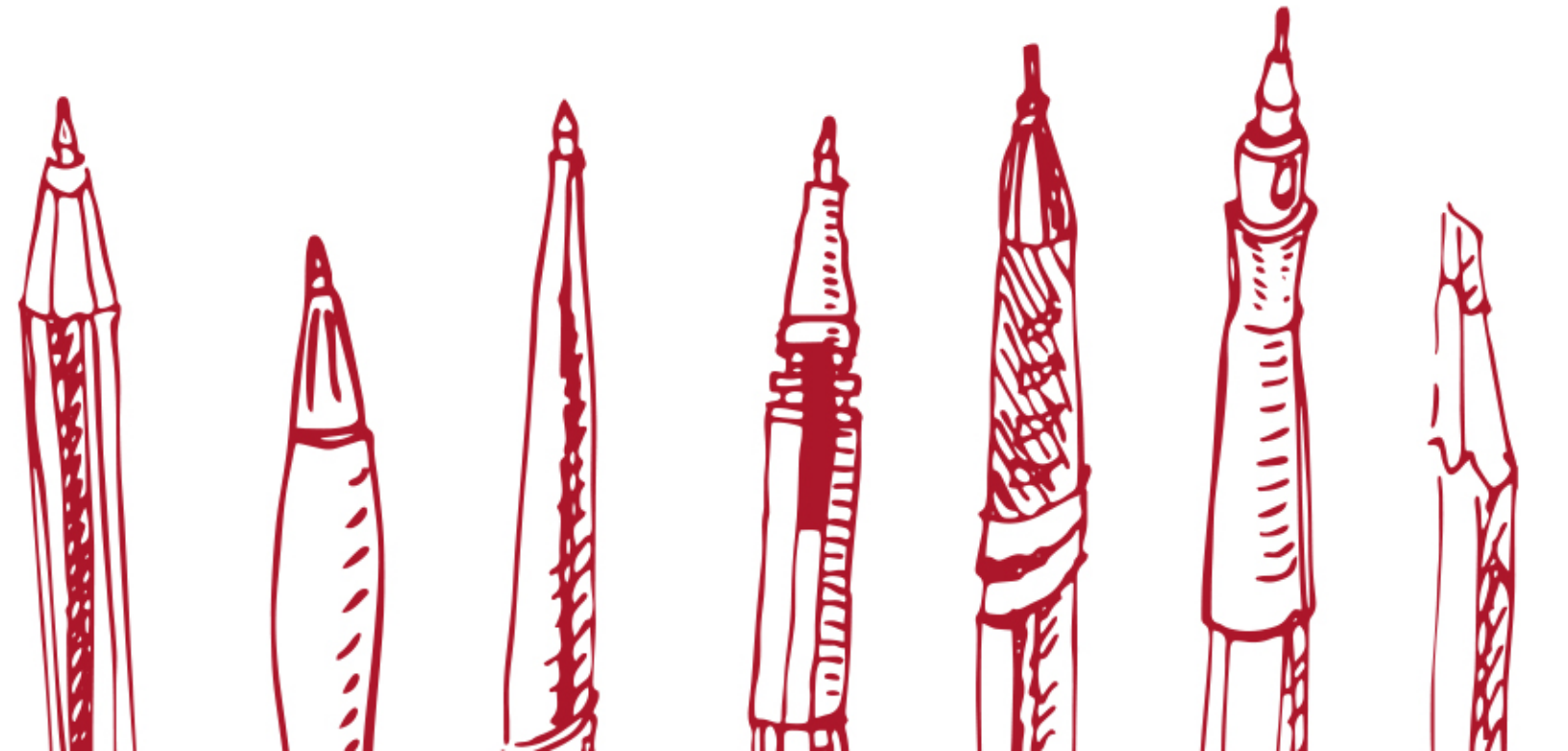
WRITING@SVSU

SAGINAW VALLEY STATE UNIVERSITY



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Volume II

SAGINAW VALLEY
STATE UNIVERSITY

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Welcome to the 2015-2016 issue of *Writing@SVSU.*

Writing@SVSU is an annual publication that celebrates writing at SVSU. It is not possible for a yearbook such as this to present a comprehensive view of the excellent writing that occurs on campus, but it does contain delightful, and representative, examples from some very effective writers.

Writing is an important form of human communication. Words, when crafted together carefully to convey meaning, can be extremely powerful and impactful. Great writers have long recognized that words can inform and stimulate responses ranging from mild to intense. A leading twentieth-century aesthetician noted that art (including writing), "can serve the Revolution or can detach an individual from the struggles of his age,"[1] while one of his colleagues, a philosopher of education, wrote that the intent of one of her books was "to stimulate the reader to heightened self-consciousness and greater clarity."[2] The written word can agitate or calm. Prose can be used to relate one's ideas to others or to help us understand our own reactions to the world around us.

