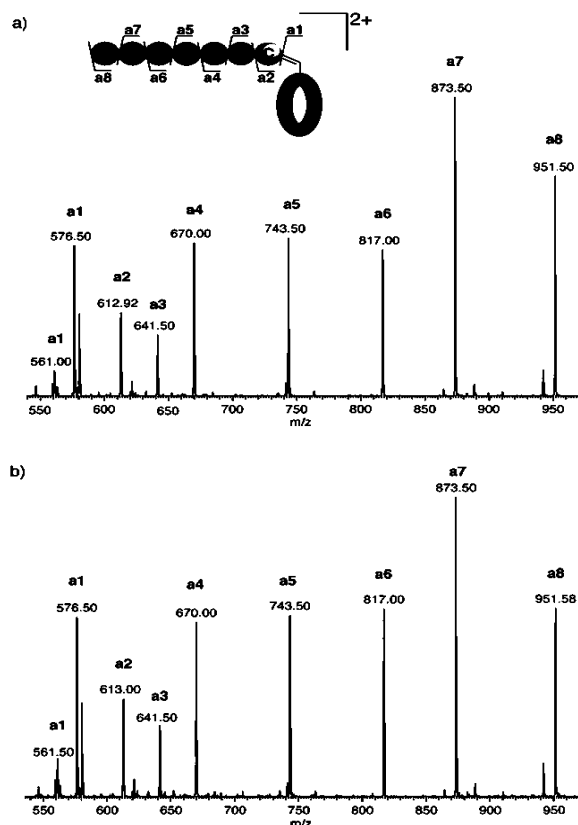


Figure 11. Tandem mass spectrometry between the molecular machine polypeptide (a) and the polypeptide formed by traditional sequencing (b).⁴

Synthetic creation of these molecules has proven to be a large mystery in the field of organic chemistry. The successful creation of this molecular machine has led to the syntheses of a sequence-specific molecule. This rotaxane-based machine does have many limitations and still cannot form a full protein molecule. It does, however, provide new insight for future creation of synthetic proteins and possibly other biological macromolecules. Future versions of this machine may even be able to build full proteins, which could be directly applicable to the healthcare field. Enzyme deficient diseases, for example, could be fought using molecular machines that would introduce synthetic proteins to cells.

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Young Blood Run Cold: Competing Perceptions of Sculptures and Childishness in *Middlemarch*

Victoria Phelps

Tyner Prize for Nonfiction

Nominated by Daniel Cook, Associate Professor of English



Victoria Phelps is a May 2018 graduate from Rochester Hills, Michigan, who majored in English literature and minored in history and creative writing. During her time at SVSU, she served as a staff writer for the *Valley Vanguard*, a tutor at the Writing Center, and editor-in-chief of *Cardinal Sins*. She was also co-chair of SVSU's first Human Library and has served as vice president of Sigma Tau Delta–Alpha Sigma Kappa. In March 2018, she presented her honors thesis, "Depictions of Disabilities Once Upon a Time: Analyzing Disabled Characters in the Context of Victorian Fairy Tales," at the International Conference for the Fantastic in the Arts in Orlando, Florida. She plans to pursue a master's degree in library and information science.

This paper was written for a course in Victorian literature (ENGL 431). This class focused on realism, and students tackled works like Charles Dickens's *Oliver Twist* and George Eliot's *Middlemarch*. For this assignment, students read academic literature to explore an idea related to a text. Victoria was interested in the complexity of Eliot's novel. After this assignment, she began to explore a field known as age studies. She hopes to continue researching representations of age in literature that breaks the molds.

"It was really George Eliot who started it all.
It was she who started putting action inside."

—D.H. Lawrence

One of the threads constituting the fabric of George Eliot's *Middlemarch* (1872) is the theme of representation. In the novel, Eliot frequently references forms of human representation, including puppets, effigies, paintings, sculptures, and, of course, language. As Eliot's husband, George Henry Lewes, noted, in discussing issues of representation as a whole, "[t]he imaginative power [of a work is] too frequently estimated according to the extent of *departure* from ordinary experience" (qtd. in Davis 358). However, many of the forms mentioned in *Middlemarch* have key departures from "ordinary experience." Puppets and effigies are often used to mock the ordinary, for example, and paintings like Naumann's are used to symbolize and represent the extraordinary. I am interested in analyzing the text's sculptures in light of realism and associations with age and maturity.

Most studies of statues in *Middlemarch* focus on the scene of Dorothea next to "the reclining Ariadne," known in the time of the novel as Cleopatra. Perhaps the most developed among these papers is Abigail S. Rischin's "Beside the Reclining Statue." Rischin examines the scene as

one of ekphrasis,¹ arguing that Will's reaction casts the scene in the tradition of *paragone*,² but Eliot's narrator complicates our understanding of the conflict: "Eliot affirms the dynamic and expressive power of art by using the statue as a catalyst for the birth of desire, as a prefiguration of the novel's central romance plot.... Indeed, at the same time that Will disparages art's power, he himself comes under its powerful spell" (1122). Rischin focuses explicitly on this scene and the plot's continuation of the Ariadne myth, so her applications to other parts of the novel are general. Crystal Downing, however, published a response to Rischin, where she takes the concept further, noting other allusions to the Ariadne myth like minotaurs, Ariadne-like sleep, and moments where Dorothea is again associated with statuary. Downing claims that these scenes not only represent the "frozen moment" of statues, but also "impos[e] the stasis of a statue on the temporal flow of the text" (435). Although both scholars' observations are astute, their narrow focus on the Ariadne allusion causes them to overlook other important aspects of the overlap between statues and Dorothea and Will's relationship.

To situate my argument more fully, we must understand Eliot's conceptualization of age, which has received more critical attention. Most recently, Heike Hartung's book *Ageing, Gender, and Illness in Anglophone Literature* features a chapter on age in *Middlemarch*. Hartung notes that maturity has played a central role in Eliot's stories because she did not write a book until her late thirties (ch. 3, sec. 6); furthermore, Hartung claims that Dorothea's *bildungsroman* arc sees her grow from childlike to motherlike. This assertion ignores references to childhood that occur after references to Dorothea's motherliness, references that occur frequently.

In this paper, I will analyze scenes where Dorothea and Will meet, paying attention to how these scenes are colored by references to sculptures and age. I will show that the characters' marble transformations are concerning not only for their immobility, but also for their return to an ideal form. I will also describe how the petrifications of Dorothea and Will are broken by "childlike" moments where they act spontaneously in a way that reveals their true desires. Paradoxically, this situates childishness as realistic (and linked to Realism). In this sense, we are ultimately led to hold the childlike behavior in higher esteem than the scholarly, high art of idealism—childish romance over "adult" romance.

Idealistic Statues in *Middlemarch*

Although Rischin uses art to facilitate Dorothea and Will's relationship, I understand art to impede it. Will rejects Naumann's objectifying observation of Dorothea, but Rischin claims Will does this "only after he has shared [the observation]" (1125). Although she acknowledges art's static nature, Rischin believes it "serves to mediate or conduct" Dorothea and Will's meetings through the rest of the novel (1125). Dorothea and Will do discuss art in subsequent conversations, but they struggle to reach an agreement, except that neither would like to see the world "entirely from the studio point of view" (Eliot 190; ch. XXI). In later scenes, art drives the couple apart, as when Dorothea suggests Will should take his grandmother's miniature away with him (434; ch. LIV). This division is clearest in the scenes where Dorothea and Will are themselves statue-like.

Downing identifies a number of these scenes in her letter, but the scenes do not just draw a parallel between Dorothea and Ariadne—they also evoke a negative affect. When Dorothea learns of her late husband's cruel will, Lydgate observes that "Dorothea's hand was of a marble coldness" (Eliot 397; ch. L). She is static, unable to move towards Will without disobeying Casaubon's wishes. She is like an object in the moment she is made aware of Casaubon's jealous possession of her. Similarly, when Will first says goodbye to Dorothea, it seems to him "as if they were like two creatures slowly turning to marble in each other's presence, while their hearts were conscious and

¹ An intense description of a visual work of art.

² A tradition from the Italian Renaissance debate about which art form (painting, writing, sculpting, etc.) is superior to the others.

their eyes were yearning” (433; ch. LIV). In this scene, neither character moves, but they look at one another and yearn; they still function on the inside.³ With this understanding, Will’s sudden desire for Dorothea in the Ariadne scene does not come from an aesthetic revelation so much as an awareness of the need to defend her from being objectified, turned as inanimate as Ariadne. This is not to say that Rischin’s argument is moot—there are compelling parallels between Dorothea and Ariadne—but for Will, “the true seeing is within” (178; ch. XX).

Will’s associations with sculpture are also unexplained by the Ariadne parallels. In fact, the clearest scene of Will as a statue seems reminiscent of a different myth altogether.⁴ Will’s last transformation to a statue is brought about by the cold fear of having been caught behaving wrongly. When Dorothea walks in on him and Rosamond, he “seem[s to be] changing to marble,” and, we are told, he and Rosamond remain “motionless” for some time after Dorothea’s departure (Eliot 597–98; ch. LXXVII–LXXVIII). This is the only time we recognize Will turning wholly into a *thing*. Under Dorothea’s “lightning” glance, he turns to stone, like a victim of Medusa. Clearly, Eliot twists this “ideal” form into something more disturbing.⁵

Just as sculptures are linked to idealism, they are also linked to maturity. Many of the statues Dorothea sees in Rome, for example, date back to the Roman empire—closely associated with the ancients and superiority. The last time Dorothea becomes a statue is just before Will leaves Middlemarch, when she “[sinks] into the chair, and for a few moments [sits] like a statue” processing what she understands to be Will’s admission of affection (Eliot 499; ch. LXII). By the time she realizes she wants to act, it is too late. In this scenario, Dorothea’s stasis is brought on by a need to think before acting, but it causes her to miss what she believed to be their final opportunity to speak. In Victorian culture, inaction would usually have been considered preferable to sudden action without thought. Eliot establishes clear connections between inaction and objectification in her 1855 essay “Margaret Fuller and Mary Wollstonecraft,” when she writes scornfully that “men say of women, let them be idols, useless absorbents of precious things, provided we are not obliged to admit them to be strictly fellow-beings” (qtd. in Nurbhai and Newton 184). For women, maturation is achieved by objectification and immobility. Other marginalized groups like the Jewish community were sometimes pressured into stasis because less agency was afforded to them. Eliot’s essay, though, suggests that she resists the emphasis on immobility in mature responses. In *Middlemarch*, this resistance is reflected in Eliot’s favoring of childlike realism.

Realistic Children in *Middlemarch*

Dorothea and Will are consistently referenced in terms of their youth and childlike behavior. Will is often referenced as “young Ladislaw” by the narrator and townspeople alike (Eliot 89–90; ch. IX and 252; ch. XXX), and Dorothea is sometimes noted as having a “youthful” appearance (51; ch. III and 188; ch. XXI). The references to youth and childhood increase in frequency when Dorothea and Will are with each other. At their first meeting alone in Rome, Dorothea’s recent episode of crying makes her “look more youthful,” and, although Will is older than she is, he “look[s] much the younger” in the moment because of his sudden bashfulness (Eliot 188; ch. XXI). We are also told that Dorothea finds Will’s “young equality... agreeable” (192; ch.

³ Roland Barthes claims sculptures are the perfect form for erotic subjects, because “the statue invites visitation, exploration, penetration” (qtd. in Rischin 8). Neither Will nor Dorothea evoke this understanding while the other is in statue form. As the audience, though, we can (and do) observe them from several angles throughout the text.

⁴ There may also be a reversal of the Pygmalion/Galatea plot throughout the text, in which the lovers turn from human to object and are de-animated by society rather than animated by each other.

⁵ Dorothea’s objectification is clear in her identity as a woman. Will’s objectification may be rooted in his status as a poor Jew. Both are limited in the actions they can take for physical difference.

XXI). Additionally, Will later chastises Dorothea for speaking from a place of maturity, “as if [she] had never known any youth” (200; ch. XXII). Dorothea also seems to become childlike in the presence of Will. At their first meeting alone at Lowick, Dorothea behaves “with the simple sincerity of an unhappy child, visited at school” (303; ch. XXXVII). With Will, Dorothea speaks “unchecked”—something “once habitual with her, but hardly ever present since her marriage” (324; ch. XXXIX). Will also behaves childishly with Dorothea; we are often told he speaks “impetuously” (199; ch. XXII and 326; ch. XXXIX), and we know he talks “in a tone of almost boyish complaint” about the infrequency of her visits (325; ch. XXXIX). Even as they speak on an adult subject—religious experience—they “[look] at each other like two fond children who were talking confidentially of birds” (326; ch. XXXIX). Some may say this trivializes their relationship, but it really highlights their innocent passion, because the narrator speaks seriously of their situation’s gravity.

Hartung picked up on these references to childlike behavior in Dorothea, but the author makes too much of the scene in which Dorothea grows into an adult when she embraces Rosamond with “gentle motherliness” (ch. 3; sec. 6). Hartung does not even address Dorothea’s reunification with Will, which is the moment of resolution for their plot, and these final moments reveal Dorothea to be as childlike as ever. When Dorothea realizes she loves Ladislaw, for example, “her grand woman’s frame [is] shaken by sobs as if she had been a despairing child” (Eliot 604; ch. LXXX). As she tries to distract herself from the desire to see Will, we are told that she looks “amusingly girlish after all her deep experience” (618; ch. LXXXIII). The couple breaks significant ground in their relationship when lightning seems to inspire mutual fear, after which Dorothea moves “instantaneously” and Will follows with “spasmodic movement” until they stand “with their hands clasped, like two children” (621; ch. LXXXIII). Still, the couple might have remained separate if Dorothea hadn’t been able to finally overcome her stasis. Just after Will says goodbye, Dorothea “start[s] from her seat, the flood of her young passion bearing down all the obstructions which had kept her silent” (622; ch. LXXXIII). Rather than sit like a statue and think, Dorothea acts, driven by her youth. It is not maturity that leads the couple to realize their relationship; rather, it is childish innocence and impetuosity that brings them together. The obstructions of finances and social propriety, which have long kept Dorothea in stasis, are the burdens of maturity. Dorothea’s famous declaration in Chapter LXXXIII—“I hate my wealth” (622)—sounds childlike in its simplicity and vehemence. Even her last words in the scene (“We could live well on my own fortune. . . and I will learn what everything costs”) are spoken “in a sobbing childlike way” (622). If we understand *Middlemarch*, like Hartung does, as a *bildungsroman*, real maturity is attained not when one overcomes childlike passions but when one embraces them.

This paradoxically situates childishness within the realm of the real. The most traditionally mature characters in *Middlemarch* are the most deceitful and delusional, tricking themselves into an idealistic mindset. Casaubon, for example, commits himself to the delusion that his wife is disloyal and that Will means to use her. Mr. Brooke reeks of delusion, too, as he consistently convinces himself that his political and economic philosophies are correct despite opposing facts. Bulstrode is perhaps the most deceitful and delusional of all, believing the illusion that his actions are in line with his religion so far as to justify the death of Raffles. Although Dorothea and Will seem at first to be in pursuit of a childish fantasy, this fantasy is darkened by a painful situation and ultimately becomes a reality. Through their childlike, simple love, Eliot captures what she suggests is ordinary experience, situating childishness as part of the real.

Realistic Children and Idealistic Statues in *Middlemarch*

Childlike behavior is consistently set in opposition to the statue-like coldness and stasis offered by maturity. As I have already noted, in a number of the scenes where Dorothea and/or Will are statue-like, their minds whirl even as they remain inactive to all external appearances. This is the opposite of childish, impetuous behavior, which is marked by acting without thinking, sparking

the staccato motions that help draw the couple closer together. We may also situate this friction in terms of the novel's core romantic triangle. We know early on that Dorothea "retained very childlike ideas about marriage"—namely, that "the really delightful marriage must be that where your husband was a sort of father, and could teach you" (Eliot 36; ch. I). This "childlike" conceptualization of marriage, an ideal born out of a woman's duty to be a subservient spouse and lack sexuality of her own, is something she says she believes will help her mature: "a wise man could help me to see which opinions had the best foundation, and would help me to live according to them" (61; ch. IV). The reality is quite the opposite. Dorothea is distant from her older, scholarly husband. In some ways, Casaubon seems more like a statue than Dorothea; although he is not an idealized figure, he is without feeling, stuck in thoughts without action, and heavily associated with the ancients. Will, on the other hand, has a strong relationship with Dorothea from the start because of their mutual youth; they are equal in their childlike passions. The two are able to grow and share an active life together as a result of this commonality.

If we pan out from Dorothea and Will's relationship, we see that this same preference for childlike romance over mature, idealized romance exists elsewhere in the novel. Fred and Mary, for example, are childhood sweethearts. They both recognize and acknowledge their youth, and Fred readily admits that he has room to grow. Mary has a chance at Dorothea's idealized form of romance in Mr. Farebrother, but she rejects him because her relationship with Fred has "taken such deep root" in her (Eliot 417; ch. LII). Fred is perhaps the character who matures the most in a traditional sense, but he is still childlike in his attitudes despite having obtained a job—consider, for example, his simple, belated jealousy of Farebrother. Rosamond and Lydgate's relationship appears to us perhaps the most childish of all, but both individuals believe themselves to be matured. It is interesting that Lydgate proposes at the moment when Rosamond is "as natural as she had ever been when she was five years old"—when she is closest to reality by being childish (259; ch. XXXI). The two live a seemingly ideal life; Lydgate is Rosamond's "ideal," and Rosamond is a perfect product of finishing school (120; ch. XII). Again, though, Eliot shows that what appears to be ideal turns out to be anything but. Rosamond and Lydgate play at adulthood while they live beyond their means and engage in regular tantrums. Their childishness is never fully realized, and they continue to play at the ideal life while suffering in what is perhaps the novel's most unhappy marriage.

Conclusion

Through scenes of Dorothea and Will's budding romance, Eliot rejects the ideal in the static, inhuman form of sculpture for the real in the active, simple form of childhood. There remains much that can be mined from these scenes though. Another motif seen throughout Dorothea and Will's relationship, for example, is light, which illuminates the characters and draws them closer in different ways throughout the novel. Additionally, it would be interesting to take this theory out of *Middlemarch* and see how it fits with Eliot's other novels and personal writings.

Numerous scholars have criticized *Middlemarch* for what they believe to be the tame positioning of Dorothea, because she does not become a great independent woman. R.L.P. Jackson claims that "Dorothea belongs... to that tragedy of 'ordinary life' which Eliot is attempting to substitute for the idealizing abstractions" (3). Although Dorothea is situated as the ordinary rather than the ideal, ordinary is not tragedy. By understanding the ideal as static and objectifying, and the real as childlike and active, we can see how Dorothea is able to rise above the delusions of idealism and achieve satisfaction in the real—in an ordinary experience—because her interior thoughts are in sync with her exterior actions.

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(worship in) a hospital where all the rooms are empty

Zoey Cohen

Tyner Prize for Poetry

Nominated by Arra Ross, Associate Professor English



Zoey Cohen is studying psychology and creative writing at SVSU. She hopes to work as a clinical psychologist and aims to graduate within the coming year. When not writing, Zoey enjoys participating in and poking fun at pop culture, and being really, really bad at Dungeons & Dragons.

developing the film

after the room clears
and the ward quiets
and the IV stills
i pull the blinds

and from this distance
the parking lot—
the pavement sky—
blisters into tender bruise
turns

wallpaper to tired skin
eyelids flicker-thin
and the siren moon:
blue light
 shattered
 in the eye

loading the reel

photograph fragment:
moon with edges worn
worry-soft to velvet

the white bulb swings

photograph fragment:
this one a hammer
 a chisel
 chipping bone

far away

photograph fragment:
this one a needle
 sharp
 sour
 bitten tongue

this one hung
low
has two eyes
 a nose
 glass lips
 smiling

hungry for bright red
 exit sign

creating a red room

all night i practice an art of self-denial
for the temple
 the waning moon
the brush bent nightly
for the fire

hanging to dry

i think
i developed here
living
by minimum of light

Classroom Portfolio

Madeline Angel

Diane Boehm e-Portfolio Award



Madeline (“Maddie”) Angel is a sophomore at SVSU pursuing a bachelor of arts degree in communication, along with minors in marketing and management. The Dryden, Michigan, native wants to pursue a career in public relations.