So much of what is read today comes in the form of texts or tweets. Communications that are short and immediate, however, don't allow for the presentation of complex ideas. The examples in *Writing@SVSU* represent the art of writing, ideas that are well thought out and clearly articulated. Included are excerpts of some of the winners of various writing contests and scholarships that happen on SVSU's campus. This volume also contains profiles of students from each of our colleges who have found writing to be essential to their successes as students, as well as essays from faculty members and guest writers who have visited our campus.

Writing@SVSU also recognizes our diverse academic disciplines. In a recent essay on liberal education, the author summed up the importance of writing to people in all fields. He wrote, "no matter who you are—a politician, a businessperson, a lawyer, a historian, or novelist—writing forces you to make choices and brings clarity and order to your ideas."[3] Although the authors presented in *Writing@SVSU* come from different academic areas, what is common in the pieces found here is the authors' recognition of the importance of writing in their respective disciplines, and their understanding of the need to craft the right phrase, so that we have not just words, but words that are meaningful.

I invite you to spend some time with *Writing@SVSU* to read, reflect, and enjoy some of the wonderful writing that has been done by our fellow Cardinals.

Sincerely,

Marc H. Peretz
Interim Dean, College of Arts and Behavioral Sciences
Associate Provost for International and Advanced Studies

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[1] Jacques Barzun, *The Use and Abuse of Art* (New York: W.W. Norton, 1974), 21.
[2] Maxine Greene, preface to *Teacher as Stranger* (Belmont, CA: Wadsworth, 1973).
[3] Fareed Zakaria, *In Defense of a Liberal Education* (New York: W.W. Norton, 2015), 74.

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Spotlight on…
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 2015-16 University Writing Committee judged this year's selections. The committee was chaired in 2015-16 by Kimberly Lacey, assistant professor of English, and Pat Cavanuagh, professor of English. Helen Raica-Klotz, director of the Diane Boehm Writing Center at SVSU, coordinated these prizes.

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 is a partner in the Saginaw law firm Braun Kendrick Finkbeiner PLC. A recipient of an honorary Doctor of Laws from SVSU, he has been a longtime supporter of the school; among his other volunteer work for the university, he has served on the Foundation Board's Finance & Investment Committee. Like his wife, he is much involved in other community organizations; he is president of the Harvey Randall Wickes Foundation, and United Way of Saginaw County has 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. Daniel Cook, associate professor of English, chaired the selection committee in 2016. 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 publication *The Green River Review*. This year the committee awarded the Tyner Award for Poetry to Brianna Rivet. Two awards for nonfiction were given out this year: Victoria Phelps received one for her essay "The Discovery and Destruction of the Disabled in Oscar Wilde's Fairy Tales" and Allison Sterken received one for "Flow It, Show It, Long as God Can Grow It." Brianna's and Victoria's works appear on the pages that follow.

The Robert S. P. Yien Freshman Writing Awards recognize outstanding writing in First-Year Writing 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 2015-2016 by Sherrin Frances, assistant professor of English, selected the winning essays.

The Yien Awards are named after Robert S. P. ("Bob") Yien, a longtime supporter of academic excellence at SVSU who served as the school's chief academic officer for twenty-seven years. Dr. Yien came to SVSU in 1970 as a member of the Sociology Department and received the Landee Award for Teaching Excellence in 1973. SVSU's Vice President for Academic Affairs, he was instrumental in developing the school's University Writing Program and the Writing Center. He currently serves as Vice President for Administrative Affairs for Ming Chuan University's campus at SVSU.

The first prize for the 2016 Robert S. P. Yien Freshman Writing Awards went to Jaymason Glod, whose essay, "Legalized Sports Betting in a Modern Age," is reprinted on the following pages. Other winners were as follows:

- Second Prize: Joel Fryer, "Destruction of an Ecosystem"
- Third Prize: Gabrielle Gittens, "Devastation to National Parks: Exposing the Truth behind the Problem"
- Fourth Prize: Jarel Carter, "Like a Fat Boy Likes Cake"
- Fifth Prize: Jenna Brown, "Sentencing for Those Deemed Not Criminally Responsible Due to Insanity"
- Joao Rafael de Paula and Roshan Kumar Sah were also recognized, respectively, for their essays "Apollo: Why and How" and "The Dog Delusion: April Pedersen's Argument" in recognition for outstanding writing by English 111 students for whom English is a second language.

The following First-Year Writing students also received recognition for their achievements in English 080:

- Katie Krantz for the essay "Your Past Will Never Leave You"
- MaryJane Malacara for the essay "Grandma's Endless Love"
- Racquel Warmack for the essay "A Cluttered Mess"

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 Helen Raica-Klotz, the Boehm Awards are given for portfolios made for the classroom or for a workplace application.

The Seitz Creative Writing Scholarship was created by Jim and Melissa Seitz to acknowledge excellence in the writing of poetry and/or fiction. The scholarship, worth $1,000, is awarded annually. A graduate of SVSU, Melissa Seitz is a retired member of the English Department much respected by her students and colleagues. During her time at SVSU, Melissa served as both student editor and faculty advisor of *Cardinal Sins*. The 2015-2016 Seitz Scholarship was coordinated by Tamara Migan, a lecturer in the English Department.

The Spirits of the Fourth of July: Temperance as a Women's Rights Movement

Victoria Phelps
Braun Award for General Education
Nominated by Brad Jarvis, Professor of History

Victoria Phelps is from Rochester Hills, Michigan, and is halfway to earning a bachelor of arts in English literature with minors in history and creative writing. She is a staff writer for *The Valley Vanguard;* a tutor at the Writing Center; and editor-in-chief of *Cardinal Sins,* SVSU's literary arts journal featuring creative pieces from around the world. An Honors student, she is currently working towards her thesis project, in which she will examine nineteenth-century fairy tales through a disability criticism lens. After graduation, she plans to pursue a master's degree in library and information science.

This paper was the capstone project for Introduction to Historical Study (HIST 111). The course taught students how to examine history for larger themes, and the paper allowed them to apply that knowledge. For the assignment, students researched how minority groups responded to the Fourth of July in early America. Victoria knew she wanted to focus on women, and after she saw a museum exhibition about temperance and prohibition, she was inspired to look specifically at temperance women, since she began to see them as radical and not prudish as they are often portrayed. Her research revealed that many intellectuals assumed the typical interpretation of the movement, but she enjoyed examining history from a different perspective. She hopes to continue to challenge common approaches to history and literature in her future work.

Although the Fourth of July is often regarded as a holiday in celebration of the American community, it has historically exposed rifts in the American population. In the nineteenth century, many white men enjoyed drinking in celebration of American independence, but oppressed communities of African Americans, Native Americans, and the poor were frequently left out of the festivities, as they did not experience "independence" in its fullest. Subsequently, these oppressed groups began to use the Fourth of July as a platform from which they expressed their grievances, as the founding fathers once did so famously against King George. Women formed one of the largest and loudest of these groups.

When the topic of women in 1800s America is addressed today, it is often in the context of suffrage. A quick Google search reveals few popular films or books about the temperance movement, but many films and books about the suffrage movement exist (most recently the 2015 film *Suffragette*, which looks at the movement in Britain). Although both movements were more famously led by women and called for a right to vote, the temperance movement is largely regarded as a failure. This view likely stems from the disaster of prohibition in the 1920s and the repeal of the Eighteenth Amendment, but, although it failed to stop alcohol use altogether, prohibition did reduce average alcohol consumption by between 30 and 50 percent.[1] Nevertheless, even though the temperance movement may have failed to reach its desired goal of nationwide alcohol abstinence, it helped women of the temperance movement. For these women, the Fourth of July was indeed a platform on which they could best persuade their audiences about the problems of alcohol. Not only was the holiday celebrated with excessive consumption of that which the women aimed to prohibit—it was also meant to be a celebration of American independence, which the oppressed women of the 1800s used as a basis for their cries of injustice. The holiday, then, became an opportunity for women to rally for their rights through the temperance movement.

Before examining the role of women, the role of the Fourth of July itself as an occasion for patriotism must be understood. Plenty of sources note the Fourth of July as a holiday known for

[1] Mark H. Moore, "Actually, Prohibition Was a Success," *New York Times,* October 16, 1989, http://www.nytimes.com/1989/10/16/opinion/actually-prohibition-was-a-success.html.

considerable alcohol consumption. Philadelphia lawyer Sidney George Fisher wrote in 1864 that the holiday celebrated American independence with excessive noise, including drinking all night.[2] Thomas Worth's 1868 cartoon called *The Fourth of July in the Country* and John Lewis Krimmel's 1819 painting titled *Independence Day in Center Square* both show a group of Fourth of July revelers comprised mostly of drunks.[3] In his 1837 diary entry, British visitor Frederick Marryat notes that he understands the reason for patriotism on the anniversary of American independence but wonders why it must be celebrated with so much alcohol.[4] Perhaps the more academic response to Marryat would be to note behaviors of the time, namely the solidifying of a community through the purchase of drinks for friends and the associations between alcohol and patriotism, arising from a belief that buying distilled spirits supported American businesses.[5] Or perhaps it is a matter of revelers simply having a growing taste for alcohol, as they drank more in the 1800s than in previous centuries.[6] By 1830, Americans over the age of 15 drank about 9.5 gallons of hard alcohol yearly.[7] It is little wonder, then, that in this age where drinking was so popular, and on a holiday where drinking was the primary form of celebration, "respectable" people, as named by Fisher, skipped town to avoid the rowdiness.[8] Alcohol consumption made the Fourth of July threatening to those who found themselves surrounded by drunkards. Although Fisher seems most upset by the *noise* of the drunks, women, especially those who did not have the privilege to be in so "respectable" a class, became victims of abuse at the hands of the intoxicated. For many women, the holiday was not a celebration of independence and freedom, but a reminder of their dependence on men and the few rights afforded to them by their supposedly equality-loving government.