Maddie first created this e-Portfolio as a project for a section of Introduction to Public Relations (COMM 275) taught by Michael Major. Designed to highlight her academic career and writing abilities, the portfolio contains her biography, career goals, course reflections, and résumé, as well as a public relations plan she developed.

The largest and most detailed portion of Maddie’s e-Portfolio was the public relations plan. She crafted this plan for a non-profit organization, Project Appleseed, to help improve its marketing strategies. This plan explained how and when it would be implemented, as well as its cost to the organization. The public relations plan was Maddie’s favorite part of the entire project because she was able to dive into an organization’s needs and come up with solutions to its problems. As a member of Project Appleseed, Maddie enjoyed exploring the organization from new perspectives and contributing to its future.

Maddie recommends that students who are creating their own portfolios give themselves enough time to create and edit the content. As a whole, this project took about a month to create and about two weeks to fully edit. Her portfolio can be viewed at https://svsu.instructure.com/eportfolios/2268/About_Me.

Traîtrise

Bria Rivet

Recipient of the Theodore Roethke Student Writing Award



A May 2018 graduate, Bria Rivet was a literature and creative writing major with a psychology minor. As a tutor at the SVSU Writing Center, she shared her passion for writing with other students through one-on-one tutorial sessions. She considers writing, as a skill and a process, to be one of the most influential and beneficial ways to connect and communicate with others. Though she enjoys writing in all formats and applies herself in many different areas, lately she has been working extensively within the realm of poetry.

Time and again, I, too, have felt so full of luminous torrents I could burst—burst with forms much more beautiful than those which are put up in frames and sold for a stinking fortune.

—Hélène Cixous, “The Laugh of the Medusa”

can you see in her ear
a man's shape, a man curled above the lobe
and naked, and breathing, more so than she
is naked and breathing
 she is unalive, she is
fleshless and sour, do you see
how his brushstrokes fill her, build her
and can you see in her neck, that soft space
so inviting for men's tongues can you see
the imprint of his thumb
of the painter's thumb, the swirl
of the pad damp with pigment and saliva
 he is inside of her thighs
he created her thighs, see the bend of his knee
where her leg meets her waist and in between
her lips can you see where he has licked her
formed her body around him and
called her gypsum, safflower
 her hands are his, are a man's
have been stroked by man into being
 she has been stroked
and she is born, now, and naked
and he is here and everywhere
under her flesh, and if you peel her into pieces
there is linseed dripping down her thighs
or is it the sweat of him and what he thinks a woman smells like
 he drew himself first
on the canvas, drew his male body unfurled
if you look through her limbs
can you see him inside

The Effectiveness of Electrical Stimulation Therapy on Wound-Healing Rates of Pressure Ulcers

Sushma Ghale

Ming Chuan Multilingual Writing Award for Undergraduates
Nominated by David Peruski, Associate Professor of Nursing



A junior and nursing major, Sushma Ghale wants to become a certified nurse midwife (CNM). A registered nurse in her native Nepal, she has three and a half years of experience in the Gynecological and Obstetrics Department at Dhulikhel Hospital. There she met midwives from different countries with lots of new skills, skills of which she was unaware and which inspired her to come to the U.S. to become a CNM.

Writing essays has not always interested Sushma. After coming to SVSU, she knew that she needed to write essays in most of her classes, and she soon realized the importance of writing. She completed this research essay for Nursing Care Designer 1 for RNs (NURS 301), and she found this challenging because it was the first time that she was writing a research paper on a nursing topic. She is thankful for Professor Peruski's guidance in writing this paper, as well as for the help she received from the SVSU Writing Center and the school's research librarians. Sushma says that this assignment helped her learn how to write research papers and improved her writing skills as well. Now, she strongly believes that writing is a powerful skill and a medium through which to communicate her ideas.

Abstract

This evidence-based review was done to find out the effectiveness of electrical stimulation therapy (EST) on the wound-healing rate of pressure ulcers from stage II to IV in immobile patients of all ages and both genders. *The Cochrane Library*, *CINAHL Complete*, *MEDLINE with Full Text (EBSCO)*, and *Science Direct* were searched for articles, published from 2010 on, including systematic reviews, meta-analyses, and randomized controlled trials (RCTs). Studies were included if the EST was used as a treatment for pressure ulcers from stage II to IV regardless of current types. Three systematic reviews, five RCTs, one experimental model, and one decision analytical model are included in this evidence-based review. Houghton et al. (2010) described that the wound surface area was greatly decreased in the EST plus standard wound care (SWC) group, more than in the SWC group at three months. Also, Thakral et al. (2013) stated that EST decreased bacterial infection, increased local perfusion, and accelerated wound healing. In addition, Kawasaki et al. (2013) supported that EST helped in reducing healthcare costs because it supported the acceleration of wound healing. It was determined that EST has a positive impact on accelerating the wound-healing rate of pressure ulcers.

Introduction

The editors of *Nursing*, in their article “Pressure Ulcers Get New Terminology and Staging Definitions,” describe a pressure ulcer as an injury to the skin or underlying tissue. When there is continuous pressure, usually over bony areas, it interferes with the blood supply, resulting in necrosis, and can form an ulcer. A pressure ulcer is classified into six stages on the basis of the extent of tissue damage. Stage I includes intact skin with non-blanchable redness of the skin. Stage II includes partial thickness skin loss with exposed dermis. Stage III has full-thickness skin loss. Stage IV has full-thickness skin and tissue loss. The fifth stage is unstageable pressure injury, which has obscured full-thickness skin and tissue loss. The final stage is deep tissue pressure injury, which is characterized by persistent non-blanchable deep red, maroon, or purple discoloration (2017).

Patients with pressure ulcers who have ineffective wound healing are more prone to death, encounter high expenses for treatment, and have poor quality of life. Kawasaki et al. argued that 11.6% of hospital-related deaths were due to pressure ulcers because the healing rate was slow as it depended upon nutrition, mobility, wound care, etc. When a pressure ulcer degraded, a patient often needed surgical treatment, which was very expensive. (According to the authors, the annual healthcare cost for pressure ulcers was an estimated 12–15.6 billion U.S. dollars.) Also, pressure ulcers take time to heal, which affects the quality of life of the patient (2013). For these reasons, an effective and fast wound-healing technique is required to treat pressure ulcers and thereby prevent premature death, make treatment cost-effective, and improve patients’ quality of life.

This review will focus on people of all ages and both genders who have stage II to IV pressure ulcers who are immobilized due to any cause. (Those with spinal cord injuries, older adults, the paralyzed, etc. are particularly at high risk for pressure ulcers.) Polak et al. stated that the current treatment of pressure ulcers involved a long process, which was expensive as well. It included standard wound care (SWC) in which tissue debridement, applying antiseptics, the use of moist dressings, etc. occurred (2016). As a result of this process, electrical stimulation was also recommended by the clinical practice guidelines for the treatment of stage II, III, and IV pressure ulcers for effective and fast wound healing. Various studies showed that electric stimulation therapy (EST) accelerated wound healing. Houghton et al. (2010), for example, supported that EST was effective for a patient with decubitus ulcers. EST stimulated growth factor receptors and collagen formation, and thus resulted in a faster wound-healing rate by enhancing wound contractility strength (2010). Because of these facts, the main objective of this review is to identify the effectiveness of EST in the wound-healing rates of pressure ulcers from stage II to IV compared to SWC in immobilized patients of all ages and genders.

Standard of Practice

Different studies have been done to find out the effectiveness of EST for the treatment of decubitus ulcer. Qaseem, Humphrey, Forciea, Starkey, and Denberg stated that the American College of Physicians (ACP) recommended that EST can be used on wounds from stage II to IV pressure ulcers. This treatment is for fast wound healing. The effectiveness was similar in both spinal cord injury patients and other patients with pressure ulcers. However, skin irritation was the most common side effect of EST. Older people were more vulnerable to skin irritation due to fragile skin (2015). Nevertheless, EST was the recommended clinical practice guideline for treating pressure ulcers to accelerate wound healing.

Similarly, the National Pressure Ulcer Advisory Panel, European Pressure Ulcer Advisory Panel and Pan Pacific Pressure Injury Alliance recommended EST for the healing of pressure ulcers from stage II to IV. This group argued that recommendation based on scientific evidence from the RCTs done on humans with pressure ulcers. The alliance also said EST can be used in the prevention of pressure ulcers by stimulating the muscles that are prone to pressure ulcer development, especially in spinal cord injury patients (2014). Although EST has a weak

recommendation in the literature, there is strong evidence of its effectiveness in the rate of wound healing of pressure ulcers. Thus, EST should be reviewed for the implementation in the wound-healing treatment of pressure ulcers as it has significant potential.

Theoretical Framework

The research framework that applies to this evidence-based review is Myra Levine's Conservation Model. I chose to use this framework in this paper because Parker stated that this theory's goal was to promote adaptation and maintain wholeness in the patient by using the four principles of conservation, which was the objective of this evidence-based review. The four principles in the Conservation Theory are the conservation of energy, the conservation of structural integrity, the conservation of personal integrity, and the conservation of social integrity (2005).

According to Parker, the conservation of energy involves helping a patient adapt to new situations, new illnesses, and new challenges by balancing the internal and the external environment. The external environment involves such nursing interventions as nutrition, mobilization, dressing, etc., whereas the internal environment involves patient participation and ensuring patient safety. Secondly, the conservation of structural integrity involves promoting healing and maintaining structure and function. Thirdly, the conservation of personal integrity concerns nursing care, which helps the patient gain recognition, respect, self-awareness, selfhood, and self-determination. Finally, the conservation of social integrity recognizes the individual as a social being who lives within a family, a community, a religious or ethnic group, a political group, and a nation (2005). In other words, wound healing is impacted by many variables. If the patient is able to make changes, interventions are applied to promote healing. The patient must have the strength to heal by conserving energy from another area.

All of these principles can relate to my focus: the use of EST to promote the healing of stage II to stage IV pressure ulcers in immobile patients of all ages and genders. As I noted earlier, patients with pressure ulcers who have ineffective wound healing are more prone to death, high treatment costs, and poor quality of life. When such therapeutic interventions as good nutrition, changing of dressings, mobility aids, etc. are given along with EST to a patient to accelerate wound healing, this aligns with the conservation of energy principle. Secondly, such therapeutic interventions as two-hour position changes and use of pillows to relieve pressure, which help to maintain tissue integrity, promote circulation to the tissue, and improve wound healing, relate to the conservation of structural integrity. Thirdly, for the conservation of personal integrity, the patient should be cared for with respect, and a non-judgmental attitude, providing him with education on decubitus ulcer care and allowing him to make autonomous decisions. Finally, involving family in patient care (e.g., accepting an individual's cultural values) helps to achieve the conservation of social integrity. Thus, all interventions can follow the four principles of conservation.

Nursing Standardized Language and Pressure Ulcers

Iyanuoluwa, Adenike, and Prisca have stated that the nursing standard language has improved communication in nursing practice. The standard language consists of a North American Nursing Diagnosis Association (NANDA) diagnosis, Nursing Outcome Classification (NOC), and Nursing Intervention Classification (NIC). A NANDA-defined nursing diagnosis is a clinical judgement made by a nurse based on symptoms, and interventions are planned accordingly for a better outcome. Second, NOC is the process of determining the outcome. Third, NIC is the intervention that is planned on the basis of the clinical judgement to meet the outcome (2017).

In pressure ulcer patients, the NANDA nursing diagnosis would be impaired skin integrity related to immobility as evidenced by skin and tissue loss. This is the appropriate diagnosis for this evidence-based review because all of the patients have pressure ulcers from stage II to IV, which

means they have tissue and skin loss. Because they are immobile patients with spinal cord injury and paralysis, the cause of the pressure ulcer is immobility. As NANDA nursing diagnosis addresses the patient problem, this would be an effective nursing diagnosis for pressure ulcer patients.

NOC is the expected outcome in a client. For this health concern, Perry, Potter, and Ostendorf stated that the outcomes are as follows: patient will have regained skin integrity, the patient will understand the ways to prevent ulcers and promote wound healing, and the patient will have a healed wound (2014).

Based on a NANDA nursing diagnosis, NIC is planned to achieve the desired NOC. Ralph and Taylor have even mentioned that NIC should include the site of skin impairment and that bony areas should be assessed for pressure ulcers to look for healing rate, signs of infection, and development of new ulcers in risk areas. Daily dressings should be done along with EST to prevent infection and promote wound healing. A good nutritious diet should be provided, one with Vitamin C-rich fruits and high in protein, which promotes wound healing. Two-hourly position changes should reduce pressure and prevent pressure ulcers. Also, a clean and moisture-free bed sheet should be maintained because moisture increases risk for pressure ulcer development (2011).

Review of Literature

Kawasaki et al. argued that pressure ulcers were responsible for 11.6% of in-hospital deaths. They also impacted the quality of life, independence, and dignity of the patient (2013). Lala, Spaulding, Burke, and Houghton stated that the current recommendation for treatment of pressure ulcers was SWC, which involved debridement, dressing, and nutrition. However, SWC alone was not effective in completely healing pressure ulcers (2016). Barnes, Shahin, Gohil, and Chetter likewise supported that EST can be used as an adjunctive therapy to SWC because studies suggested that EST accelerates wound healing irrespective of the types of electrical stimulation used and the causes of the ulcers (2014).

Different systematic reviews and meta-analyses have also shown that decubitus ulcer size decreased faster and improved wound appearance significantly through the use of EST. Lala, et al., for example, concluded that EST accelerated wound-healing rates and the incidence of complete wound closure. Also, in a meta-analysis of five studies, it was demonstrated that EST significantly decreased the ulcer size by 1.32% per day, and with four studies, it showed that EST increased wound healing by 1.55 times compared with SWC or sham EST (2016). Similarly, Polak et al. stated that the wound surface area was decreased in a cathodal group by 82.34% and in a cathodal plus anodal group by 70.77%, which were greater rates than those found in a placebo group by 40.53%. However, this study was concluded at six weeks, so it was difficult to determine how long it took to close the wounds completely (2017). Despite the limitations, these studies supported that decubitus ulcer healing was positively impacted by EST.

Still other studies similarly supported that EST accelerated wound healing. Franek et al. stated that the average pressure ulcer area in the treatment group was 4.52 cm², and in the control group, it was 3.9 cm², which was decreased to 0.79 cm² and 2.97 cm² respectively in 6 weeks (2012). In addition, Houghton et al. described that the wound surface area was decreased at a greater rate in the EST plus SWC group than in the SWC group at three months. Also, the proportions of stage III and IV ulcers were healed less effectively in the SWC group in comparison to the EST plus SCW group. We must recognize, however, that the sample size (n=34) was relatively small, which affected generalization of the findings (2010). Polak et al. (2016) likewise concluded that the wound surface area was decreased to a greater degree in an electrical stimulation group than in a control group. Therefore, these studies also showed that EST is effective in increasing wound-healing rates.

Moreover, it was discovered that EST follows the body's natural bioelectricity pattern and supports pressure ulcer healing. Kawasaki et al. stated that EST improved angiogenesis by

enhancing the rate of endothelial migration. EST also increased granulation by the formation of collagen. It promoted the production of keratinocyte and vascular endothelial growth factor (VEGF), which aids in fast wound healing (2013). Furthermore, Thakral et al. showed that electrical stimulation improved healing in 14 out of 16 RCTs. It also increased perfusion rates. However, the limitations of this study were the small sample size and that this study looked at the percent change in wound area as the primary outcome rather than complete wound healing (2013). Roubhia, Park, Meng, Derbali, and Zhang concluded that EST promoted fibroblast migration and wound closure. It promoted fibroblast growth factor one and factor two releases, which helped in the contraction of wounds and resulted in wound healing (2013). Thus, it is suggested that these mechanisms of electrical stimulation have a beneficial effect on wound-healing processes.

EST has cost-effective results as well. Mittmann, Chan, Craven, Isogai, and Houghton stated that EST plus SWC was associated with lower costs than just SWC because 20.8% of individuals with pressure ulcers receiving ES plus SWC were completely healed compared with 4.5% of the individuals receiving SWC alone. There was also a 16.4% increase in the healed pressure ulcers and a cost savings of \$224 at one year. However, the results were based on a short-term model because long-term healing rates and costs require a study of the lifetime impact of electrical stimulation on pressure ulcers (2011). Kawasaki et al. (2013) also supported that electrical stimulation helped with low healthcare costs due to its fast healing properties. Thus, with better wound-healing outcomes and lower overall costs, EST plus SWC was considered the dominant economic treatment over SWC alone.

Most of these studies show that electrical stimulation has common side effects such as red, raised, itchy skin beneath the electrode with no adverse side effects. However, Kawasaki et al. (2013) stated that two patients in the treatment group had excessive granulation, another two had skin irritation, and one patient developed a burn due to high stimulus intensity. Houghton et al. also stated that one patient had burns after EST treatment (2010). The adverse effects, however, were evident in only a few people and in some studies.

Summary, Conclusion, and Recommendation

This review looked at the standard of practice from the Qaseem, Humphrey, Forciea, Starkey, and Denberg study (2015) and the National Pressure Ulcer Advisory Panel, European Pressure Ulcer Advisory Panel and Pan Pacific Pressure Injury Alliance (2014), which recommended the use of stimulation therapy for wound healing of pressure ulcers from stage II to IV. The research framework applied to this review was Myra Levine's Conservation Model because this theory's goal is to promote adaptation and maintain wholeness in a patient, which follows the objective of this evidence-based review. Impaired skin integrity related to immobility as evidenced by skin and tissue loss was an appropriate NANDA for this review. The nursing interventions are focused on promoting healing and evaluating for signs of infection and development of new ulcers in risk areas. As such, the recommended treatment includes two-hourly position changes to reduce pressure and prevent pressure ulcers, and daily dressings should be done along with EST to prevent infection and promote wound healing.

In this evidence-based review, all the studies support that EST can positively impact the healing of pressure ulcers that are caused by immobility and that are in stage II to IV in both genders and all ages. In addition, it appears to be a cost-effective strategy. Franek et al. (2012) concluded that the average pressure ulcer area was decreased more in the electrical stimulation group compared to a SWC group; in other words, electrical stimulation was more effective. Also, Barnes et al. stated that electrical stimulation was a cost-effective treatment because it accelerated the wound-healing rates and had significant improved outcomes (2014). However, some studies had a small sample size, which affected the generalizability of the findings, and some participants in the sample suffered from adverse side effects of EST. Overall though, EST has a beneficial effect in the pressure ulcer healing process.

Even though the evidence-based review supports that the EST is effective, further studies are required because the implementation is limited. Kawasaki et al. stated that there is a knowledge gap that is hindering the clinical implementation of electrical stimulation. Therefore, effort is required to provide knowledge to improve health outcomes through practice (2013). Barnes et al. (2014) have also suggested that future studies should be done to determine the most effective types of current and polarity for wound healing. Additionally, Lala et al. (2016) argued that future studies should address device-related adverse events, compliance rates, and cost-effectiveness of EST compared with SWC.

Evidence Table

Author and Date	Design	Sample (Size & Characteristics)	Findings and Conclusions	Level of Evidence
Barnes et al. (2014)	Systematic review	Twenty-one randomized controlled trials included 866 patients with the mean age from 32–36 years in which 11 studies were done on pressure ulcers, 3 studies on venous ulcers, 2 studies on diabetic ulcers, and 1 study on arterial ulcers; 4 were mixed causes.	<p>This study used pulsed current, alternating current, and direct current for the treatment and sham stimulation for the control group (which is an inactive form of stimulation used for placebo effect in research).</p> <p>In six randomized controlled trials (n=210), electric stimulation therapy enhanced the mean change in ulcer size by 24.62% (95% confidence interval [CI] 19.98–29.27, $p<0.00001$), with no heterogeneity. In three randomized controlled trials (n=176), weekly change in ulcer size was increased by electrical stimulation by 1.64% (95% CI –3.81 to 7.09, $p=0.56$), with significant heterogeneity. In six RCTs (n=266), electrical stimulation reduced ulcer size by 2.42 cm² (95% CI 1.66–3.17, $p<0.00001$), with significant heterogeneity. In one randomized controlled trial (n=16), electrical stimulation recovered ulcer size by 0.63% (95% (CI) -0.12 to 1.37, $p=0.10$), with significant heterogeneity.</p> <p>These studies show that decubitus ulcer healing was positively impacted with the use of electrical stimulation.</p>	1A

Evidence Table continued

Author and Date	Design	Sample (Size & Characteristics)	Findings and Conclusions	Level of Evidence
Kawasaki et al. (2013)	Systematic review	Seven randomized controlled trials and 2 observational studies were based on electrical stimulation of pressure sore with a sample size greater than 15.	<p>The studies show that electrical stimulation follows the body's natural bioelectricity and supports pressure ulcer healing. The mechanism includes promoting the process of angiogenesis and granulation by causing keratinocyte and fibroblast migration, increasing collagen production, promoting fibroblast proliferation, and increasing vascular endothelial growth factor (VEGF) production. As a result, electrical stimulation helps in fast wound healing.</p> <p>In addition, this study supports that electrical stimulation helps with lowering healthcare costs due to its fast healing properties. Also, this study found that high voltage pulsed current is more effective than other kinds of electrical stimulation because it mimics the current of injury closely required for enhancing tissue healing. This current also has fewer chances of burns and deeper penetration of current.</p>	3
Mittmann et al. (2011)	Decision analytical model	Spinal cord injury population with stage III and IV pressure ulcers would receive electrical stimulation for three months and would receive standard wound care to manage pressure ulcers in the one-year time horizon.	<p>This study shows that 20.8% of individuals with pressure ulcers receiving electrical stimulation plus standard wound care would be completely healed compared with 4.5% of the individuals receiving standard wound care alone.</p> <p>Also, electrical stimulation plus standard wound care was associated with lower costs than standard wound care. The rate of healed pressure ulcer was increased by 16.4%, which helped to save \$224 at a year.</p> <p>Probabilistic sensitivity analysis showed that electrical stimulation plus standard wound care has a cost savings of 62% more. Thus, with better wound-healing outcomes and lower overall costs, electrical stimulation plus standard wound care was considered the dominant economic treatment over standard wound care alone.</p>	6

Evidence Table continued

Author and Date	Design	Sample (Size & Characteristics)	Findings and Conclusions	Level of Evidence
Polak et al. (2016)	Prospective, randomized, controlled, clinical study	<p>This study was done in three nursing care centers.</p> <p>Sixty-three participants with pressure ulcers from stage II to IV with age more than 60 years were randomly formed into a cathodal electrical stimulation group (n=23; mean age of 79.35; standard deviation [SD] 8.48), a cathodal plus anodal electrical stimulation group (n=20; mean age of 79.65; SD 11.44), and a placebo electrical stimulation group (n=20; mean age of 76.75; SD 12.24).</p>	<p>This study was done in three nursing care centers.</p> <p>Sixty-three participants with pressure ulcers from stage II to IV with an age of more than 60 years were randomly formed into a cathodal electrical stimulation group (n=23; mean age of 79.35; standard deviation [SD] 8.48), a cathodal plus anodal electrical stimulation group (n=20; mean age of 79.65; SD 11.44), and a placebo electrical stimulation group (n=20; mean age of 76.75; SD 12.24).</p>	2a
Rouabhia et al. (2013)	Experimental	<p>Normal human skin fibroblasts were obtained from ScienCell Research Laboratories and were seeded on heparin-bioactivated polypyrrol (PPy)/ Poly-L-lactic acid (PLLA) conductive membranes, cultured for 24 hours, and then exposed to electrical stimulation of 50 or 200 mV/mm for 2, 4, or 6 hours.</p>	<p>This study shows that electrical stimulation produced no side effect on human skin fibroblasts. The stimulation promoted cell migration and wound closure. It developed fibroblast growth factor 1 (FGF-1) and fibroblast growth factor 2 (FGF-2) release by skin fibroblasts, which helped in extracellular matrix contraction. Therefore, the overall findings suggest that electrical stimulation has a beneficial effect on the wound-healing process.</p>	2b

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The U.S. Government Should Punish Fake News by Law

Sooyeon Jung

Ming Chuan Multilingual Writing Award for the English Language Program

Nominated by Barb Cohen, Senior ESL Specialist



Sooyeon Jung was an exchange student from South Korea who studied at SVSU in 2017–18. She says that, while here, she had the good fortune to take an English Language Program course called Analytical Writing (EAP 078) and to meet Professor Barbara Cohen. She writes: “Speaking frankly, I was not good at writing; I had to write many essays in English, and it was never easy for me. However, I learned how to write each type of essay, especially argument essays with my strong opinions. During the class, I was able to write the argument essay ‘The U.S. Government Should Punish Fake News by Law.’ There were a couple of topics that Professor Cohen suggested, and I chose the topic ‘Fake News.’ I thought that I could write more about fake news than the other topics. Although I didn’t know much about fake news exactly, I was interested in learning what fake news was, how it can be bad, and how people can get damaged by it.

“While I tried to make my argument essay organized and clear, I also wanted to write more professionally and logically. While writing the essay, I sometimes had a hard time; I had to use resources to support my argument with quotations and summaries. The hardest thing was writing the references. I was confused whether I did well or not, and checked the references several times. Though it was hard, by writing this essay, I learned lots of things that I could never have without this experience or without taking my ELP class.”

Sooyeon hopes that everyone will read her essay and think about the impact of fake news.

How many times do people see fake news these days? Lots of fake news is coming out in society. What is fake news? According to *Collins Dictionary*, fake news is “‘false, often sensational, information disseminated under the guise of news reporting’” (as cited in Flood, 2017). Fake news shows up on many social media websites, such as Facebook, and this makes some problems today. If people see some news or information, can they distinguish whether it is true or false? Probably, it is hard for most. As a result, too many people believe fake news, which they find on the Internet. President Obama offered his opinion, saying that if we cannot discriminate whether it is fake news, there will be a problem (NBC News, 2016). I believe the U.S. government should punish fake news by law because fake news could lead to crimes and make people get stereotyped and prejudged. Therefore, it should be the government’s duty to prevent citizens from spreading fake news.

First of all, people who create fake news often are committing crimes such as fraud and slander. Some people can be in danger because fake news’ advertisements attract people to buy or do something for illogical reasons. For instance, there was a fake news story about Nibiru (planet X), which was allegedly a planet that was going to bump against the Earth and lead to the Earth ending in 2012. When this story spread, people were confused (Molloy, 2017). Some people even used this story for advertising their products. People who use fake news just to get a great amount

of money are not worried about other people's confused feelings. Fake news author Paul Horner even earned about \$10,000 per month by making fake news, using people's sharing abilities, and getting a huge amount of money through advertisements (NBC News, 2016). The most important thing regarding fake news is the readers' reactions. Authors who create fake news cannot predict what people will do after reading fake news. According to Paul Horner, he thought that when he wrote fake news about Donald Trump, readers would fact-check it; however, Trump supporters never did (Dewey, 2016). Does this mean the authors have no responsibilities for people who believe their fake articles? Even the authors did not know that their articles would be "assailants," and this shows fake news alone can be a crime. In addition, whether the authors created fake news intentionally or not, some people get hurt by losing their reputations or their finances. Furthermore, fake news can be seen as a crime resulting from competitions between companies or specific people. One source has noted that "[i]n the era of fake news, less scrupulous businesses are using deceptive tactics to smear their rivals" (University of British Columbia, 2017). In one case from 2012 involving a bakery group in South Korea, a customer was said to have found a dead rat in some bread. However, the fact was that a rival bakery had made up the story. As a result, the first bakery had a huge financial crisis until the truth was revealed (UBC Sauder, 2017). This example demonstrates that fake news can be a crime. People can hurt others financially and mentally. Therefore, the U.S. government should react to it with laws.

Secondly, fake news can promote stereotypes and prejudgments. These days, there are numerous fake news stories that comment on race, sex, and politics, and they make people divided: "Part of this absurd effort to somehow make anti-fascists into a hate group takes place online in the places where memes and hoaxes are born" (Holloway, 2017). According to Holloway's article, fake news helps hate groups gain members because people believe this news. Through fake news, people can be divided through lots of misunderstandings about each other. It is not only a physical problem about fake news, but also a societal and political problem. People can be separated by which political parties they prefer through illogical fake news. For example, it is not a simple problem when readers who read fake news about race believe ridiculous content. For example, Buddhists posted fake news on social media that Muslims were planning to threaten Buddhist archaeological relics. Because of this fake news, "Muslim and Buddhist extremists fought in the streets of a southern coastal town in Sri Lanka" (Maza, 2017). People who have no doubt about fake news can begin to fight with others who do not believe the fake news because the readers who believe the articles want to show that they are not wrong. In a sense, the fight is a way of denying. However, because of this fighting, there can be a lot of victims physically and emotionally. In this way, fake news alienates people in society, causing them to break existing order such as respecting another's culture and not drawing a line between race and sex.

Some people say that social media CEOs and the U.S. government do not need to censor fake news sources and punish them. People have freedom to write their opinions, including fake news. No one cannot restrict their freedom of writing. In addition, the government has a lot of work. Censoring fake news (and even punishing fake news) is not its job, and this is a big job. Trend Micro showed how cyber criminals used the spreading of fake news to manipulate public opinion (Secureworld News, 2017). Paul Horner said in an interview, "I have at least 10 sites right now. If they [social media] cracked down on a couple, I'll just use others" (Dewey, 2016). That means restraining fake news will be hard because Horner and other fake news authors will try to create fake news again even though social media blocks it. However, fake news crimes are becoming severe problems that are threatening citizens and that are hard to censor. Fake news can be harmful. Fake news creates confusion about political concerns, makes students' grades worse when they use poor quality sources, and threatens people's health by giving ridiculous information related to medical treatments (Austin Community College, 2017). With this danger, the U.S. government has a duty to protect its citizens. One of the ways to prevent them will be a punishment of fake news by law. In fact, just censoring fake news is not only the government's job: it will be citizens' new jobs as well.

In the end, what is the problem of fake news and why should the U.S. government punish fake news writers? Creating fake news is technically a freedom; however, it has many dangerous elements that can mess up society. Sometimes fake news becomes a crime that devalues people's dignities or makes money by deceiving others. In addition, it sometimes leads to a fight between people because of issues of race, sex, and politics, and prevents people from coming together. Because of these dangers, the U.S. government should protect citizens who suffer from fake news and enact a law of fake news punishment to save the citizens.

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Spotlight on...

The National Day on Writing

The National Day on Writing has been celebrated for years—across America and at SVSU—as a way to recognize writing across the disciplines. Organized by the University Writing Committee, which was chaired in 2017–2018 by English faculty member Sherrin Frances and Modern Foreign Languages faculty member Monika Dix, SVSU’s celebration recognizes the writing that occurs at SVSU and in the surrounding community. Helping Professors Dix and Frances coordinate these events were University Writing Committee members Jennifer Chaytor, Micah delVecchio, Chris Giroux, Ellen Herlache-Pretzer, Amy Hlavacek, Julie Lynch, Tami Pobocik, Chatdanai Pongpatipat, and Deb Smith.

As in years past, the National Day on Writing activities at SVSU included an online Wall of Writing and an open-mic competition. Winners of the open-mic included Sara Chase for poetry, Kellie Rankey for short story, and Gwen Allen for song. On the following pages are Bria Rivet’s poem “In Summer” and Victoria Phelps’s fiction piece “Notes on an Inquisitive Sacrificial Cult”; their pieces were featured on the National Day on Writing’s online Wall of Writing, where members of the community are invited to share their writing in various genres.

This year’s events also included a panel presentation from alumni authors, who shared their experiences as writers. The Alumni Author panel was organized by James Dwyer, SVSU’s executive director of Alumni Relations; by Bryan Crainer, associate dean for Student Life and Leadership Programs; and by Ashley Youngstrom, an intern in the Alumni Relations Office and member of Forever Red. Alumni who participated in the panel were as follows:

- Chelsea Berg (B.A. in History Education, Class of 2015) is a secondary social studies and English teacher. She spoke about her *Abandoned, But Not Forgotten: A History Etched in Stone* (2016), which provides a history of Bay County’s Pine Ridge Cemetery, a project she started while a student here at SVSU.
- Kelli Fitzpatrick (B.A. in English Education, Class of 2010) is a teacher in the Beaverton School District. She has established successful creative writing groups for teens and adults, and she is an active writer of *Star Trek* fan fiction, for which she has won an award. Her article “Not Lost in Translation: ‘The Ensigs of Command’” appears on the following pages.
- Tracy Foster (M.A.T. in Reading Education, Class of 2002) and Shannon Cooper-Toma (M.A.T. in Reading Education, Class of 2006) co-authored the children’s books *Benson’s Adventures in Michigan* (2016) and *Benson’s Seasonal Adventures in Michigan* (2017). Their protagonist is a turtle named Benson who tells of his travels throughout the state, often in verse and through postcards. Both Tracy and Shannon work in the Corunna school system and have served on various educational committees.
- Nonfiction writer Jason Pockrandt (B.A. in Criminal Justice, Class of 2010) is a TEDx speaker and transformational life coach. His *The Confident Father’s Guidebook: Five Steps to Personal Transformation* (2015) and his *Father-Daughter Conversations* (2015), an anthology of essays written by dads, are both the outgrowth of his identities as a life coach and father.

To learn more about the National Day on Writing at SVSU, visit www.svsu.edu/writingprogram/universitywritingcommittee/nationaldayonwriting/.

Not Lost in Translation: “The Ensigns of Command”

Kelli Fitzpatrick

National Day on Writing, Alumni Author



Kelli Fitzpatrick graduated *summa cum laude* in 2010 with a degree in secondary English education. While at SVSU, she tutored at the Writing Center for four years and completed an Honors thesis on political discourse. Now an educator and author, she teaches English in Beaverton, Michigan; runs a writing group for teens; and writes fiction and essays. Her *Star Trek* story “The Sunwalkers” is published in *Strange New Worlds 2016* from Simon and Schuster, and her essays on *Battlestar Galactica* and *Blade Runner* are forthcoming from Sequart. She can be found at kellifitzpatrick.com and @KelliFitzWrites. The following piece concerns the series *Star Trek: The Next Generation* (TNG).

Language and music—both complex systems of human expression—create some of the most memorable moments in TNG: the unique diction of “Darmok,” the haunting flute melody of “Inner Light,” and the mariachi madness of “Déjà Q.” I would argue that “The Ensigns of Command” deserves a spot on the list as well, not for its *use* of music and language, but for the message that results from working around their limitations.

The episode opens with Data preparing to play violin in Ten Forward, unsure if his performance will have enough “soul” to satisfy listeners. The song selection is Mozart’s *Eine kleine Nachtmusik*, which translates from German as “a little serenade.” But that is not the composition’s true title at all. As Zaslow and Cowdery explain in *The Compleat Mozart*, the famous composer had no intention of naming the song that; it was just a brief description in his notes. That’s right—one of the most recognizable melodies in the world is known by a misnomer, making it the perfect introduction to an episode focused on the convoluted quality of language.

The main plot sets Data on a diplomatic mission to convince a group of human colonists to evacuate Tau Cygna V before the Sheliak arrive and reclaim the planet by force. But the colonists are intrepid generational homesteaders and cling defensively to their land. Data reasons with the colony’s leader, Gosheven, that they must leave or get vaporized, but android and man repeatedly speak past each other, neither really understanding the other’s position.

This theme of communication impassivity is paralleled in Picard and Troi’s struggles back on the *Enterprise* while negotiating with the Sheliak for more time. The verbal exchanges with the squirming brown-blanket-like creature are tense and unfruitful, as the Starfleet officers are repeatedly unable to sway the alien in any way. When Picard laments to Troi that some common point of reference for the two races *must* exist, Troi illustrates the complexity of the challenge by holding up a mug of Earl Grey. “*S’smarith*,” she says. “What did I just say?” Picard guesses *cup* (a logical choice... Spock would be proud) but the Counselor makes the point that she might have meant *brown*, *clear*, *liquid*, or *hot*. (Nobody mentions *tea*, which would have been my guess.)

The idea that signifiers (i.e., words) can represent more than one signified meaning (the quality of cup-ness, for example) originally comes from deconstructivist theory. In *Critical Theory Today*, Lois Tyson explains “We seek meaning that is solid and stable, but we can never really find it because we can never get beyond the play of signifiers that is language.” In other words, even when alien speech barriers are not involved, language is messy and imprecise, and often results in communication that says one thing but means another, or is simply not as straightforward as it first appears.

Which leads us to the most fascinating truth of this episode: the fact that the lines of Grainger Hines, the actor who plays Gosheven, were dubbed over with another actor's voice post-production. The words we hear him say on-screen are not his own. Sources conflict on whether the swap was made at Hines's request or as a studio decision, but either way, Hines's name does not appear in the end credits (neither does the unknown voice actor's). The dubbing is well-executed from a technical standpoint and is barely noticeable, but the irony is cutting; in an episode that celebrates Data discovering the value of his own unique performance style, the unique voice of another is silenced.

And yet, in the height of the story's climax, as Gosheven and Data finally agree that lives are more important than land, it is not the dialogue that lends the scene its power, but Hines's non-verbal performance. No words from Gosheven are needed; his proclamation of "I really would have stayed here and died for this" is unnecessary—the slight bend in his shoulders, the tragic clinging of his eyes to the structures his ancestors built are enough. Anyone who has ever worked ground or served in leadership or dedicated their life to a calling can recognize the depth of loss in his features—as well as the stoic acceptance of the need to weather it for the good of his people. In the key scene of the script, language yields to the poignancy of pure exposed humanity.

The message of *Star Trek* has always been one of reaching beyond the limitations of our reality. There are indeed some limits and gaps in this episode; Hines's vocal performance, like the true title of Mozart's serenade, is lost to history. But the meaning inherent in the story remains intact. The "soul" of the thing—as Data would say—still shines through.

This piece was originally published by ATB Publishing in *Outside In Makes It So* (2017), an anthology celebrating the 30th anniversary of *Star Trek: The Next Generation* with essays on series episodes. Reprinted with permission.

Notes on an Inquisitive Sacrificial Cult

Victoria Phelps

National Day on Writing, Wall of Writing Winner for Fiction



Victoria Phelps is a May 2018 graduate from Rochester Hills, Michigan. An English literature major with minors in history and creative writing, Victoria served as editor-in-chief of *Cardinal Sins* and a Writing Center tutor for three years, and she was a staff writer for *The Valley Vanguard* for four years. In addition to co-chairing SVSU's first Human Library during her junior year, she wrote her Honors thesis on disabled characters in Victorian fairy tales. During her time at SVSU, she presented her academic work at three conferences, and she won one Braun Award and two Tyner Prizes. Victoria plans to pursue a master's degree in library and information science.

The wooden playgrounds burned as you'd expect: charred bottoms struggling to support smoke-saturated rooftops and hole-riddled rainbow sails. Metal spines of swings would hang limp from a jutting beam, seeming to breathe in the breeze despite apparent asphyxiation.

The plastic ones became alien. Flat pieces would warp, caving to the flame's touch. The slides would empty themselves bottom-up, vomiting until nothing was left.

When it was over, adults would hack apart the carcass and cart it away, chunk by chunk, as though wheeling out the drab remains of last night's homecoming décor.

The children used their burnt sacrifices to ask pressing questions like "What should I be when I grow up?" and "Is Snowball in Heaven now?" And god, summoned by the mess, would answer as best he knew in a thin voice.

They were proud to have found a loophole to life, though some were disappointed in the answers and asked to have a different god.

God hated having to come down for this. Kids always got up so goddamn early and stayed up so goddamn late. And the questions—always with the questions. But what could he do?

It wasn't until the school playground was murdered in some group ritual—metal blistering under now-dull paints and plastics masking smoke scent with chemical candle—that the parents took action.

The woodchips had caught fire too quickly, and Abby and Job were burned—they were always the slowest in gym—but it wasn't anything god couldn't fix. And anyway, the parents sold off their playgrounds, gave the kids taffies and board games instead.

In Summer

Bria Rivet

National Day on Writing, Wall of Writing Winner for Poetry



A May 2018 graduate, Bria Rivet was a literature and creative writing major with a psychology minor. As a tutor at the SVSU Writing Center, she shared her passion for writing with other students through one-on-one tutorial sessions. She considers writing, as a skill and a process, to be one of the most influential and beneficial ways to connect and communicate with others. Though she enjoys writing in all formats and applies herself in many different areas, lately she has been working extensively within the realm of poetry.

In summer,
childlike, I fill his sleeping palm with driftwood,
his body warm and heavy with sunlight, until he wakes clutching my gifted debris.
Last year, he braved the frigid water and tasted lake on his lips,
watching me stand against the waves as I turned Michigan into a topography
of our fingerprints, our knuckles, the hollows of our knees.