We must recognize that women were not the only supporters of the temperance movement. As the painting *Independence Day in Center Square* shows, some men also supported the cause.[9] In the image, a woman distributes the temperance pamphlets, and from her expression, it seems as though she is arguing with the man across from her, whose face is turned away from the viewer. This man is hunched over the table and holding papers in a manner that suggests his interest, even while the woman's expression suggests animosity. To the right of the woman stand two men and two ladies, and one of the men appears to be considering the pamphlet while one of the ladies stands as though she is prepared to join in the conversation between the first man and the temperance woman. The apparent debate as well as the drinking and rowdiness surrounding the group indicate a resistance of the temperance movement by men and women alike. At the time of this painting (1819), the temperance movement was small and largely led by men, although women were involved from the start.[10] Fed up with the denial or repression of women in temperance groups, Susan B. Anthony and Mary C. Vaughn created a separate society for women.[11] Other women-led societies formed, and, by the 1870s, women dominated the movement.[12]

In response to the Fourth of July, the temperance movement appealed to women as wives abused by men; however, rather than directly attack *men*, these women fought against alcohol. Even as they targeted alcohol, some temperance advocates encouraged the sense of community that arose around alcohol consumption. According to music professor Paul Sanders, who wrote a book on songs of the

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[2] Sidney George Fisher, "Excerpts from *A Philadelphia Perspective: The Diary of Sidney George Fisher Covering the Years 1834-1871*," in *Going to the Source: The Bedford Reader in American History, Volume 1: To 1877*, ed. Victoria Bissell Brown and Timothy J. Shannon (Boston: Bedford/St. Martin's, 2012), 322.

[3] Thomas Worth, *The Fourth of July in the Country,* in Brown and Shannon, *Going to the Source*, 325; John Lewis Krimmel, *Independence Day in Center Square,* in Brown and Shannon, *Going to the Source*, 308.

[4] Frederick Marryat, "Excerpt from *Diary in America, with Remarks on Its Institutions*," in Brown and Shannon, *Going to the Source*, 313.

[5] Carol Mattingly, *Well-Tempered Women: Nineteenth-century Temperance Rhetoric* (Carbondale: Southern Illinois University Press, 1998), PDF e-book, 13.

[6] Ibid.

[7] Paul D. Sanders, *Lyrics and Borrowed Tunes of the American Temperance Movement* (Columbia: University of Missouri Press, 2006), PDF e-book, 1.

[8] Fisher, "*A Philadelphia Perspective,"* 322.

[9] Krimmel, *Independence Day in Center Square,* 308.

[10] Sanders, *Lyrics and Borrowed Tunes*, 2.

[11] Eric Burns, *Spirits of America: A Social History of Alcohol* (Philadelphia: Temple University Press, 2003), PDF e-book, 98.

[12] Sanders, *Lyrics and Borrowed Tunes*, 2.

temperance movement, the Washingtonians, a prohibition movement begun by men in the mid-1800s, campaigned to replace drinking songs with temperance songs to show that the group still appreciated the sense of community and song surrounding alcohol consumption. Sanders also notes that the Woman's Christian Temperance Union (WCTU) rewrote hymns and marching songs to give organization members a sense of unity and righteousness.[13] The "Fourth of July Ode," sung to the tune of "America" (sometimes known as "My Country 'Tis of Thee"), compared America's struggle against the British with the alcoholic's struggle against alcohol.[14] The song, though, does more than compare the villains of the Fourth of July to the very way it was celebrated; it also brings up the role of women:

> The drunkard we can reach!
> Oh! joyful sound!
> the wife's crushed hopes revive—.[15]

Wives faced the threat of deadbeat husbands and "crushed hopes" because of alcoholism—a damning threat at a time when women were subjects of their husbands and had little opportunity to hold fortunes of their own.[16] Although the speaker of the song suggests it was written to be sung by men, the pro-temperance message uses wives' financial dependence on their husbands to point out the criminalizing nature of alcohol and perhaps also to question the system that so victimizes these women.