This summer, his fingers curl around all of the things the water left over.
I say, *You don't have to keep them. I have not turned this rubble
into the phrases I've said with you half-listening,
remnants of my trust, the parts of my body I have not learned how to love,
the times in which we have had to choose each other.*
His mouth is the smile that tastes like citrus and pine. When his grip tightens,

I know I am turning his fingers into promises, his body into more or less than his body,
and I fear the ways in which he might let go. But his hand does not release
through the careful hours it takes us to leave for home. He waits
until we reach the place where our tangled bodies have slept; he scatters
the driftwood by the door. He is not metaphorical, but he knows the ways
in which the earth desires her own body. It is the way we desire each other—

our skin soil, and young, and intertwined. Once, last summer,
he held me in the current of Lake Michigan, his neck like salt.
I wanted to say, *We are wild and desperate things.
See the inside of my wrist, like shell. Remember all of the things
you have ever said to me so I can press them between books, these petals.*

But if his skin is just his skin, if his body is not more or less
than the place in which he has lived and is not the sand, or tide, or promises,
and if I am not apple blossoms or June or driftwood then perhaps we are
the spaces between the summers, our hair wet, our fingers unreleasing.
These are the careful hours, the ones between the shoreline and home.



Spotlight on... Students

No matter in which college they find themselves, SVSU students write regularly in their courses. As members of a university that, per its mission statement, “creates opportunities for individuals to achieve intellectual and personal development,” SVSU students write in different genres, learn different documentation styles, and find themselves weighing the various options they carry in their rhetorical toolkits. No matter their major, they must consider issues of medium, message, and audience.

Because their majors do vary, students find different venues in and avenues through which to grow as writers. No publication can capture all their stories. In the following pages however, you’ll find stories about five students, representing SVSU’s five colleges, who have found success in their studies through writing.

In this section, you’ll also find profiles of the editors of SVSU’s two student-run publications, *Cardinal Sins* and *The Valley Vanguard*. Founded in 1967, *The Vanguard* is SVSU’s official student-run news source and has been the recipient of numerous awards. Its online presence can be found at www.valleyvanguardonline.com/. *Cardinals Sins* is SVSU’s fine arts and literary magazine. Produced by the school’s faculty, staff, and students, *Cardinal Sins* has been honored by the American Scholastic Press Association; it features work by members of the SVSU campus and by artists from around the nation. More information about *Cardinal Sins*, including back issues and submission deadlines, can be found at www.cardinalsinsjournal.com/.

Spotlight on...

The College of Arts and Behavioral Sciences

Nik Berkobien

Psychology Major



Nik Berkobien, a Saginaw, Michigan, native, still questions what he'll do when he grows up. "Until third grade, I wanted to be a dinosaur archaeologist," the May 2018 graduate laughs. He stops, pretending to seriously consider the question. "Then I went blank for the next 20 years." He grins again. Fortunately, this blank slate led the psychology major to take advantage of a wealth of opportunities at SVSU, and each of these opportunities, Berkobien argues, required strong writing practices.

Although writing was an obvious requirement for his reports and term papers, it was vital to his success outside of the classroom as well. Strong writing skills, for example, aided Berkobien as he placed in the top 24 teams in the Moot Court Midwest Regional Competition of 2017 and as he competed in the 2017 Midwest Regional Ethics Bowl Competition: "You can't have the oral performance without first having the written structure," he explains. The planning stages required him to write, grapple with his ideas, and form a skeleton for his oral argument.

Writing has also helped Berkobien process his experiences and the world around him. As a member of the 18th class of SVSU's Roberts Fellows, Berkobien traveled to Taiwan, Japan, and China in 2017; he also independently organized and executed a month-long trek in the Himalayas in Nepal. Berkobien is now realizing how writing helped him make sense of his experiences abroad. In fact, his Honors thesis, completed in 2018, was inspired by his experiences in Cambodia; for this project, he researched how the United States and French military intervention in Indochina set the stage for the Cambodian genocide: "I tried to make as powerful and compelling of a story as possible to make people understand," he explains. Berkobien used his firsthand experiences to bring the history of that place to life and make it real for his audience: "I want to make other people see or live through my experiences vicariously."

For Berkobien, the Honors thesis was influential in other ways. "This is the first time I've had an opportunity to decide what I want to write completely for myself, to set my own criteria, and to decide how I want to proceed," he explains. Rather than finding this freedom exhausting, Berkobien characterizes this as energizing: "I like the freedom to explore what I want to explore and say what I want to say, especially about a topic that I'm really passionate about."

This passion has driven Berkobien to take complex phenomena and communicate, transfer, or translate them to others who know very little about the topics. This is something he has experienced for four years as a peer tutor at SVSU's Writing Center. There, however, the students with whom he worked were the experts trying to communicate their ideas to him: "Talking about writing for four years with people has been a really influential aspect of my growth. It's a cliché, but I've probably learned just as much or even more than the students that I've been helping in sessions."

Berkobien's future is still up in the air; he is considering graduate school as well as the Peace Corps. What he knows for sure is what makes for effective writing: "It's about being persuasive, being compelling, making your writing worthwhile and memorable, and, mostly, achieving communication." Clearly, when it comes to writing, the "blank slate" theory does not apply to this psychology major; a combination of natural talent and external opportunities have led him to become the skilled writer that he is today.

Spotlight on...

The College of Business and Management

Emma Hondzinski

Marketing Major



Like many students, Emma Hondzinski started her collegiate experience with the assumption that writing was not going to be significant to her development because she was not an English major. The May 2018 graduate quickly learned that strong writing skills are linked to success in any discipline—a carefully chosen word or phrase, as the marketing major and Spanish minor now knows, can connect people and ideas across a city, a nation, or even the globe.

When the Marysville, Michigan, native began at SVSU, Hondzinski's acclimation to collegiate writing was striking, namely because so many of her first-year instructors consistently demanded that she write often and well: "I realized quickly how important writing would be in college. I already felt like I was a decent writer, but I knew I had to develop my skills... so I worked harder on my papers to make them better every time." Hondzinski's work ethic would pay off; a Founder's Scholar recipient, she has been on the President's List for six semesters and the Dean's List for the other two semesters.

Hondzinski's writing abilities also served her well in her pursuit of a marketing degree. She recounts several professors and courses that have enabled her to develop and showcase her abilities as an effective communicator; she specifically cites Dr. Merle Davis's Marketing Principles (MKT 331) course as one that strongly emphasized writing as a cornerstone of any solid marketing effort. For Hondzinski, that class culminated in a 25-page strategic marketing plan, of which she continues to be proud. Hondzinski also cites Dr. Mazen Jaber, Dr. Hillary Mellema, and Dr. Woongsun Yoo as having significant impacts on her development as a writer and student.

Outside of the classroom, Hondzinski has been able to apply her skills as an effective writer to other involvements at SVSU. A member of Forever Red and the vice president of its marketing arm, Create, Hondzinski was named one of its 2017–18 members of distinction; she was specifically recognized for helping to create effective social media engagement plans for initiatives sponsored and organized by this registered student organization. Hondzinski attributes her ability to write in a variety of marketing contexts as the product of the courses that SVSU has offered her; she is particularly "thankful for SVSU and the College of Business and Management for preparing [her] for success in [her] field."

After her 2018 graduation, Hondzinski will be traveling to Australia to work and gain cultural experiences outside of the United States. After her year abroad, she will seek a career in international marketing. Her chosen career path reiterates that writing is essential to any academic pursuit, but "crucial to communicating ideas and thoughts around our fast-paced world." Given her academic success at SVSU, her ongoing development of her writing skills, and her ability to apply her skillset to a variety of mediums, Hondzinski feels confident that her success will continue in the future.

Spotlight on...

The College of Education

Nicole Hansen

Elementary Education and Early Childhood Education Major



Nicole Hansen, an anticipated December 2018 elementary education and early childhood education graduate, was interested in the field of teaching long before her acceptance to SVSU. Originally from the Grand Rapids, Michigan, area, and more recently of the Great Lakes Bay Region, Hansen grew up in her father's church, where she participated in a different kind of educational experience: Sunday school. Hansen claims that this experience, coupled with the inspirational teachers she had both in Grant Public Schools, which she attended as a child, and Bullock Creek Public Schools, from which she graduated in 2014, are what helped her discover her passion for education.

Hansen chose to attend SVSU because of its strong education program, as well as its proximity to her home, family, and work: "Being with my family is important to me, and I knew that Saginaw Valley's teaching program was the best of the best." Part of her success in this program can be attributed to her growth as a writer during her time at SVSU.

Since her admission to the College of Education in Winter 2017, Hansen has developed significantly as a pre-service educator and a writer. While she has written the typical assignments expected of education majors—lesson plans, reflections, and research papers—her early childhood concentration has required her to engage in much introspection. Specifically, Hansen has completed numerous assignments that required self-analysis. Such reflection, she says, was meant to refine her ability to meet the standards for teacher preparation outlined by the Council for the Accreditation of Educator Preparation (CAEP), and these assignments encapsulated all she has learned and much she will need to do in the classroom: "For example, during a class on engaging families, we were presented with a scenario including a small boy and his mother, and we had to relate how we would reach out to that family and accommodate for that child in a way that involved the [whole] family." Hansen stated that these assignments encouraged her to consider how she would use appropriate language in various, and potentially difficult, situations: "[The CAEP scenarios] are meant to be very applicable, so that we have experience with how we would actually speak to families and engage them in those real-life situations." Hansen claims that these writing experiences have better prepared her as an early childhood educator, especially given the importance of family involvement at that level of education.

Although these writing experiences showcase Hansen's ability to write within her field and to reflect upon her growth as a teacher, Hansen claims that the SVSU writing courses that have influenced her the most have been those that allowed her to explore writing and the teaching of writing more creatively: "Any creative writing opportunity I've had has had an impact on my love for writing." Her experience in Dr. M.P. Cavanaugh's Teaching the Art of Writing (ENGL 380), for example, was transformational for her: "That class focused on teaching writing to students in a way that is a bit atypical, but engages them and enables them to be creative... so that they develop a love" for the skill. Hansen believes that when teachers focus on only traditional essays, they are doing students a disservice.

Hansen is set to student teach in Fall 2018. She is particularly interested in working in rural schools and staying in the Midland area to remain close to her family. She knows her future will also include broadening her understanding of the field of education through workshops and professional experiences: "[E]ducation is such a dynamic field, and I want to be sure that I am

always providing the best instruction that I can while staying on top of the current research and methodology in the field.” Hansen’s experiences within the College of Education and with writing in her field have fully prepared her to do just that, and to be successful in whatever direction her passion leads.

Spotlight on...

The College of Health and Human Services

Alissa C. Rhode

Athletic Training Major



It was upon attending a college fair and touring SVSU in Fall 2014 that Alissa C. Rhode, who is from Grosse Ile, Michigan, felt as though she was at home; “the campus feeling, the food, the housing—it’s hard to put my finger on it, but it was almost instantaneous,” she says of her decision to attend SVSU after that visit. The full scholarship she received only cemented that decision, and before she knew it, Rhode was well on her way to completing her degree in athletic training and moving on with her education in physical therapy. Little did the May 2018 graduate know the ways in which writing would also define her time at SVSU.

As part of her athletic training field work, Rhode had to complete a very specific type of writing assignment on a regular basis: Subjective, Objective, Assessment, and Plan (SOAP) notes. SOAP notes are used by athletic trainers to document the care and interventions provided to each individual patient. Although working extensively with SOAP notes helped Rhode engage in her field and develop a straightforward and concise writing style, the academic research projects that she has done within her field of study have impacted her the most as a writer.

During her time at SVSU, Rhode has completed several research projects with Dr. David Berry of the Kinesiology Department. Her first research project in the athletic training program, on the topic of aquatic plyometrics, earned Rhode and her peer collaborator a Braun Award for Writing Excellence in 2016. After this first experience with writing academic research, Rhode was ready for more: “Research like this has allowed me to find what I am passionate about. I really love aquatics now, even though I didn’t think I would when I started out.”

She decided to continue exploring these passions by conducting her own research as part of her Honors thesis, research that was made easier through funding provided by a Faculty Association Award. This work, which focused on injury and illness in marching band and color guard members, earned Rhode and a classmate a second Braun Award in 2017. Her thesis project, which involved observing and working with the SVSU marching band and color guard, was presented in April 2018. This project, she claims, had the most impact on her writing and her understanding of her future profession: “I was passionate about marching band, but everyone I talked to was adamant that this wasn’t an area of need in the field [of athletic training]. However, I was able to prove that there was a need for it through the research I had done, and it has allowed me to explore something I love while solidifying my desire to have a career in that [area].”

Rhode’s interest and writing in her major has been characteristic of her time at SVSU. Remarkably, in 2018, she and a partner earned a third Braun Award, this time for a paper concerning the efficacy of diathermy. (That essay appears in this issue of *Writing@SVSU*.)

Beyond SVSU, Rhode’s research and writing have been shared at several venues including the Aquatic Therapy and Rehabilitation Institute’s International Symposium in 2016; the Great Lakes Athletic Trainers’ Association (GLATA) Annual Meeting and Symposium in 2016, 2017, and 2018; and the 2017 National Athletic Trainers’ Association Annual Meeting and Symposium. Rhode has also conducted research on the benefits of physical activity on health, information that she presented at the eleventh International Nursing Forum hosted by China’s Jianan University in 2017.

In addition to these conference presentations, Rhode has been published in academic journals; in 2017, Rhode's literature review for her Honors thesis was published in the *Journal of Sports Medicine and Allied Health Sciences*, and her work on plyometrics was featured in the *International Journal of Aquatic Rehabilitation and Education*.

In addition to proving herself as writer at SVSU, Rhode has been highly involved in campus life. Rhode, who passed her athletic training boards in April 2018, spent one year as the vice president of the Pre-PT club; as part of this group, she managed a committee that took students to visit PT programs at other universities and made recommendations for pre-PT students at SVSU. Rhode has worked for Club Red as its historian and *The Valley Vanguard* as a photographer; she has also been an SVSU orientation leader.

Rhode will attend Ohio University, where she has already been accepted into a doctoral program in physical therapy—her focus, of course, will be on the performing arts. The writing skills she has developed at SVSU will undoubtedly help her succeed in grad school and continue to contribute to the growing body of academic research on the intersection between the arts, athletics, and physical therapy.

Spotlight on....

The College of Science, Engineering and Technology

Autumn Zender

Physics and Mathematics Major



From her early years in her hometown of Fostoria, Michigan, Autumn Zender knew she wanted to be involved in teaching. Her experience at SVSU, from her freshman year to her graduation in 2018, has helped her develop valuable writing skills and find a way to pursue her dream. Zender's dedication to excellence also provided her with the opportunity to tutor at the Center for Academic Achievement. For her work in helping other students reach their goals in physics, mathematics, and statistics, Zender received a 2016 Mayme Hamilton Tutor of the Year Award.

While writing may not be her favorite pastime, Zender has found the craft to be invaluable in her chosen field. Although she originally planned to major in just mathematics, Zender eventually made the decision to add physics as a second major, along with a chemistry minor, and began planning to pursue a career in post-secondary education. As a physics major, Zender has devoted herself to honing the writing skills that she learned in high school and adapting them to the rigors of the lab reports required by the field. She has worked to make her technical reports clear and cohesive, as well as comprehensible to a diverse audience. As Zender became more involved in physics, she noticed a disturbing trend: talks in the social sciences were often attended by audiences of diverse educational backgrounds, but physics talks were only reaching those who were already involved in the discipline. According to Zender, there is a "social stigma, that if you're in physics you must be so smart." Zender suggests that this is not the whole truth. Her premise is that physics is no harder than the "soft sciences," just a little different. As a writer, her goal is to make physics more accessible to a wider audience.

Zender also has some important advice to offer about writing in the sciences. "Don't choose physics if you hate writing, because there's a lot of it," she says with a laugh. "Some days, writing seems like a necessary evil, but it's very satisfying to look back at a good report and think 'If I keep turning out this kind of work, I can help other people understand this.'" Zender's dream of sharing her love of physics with others has pushed her to give her best on every report. She says that this practice has also served her well in her graduate school applications. Because much of the application is focused on facts and numbers, the application letter is Zender's only way to show who she is and how she will contribute to the field.

The lessons she gained from her time as SVSU have been invaluable. She is now off to Penn State for her Ph.D., the final step in her journey to helping others find a passion for physics. Zender looks forward to the day when she can unite that passion with the one she has for teaching. Her dream is to teach at a small college, but rather than merely focusing on research, Zender really wants to emphasize her performance in the classroom. She maintains, "I like working with students and seeing the moment when it all starts to make sense and they get excited." As part of her mission to broaden public interest in physics, Zender anticipates developing an outreach program where she can introduce the discipline to elementary students. She wants to inspire future generations with a passion for physics, and no doubt she will use her writing skills to make that happen.

Spotlight on...

The Valley Vanguard

Connor Doyle

Editor-in-Chief



Connor Doyle is a person with the uncanny ability to successfully wear many hats. The finance and economics double major, who served as the 2017–18 editor-in-chief of *The Valley Vanguard*, is a journalist, businessman, former athlete, and, per his own words, “a huge nerd.” He by no means takes this last description as a slight, but rather wears it very proudly. It reflects his dedication, work ethic, honesty, organization, and love of learning, characteristics he regularly exhibits in his role as editor at *The Valley Vanguard*.

The Midland, Michigan, native and sport enthusiast came to *The Valley Vanguard* as a freshman in 2015. First as a reporter and eventually as the news editor, he honed his organizational and time-management skills under the guidance of former editor-in-chief, Kylie Wojciechowski. Doyle was offered the opportunity to become the paper’s editor-in-chief in the summer of 2016.

Doyle has brought his strongest attributes to *The Valley Vanguard* while serving as editor-in-chief for his second year in 2017–18, and this role has helped him to refine these traits. As editor-in-chief, Doyle is responsible for storyboarding each week’s paper, design editing, hiring, payroll, and other business aspects of the paper. These responsibilities, he says, have helped him to become more organized and better able to make quick decisions. However, the most important attributes that Doyle has gained in this role are his people and relationship-building skills. He states, “I’ve met some of my closest friends through *The Vanguard* that I never would have had the opportunity to meet otherwise.” Doyle hopes to implement these people skills in his future career as a financial advisor after graduation.

As Doyle approaches his senior year, he will be giving over the position of editor-in-chief to the publication’s current arts and entertainment editor, Kaitlyn Farley. His two years of work, however, will not soon be forgotten—and have not gone unnoticed. The Michigan Press Association’s Better Newspaper Contest (BNC) recently recognized him for news story writing, non-front-page design, and front-page design. *The Valley Vanguard* was also recognized as a Top Three College Newspaper in the state for Division 2 schools. Doyle’s contributions to *The Valley Vanguard* will be missed, but he has prepared his staff well by regularly demonstrating his dedication and honesty.

Only the future will show what new hats Doyle will don. The following article, however, represents just one of the many hats that Doyle has worn during his time at SVSU, that of reporter. The piece from the 2017–18 academic year also showcases the many roles that another SVSU employee, Roberto Garcia, fulfills at SVSU.

Professor Uses Jay-Z to Rethink Dominant Culture

A 200-level English course focused on the rapper Jay-Z is allowing students to reflect on current societal issues, their backgrounds as individuals and their current ways of thinking.

By challenging students’ biases and stereotypes, developing unique assignments and content and constantly altering the curriculum to reflect students’ interests in current pop culture,

adjunct English professor Roberto Garcia has created a safe and respectful environment for students to have dialogues about mature topics.

“Even just learning what the topic for the class was, that was immediately a heads up that it was going to be a little bit different from other classes,” says Rebecca Huizar, a former student of Garcia’s class. “The course really gave you respect for hip-hop music. The skills you learn in a class like that are just different than what you would learn in a typical, traditional class.”

Fall 2017 marks Garcia’s fifth semester teaching the English 212 course *Rethinking the Dominant Culture: Jay-Z and Modern America*.

Garcia, who also is the director of the Office of Multicultural Student Affairs, teaches students about the history of hip-hop and rap, which includes the Brooklyn-born Jay-Z, to show the impacts the genre has made on American culture and society.

“We’re bringing all of these different themes together to show that hip-hop is a genre of music that unites people,” Garcia says. “I think that’s one of the central themes within the class.”

The topics go far beyond those to discuss how hip-hop relates to social justice-related themes like poverty, stereotypes, discrimination, spirituality and feminism.

“We look at specific artists, and we start to pull out the themes within their music,” Garcia says. “I teach them how to separate art from artist; I think that’s central. I also push them on critical thinking and rethinking some of their own positions and perspectives on hip-hop as a genre of music.”

Gabriel Negranza, a junior biochemistry student, says he waited until after the first day of the class to purchase the textbook because he didn’t think *Jay-Z: Essays on Hip Hop’s Philosopher King* could possibly be the textbook for a college course.

“The class stimulated conversation and discussion,” he says. “I didn’t even think that I held a lot of stereotypes, but the stereotypes I held about hip-hop artists especially were totally shattered.”

The idea behind the course originally came as Garcia was earning his doctorate degree from Central Michigan University. In one of his final courses, the students were asked to write about a leader that they admired and later present on that leader.

“My go-to’s at the time were Dr. King and Malcolm X. I could write about them in the dark with little to no research or help because I’ve written about them so many times,” Garcia says.

However, Garcia had a wildcard in the back of his mind that he was hesitant to actually go through with: Jay-Z.

“While we were in groups brainstorming [after pitching the idea],” Garcia says. “One of my peers in the course, a white woman, said ‘Roberto, I don’t want to hear about Dr. King or Malcolm X, I know all about them. Can you do Jay-Z?’”

The suggestion from his classmate inspired Garcia to go through with the project on Jay-Z, a presentation that was very well received by his classmates and instructor. Later as a faculty member at SVSU, Garcia was further inspired to turn his project into a fully developed course and curriculum offered at the undergraduate level.

“(Associate professor of English) Kim Lacey was instrumental in helping with this course,” Garcia says. “When she taught a course based on *Orange Is the New Black*, that’s really what gave me the courage to propose this to the English Department and say, ‘Hey, I think we can build a course around Jay-Z and hip-hop.’”

One of the most enjoyable parts of the course for students is the lyric decoding exercises, where the class dissects what the artists are really saying in their music, as opposed to just listening to it.

“As we decode the lyrics, you can see that the students realize that [the lyrics] are a little bit deeper than they appear when [the students] are just listening to it for the fun of it or listening to it with friends,” Garcia says. “They also find inspiration in the stories of the actual hip-hop artists.”

The communication-intensive course includes three formal papers, a presentation, weekly writing/journal assignments and attendance/participation.

For the final paper, which is accompanied by a presentation, students are asked a simple but thought-provoking question: What did you learn?

Garcia says students have gone in a variety of directions with such answers, from describing a growing interest in hip-hop music to recognizing stereotypes and biases they had in their own lives that they had never before realized. Additionally, the accompanying presentations have also taken unique spins.

“Some of the students turn into rappers,” Garcia says. “They develop a rap for their final presentation as part of the presentation. It’s amazing to see that they are willing to be uncomfortable.”

Former student Marq Williams, a communication junior, recalls a student who presented a poem for her final project that had a tangible impact on her classmates.

“I had to present after her and I was like, ‘Wow, how can I top that?’” Williams says. “[Garcia] asked her to keep it to save for future classes so he could read it to them. It was amazing.”

The rewards, both academic and psychological, have been echoed by many of Garcia’s students and graduates.

Williams says he learned a lot about hip-hop and America in general through the class, but his experience went far beyond just general knowledge.

“It was actually pretty amazing how Mr. Garcia taught the class,” he says. “The impact he had on all the students, not just me, was amazing. Coming into class every day was my favorite.”

Huizar, Negranza and Williams all feel that the unique topics in the course and the overall environment led to better and higher levels of learning.

Garcia agrees that this is a goal of the course.

“Because it is a communication-intensive course, the students start to open up, and they start to engage with these conversations through a critical, reflective approach,” Garcia says. “What they’ve been able to do is create dialogue in their own homes about eliminating stereotypes and looking at their own implicit biases.”

While special topics courses such as English 212 are not overly common at SVSU, they have proven beneficial to many students looking for a unique way to learn while discussing current issues and trends.

“They provide options for students,” Garcia says. “Of course, we have our outlying standards for outcomes, but the curriculum is what the faculty can develop. I think it’s important to have choice for students. I think it’s important to think differently when it comes to curriculum and how to teach reading and writing.”

Garcia’s English 212 Rethinking the Dominant Culture: Jay-Z and Modern America course is also being offered in the Winter 2018 semester, and Garcia is looking forward to building more relationships with students and tackling complex issues, but also being personally inspired by those students.

“The goal for any educator is to impact the brain,” Garcia says. “But if you can change the heart along with it, I think that’s really what it’s all about. It’s humbling for me as an educator working with these young people on this campus.”

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Spotlight on...

Cardinal Sins

Victoria Phelps
Co-Editor-in-Chief

Mackenzie Bethune
Co-Editor-in-Chief



For the past thirty-six years, *Cardinal Sins* has been a platform for writers and artists to showcase their various talents. These talents are not only displayed by the various students and alumni who submit their poetry, fiction, nonfiction, and art to the biannual magazine, but by the staff that publishes these pieces as well.



The talent and dedication definitely start at the top. A fourth-year English literature major who graduated in May 2018, Victoria Phelps just finished serving as editor-in-chief of the publication for her third consecutive year. A native of Rochester Hills, Michigan, Phelps came to SVSU with aspirations of becoming an editor for a publishing house; this goal is what drew her to *Cardinal Sins* as a freshman. Speaking of her time with the publication, Phelps states that “*Cardinal Sins* has developed my writing more than anything else at SVSU that I’ve done.” Specifically, Phelps feels that her time as editor-in-chief has exposed her to different styles of writing, which she states has allowed her to “push [herself] to create work that is more uniquely [her].”

Phelps’ work ethic and dedication are evident to all who have had the chance to collaborate with her, whether that is in the Writing Center as a tutor; for *The Valley Vanguard*, where she’s been a reporter and columnist; or as one of the organizers of SVSU’s Human Library Project. Nowhere, however, are these qualities more apparent than in her work on *Cardinal Sins*, where a third year in the role of editor-in-chief is unprecedented. Perhaps this continuity explains why the magazine won the American Scholastic Press Association’s Most Outstanding College Literary-Art Magazine Prize for the second consecutive year.

Named the 2018 outstanding graduate in literature by the SVSU English Department, Phelps expects her time with the publication to help her as she moves into a career in library science. She hopes to pursue this program of study at the graduate level at the University of Illinois at Urbana-Champaign.

In preparation of her graduation, Phelps has been handing over her duties to her former associate editor, Mackenzie Bethune, who was named co-editor-in-chief for the Winter 2018 issue. The third-year geography major and Saginaw, Michigan, native comes to the magazine with a deep love of creative writing and an interest in magical realism. First meeting Phelps through the SVSU Honors Program, Bethune joined *Cardinal Sins* as a freshman before becoming its associate editor during her second year.

Bethune expresses a particular interest in work that “takes the world around you and allows you to see it differently, which makes the writing feel alive.” Bethune’s passion, exuberance, intelligence, and familiarity with new viewpoints will undoubtedly set her up for success as the 2018–19 editor-in-chief.

The magazine’s faculty advisor for the 2017–18 academic year was Kim Lacey, associate professor of English. She, Phelps, and Bethune all stress the importance of finding and publishing

works that show old and new ideas in a fresh light. Efforts to include new voices and viewpoints as well as works that evoke emotions from the readers have led the editors to feature writers not affiliated with SVSU and to run themed contests. The following flash-fiction piece, “Milk&,” appeared in the Winter 2018 issue of *Cardinal Sins*. Written by SVSU English major Joshua Atkins, “Milk&” is a surrealist piece that, Bethune argues, asks the question “How close is the line from dream to nightmare?” Additionally, the fiction piece “The Center for Epileptic Reintegration” is another work that appeared in the Winter 2018 issue of *Cardinal Sins*. Written by Katherine Manwell, the story, according to Phelps, offers “a strong aesthetic value, an unsettling setting, haunting characters, and carefully selected language and syntax to immerse readers in a world that our voting committee couldn’t forget.”

**Milk&
by Joshua Atkins**

You wake up to the sound of the neighborhood lawnmowers buzzing in unison; no fewer than six trim swathes of grass lining the pavement in your cul-de-sac. Sunshine bleeds through the ripples of the white linen curtains in your bedroom and coalesces in warm pools along the carpet. You rise, don your furry bear slippers, and make your way to the kitchen.

You take your morning coffee as you do every morning: sugar, heavy cream. Your wife beams at you, fresh from the shower and smelling of honey. Your children—one boy, one girl—coat cream cheese on toasted bagels. You walk outside with an empty glass jug, golden rays washing over your frame. In unison, your neighbors look up from their lawnmowers and raise their hands. You raise yours in kind, matching their ear-to-ear smiles.

You walk to the picket fence that surrounds your one-story, three-bedroom home and stoop to the ground. Raising the jug to the stark-white wood, you begin to stroke the fence. After a moment, liquid bubbles from the grain and drips into the jug. The milk forms rivulets that form streams, filling the vase-shaped jug with frothy fluid. You wipe your index finger along the fence and bring the dripping digit to your tongue. The milk is cool. You smack your lips.

When the jug is full, you meander back to the house, waving your neighbors another *good morning!* High-pitched cheers accompany your triumphant return. In unison, your wife and children raise empty glasses in a toast to you.

Your children laugh between mouthfuls of milk until white spittle runs down their chins. Your wife gazes at you with big, brown doe eyes. You smile, hands on your hips.

Wait—the lawnmowers have gone silent. The birds have quieted. Your family dips their hands into the cream cheese as you make your way back to the front door and peer outside.

The sidewalks of the cul-de-sac are littered with children in denim overalls. Their skin is sun-tanned and wrinkled, their eyes darting. Dozens of them, all carrying loaves of white-bread. They smear the bread along the picket fences, checking for moisture. You look back over your shoulder.

“Honey, call the police.”

You shut the door and twist the deadbolt.

**The Center for Epileptic Reintegration
by Katherine Manwell**

There’s a road called Chambers in my town. It crosses a river and spirals around oak trees older than most of the residents, except maybe Mrs. Dee. On the other side of the bridge is The Center, a series of buildings housing epileptics and preventing them from spilling over in nearby hospitals or dropping in the middle of highways. Too many car accidents were caused by this habit

so a few guys got together and built these white one-story buildings with red roofs. Back in the day, they looked like the vacation homes I saw in Florida when I was visiting my aunt. Now they have broken windows and crabgrass growing between the cobblestoned walkways. Mrs. Dee tells stories about the epileptics in the vacation homes on Chambers; she says they have three meals a day and downy pillows in all the hallways, just in case.

No one is allowed to go inside The Center unless they work there because it disrupts the reintegration program. Mrs. Dee had a son who went to work for The Center about ten years ago. She gets regular letters from him that explain the progress all the epileptics make and how close The Center is to reintegrating them into society: *Mr. Johnston had only one episode this week—a vast improvement from last month!* Her son was a scrawny high school drop-out. He got hooked on something during his sophomore year and it was all downhill from there. Mrs. Dee let him live with her and told everyone he was looking for a job when really I think she was the one looking. On his 29th birthday he got a letter in the mail explaining a job opening at The Center and Mrs. Dee was thrilled. Of course, this meant she wouldn't be able to visit him at his job and he could only leave on alternate Tuesdays. Since starting his job I think he only used one of these Tuesdays to visit his mom about seven years ago. I was walking across the bridge on Chambers and he rode his bike past me, still scrawny, with a pinched smile.

At night, the lamps on Chambers road are lit the old-fashioned way. Someone told me once that the guy on stilts carrying the flame is a reintegrated epileptic, but I've never spoken to him. He hobbles on his rough wooden stilts, holding the light close to his chest and blocking the wind with steady hands. He always pauses for about five minutes halfway across the bridge that leads to The Center. His flame sputters while he turns to the side and gazes over the edge at the water, lips moving rapidly and pinching themselves into a sedated smile like Mrs. Dee's son. The Center doesn't let any of the people who live on Chambers near the bridge at night because that's when the epileptics are most sensitive, but Mrs. Dee tells everyone it's just water that the lamp-lighter peers at, and we shouldn't fret so.

One October evening I was walking across the bridge and I saw the man on stilts stumble outside to start lighting the lamps. He wobbled close to me and my nose burned with the stench of bleach emanating from his greyish skin. It was nearly curfew for those who lived on Chambers, and I could see others running to their houses and locking doors. I stood with the bleached lamp-lighter and waited for him to mumble to the river, curious to see if Mrs. Dee was right about the water. As the sun set beneath the rows of trees, casting a jagged glow on the double-oak front doors of The Center's main building, the lamp-lighter lowered his flame and held it close to his heart while looking over the edge at the water. His lips moved frantically and I leaned closer, plugging my nose, but couldn't understand the words he rambled hurriedly. Water, just like Mrs. Dee said, rippled below and I looked up at the lamp-lighter while his lips started pinching into that smile. His head turned in my direction while his cloudy eyes remained fixed on the water. One knotted, wrinkled finger rose to his pinched lips and then slowly pointed over the edge.

Mrs. Dee's scrawny son was on the bank of the river, framed in shadows cast by the bridge, holding a clipboard and making notes. The lamp-lighter continued pointing and in a few minutes another person joined Mrs. Dee's son. It was a woman—epileptic, judging by her twitchy fingers and constant lip smacking. A few checks were made on the clipboard while the woman jerked and I could hear Mrs. Dee's son: "Too many episodes this week. I'm afraid our reintegration program isn't right for you, so you'll be leaving The Center. Sorry, but please step in." The woman shuddered into the water, her hospital gown growing sheer as it absorbed liquid, and laid down on her back—head submerged and eyes staring up into the lamp-lighter's. Mrs. Dee's son made a final check and walked up the steep bank to The Center. The lamp-lighter pursed his lips for a moment and raised his flame up to a nearby lamppost while he mumbled "Step, two, three, and smile. Pause, still hands, and light. Don't let the water touch. Don't let the flame fade...."

The next day I received a letter in the mail, offering me a job at The Center, effective immediately. Mrs. Dee was so proud and told me she would write to her son and ask him to show

me the ropes. The letter said I would be working the night shift, seeing as I was so comfortable being out past curfew, and would be in charge of the river walks. Now I repeat “Sorry, but please step in” to epileptics while I try to stop the pinching of my lips and the lamp-lighter above me mumbles “Don’t let the water touch, don’t let the flame fade.” He watches the rows of eyes lined up beneath the water, The Center shining in lamp-light, while I internally compose my next letter to Mrs. Dee: *So many here are one step closer to reintegration.*

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Spotlight on... Faculty

In the following pages, we profile the work of SVSU faculty members known for their work inside and outside the classroom. Innovative teachers and scholars, they are also successful writers who strive to help their students find their own success as writers. As recipients of various SVSU faculty awards in 2018, they share on these pages insights into their work as writers and as teachers of writing.

Spread the Light

Andrea Frederick

Associate Professor of Nursing

Winner of the 2018 Franc A. Landee Teaching Excellence Award



Dr. Andrea Frederick joined the SVSU faculty in 2010 after a thirty-year career as nurse, manager, and administrator. Dr. Frederick earned her Doctor of Health Administration degree in 2014 from Central Michigan University. She is an SVSU alumna, having received her M.S.N. in 1996. She earned a B.S.N. in 1976 at Purdue University. Dr. Frederick's passion is teaching critical thinking and global interprofessional engagement to students of healthcare disciplines. She measures her success in the success of the careers of those she has taught and mentored.

“There are two ways of spreading light; to be
The candle or the mirror that reflects it.”

—Edith Wharton (1902)

Recently, with my good friend and Nursing Department colleague Ava Lewis, I led a group of undergraduate students on a study-abroad trip to Geneva, Switzerland. Most of the students were from healthcare disciplines. Only one of the students was an experienced international traveler. Others claimed international travel only as far as Canada. Some had never left our local region of Michigan. For everyone, the excitement was palpable. Europe! Switzerland! For our inexperienced little group, every day would be an exciting adventure. Little did we realize the intensity of what we were about to experience.

Our educational objectives were public health oriented. We soon learned that, contrary to a parochial view, “public” comprised the entire world. Planned settings for study included the United Nations (UN), the International Federation of Red Cross and Red Crescent Societies (IFRC), and the World Health Organization (WHO).

The UN's Headquarters is physically imposing, augmented with the use of metaphorical artwork in the public spaces. *The Broken Chair* is a 39-foot wooden chair that sits beside a beautiful fountain just outside of the UN building. The chair has three legs with the fourth broken off, leaving only jagged wooden shards. The lost leg symbolizes the many international landmine victims and their resilience. Even though the chair has only three legs, it does not topple over. The chair is meant as a daily reminder of human resilience for delegates and visitors to the UN.

Inside the UN, we visited the General Assembly Hall. A meeting was in progress addressing international women's rights. Conversation among delegates was challenging due to the language differences, but all communication was respectful and involved active listening. Despite the official activities taking place on the floor of the assembly, every student was spellbound by the ceiling of the hall. The ceiling was covered by a unique piece of art created by Miquel Barceló. The art comprises multi-colored stalactites perilously clinging to the overhead dome. It is designed to represent the sea floor. The appearance of the dome changes depending upon the viewer's perspective. It serves as a reminder to be mindful of the perspective of others.

When we visited the headquarters of the IFRC, the students were concerned when our bus delivered us to an IKEA store, which was serving as the temporary headquarters of the IFRC. We learned that the aid organization and the commercial company had found surprising synergy. Their missions overlapped in recognizing the importance of the unique value of every human being.

The warmth and generosity of the leadership team at the IFRC was palpable. They began by sharing thoughts on immigration. People are always moving, looking for greater physical, social,

and spiritual security. The communication officer, Fatiha, told us that this year 258 *million* people worldwide would migrate. Migration brings vulnerability, and she described the desperate living conditions for families migrating from the Middle East, Asia, and Africa. These individuals are often unseen; some have been in migrant camps for over 25 years. Half of refugee children do not attend or have never attended school. Then she surprised me by suddenly saying, “This is very important.” I replied, “Of course, we realize that this work is very important,” but Fatiha did not mean that. She said that bringing these young people from the United States to see their world in a broader context was what was important. She lamented that only a few other universities send students to the IFRC. They include Tufts and Vanderbilt, and now SVSU. By the end of the day, our rapport was so strong we were invited to consider a trip to Algeria in 2019 to help with the humanitarian efforts of the IFRC.

At the WHO, we were introduced to a gentleman named Christian. He was the project director for refugee services in Syria. He spoke to us in the very impressive WHO boardroom, which is circular in design. There is no head of the table. Every chair has its own microphone. Every chair is equal. In this space it was announced that smallpox had been eradicated, that drug-resistant TB was spreading throughout much of the world, and that the strategy to control Ebola had been developed. It is a special place. But Christian didn’t speak emotionally of these things. His affect was flat. He gave a rote description of the organizational structure and budget of the WHO. He gave an offhand listing of the mission, vision, and goals of the organization. As he spoke, he seemed to become irritated with us, and perhaps more than a little angry. When he was finished, I approached him and took his hands in mine. His hands were shaking. He was barely controlling his fury. I asked him what was wrong. Boy, did he let me have it!

He had just returned from Syria. He had spent weeks negotiating a five-hour truce between the Assad forces and the rebel forces. Five hours would have been just enough time to have trucks—carrying blankets, medicine, surgical supplies, food, and water—drive to the hospital and get back safely. He shared that, despite the truce, when the trucks entered the checkpoint, the government soldiers refused to let medical supplies, food, or water cross the line. Only blankets were sent. Christian felt powerless. He was frustrated. He was angry. He had done his best to help children trapped in the hospital, and he had failed. Now who were these oblivious, well-off Americans to be here taking his time? I reminded him that he cannot stop his efforts. He must keep trying. Sharing his story with us was more important than he knew. Our inexperienced, even naive, students from a small university in Michigan were beginning to see their places in a much, much bigger world. I look back on this short exchange and realize that it more than touched my life and the lives of the students.