Women not only made appeals as wives; more often, they made appeals as mothers. Worse than their financial dependency, women in the company of alcoholic men faced more risk of sexual, physical, and emotional abuse by their drunken husbands, sons, and even strangers.[17] As the primary victims of alcohol, temperance women were much more effective than their male counterparts in appealing to the sympathies of their audience.[18] Nevertheless, the gender gap in alcoholism was not always so wide; history points to a split at the start of the 1800s where men became much more likely to drink while women became much more likely to abstain.[19] Frances Willard, president of the WCTU and one of the biggest names in the temperance movement, cried for "mother love" in temperance fighters and called for prohibition as domestic abuse prevention by dubbing it "home protection" (a phrase borrowed by the "Welcome Song," among others).[20] She claimed mothers deserved to voice their opinion on whether a liquor store should be placed near their homes and claimed it was unfair for sons to make those decisions for their mothers, appealing to the sympathies of the male population by reminding them of their duties as sons.[21] The equation of women to mothers was not done solely out of support for the continual imprisonment of women within the role; instead, it reminded the male audiences of a time when they were dominated by a female figure and empowered female audiences by reminding them that all men are also sons. Willard offers a clear example of how temperance women used their traditional, maternal position to claim women should be allowed more agency.

Although many men celebrated with alcohol, temperance women used the Fourth of July to create their own community and advocate their independence. In the late 1860s, the temperance movement became inspired by the songs of the Civil War and changed the lyrics of marching songs to underline the righteous fight of their cause.[22] One such song, the "W.C.T.U. Marching Song" (sung to the tune of "Tramp! Tramp! Tramp!"), highlights the sense of community developed by women of temperance groups:

> We are Christian women strong, marching
> forth 'gainst sin and wrong

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[13] Ibid., 3-5.
[14] Ibid., 9.
[15] Ibid., 10.
[16] S. Mintz and S. McNeil, "Women's Rights," *Digital History*, accessed November 12, 2015, http://www.digitalhistory.uh.edu/disp_textbook.cfm?smtID=2&psid=3539.
[17] Burns, *Spirits of America*, 98.
[18] Ibid.
[19] Mattingly, *Well-Tempered Women*, 125.
[20] Suzanne M. Marilley, "Frances Willard and the Feminism of Fear," *Feminist Studies* 19, no. 1 (1993): 133. (*ProQuest, accessed Nov. 7, 2015)*; Sanders, *Lyrics and Borrowed Tunes*, 208.
[21] Shanna Waldo, "Frances E. Willard," *Illinois History*, 51 no. 3 (1998): 53. (*Illinois Periodicals Online*, *accessed* November 10, 2015).
[22] Sanders, *Lyrics and Borrowed Tunes*, 190.

with our Women's Tempr'ance Union
true and brave.[23]

The lyrics go on to name the group's primary goals under Willard and note the Bible's support of their cause. These women used their common goals to unite and become one voice in support of prohibition, though it took time for this community to arise. The earlier piece *Independence Day in Center Square*, for example, shows only one woman using the holiday as an opportunity to further her cause; as the temperance movement gained more support from women, the holiday became an occasion for women to rally together, not only to decry alcohol, but also to show support to one another. In a speech to the Woman's National Council of the United States (today the NCWUS), Willard spoke of unity and the formation of a community of women, noting the goal of the council to "unite in cordial sympathy all existing societies of women, that with a mighty aggregate of power we might move in directions upon which we could agree."[24] That the leader of the WCTU was even asked to join and speak to other women in a larger woman's rights movement shows the role of the temperance movement in uniting women. The organizations that joined the NCWUS were smaller, and all were interested in furthering women's rights, though their methodology may have differed. Temperance women constituted a large population united in their desire for more rights.

Although a number of historians say otherwise, the women of the temperance movement advocated women's rights above all else, treating their quarrels with alcohol and the Fourth of July as an opportunity to gain more freedoms. The use of their domestic role as a rhetorical tool has led historians, like Barbara Epstein, to believe temperance women cowed to the will of men and supported the patriarchy.[25] Although they do refer frequently to women's roles as mothers and wives, those were the only roles they were truly able to hold. Is Willard enforcing the patriarchy by claiming "[t]he idea that boys of 21 are fit to make laws for their mothers is an insult to everyone"? [26] The argument is absurd. Women of the temperance movement worked within their roles as wives and mothers because those are the only roles from which they could work. Rather than appear as secondary to their male counterparts, temperance women took the lead in the temperance movement and demanded more rights. They used their domestic roles as tools, calling men their "boys" and "sons" and noting the victimization of wives and mothers when their fathers and grown sons abuse the power over women legally granted to them. This same issue is addressed in the "Declaration of Sentiments" (1848), written for the Seneca Falls Convention.[27] The document, written primarily by Elizabeth Cady Stanton as part of the suffrage movement, notes, "In the covenant of marriage, she [woman] is compelled to promise obedience to her husband, he becoming, to all intents and purposes, her master—the law giving him power to deprive her of her liberty, and to administer chastisement."[28] Though this text does not address men through the issue of temperance, it accuses the government of permitting the abuse of women through the stripping of their liberties and the right to "administer chastisement," which can be read as emotional or physical abuse. Temperance women attack this horror of domestic abuse and the lack of women's independence through alcohol, claiming the substance instigates abuse and asking for more rights on the grounds that women ought to have a say in that which victimizes them.