A deliverable for the course was a daily journal. The impact of our international experience was clear in the students’ writings. One student, typical of others, shared that her life plan had been to stay in the Tri-Cities, get a nursing job at a local hospital, and raise a family. Now she realized that she could do more. She could think bigger. She could find a place in a global organization like the WHO or IFRC. She had discovered new confidence and passion for helping others beyond her previously limited worldview. Now that is the kind impact a study-abroad trip can have: to create candles and mirrors to spread the light of knowledge, understanding, and empathy.

Writing can also spread and reflect knowledge, understanding, and empathy. In fact, consider the ways the students and I could describe the art we saw and the speeches we heard at the UN, IFRC, and WHO. The talks and artwork emphasized issues of resilience, perspective, vulnerability, invisibility, circularity, and frustration. These ideas all apply to writers and the writing process. These are reminders that all students need to hear in our classes and remember if they are to grow—as individuals, writers, and citizens of the world.

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Be a Reader to Be a Writer: Reflecting on My Journey

Kaustav Misra

Associate Professor and Chair, Department of Economics
Winner of the 2018 Earl Warrick Award for Excellence in Research



Kaustav Misra earned his Ph.D. in Applied Economics from Mississippi State University in 2010. His primary research areas include public economics, international economics, and family business. He has presented at more than seventy national and international conferences and been a guest speaker at several of these events.

In addition to the Warrick Award, Dr. Misra is the recipient of the 2009 Best Graduate Student Paper in Economics from the Academy of Finance and Economic Conference, Best Doctoral Paper in the Entrepreneurship/Information Technology/Innovation Track from the 2011 Southern Management Association, and Best Paper Presentation Award in 2008 from the International Conference on Economic and Management Perspectives (ICEMP). Dr. Misra has also been honored by Grand Valley State University as a Family Owned Business Institute Research Scholar (2009); at SVSU he has also received the Outstanding Research Award and the Outstanding Service Award at the College of Business and Management's Best of Business Awards Banquet in 2014 and 2017.

Dr. Misra has published more than twenty-two articles in high-quality peer-reviewed journals, such as *Economics of Education Review*, *Journal of Socio-Economics*, *Entrepreneurship Theory and Practice*, and *Journal of Developmental Entrepreneurship*. He has also received many internal and external grants to conduct projects related to economic and business issues.

Recently, Dr. Misra was invited to join the Direct Selling Education Foundation as a fellow. Moreover, he is a Leadership Challenge Workshop Certified Facilitator. He is highly engaged in on-campus activities such as leading study-abroad trips, assisting the college with Association to Advance Collegiate Schools of Business (AACSB) accreditation, serving as a department head, and founding the Econ Club and South Asian Student Association. He has similarly been involved in off-campus community activities. He is the founder and president of the Tri-city Bengali Association, has initiated a chapter of Omicron Delta Epsilon, and is also a vice president of the Indian Eastern Central Michigan Association.

First-generation immigrants face many challenges, but writing is probably the most common problem they experience. I came to the U.S. to pursue my M.B.A., and during that time, I noticed that my scores were perfect in the analytical portion of the assignments/exams, but that was not the case for the written portions. I was perplexed about my grades in writing, so I decided to talk to my classmates, and their reluctant attitude made me more frustrated. Like many students, I was also hesitant about contacting my professors directly, so I decided to meet with my academic

adviser. The discussion with my academic adviser was quite encouraging, but still I failed to find a way to improve my writing skills. Simultaneously, I started reading various books and articles about how to improve writing skills and eventually I attempted to make appointments with my instructors. Only one professor took interest in my problem and scheduled an appointment with me. That meeting was probably one of the best meetings of my life; after listening to me, my professor started asking questions like what my future goals were, what I did on a daily basis, and what my hobbies were. At that point of time in my life, I was determined to get my Ph.D. and intended to work in higher education, but I didn't have any well-defined hobbies except work. For a moment, I thought this was turning into another useless meeting just like the rest of them, but he grabbed my attention when he asked whether I read on a daily basis. That was the first time I realized that daily reading could be a great hobby. I was pretty good at reading textbooks related to my coursework, and I always read ahead of the class so that I could participate in class discussions. I tried to read all the chapters regardless of the course requirements, but the desire for reading other things just did not interest me. Soon after that meeting, I started thinking about *why* I was not interested in reading novels or stories.

Unlike the education system in the U.S., in India we didn't have any reading programs in our K–12 schools. I don't remember having any reading classes in any grades, times when teachers read a story to us, or a community library where I could select books based on my interests. If there was any such library in the community, it took time, effort, and money to get a book, which became rather discouraging for kids. Hence, based on my mediocre family background and given these community attributes, I didn't even try reading novels or other books that were not necessary for my schoolwork. Reading was not introduced to me at an early age, so the habit never had a chance to grow on me. To test this notion, I spoke with a variety of people, and, interestingly enough, I found some friends learned to write better once they started reading, particularly at an early age. I started working on my reading skills and finding reading materials that were appealing to me. I took advantage of technology to improve my reading skills, and I was able to do many quick reads during the day whenever I got a chance.

As they say, it is hard to grow or change a habit as you get older, but my willingness to read has increased over time although I am still working on it. I found that reading different things not only gives me ideas, but it also helps me to broaden the scope of those ideas. Reading has also helped to minimize the translation time, and it has hastened the process of understanding, comprehending, and expressing information while I am reading, writing, and talking. My biggest advice to all students who are preparing for their future is thus: this may be the only time when you can grow your reading habit if you have not already, because, as we grow older, our responsibilities only increase and we fall short of time. The best time to develop reading and writing skills is during your schooling. Good writing is an art, but to know the art, one needs to read.

Other advice I offer my students is that good writing always begins with a good draft. A detailed draft of an idea produces a better article, so the first step of writing is to develop the draft or framework of your idea. This early draft helps me to keep a project within my scope and to maintain intriguing content. I encourage my students to concentrate on the framework before they even write the first sentence of their project. I also tell students not to take criticism personally; rather, use it to develop yourself. Lastly, I tell students some of the things that you learn during your years at college will probably be forgotten over time, but good writing skills will stay with you regardless of job type or designation, so try to address your issues with writing sooner than later. Remember, I say, long-lasting learning is more than a classroom education, so do not stop learning, and start reading.

Literature, Alive

James Sullivan

Professor of English

Recipient of the 2018 Innovative Writing in Teaching Award



Dr. James Sullivan has served on university faculties in Canada (McGill University, Montreal; McMaster University, Ontario); the Caribbean (University of Puerto Rico, Mayaguez); as well as states-side at The Massachusetts College of the Liberal Arts, State University of New York–Albany (in its Writing Center), New York’s Albany Medical Center, the Nelson A. Rockefeller Graduate School of Public Policy and Research in New York, and, near journey’s end, at SVSU.

Joining SVSU in 1987, Dr. Sullivan has served the institution both as a member of the faculty and—eschewing formal administrative titles—as a “designated hitter” for the Dean of Arts and Behavioral Sciences, the Director of Sponsored Research, and the Vice President of Academic Affairs for nearly a decade. He received his graduate degrees from Yeshiva University and the New School for Social Research. Here at SVSU, he regularly teaches classes on European literature, language, and linguistics, and, on a-too-rare occasion, the art of James Joyce, the Irish writer on whom he has published internationally. He is a veteran of the army of the United States.

This year the Innovative Writing in Teaching prize was awarded to the inaugural edition of the *SVSU Student Guide to Rome*. *The Guide* was composed by a group of the university’s most accomplished—and daring—students; it presented their impressions, recollections, and analyses of three-week expeditions in and about the “Eternal City.” Ranging in level from university freshman (“newbies”) to graduating seniors, with an occasional post-baccalaureate student, the Rome excursion, titled “No Place Like Rome: Classic Literature, Alive,” enrolled some four dozen students over four different spring semesters between 2010 and 2017.

From its inception, the excursion was structured to capitalize on the dual nature of the composing process: the *visual*—margin notes, short-essay probes, log entries, daily reflections, final essays; and the *oral*—small-group dialogues and seminar discussions interrogating literary aspects of the works under study. The course had two underlying goals. The first was to have the students explore the symbiosis of “text” and “context,” where the latter includes the former’s “place” of inscription. In other words, what “insight” into literary works can be derived from “site” visits? The second goal was to explore literature’s ability to have readers hold in mind simultaneously two strata of time or experience, to have the readers straddle the two as it were, so that they live for an instant in both—a not uncommon feature of literature acknowledged as “classic.”

Prior to departure, the students participated—through reading, writing, and discussion—in sessions on the literature of ancient Rome. Once in the city, they took classes in the Italian language, Mediterranean cooking, and wine tasting, and they made extensive visits to sites related to the works they had “interrogated” during the on-campus seminar in Michigan.

The method of combined seminar and site-visit offered students the opportunity to experience, from a “boots on the ground” perspective, the relation between literary works and the social context from which they emerged. Ancient Roman writing, of long pedigree and lasting impression, covers a vast spectrum—from rough-hewn dramatic scripts to highly polished verse,

from delicate stories to scalding diatribes. Most texts, if not all, were to influence future works of Western literature; they were also to inspire an array of creations in the plastic arts, that is to say, painting and sculpture and even architecture. The focus of the readings was the place of their creation: all were composed for a Roman audience, the vast majority being inscribed in the city itself. Thus, each text that was discussed and written about was tied directly or indirectly to a site—a “place”—that students visited during their excursions around the city.

Specifically, in the on-campus seminar the students were invited to expand their literary expertise by “interrogating” the aesthetic aspects of these Latin classics: the emotion they evoke in us as we read—or watch—the narrative unfold; the way the words strike our ear, their lingual quality; the images they excite that cause such delight; and so on. Next, they were asked to explore, through readings in the sociology of literature, the “place” of their origin. In this, they were encouraged to treat the sites they would visit not merely as “physical” places (which they were) but, more importantly, as socio-cultural “spaces.” In short, throughout the three-week excursion, students were challenged to write about the archeological locations they investigated, along with the art works they studied in various museums, as “spaces” inspired by a close reading of these Latin texts.

As I quickly discovered, the Saginaw “seminarians” inscribed not only an array of shrewd insights and perceptive observations, but also a number of rather lively—if outright exuberant!—accounts grounded in their own personal encounter with “Classic Literature, Alive!” Some were only a line: “Keep your culture, but open your eyes!” Others but a paragraph: “Appreciate every aspect of Rome along with every other cultural trait that makes Italy so different from the American world we are used to. Immersing yourself in the culture of another country will change your perspective, your opinions, and your life.” Many were more extensive—some just short of a novella—and it is this latter sort of writing that is the focus of the remainder of this article. Perhaps the success of a course, especially one grounded in writing and rewriting, may best be evaluated not simply by the up-front promises of a syllabus or course summary, but more by what the students did with what was presented to them—by what they wrote. That, in the end, is where “the rubber hits the road.” What follows are the students’ own interpretations of the principal aims of the course, many of which display a penetrating grasp of the material at hand. And a few of which expand their application to new, unanticipated domains.

As noted earlier, after they read Roman literature and visited Roman sites, these Saginaw Valley scholars were then in a position to ponder, and ponder often, the relation between “text” and “site/place.” In so doing, they were able to realize, in varying degrees, the first underlying goal of the course: the centrality of place. Below are three illustrations.

One student wrote about the excursion’s *Aeneas Walk*, a step-by-step recreation of Aeneas’ landing along the Tiber followed by his meandering through the local village, the future site of the Roman Forum—all richly described by Virgil in Book VIII of the *Aeneid*—as follows:

When on our “Aeneas Walk,” it was difficult to envision at times what it would really have been like back then given all the modern cars and buildings. Our walk led us through a church with an altar that was originally dedicated to Hercules. As we continued our walk though, we ended up at the Roman Forum. The view from the top of the hill that overlooked the Forum was absolutely stunning. It was here that this walk gave meaning to Virgil’s words; you could almost envision Aeneas walking next to you in one of the most historically powerful cities of the world. Today, on this walk through the city, I truly felt that I had grasped the concept of “place” in literature. It had never occurred to me that stories about different things within a society are created and cherished because stories give inanimate objects meaning. Without establishing relevance in the form of a story, many things in a culture will be overlooked. It really occurred to me when we were looking at the island in the middle of the Tiber that held the hospital. The story [in the *Aeneid*] was that the island was created by Hercules when he threw a large boulder into the river. All in

all, I think establishing place in literature is crucial in allowing a reader to feel a connection.

Another illustration of the relation of “text” and “context” dealt with how a reading of Lucretius’ *The Nature of Things* enhanced the group’s visit to Hadrian’s Villa in Tivoli, just north of Rome:

Hadrian’s Villa is a beautiful mix of ruins, gardens, and character.

Yet despite only getting a mere glance into what once was the home of the Emperor, much is revealed about who Hadrian was and what he believed in. Remarkably, these values also fall in line with those of Lucretius, a Roman author two centuries earlier. In fact there is a strong connection between Hadrian’s Villa and Lucretius’ piece *On the Nature of Things* in the ideas of mind and body, . . . and death.

Hadrian knew the importance of the connection between mind and body, and Lucretius analyzed the same ideas throughout his work. Lucretius notes that “the mind, or the intelligence as we often term it, in which the reasoning and governing principle of life resides, is a part of a person no less than the hand and foot and eyes are seen to be part of a whole living creature.” Hadrian’s ideas were also similar and he spent time in the upkeep of both his body and mind. Hadrian would seek solitude in his *Teatro Marittimo* (Maritime Theatre), built on an “island” where he could find tranquility with study and meditation. The island was a spa so that he could attend to the care of his body with rest and rejuvenation. He knew that the mind was strong when the body was strong; just as Lucretius preaches as “the body and spirit, in mutual association learn the motions necessary to life; and this is why they cannot be divorced without meeting with disaster and destruction,” [we are] dependent upon the conjunction and marriage of body and soul. . . .

[But] on the matter of death, these two men did not agree. Hadrian’s Villa reveals the emperor’s great concern for personal safety and his constant fear for his life. The *Teatro Marittimo*, for example, with its high walls and moat, announces that it is more than just a solitary retreat: it is a place of protection. Lucretius, on the other hand, finds death insignificant and not worth concern. He argues, “Death . . . is nothing to us and does not affect us in the least, now that the nature of the mind is understood to be mortal.” With this thought in mind, Lucretius addresses the very fear that possessed Hadrian. Lucretius cannot understand why anyone is anxious about such things that are just part of life, for “however many generations your life may span, the same eternal death will still await you.” He describes the fear of death as a shadow surrounding the mind, saying, “This terrifying darkness that enshrouds the mind must be dispelled.” He knows no reason to fear death, because there is nothing beyond it, for it is but the cessation of existence: “you may be sure that there is nothing to fear in death, that those who no longer exist cannot become miserable, and that it makes not one speck of difference whether or not they have ever been born once their mortal life has been snatched away by deathless death.”

If this is indeed the case, then Hadrian should have been little concerned for the death that awaited him, whether it came to him sooner than not, especially since he was a studied man and knew the nature of the world around him. Lucretius had pointed out a century earlier that “many other kings and potentates, rulers of might nations, have passed away . . . [so] will *you*, then, be hesitant and indignant, when death calls?”

This stark contrast between these two provides an interesting perspective when so many of their other ideas seem to well match up. Romans, ever a mysterious group!

A final case of how a site visit can enhance a reading of a literary work (and vice versa) compares the story of Daphne and Apollo found in Ovid’s *Metamorphoses* to Bernini’s marble visualization of the event housed in Rome’s Borghese Gallery:

The poem “Apollo and Daphne” is a small section of Ovid’s *Metamorphosis*, centered on the story of the God Apollo and his love for the nymph, Daphne. Bernini’s statue of *Apollo and Daphne* is forever caught in a single moment of the poem, her change from human to nature—Apollo has just caught Daphne when to escape his advances she suddenly begins transforming into a tree. Ovid’s description of Daphne’s transformation is clearly portrayed in Bernini’s statue. The poem states that Daphne’s “soft breasts / Were closed with delicate bark,” and in the statue the layers of bark are just beginning to encase her body. Ovid’s line continues by stating that “her hair was leaves / Her arms were branches, and her speedy feet / Rooted and held.” In Bernini’s statue, both Daphne’s hair and hands are turning into leaved branches, while her toes begin to turn into roots, becoming connected to the ground. The statue reveals a progression of events, but all together they still only represent one segment or moment of the “Apollo and Daphne” poem.

The resolution of the poem is missing from the sculpture. The statue of Daphne never completes her transformation; she is always stuck in that definitive moment where she is half woman and half tree. In the Ovid poem, Daphne finishes her metamorphosis. Somewhat horrifically, Apollo does not seem too disturbed by the fact that his one true love has been turned into foliage. He actually strips her bark and leaves to create ornaments for himself, so she can be near him always. He even mentions that all Roman victors should wear laurel wreaths. Thus, one purpose of the poem may have been, at least partly, to show the classical Roman audience where the tradition of the laurel came from. But Bernini’s statue centers on Daphne’s *kairos*, her defining moment of choice, and that perspective makes the piece all the more memorable.

As for the second underlying goal of “Classic Literature, Alive”—to explore the literature’s ability to have readers hold in mind two strata of time or of experience simultaneously, to live for a moment in both—SVSU’s Romans once again proved wonderfully equal to the task. Three examples telescoping the “then” and the “now” follow below.

The first example concerns Virgil and the Sistine Chapel:

I thought for a while about how I could relate my experience at the Sistine Chapel with the classical literature we read prior to this trip. And then I remembered a part of the *Aeneid* where Aeneas sees depictions of his family along a temple wall in Carthage. This is exactly how I felt while in the Chapel. I was looking at portraits of my own family—God creating man, of Christ coming back to Earth and making the final judgment, and of many other things I have grown up learning about on Sundays. I did not feel as if I was only looking at famous, revolutionary artwork, but I felt like I was seeing my ancestry, the history and beginning of my life and faith. I felt so connected to everything our guide, Paolo, was saying; I absorbed anything and everything I could about these figures before me. This was by far the most personal experience of the trip for me. It resonated with that of Aeneas: different time, different place, but the same effect—awe at seeing our genesis depicted before us, larger than life.

The second example sees the link between the students’ excursion and the journey of Aeneas:

Today marks our final day in Rome.... It is strange being torn away from our own homes to come to a strange place, finally begin settling into this place, beginning to find my way around, and then again being asked to leave this beautiful city. I feel a bit like Aeneas who faced a similar set of circumstances, always being called onward, but having so little time to look back. Regardless, I know that all our eyes are glancing over our

shoulders. I have no doubt that the majority of people on this excursion will one day return to Rome. This city has captured our hearts in a way that I have never seen. Something draws us back—its beauty, its business, the ancient spirit that rests here, or even the adventure. I am in awe of the past intermingled with the present; the fact that you can walk down the streets of the modern city, and then turn the corner and suddenly see a building that stood in the days of the Empire. It is an experience unlike any other, being able to touch the ghosts of the past.

And the third takes the term *kairos* and applies it not only to literature but also to life itself:

It's been said that life is a series of moments. Some are memorable; others much less so, and still there are some that define us. Ultimately, each person comes to a point in their life where they must face a life-altering decision, between good and evil, between right and wrong, between who they were and who they will become. The Greeks used the word *kairos* to describe the opportune moment, or the decision point, in someone's story, and the Romans took this idea and built it into their own culture.

In Virgil's *Aeneid*, the Romans are descended from the line of Aeneas, a Trojan leader born of the goddess Venus who was forced into exile after Troy fell to the Greeks. Though there are many stories surrounding this character, the Roman poet Virgil combined them all into one story in his epic, the *Aeneid*. The epic begins after the fall of Troy, with the Trojans facing exile with an unknown end. After a series of events, Aeneas comes to accept that his destiny is to be the father of a great nation and finds himself in a war with the Latins and their leader, Turnus. At the very end of the final book, Aeneas stands over the wounded Turnus who pleads for his life. As Virgil writes:

Turnus' words

Were winning him over, but then his gaze shifted
To the fateful baldric on his enemy's shoulder,
And the belt glittered with its familiar metalwork—
The belt of young Pallas, whom Turnus had killed
And whose insignia he now wore as a trophy.

This is Aeneas' *kairos*. He literally holds the power of life or death in his hand, and must make the decision between showing mercy to his enemy or avenging his ally. He chooses, with the stroke of his sword, to send Turnus into the darkness of the underworld.