Some temperance scholars, like suffragette Ella Seass Stewart, argue that the suffrage movement was a means to temperance while others, like historian Carol Mattingly, claim the temperance movement was a means to suffrage.[29] There is a popular opinion that the temperance movement was a more primitive women's rights movement, and some even believe that temperance was not a women's rights

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[23] Ibid., 239.

[24] "Speech by Frances E. Willard," *Temperance and Prohibition*, accessed November 12, 2015, https://prohibition.osu.edu/willard/speech.

[25] Jack S. Blocker, Jr., "Separate Paths: Suffragists and the Women's Temperance Crusade," *Signs* 10, no. 3 (1985): 460-76. (*JSTOR, accessed November. 7, 2015*).

[26] Waldo, "Frances E. Willard," 53.

[27] Brown and Shannon, *Going to the Source*, 315.

[28] Elizabeth Stanton, "Declaration of Sentiments, from the Women's Rights Convention," in Brown and Shannon, *Going to the Source*, 322.

[29] Ella Seass Stewart, "Woman Suffrage and the Liquor Traffic," *The Annals of the American Academy of Political and Social Science* 56 (November 1914): 143. (*JSTOR, accessed November 7, 2015*); Mattingly, *Well-Tempered Women*, 2.

movement at all but the opposite of one, supporting the patriarchy. The suffrage movement, on the other hand, is glorified as the "real" women's rights movement. The main goal of the temperance movement may have been prohibition, but the main goals of *women* in the temperance movement, as previously mentioned, were protection and liberation. Nothing could make more apparent the alignment of temperance and suffrage women's goals than the song "They Vote for Prohibition." Meant to be sung by a male audience, "They Vote for Prohibition" praises the "strong and brave" women of the North and South who, if given the vote, would effectively tip the country in favor of prohibition.[30] At the end of the song, the men claim they, too, will run to help, offering their strength and might as "loyal comrades."[31] Not only do these men recognize women as the leaders of the temperance movement, praise their bravery, and offer support—they also call the women "loyal comrades." Essentially, these men praise the women as leaders of the temperance crusade and offer their support *as equals.* Additionally, women of the temperance movement were also frequently involved with the suffrage movement. Willard, Anthony, and even Mott and Stanton, who helped write the "Declaration of Sentiments," were involved in both movements.[32] Many temperance women believed suffrage, equal rights, and temperance were just as important, but they saw temperance as the most effective means to reveal the injustices pressed on women and so begin to solve the problem of inequality.[33] On the surface, the goals of the suffrage and temperance movements differ greatly, but closer examination makes clear that the women involved in the two movements often overlap in their aim for more rights through the sense of injustice.

It is important to recognize that, in spite of the main goal of equality for women, the temperance movement did not have an all-encompassing understanding of equality. Some groups did accept and even encouraged the inclusion of African American women, most notably the WCTU, but white women within those groups often struggled to see African American women as more than just politically useful.[34] Even the liberal Rosa Steele, who led the WCTU's work with African Americans and claimed "God's soul diamond in a black casket is as precious in His sight as one in a white casket," believed white women were better suited to leadership roles and even argued that black chapters should be led by white women.[35] WCTU president Willard, moreover, was accused by anti-lynching activist Ida B. Wells for excusing and possibly condoning the lynching of African Americans.[36] Although Willard replied by officially declaring the WCTU's opposition to "the barbarity of lynching," Wells said Willard's speeches promoted racial stereotypes, like that of the alcoholic black man.[37] In one instance, Wells noted, Willard claimed that "[t]he colored race multiplies like the locusts of Egypt."[38] Although they started off in white organizations, African Americans gradually split to form their own temperance groups, and, for them, temperance became nearly synonymous with abolition.[39] Other strains of the temperance movement existed, but the most popular was the Woman's Crusade, a movement most commonly associated with middle-class, white, Christian women. Even in their advocacy of equal rights and criticism of a holiday that celebrated a supposedly already-gained freedom, women of the temperance movement failed to fully accept other oppressed groups.