The Romans integrated the notion of *kairos* throughout their city, in everything from the mythology passed down through generations to the art that still hangs in Roman galleries. A society's values are made clear by what withstands the test of the time, and the idea of seizing the opportune moment is one that certainly has passed the test. When our class arrived in Rome, a very wise woman told us that everything in Rome is sending a message, from the way people dress to the architecture of the buildings. The idea of *kairos* wasn't only present in the corridors of ancient museums; it was also present on the streets of the city. Unlike the American culture, which seems to accept moments of apathy, Romans make the most of every moment. They work when it's time to work, and they enjoy their family and food when it's time to rest. They treat each minute like it has a purpose, never letting it slip by wasted. Perhaps that was the most valuable lesson I learned during my adventure in Rome: whether it's taking the leap and signing up for a study abroad trip or choosing to open your mind to a new idea during a lecture, every moment is an opportunity, but it must be our choice to rise to it, to welcome a *kairos*.

Taking leaps, opening minds, this is a fitting closure for an essay on the Rome excursion. Perhaps, to take leaps, to open minds, to welcome *kairos*, such should be goals of a literature class—of any class that incorporates writing—at the university.



Spotlight on...

The SVSU Writing Center

SVSU's Diane Boehm Writing Center is perhaps best known for its staff of tutors who help SVSU students at all stages in the writing process, in all majors, and throughout their academic careers. As such, these tutors, who are predominantly undergraduate students, may help a student in a first-year writing class brainstorm ideas for a paper, they may work with a student drafting a lab report, or they may help a student nearing graduation with a personal statement. Some tutors offer more specialized services, working with graduate students, working with those for whom English is a second (or third or fourth) language, or working with students in an online environment. The Writing Center typically completes approximately 3,500 individual tutoring sessions each academic year.

Although the Writing Center provides help with more traditional papers, the Center also strives to create opportunities to generate and celebrate writing. To meet this goal, the Writing Center coordinates the art contest "Write Space" and the poetry contest "Writing on the Wall." The Center also helps with the "Red Pride" essay contest (sponsored by Alumni Relations), a Veteran's Day contest (sponsored by SVSU's Military Affairs Office), and the "In My Skin" contest (sponsored by the Office of Multicultural Student Affairs). The Writing Center is also involved with the larger community, often conducting workshops for local residents. For instance, in 2017, with funding provided by the SVSU Foundation, two tutors attended the Bear River Writers' Conference and then designed a three-week workshop for retirees enrolled in SVSU's Osher Lifelong Learning Institute (OLLI).

Writing Center tutors also present original research at state, regional, and national conferences, and they often provide orientation sessions for students who are new to SVSU. Some tutors have additionally worked with faculty members to develop workshops on various topics as part of the Center's Writing Across Campus (WAC) seminars.

On the following pages, we share some of the writing generated at the Writing Center through its contests, workshops, and various community initiatives. More information about the SVSU Writing Center's services and programs can be found at www.svsu.edu/writingcenter.

After

Alexa Foor

SVSU Writing Center Tutor, Bear River Writers' Conference Participant



An English major who graduated from SVSU in May 2018, Alexa Foor is attending the University of Oregon's doctoral program in environmental studies. She participated in the 2017 Bear River Writers' Conference through funding provided by the SVSU Foundation. After the workshop, this Bay City, Michigan, resident returned to SVSU and helped create a three-week memoir workshop for individuals enrolled in SVSU's Osher Lifelong Learning Institute (OLLI). She wrote "After" while attending Bear River, where she worked with poet and memoirist Thomas Lynch.

War seeps into your bones,
changes you immeasurably and acidifies your blood
as it boils over, insidious.
His blood turned orange out there
in elephant grass and jungle heat,
sweating poison through his pores
poison misting like rain onto his family
and pounding out of his mouth,
his fists,
his body, the weapon he carried.

An Excerpt from “Post-Ghostbusting”

Madison Martin

SVSU Writing Center Tutor, Bear River Writers’ Conference Participant



A Bay City, Michigan, native, Madison Martin graduated in May 2018 with majors in literature and creative writing. Her work has been published in *Bear River Review* and SVSU’s *Cardinal Sins*. During her time at SVSU, Madison won first place in the Freshmen Writing Awards and worked in various capacities in the Office of Student Life. Madison wrote “Post-Ghostbusting” while attending the Bear River Writers’ Conference through funding by the SVSU Foundation. At Bear River, she worked with poet, essayist, and fiction writer Thomas Lynch, and then she returned to SVSU to create and lead a creative writing workshop for senior citizens.

I am easily and accurately able to section off my life into moments of obsession. When I say obsession, I don’t just mean the infatuation that kids sometimes have or the fascination that can take over adults. I mean obsession. Addiction. I knew I could never put my lips on a cigarette because if I did, my addictive personality, combined with my Freudian oral fixation, would end up with me dead, smoke X’s crossing out my eyes and ruining my already-asthmatic lungs. Instead of smoking or drinking or drugging, I became addicted to specific movies or things very easily. For years during my childhood, Barbies littered our house and now haunt our basement. Those gave way to Polly Pocket and her rubber clothes, sold for \$50 to my younger cousin. American Girl dolls were an expensive obsession, so I never convinced my mom to buy me the coveted bunkbeds or horses.

As I grew older, I grew addicted to movies, television shows, and fandoms. *Harry Potter* is still with me to this day even though my wands are somewhere at the bottom of a box, the magic in them stunted. *Twilight* stuck for a while, as ashamed as I am to admit it, as did Marvel movies and TV shows. The most recent addiction I’ve overcome is the 2016 version of *Ghostbusters*. More specifically, Kate McKinnon in the 2016 version of *Ghostbusters*. Her character, Dr. Holtzmann, is wacky, hilarious, deadpan, witty, insane, a genius, and yet very vulnerable all at once. I saw the movie three times in theaters, stayed up until 4 a.m. on a school night to download it the second it came out, have completed 1.5 cosplays, have collected over 50 pieces of merchandise, and have watched the movie at least 100 times. I was addicted.

The summer of 2016 was coming to a close when I realized I wasn’t obsessed with *Ghostbusters*. I was obsessed with Kate McKinnon. It wasn’t an “I love you so much I’ll kill a president to impress you” kind of love. More like a kinship. I saw a person who was unabashedly herself and someone who I strived to imitate.

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Learning to Soar

Elizabeth Kennedy

“Red Pride” Essay Contest Winner



Elizabeth Kennedy began her studies at SVSU in Fall 2017 and is from Maybee, Michigan. She is currently working towards a bachelor's degree in professional and technical writing while pursuing a minor in English. She is active in multiple registered student organizations on campus including the Residence Housing Association, the Southwest Community Council, and Cardinal Volunteers. In addition, she is a member of the SVSU Honors Program.

Taking pride in my status as an SVSU Cardinal is not, and never will be, a difficult task. In this, my freshman year, fall was a whirlwind of excitement, anxiety, anticipation, and hesitation, but the community here at Saginaw Valley State University stood by me for the entire transition. As I am a student paying my own way through college, cost and affordability were always my utmost priority. Instead of turning me away or ignoring my concerns, SVSU worked with me for the entire process. They offered me generous financial aid, pointed me in the right direction for an on-campus job, and introduced me to the equally generous network of alumni and third-party donors who are committed to the accessibility of a higher education at an esteemed university. Never once has SVSU compromised quality for affordability, and I cannot express how grateful I am to attend a university that makes academic achievement obtainable, not unreachable. How, after witnessing firsthand the dedication and commitment of the SVSU community to my success, can I not feel Red Pride for this school?

Here at SVSU, somehow 10,000 students quickly begins to feel less like a number and more like a family. Professors and classmates see me as more than just one student among thousands. They learn my name and take a genuine concern for my wellbeing both in and out of class. Whether it is a professor asking me if I am getting enough sleep, or a fellow student offering to help me understand statistics, I've continuously felt as though the people on this campus want me to not only be successful academically, but also happy and healthy. I take pride in the fact that I am a part of a community that cares for one another and is willing to provide the resources and support necessary to cultivate a well-rounded student.

My Red Pride far extends past academics and relationships, however. It encompasses an entire way of thinking that SVSU promotes. I feel encouraged to take pride in my university because this university encourages me to take pride in myself. SVSU prompts students like me to push boundaries, break barriers, go out of comfort zones, and take risks. Asking questions is encouraged, volunteer opportunities are always made available, and help is given whenever needed. This university makes it a priority to enable all students to make the most of their abilities and recognize their true potential, to find what they are good at and cultivate their skills. It is always a great day to be a Cardinal because I can know with certainty that I will have a sense of Red Pride long after I have earned my degree, for my time at SVSU will have prepared me to take on the challenges life throws at me as a better student, a better worker, and a better human being.

Belief

Lindsey Mead

Veteran's Day Essay Contest Winner



Lindsey Mead is from Saginaw, Michigan. She just concluded her second year at Saginaw Valley and is a pre-law student with a major in English and double minor in political science and gerontology. Her career goal is to become a lawyer for the elderly. At SVSU, Lindsey is involved in Law Club and Moot Court. She currently holds two leadership positions in two registered student organizations on campus—she will be serving as president for Alpha Phi Omega in Fall 2018 and is the media recruitment chair and events coordinator for Alternative Breaks. A recipient of the Founders Scholarship, she is also a Foundation Scholar and a Roberts Fellow. For this contest, students were asked “What does Veteran’s Day mean to you?”; the following is Lindsey’s response.

Veteran’s Day makes me believe. When I first read the question “What does Veteran’s Day mean to you?,” my mind instantly went to the conventional words we use to describe how we feel about our veterans like “thankful,” “honored,” and “proud.” And though all of those adjectives ring true, I think it’s important to remind ourselves why our veterans serve. Individuals of all different backgrounds, identities, and opinions come together to serve one common goal—our country. They put their lives on the line to protect our freedoms and futures, and they do so without expecting reward. But have you ever thought, why? I think veterans are willing to risk everything for America because they believe in it. This day is something we can give our veterans to remind them that their dedication to this country has not gone unnoticed and never will. It is an opportunity to thank every person that has served in our military for his or her unwavering support. We should salute our veterans because they inspire us to have faith in this nation through the good, bad, and ugly. To all our veterans, thank you for reminding me on your special day to believe in our nation too.

The Trouble with Existence

Jennifer Williamson

“Writing on the Wall” Contest Winner



Jennifer Williamson is a “Thumb girl” at heart, born and raised in Sebewaing, Michigan, but is currently living in Saginaw while attending SVSU and making her way towards graduation in May 2019. She is pursuing a creative writing major and a minor in psychology, and hopes of one day having a great impact on the publishing world.

I mark off today on the calendar
already so I won't forget or
who would know I made it to
tomorrow sometimes when
the wind blows through my
pores I imagine the ghost that
lives inside me

overcome with passion his
tingling makes me shiver his
breath spits out of me it tastes
like angry metal wild lilies
skip in the gusts like crushed
bones stitched together
nature's Eolian harp

whispering *come join us* the
graves beneath their feet quiver
fingers like worms emerge from
soiled earth to wave hello at me
now each morning rains bugs
upon my face june bugs
mayflies beetles

spiders eat brunch in the shade
of my ears but games of hide
and seek make slumber short
my hands crinkle stale souls and
paper bones plucking wings
dead they crawl onto crosses
where dry dreams swim in

mirrors' dust. I like to think
tomorrow will always recycle
like the gills of a shark open and
close in ceaseless rhythm
sucking in water spitting up
skeletons the salty moans of

jellyfish staining the spaces
between His teeth a lost kite
saunters through the caves of
the ocean tail pirouetting

dizzy and drowning in wonder
at the depths above sink into
the fire you'll find the rain.



Spotlight on...

The Community Writing Centers

Through grant funding provided by the Saginaw Community Foundation, the Writing Center continued to operate the Saginaw Community Writing Center in 2017–18. Housed in the city’s Butman-Fish Library and established in October 2015, the Saginaw Community Writing Center is the first community writing center of its kind in the state of Michigan. The Bay Community Writing Center opened its doors at the Wirt Public Library in Bay City in September 2017; it is funded by the Bay Community Foundation.

Both community writing centers offer specialized workshops on a given topic (like résumés, cover letters, or short fiction) as well as tutoring on any piece of writing a community member chooses. Under their auspices, and through funding received by SVSU’s Center for Academic Innovation, the community writing centers debuted their literary arts journal *Still Life* in 2018. Another first—the only community arts journal sponsored by a university in the state of Michigan—*Still Life* offers creative writing opportunities for writers of all ages.

In 2017–18, with support from Marc Peretz, dean of the College of Arts and Behavioral Sciences, the community writing centers also continued to offer a series of semester-long creative writing seminars for inmates housed at the Saginaw Regional Correctional Facility in Freeland, Michigan. These workshops were led by SVSU Writing Center tutors Joshua Atkins and Samantha Geffert.

The community writing centers also coordinated the “Write Like Roethke” poetry contest, in which writers of all ages from throughout the state of Michigan submitted poems inspired by lines from Theodore Roethke, the Pulitzer Prize-winning poet and Saginaw’s native son.

On the following pages, we share some of the writing generated at the community writing centers through their contests, workshops, and various community initiatives. More information about both the Saginaw Community Writing Center and the Bay Community Writing Center’s services and programs can be found at www.svsu.edu/communitywriting.

Trust Is Like a Shovel

Jennifer Torres

Community Writing Center Participant



A resident of Bay City, Michigan, Jennifer Torres attends Delta College. She is pursuing an associate's degree in journalism and integrated media. Her future goals are to become a freelance writer, start a blog on borderline personality disorder, and work on her ministry. She will be joining Delta's *Collegiate* in Fall 2018 and is working on finding stories to publish in Michigan magazines. She has been attending the Bay and Saginaw Community Writing Centers since Fall 2017 and worked on the following poem at both locations. She always enjoys the variety of writing exercises she does at the centers and appreciates the help she has received to enhance her writing.

My shovel clasped
I dig through the soft layer
A smooth cut reveals fresh soil beneath
I have confidence and look forward to the reward
A little further I dig into my earth
When suddenly the shovel strikes overgrown roots and embedded rock
I no longer can feel my pride
The fear becomes real and I stop to reflect
I let nothing defeat me
I dig again, and up come the hardships
The unwanted wear and tear of the ground
The loneliness, the feel of defeat, becomes me
And I no longer understand the meaning
When suddenly a spot of sun hits my eyes and I realize my prize
Soaked feet get up and stand
I persist in my work
A hope appears, soft ground
At last I take a moment to reflect
Making a subtle impact

The Break-Up

Spencer Williams

Community Writing Center Participant

Spencer Williams is a former Marine Corps officer, Vietnam veteran, and teacher with international experience. A father of twins, he has worked as a carpenter and builder/designer of houses.

She came home alone, which seemed strange to her parents who thought their daughter, Lotty, would be coming with her fiancé, Tom. What could have happened? Their curiosity was held in check when they saw the tears rolling down her cheeks as she rushed upstairs to her bedroom.

Earlier that day Lotty had excitedly chatted about their wedding plans and honeymoon destination. Their childhood friendship had blossomed, but temporarily derailed in their teens when Tom's affluent and socially prestigious parents put the brakes on dating a girl from the wrong side of the tracks. Of course, that only stimulated a teen's natural striving for independence and rebellion. Clandestine dates were even more exciting!

However, the distance between their colleges certainly caused their feelings to falter as loneliness was dissipated by short-lived relationships. Summer breaks allowed them to renew their friendship, and love grew even stronger until, at last, they became engaged after graduation.

So, what could have sunk the love boat her mother, Ann, wondered? Curiosity and maternal instinct finally triumphed over Ann's patience, and she went to Lotty's room for answers and to help.

"Lotty, what's wrong?" Ann asked.

"The wedding's off. We broke up," Lotty answered through her sobs.

Ann's mouth made a big "Oh!" Then a "Why?" came out.

"I can't talk about it," came the angry response.

Stumped, Ann wisely held off further questioning in the hope that Lotty's emotional pain would eventually lessen, and the answers would come out. Before leaving, Ann said, "Let us know if there is anything we can do to help, Honey." Ann repeated what she had learned to her husband, Peter. Being a man of action, Peter declared, "Let's see if we can get to the bottom of this," as he headed out the door. Ann said a little prayer that Peter would not do anything regrettable because he was very protective of Lotty. But Peter, a Marine Corps Vietnam veteran, was remarkably calm and level-headed in civilian crises, which were insignificant to the terrifying ones of combat.

Peter stopped where Tom lived when he saw his late model car in the driveway of the largest mansion in town. When the front door opened, Peter said, "Can we go for a walk, Tom?"

Tom looked confused, but responded, "Yes."

As they walked toward the park, Peter stated, "Lotty came home in tears and told Ann that your wedding is off. We're worried about her. I'm hoping you might be able to shed some light on the problem, Tom."

"I wish I could, Mr. Johnson. I'm in the dark too!" Tom answered. "All I know for certain is Lotty broke up with me, but I don't know why. I still love and want to marry her. I'm just confused by what happened and I don't know what to do about it."

Where were you and Lotty when all this happened?" Peter asked.

"At my parent's house," Tom responded. "She was leaving there when I arrived. We were going to announce our engagement to my parents."

"Were your parents there?" Peter queried.

"Yes, I wonder if they said something that upset Lotty?" Tom reflected.

“That may be it, Tom. Your parents have been against the relationship for a long time, but what’s important now is how you are going to react to this problem. In a way it has been an unsettling preview of married life. Although my wife is my best friend and we have had many happy times, there have also been many problems that threatened our relationship. A couple that can weather the many storms of life are destined to share a love even better than when they exchanged their vows. If you want that, Lotty needs to know that you won’t let anything or anyone prevent you from loving her because she is still the most important person in your life.”

Tom rode back to Peter’s house, said a brief “Hi!” to Ann, and then went up to Lotty’s room. Peter and Ann heard voices and sobs for the next hour, and their hopes vacillated with their worries.

Finally, the struggling couple came down. Lotty still dealing with emotions that had caused her sadness. Tom, although a little worse for the wear, had a timid smile.

The young couple had just weathered their first storm.

Blind

Tristan Harman

Community Writing Center Participant and *Still Life* Author

Tristan Harman lives in Bay City, Michigan. He is currently attending the Saginaw Arts and Sciences Academy and has been writing creatively there for three years with the assistance of Jared Morningstar, Susan Wolverton, and Jillian Tomilenko, his English teachers. He attends the Bay City and Saginaw Community Writing Centers sporadically and would “recommend them to anyone who is looking for inspiration.” Tristan’s poem, “Blind,” was published in the 2017 edition of *Still Life*, the journal produced by the Community Writing Centers.

I walk the streets you only see at night
Lined with shattered stones and heavy hearts
Draped in shadows beneath the moonlight
Making garbage out of art.

I walk the streets devoid of sunlight
With beat-up houses and boarded windows.
Exhaust clouds gather and lightning strikes.
Acid rain reaps what the residents sow.

I walk the streets lit by neon signs—
The bars, the clubs, the closed—
Blue and red and red and white,
The streets where the disillusioned go.

I walk the streets too dark to see.
Vagrants, vagabonds hide in the shadows
With blackened spoons and sharpened teeth
And shotgun smiles that let spotted gums show.

I walk the streets you don’t see in daylight
But daylight is what will make them shine.
Sharp green grass and sun glowing bright—
In the daylight, they are divine.

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The Difference Between Stillness and Dancing

Jack Rechsteiner

Still Life Author



Jack Rechsteiner is a native of Bay County and grew up among the cornfields on the outskirts of Auburn. He has been an active member of the Great Lakes Bay Region writing community, as well as serving as the managing editor for Delta College's newspaper. Jack is currently attending MSU pursuing a degree in linguistics and is following his passion for writing in any way that he can.

A triangle is the strongest shape that nature knows.
Thicken one side, now you have a delta.
A delta represents change, change like a river into a mouth.
The Mississippi Delta is known for its cotton and its blues music.

Delta is the fourth letter in the Greek alphabet.
You take the triangle and prefer one side to the others.
What was three is now also four.
This is a type of strength.

Dig into your skin, lay ink underneath, leave a triangle against your heel.
Now you walk on top of the strongest that nature knows.
Take ink, now mixed with blood or sweat or blues music, and dig into one side you prefer.
Every step you now take is change.
Every choice is still new in each movement.

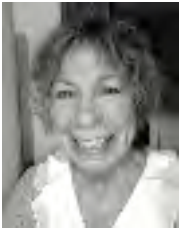
For us, there is only trying.
The lights are extinguished so that the shape of the stage may change.
With a movement of darkness on darkness, you are here and there and elsewhere.
Three steps, but the audience is demanding a fourth.
It's blues, it's blood, it's a waltz.