Women used the Fourth of July as a platform from which they could best express their discontent through the temperance movement. They decried alcohol on the holiday that was most associated with alcohol consumption and argued for independence and equality on the day that was most associated with a supposedly already-granted independence and equality. Women of the temperance movement claimed alcohol led to worse domestic abuse, using their roles as mothers and wives to gain sympathies. They

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[30] Sanders, *Lyrics and Borrowed Tunes*, 256.
[31] Ibid.
[32] Blocker, "Separate Paths," 461.
[33] Mattingly, *Well-Tempered Women*, 15.
[34] Virginia Bernhard, *Hidden Histories of Women in the New South: Volume 1 of Southern Women* (Columbia: University of Missouri Press, 1994), PDF e-book, 168.
[35] Ibid., 160.
[36] Jennifer Erbach, "The WCTU and the Lynching Controversy," *Northern Illinois University: University Libraries*, accessed November 12, 2015, http://gildedage.lib.niu.edu/lessonplan1group3.
[37] Ibid.
[38] Ibid.
[39] Donald Yacovone, "The Transformation of the Black Temperance Movement, 1827-1854: An Interpretation," *Journal of the Early Republic* 8, no. 3 (1988): 281-97. (*JSTOR, accessed November 7, 2015*).

argued that, for prohibition to pass and for the just to remain just, women had to be given some independence, especially in the right to vote. The temperance movement allowed women a chance to meet and rally for a cause; in essence, it united a well-spread population. Although they believed in the cause of temperance itself, their belief was driven mostly by a concern for the protection of women and children from abuse and economic dependency—a concern shared by suffragists. The women of the temperance movement are not, as many seem to believe, conservatives and supporters of the patriarchy. Instead, they are a radical group hidden by a conservative movement. They used the roles ascribed to them to argue against the main associations of the Fourth of July. In doing so, they used the temperance movement as a springboard to the political sphere. It may not have worked out as initially planned, but the temperance movement and its figureheads played a larger role in the women's rights movement. In spite of the later failure of prohibition, women of the temperance movement achieved their goal of the right to vote through opening minds to women's rights and establishing a political issue where women held the dominant role. Willard, in an essay for *The Women's Magazine*, wrote, "The chariot of progress is advancing, and we as women must either ride on with it or be crushed beneath its wheels."[40] Through the temperance movement, women jumped aboard.

[40] Frances Willard, "The World Moves On and with It Women," in *The Women's Magazine: An Illustrated Monthly Devoted to Art, Literature, Biography, Home Science, and Woman's Work in Industries, Missions, Charities and Reforms, Volumes 9-11,* ed. Esther T. Housh (Brattleboro: Frank E. Housh, 1886), PDF e-book, 138.

The Pilgrim's Experience: A Journey through the Middle Ages

Alyssa Cozad
Braun Award for College of Arts and Behavioral Sciences
Nominated by Emily Kelley, Associate Professor of Art

Alyssa Cozad is from Bay City, Michigan, and is pursuing a bachelor of arts in visual arts education. During her time at SVSU, Alyssa has been very involved in the Art Department and in the College of Education. She has served as a student mentor to incoming freshman students and transfer students in the Art Department. She has also served on the College of Education Student Leadership Team. Alyssa hopes to become a public school teacher or enter a position where she can influence curriculum and be an advocate for students. In her classroom, she hopes to instill in her students a love for the creative process and a respect for historical traditions in art.

This paper was authored for Medieval Art History (ART 302). In this course, students learned about the artistic practices and architectural conventions present in European art from the fourth to fifteenth centuries. Students were then asked to curate a collection of works and accompanying exhibition proposal surrounding a particular theme. Due to the theoretical nature of the assignment, Alyssa was able to incorporate large works of art not normally housed in a museum setting. In nominating Alyssa's essay for the Braun Award, Professor Kelley wrote: "Alyssa's essay represents one of the strongest examples of an exhibit proposal that I have read. She took a topic that could have been extremely broad (there are hundreds of pilgrimage sites and thousands of relics) and narrowed it in such a way that she crafted an essay that both comprehensively represented the concept and gave good attention to the specific aspects of the objects."

To Whom It May Concern:

I encourage you to consider the installation and exhibition of a show titled "The Pilgrim's Experience: A Journey through the Middle Ages." Installation of this exhibit would allow visitors to your museum to understand a significant religious phenomenon during the Middle Ages. During this time, spiritual searching was prevalent, and Christians' desire to be closer to God manifested itself in pilgrimages to visit holy remains. The focus of pilgrimage was on the visitation and veneration of relics, which were the remains of holy persons and which were believed to possess spiritual power. Elaborate and ornately decorated containers called reliquaries held these holy remains and were often some of the most expensive works of art that a church would own. Although worship in the presence of relics was of paramount importance, the pilgrim's experience was ultimately shaped by three main components: the journey through the church architecture, the visitation of relics, and the purchase of souvenirs. Because relics, architecture, and souvenirs were all significant aspects of the pilgrimage experience, this exhibit will feature examples of each to immerse viewers in the complete pilgrimage.