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Signs

Marjorie Talaga

Still Life Author



Marjorie Talaga lives in Bay City, Michigan, where she has been writing prose and poetry since childhood. Much of her writing has been inspired by real-life stories and characters she has encountered through the various and colorful jobs she has held: soda fountain waitress; cocktail waitress; special education teacher in a prison; yoga instructor; teacher of literacy, poetry, and English; census gatherer; director of job training programs; bookseller; and newspaper article writer. Marjorie's poems, stories and articles can be seen in college publications and in work-related magazines and articles.

Next door, the neighbor no one liked yelled out, "No trespassing."
Kids and dogs ran over his lawn, ignoring the no through traffic command.
But we were too busy loving our first home, living on Sycamore Street,
to care about peering into others' houses.

Our joy became a private road to the happiness we'd planned.
We agreed that truth and honesty were the one way to our future.
Days were good, bonds strong, promises fulfilled. But time can wear down
the best efforts. We didn't see the slow erosion of us until continue was a lost word.

The crazy speed limit of our lives had been fast and foolish, pushing memories
back to the circles of red, yellow, green behind us. We forgot to remember the first heat of love,
seeing instead the pigment of the cowards we had become, refusing to forgive, holding on
to the jealousy that exploded with the first sins of affairs.

I was prepared to stop and start over; you saw only a dead end.
We both knew it was time when breakfast was silent and dinner planned itself.
But habit was reluctant to yield, to let go after all these years.
Silence finally won, indifference followed, loneliness became a companion.

You gave up and I left whatever was on the floor and in the cupboards.
Nothing significant anyway, just the small dimensions of us,
reduced to trivial hello's and goodbye's.
Outside, I saw there was no left turn, only right.

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Late-Winter Walk Around the Pond

Suzanne Sunshower

“Write Like Roethke” Contest Winner



A resident of Midland, Michigan, Suzanne Sunshower is a writer/artist, originally from Detroit. She is the author of three chapbooks *Elements*, *Aura*, and *It's Where You Find It*; co-author (with four other poets) of the poetry collection *From the Lonely Cold*; and editor of the poetry anthology *How Can You Say We Are Not Related*. She is listed in *Who's Who of American Women* as a journalist/poet/artist.

My dog paws at the worn leaves
beneath the melting snow.
Each tromp through this muck
speckles her belly with tiny flecks of mud.

Unstable temps have blessed us with change,
but the dog, so fully alive,
with nose to the ground, doesn't care
about the seasons. I am the one who feels
the ebb and flow, and sometimes rush,
of it all.

Suddenly, we catch a flash
of something over there, in the field
beside the pond: deer moving quickly.
No lounging in the dusk tonight—
their leaps are purposeful; they spring
across the field and into the wooded fringe.

Meanwhile, back at the pond,
the lead goose is strutting on his barge of ice,
urging his team back into the open water
for a last frigid splash.

Soon, leisure time is over
and the squadron is off into the greying sky,
flapping and honking, leaving
their pond to the two quiet interlopers.

Deer gone, geese gone...

Even the icy crust on the water is moving
away from itself; ice crystals tinkling
like a swaying chandelier.

Everything changes; all is in transition.

Whether we know it or not,
we are all on our way
somewhere.

Chiaroscuro

Brad Yurgens

“Write Like Roethke” Contest Winner

Brad Yurgens is pursuing a second bachelor’s degree in creative writing at Saginaw Valley State University, where he also works as a professional math and physics tutor. His first degree is in mathematics, which he received from Michigan State University. He’s interested in teaching English and mathematics at the secondary level. In his spare time, he enjoys reading, writing, and playing games with friends.

I’d not been back home
in the time between funerals.

There were no voices but the priest’s
in his porkpie hat and summer frock.

I said goodbye again,
touched the grass
with palms and kneecaps
in shadow segregating our party from vernal filigree.

I heard flowers left by families:
sighing lilies, preening marigolds, demurring violets.
They fed upon the sun’s seed
in their prized perches.



Spotlight on... Visiting Writers

As part of its mission to enhance the life of the community in which it resides, SVSU is committed to bringing guest speakers to campus. Sponsored by individual departments and colleges, Student Life, the President's Office, student organizations and student support services, among other campus groups, these visitors create a richer learning environment at SVSU and speak to a host of interests and issues we face locally and globally.

Some of our visiting writers come as part of Voices in the Valley, a longstanding tradition at SVSU that profiles the work of creative writers. Dr. Arra Ross of the English Department currently directs the program and works to bring established and emerging voices to campus. Past guests of Voices in the Valley include poets Jamaal May, Tracy K. Smith, and Carolyn Forché; short story writer and novelist Peter Ho Davies; and memoirist Anne-Marie Oomen.

Each year a writer also visits SVSU in connection with the Stuart D. and Vernice M. Gross Award for Literature. The Gross Award carries a prize of \$1,000 and honors publications, whether historical writing, fiction, or drama, linked to Michigan or the larger region. Mr. Gross was a published author, a historian who focused on the Saginaw area, and a reporter for *The Saginaw News*, as well as a former employee of SVSU.

This past year, SVSU also welcomed poets to campus in connection with the fiftieth anniversary of the Theodore Roethke Memorial Poetry Prize. Typically awarded every three years, the Roethke Prize was named after Saginaw native Theodore Roethke, the only Michigan poet to have received the Pulitzer. The prize, which carries a cash award of \$10,000, is given to a recent collection of poems by an American poet; the judging panel is convened by the United States Poet Laureate. Several poets came to SVSU or wrote poems inspired by Roethke as part of the Roethke Poetry & Arts Festival.

Several of our visiting authors from the 2017–2018 school year have been gracious enough to let us reprint some of their work in *Writing@SVSU* on the following pages.

Show Me Where It Hurts

Su Hwang

SVSU Visiting Author



Su Hwang is an award-winning poet who received the 2017 Coffee House Press *In The Stacks* Fellowship at Dickinson House in East Flanders, Belgium. Born in Seoul, South Korea, she called New York City and San Francisco home before transplanting herself to the Twin Cities to attend the University of Minnesota, where she received her M.F.A. in poetry. She is a regional Voices of Our Nations Arts Foundation (VONA) alum, teaches creative writing with the Minnesota Prison Writers Workshop, and is the co-founder of Poetry Asylum. Hwang currently lives in Minneapolis. She visited SVSU in February 2018 as part of the Voices in the Valley series.

I see it before it happens: a lone buck leaps
through scrim of porous brush & smashes

a windshield, headlights flicker like Morse code
in the dark dark dark. Warm steam leaves

the body, hiccupping its final gasps, desperately
clinging to evolution. I see my own breath hover

before tasting blood in the air—heat of twisted
metal wrapped around a tree like some love affair.

A little girl, lily-white & slight, crawls out of the
wreckage & I run to embrace her as if she were my

daughter, but she crosses her arms into a crucifix
as if deflecting a hex—wants nothing

to do with me. Who's watching over you, I ask,
but she cries: *Are we all dead yet?*

Drawing near, I coax her with a piece of candy
found in my pocket. No one can refuse a sugar fix.

She's named Alice & I can't help but think of
Wonderland—the privilege of fairy tales,

however surreal or bland, & happy endings teeming
with talking animals in fancy top hats. I rise,

feeling like we spoke for hours, but it was simply
fantasy. This is the only way I escape the world in

free fall, where up is down & down is up, the rabbit
hole pushed inside out. Once upon a time when

I was a teacher, I told my students to never end
a story with characters waking from a dream.

A real cheap trick, I proclaimed, not to resolve any
narratives, disregard the heft of personal histories—

logic without a care. But maybe I was wrong:
Let's make everything a dream.

Keep plots real thin. Because in this world, if I met
a girl named Alice along an unlit lane, she'd be a

brown girl, or a black girl, or a yellow girl & I'd have
to concoct a hoax to have her turn away from all

the road kill, forget the tear across her stomach,
her intestines spilling—gutted. I'd have to wrap

her in my coat, invite her to show me where it
hurt & she'd wave her tiny hands above our heads,

screaming: *Everywhere. Everywhere. Everywhere.*

Reprinted by permission of the author. "Show Me Where It Hurts" first appeared in *North Dakota Quarterly*, vol. 83, nos. 3–4, Summer/Fall 2017.

Money

Jane Mead

SVSU Visiting Author



Jane Mead is the author of five collections of poetry, most recently *World of Made and Unmade* (Alice James, 2016), which was a nominee for a National Book Award, as well as a finalist for the *L.A. Times* Book Prize and the Griffin Prize in Poetry. Her poems appear regularly in journals and anthologies, and she's the recipient of a Guggenheim Foundation Fellowship, a Whiting Writers Award, and a Lannan Foundation Completion Grant. For many years Poet-in-Residence at Wake Forest University, she manages her family's ranch in northern California. She has taught as a visiting writer at Washington University, Colby College and, most recently, The University of Iowa. She visited SVSU as part of the Voices in the Valley reading series in April 2018. "Money" is taken from her collection *Money Money Money/Water Water Water* (Alice James, 2014).

Someone had the idea of getting more water
released beneath the Don Pedro Dam
into the once-green Tuolumne,—

so the minnows could have some wiggle room,
so the salmon could lunge far enough up
to spawn, so that there would be more salmon

in the more water below the dam.
But it wasn't possible—by then the water
didn't belong to the salmon anymore, by then

the water didn't even belong to the river.
The water didn't belong to the water.

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on the structure of birds

Asiya Wadud

SVSU Visiting Author



Asiya Wadud writes about borders, limits, and the variegated truth. She teaches third grade in the daytime and English to new immigrants and refugees in the evening. Her first book, *Crosslight for Youngbird*, is forthcoming from Nightboat Books in Fall 2018, and she has other books coming out in 2019 and 2020. Her work has been supported by the Lower Manhattan Cultural Council, Dickinson House, and the New York Public Library, among others. She lives in Brooklyn, New York, and she loves animals. Wadud visited SVSU in February 2018 as part of the Voices in the Valley series.

Can you read a map? Who taught you that the good north was that? Can you spell *fatal* to map an abiding passage? The fata morgana is always superior. It senses the horizons and it laps the waters. Who taught you to read the map like that? Can you see the map? You mean the manifested frontier? Can you see it like that? I know what I saw and he was contrite. I know what I saw and the other was holy. All the many ways of seeing. Who taught your English? And who taught you like that? Who named you and said come straight to the light? What goodness, what many Wolof men still think Rio holds some dream? What northern light, who sees Cherifa and only then sees Jane? Who sees light streaming in from my fourth floor garret? This is a suitable abundance, this clasp I call sun. This is some newness I'm catching to rectify the loss. And you still insist that we validate your map? Who told you this semblance should be named language? Who wrought this, some small god lingering in stillness, some prophet twice disposed, some dirty fingernails, some of the ransacked. Who told you once bitten now the baby's shy? Who likes a god who dreams in total and wide? I've left for today so I can come back strong. Who knows the word *borders* is a foul translation for brethren? Who knows the map is better left dead? Who told you that? Who speaks through a knotted tongue? Whose pine needle branches? Who would say the swallow slopes its four chambers to the sun? Who would say the swallow's furcula breaks in two? Who two would say that a freebird freely alights? Who then would say a freebird enters any nation? Who knows the freebird can eat any worm? The freebird keeps no army and is not bellicose. Who wants to look me in my face and remind me daily that I come from small hands. Clean hands. Clay hands. And mired hands. I learned by rote to read a map. Noting the islands and the passage, the pillaged and the damned. How they all erode with time. The north star and the expanse of dry heat. Fine sand. Who dares to say that a whole people are not a desire line? Bahia fits into Douala's neat cove. Who unfolds a long shrift before the patera's even left? Who hopes that a benign but mighty force quakes us? Who prays for Palermo and prays in pidgin? Who speaks what they need and gives grace in a patient tongue? Who has no mother and thus no mother tongue? Who needs Lampedusa when an isthmus is willing? Who needs an isthmus when both ends reach to nothing? Who needs the nothing when the map is not prophetic? Can you read a map? Who taught you the good north was that? Who never told you where our kin licked the flame? Can you read a map? Who told you it was written in our tongue? Who named you and said come straight to the light? Who named you, they said come straight to the light.

"on the structure of birds" first appeared in *Chicago Review*.

An Excerpt from *A \$500 House in Detroit: Rebuilding an Abandoned Home and an American City*

Drew Philp

SVSU Visiting Author, Winner of SVSU's 2018 Stuart D. and Vernice M. Gross Award for Literature



Drew Philp's work has been featured nationally and internationally in books and such publications as *BuzzFeed*, *The Guardian*, *The Detroit Free Press*, *De Correspondent*, *The Metrotimes*, and *The Michigan Daily*. In 2017 Scribner published his first book of nonfiction, *A \$500 House in Detroit: Rebuilding an Abandoned House and an American City*. He is a 2016 11th Hour Food and Justice fellow at the University of California, Berkeley, under the direction of Michael Pollan, and he is a 2017 Kresge Artist Fellow.

The conversation would inevitably turn to Detroit, and how to live responsibly but successfully as a white kid coming in from somewhere else. Even though we were both punks at heart, we knew there was an imbalance, and it wouldn't make a pleasant or noble life to take advantage of the neighbors and the situation and become some slumlord or be driven by economic profit. There was no point to dreaming of a better world if you couldn't sleep with yourself at night.

At the same time, you had to be able to come home in the evenings with your head held high. You couldn't spend your life getting kicked around. You needed to be able to look yourself in the mirror and see a man without getting trapped up in any of the petty ghetto bullshit. Aside from work in the drug trade, protecting your manhood was the number one reason people got shot.

To live in Detroit was to live not just in a city but in a concept. And it's strange to live in a concept. We had to make up the rules as we went, because there weren't yet a whole lot, not many we knew of anyway. Other American cities could only hint at the devastation and uniqueness of Detroit.

Is it right to live in an opulent house and have nice things amid so much poverty?

"Not if you buy it," Will said. "But you can have anything you want if you make it yourself. If you built it with your own hands you don't have to be ashamed of anything."

Is the world getting better or worse?

"Hell no, the world's garbage," Will said. I disagreed. I thought at least we have history to build upon.

Is it okay to steal materials from an abandoned house to build your own?

Under certain circumstances. You had to watch the house for a reasonable amount of time to make sure no one owned or was squatting it, and the stuff you took could only be used to build your own place, keeping history alive in the neighborhood. Selling or melting it down made you a scavenger, the material carrion.

What do you do if someone tries to kick down your door?

Will had stashed blunt objects around the house, but didn't own a gun.

And how do you get the electricity turned on in an abandoned house?

We lived simply.

We were separate from the world aside from the radio we only occasionally used. The house didn't contain a television or computer and neither of us had smartphones. Will instinctually avoided mainstream culture and the warping of the truth that comes with it. Long live King Ludd.

Most entertainment we made ourselves, and we listened to music without regard to what was popular. Will reintroduced me to country music and played the clawhammer banjo. I could pick a little bit on my guitar. We traded stories about hitchhiking and riding trains, Will telling me about his night spent in a Mexican jail or driving into Lubbock as dawn was breaking.

I never, ever went to the suburbs. It felt to me like a place a crime had been committed long ago and going there made me feel complicit. A lot of the things I hated about modernity were present in the most tasteless way, as well, just driving around: endless traffic and big box stores selling the cheap wares of near-slavery, impersonal subdivisions, and a lack of community or feeling, years of racial animosity that not only didn't I want a part of, I was actively attempting to work against it by building my place in Detroit.

While over the last sixty years or so Detroit itself lost more than half its population, the population of the suburbs has grown exponentially. In fact, the population of the Detroit *metro area* has grown since the '70s. The narrative goes that people left Detroit. That is correct but not complete. What isn't included is that those people didn't go far. Mostly they just went to the 'burbs, and all of us paid for the infrastructure to get and keep them out there while the core of the city deteriorated.

Occasionally Will and I would climb the ruined grain towers behind his house and look out over the city, smoking cigarettes and drinking 40s. Most of the fire escape had been scrapped away, and lifting oneself overhead onto the rusted stairs was a feat of gymnastics. I hated heights but I liked the view more. I'd try not to fall through the crumbling roof, and we'd point out landmarks, churches, schools, empty factories, trying to figure our place in it all.

"It's like the pilgrims," Will told me, looking out over the city. "They came to America for religious freedom, and got along with the Native Americans pretty well. It wasn't perfect, but they ate Thanksgiving together, you know. It was the people who came after. They said, 'I can make money from this.' They were the ones with the smallpox blankets, not the pilgrims."

"That sounds like a total bastardization of history."

"It may be. But it rings true."

This is an extract from *A \$500 House in Detroit: Rebuilding an Abandoned Home and an American City*, published 11 April 2017, by Scribner.

Etiolate

Diane DeCillis
SVSU Visiting Author



Diane DeCillis writes at her desk in West Bloomfield, Michigan. Her poetry collection, *Strings Attached* (2014, Wayne State University Press), was a 2015 Michigan Notable Book. It also won the 2015 Next Generation Indie Book Award for poetry and was finalist for the Forward Indie Fab Book Award. Her poems have been nominated for three Pushcarts and inclusion in the *Best American Poetry* series. Her poems, stories, and essays have appeared in *CALYX*, *Minnesota Review*, *Nimrod International Journal*, *Connecticut Review*, *Gastronomica*, and numerous other journals. DeCillis teaches advanced poetry for Springfed Arts, which is headquartered in Royal Oak, and has hosted a reading series, Poetry at the Farmhouse, in Franklin, Michigan. She is currently working on a musical about a sugar-addicted chemist. DeCillis visited SVSU in March 2018 as part of the Theodore Roethke Memorial Poetry Prize celebration; “Etiolate” was written for the celebration’s calendar, *Inspired by Roethke*.

Etiolate: (of a plant) pale and drawn out due to a lack of light

What happens
when you’ve grown
having never tasted light?
said the man with olive dark eyes.
Do you look for it

in sunflowers,
in the residue of pollen,
in chambers of bee hives?

He worried about the hundred-year-old pine
in the yard, the way it slanted
like the minute hand after midnight—
its soot-black silhouette,
listing against the twilit sky.

But took comfort
when the sun-starved
lower branches
shed their pale needles
into the bed below where
Nothing would give up life:
even the dirt kept breathing a small breath.

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Drifters Afterschool

Douglas Kearney

SVSU Visiting Author, Winner of the 2017 Theodore Roethke Memorial Poetry Prize



Kearney earned his undergraduate degree from Howard University and his M.F.A. from the California Institute of Arts, where he has also taught. In addition to his poetry, he works as a performer and librettist, extending his artistic voice into mediums as varied as the written work he produces. Kearney uses his work to identify issues related to socioeconomic and racial tensions, especially within the current political landscape of the United States. His poetic style is aimed at capturing the attention of readers through dynamic typography and clear, powerful imagery.

In addition to winning the Theodore Roethke Memorial Poetry Prize, which prompted his March 2018 visit to SVSU, Kearney has been recognized with several awards, including a Whiting Writers Award, a Pushcart nomination, and fellowships from Cave Canem and the Idyllwild Summer Arts Poetry Workshop. Kearney was also named a Notable New American Poet in 2007. Kearney won the Theodore Roethke Memorial Poetry Prize in 2017 for his *Buck Studies* (2016). His other poetry collections include *Mess and Mess and* (2015) and *Patter* (2014), a finalist for the California Book Award in Poetry. He currently teaches at the University of Minnesota.

Ben E. King 4/30/15

King's croak and oleo throatwork drifted my mind off eating Jif® with jelly.
a yellow, I had to know since I didn't: *do I have soul?*

I had to ask the brown one who'd know said "son"
through gin baleen then leaned his bulk to cello squalls,
up for air, breached that deep, grace to scrape the popcorn ceiling. roof—
my mouth's—I tongued the mush of Wonder®.

first you bust the shell, you mash the nut,
you strip the vine, crush concords flat,
you get the loaf, the knife. "son,"

out his clear head tone. there goes his baby
who'd know soon that whiff of fun was booze, though fun,
though. my falsetto breaks
no I won't cry, I won't cry.
when comes news the second crown of a crooner's gone.
I do.

Furman Kearney 3/1/17

"Drifters Afterschool" appeared in the September 11, 2015, issue of *The New Republic*. Reprinted by permission of the author.



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