In the Middle Ages, several adaptations were made to church construction to facilitate pilgrimage. For example, pathways around the apse and transept called "ambulatories" were added to the traditional cruciform plan. Several pilgrimage churches also had radiating chapels that projected from the ambulatory. These adaptations served several purposes in facilitating pilgrims' visits. The primary function of the ambulatory was to allow pilgrims to visit the chapels in the church without interrupting regular church services being held for the local population. In addition to providing ease of movement for large numbers of pilgrims visiting the church, the ambulatory also served to keep pilgrims and the

treasures of the church safe.[1] The radiating chapels enabled pilgrims to approach reliquaries in smaller numbers, which prevented them from being crushed together and also prevented the pilgrims from damaging church decoration and treasures in their haste to be in the presence of holy remains.[2]

The first proposed item in this exhibit is the *Church of Sainte-Foy* in Conques, France. This cathedral will expose museum visitors to the architectural qualities of a medieval cathedral. Pilgrims were attracted to this church because it contained the remains of Sainte Foy, who was martyred for refusing to make sacrifices to pagan (i.e., Roman) gods. Upon first approaching the church, pilgrims would be greeted by an image of the *Last Judgment* on the west portal of the church. This type of tympanum sculpture is common in Romanesque churches as the apocalypse was thought to be near. This image reminded pilgrims of the rewards of heaven and the terrors of hell. This image was also the pilgrim's first encounter with Sainte Foy as she is depicted in the tympanum sculpture in a kneeling position being summoned by the hand of God. This served as a reminder for pilgrims to be strong in their faith like Sainte Foy.[3] Pilgrims would then enter a barrel-vaulted nave with rounded arches and piers that were characteristic of the French Romanesque style. Pilgrims would circulate through the ambulatory and visit various radiating chapels and the *Reliquary of Sainte Foy*. Pilgrims would complete their journey through the ambulatory and exit from the transept. This type of plan was typical of pilgrimage churches and facilitated the visit of thousands of pilgrims during the Middle Ages.[4]

Although the pilgrim experience was shaped by the architecture and decoration of the church, the primary mission of pilgrims was to come in contact with relics. Relics, as noted, are the remains of holy figures and are contained within reliquaries. Being in the presence of these relics was thought to bring people closer to the divine. The bodies of the holy held special powers, and the primary purpose of these relics was to enable the powers of the holy to heal the sick. Relics also served a secondary function as an intercessor between the divine and the pilgrim.[5]

According to legend, it was important that the remains of a saint be properly preserved.[6] In early times, the separation of limbs from the body was thought to disrupt the peaceful burial of holy persons. Later, however, the practice of dividing the bodies of holy persons became more acceptable, and the placement of holy remains in a reliquary in or on an altar "constituted the making of a saint."[7] Thus, although the contents of a reliquary were far more important than the reliquary itself, the remains of a saint were glorified through elaborate containers. These containers were intended to protect the relics from theft or damage by eager pilgrims,[8] and the design of reliquaries changed throughout the Middle Ages. In the early Middle Ages, reliquaries took the shape of small boxes or purses. Then, small models of churches were made to house relics. Later in the Middle Ages, reliquary boxes took the form of the body part contained within.

Reliquaries in the shape of body parts became popular in the twelfth and thirteenth centuries, and they are often called "speaking" or "shaped" reliquaries. Although the shape is often thought to represent the body part contained within, substantial evidence suggests that speaking reliquaries did not always contain the parts they depicted.[9] Alternatively, the shape of the reliquary had an importance separate from the importance of the relic contained within—they served an expressive liturgical function. The head and

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[1] Sarah Blick, "Pilgrimage and Medieval Art," in *Grove Art Online*, Oxford University Press, last modified February 6, 2012, accessed December 14, 2015, http://0-www.oxfordartonline.com.library.svsu.edu/subscriber/article/grove/art/T2217045.

[2] Ibid.

[3] Elisa Foster, "Church and Reliquary of Sainte-Foy, France," *Khan Academy,* accessed December 14, 2015, https://www.khanacademy.org/humanities/medieval-world/latin-western-europe/romanesque1/a/church-and-reliquary-of-saintefoy-france.

[4] Ibid.

[5] Wilfrid Bonser, "The Cult of Relics in the Middle Ages," *Folklore* 73, no. 4 (1962): 235, http://www.jstor.org/stable/1258503.

[6] Blick, "Pilgrimage and Medieval Art."

[7] Caroline Walker Bynum and Paula Gerson, "Body-Part Reliquaries and Body Parts in the Middle Ages," *Gesta* 36, no. 1 (1997): 3-4. doi: 10.2307/767274.

[8] Ibid., 4.

[9] Ibid.

hand were of particular importance because of the power implied in such parts.[10] These reliquaries (especially arm reliquaries) could be used to gesture during liturgical processions.[11]

Visitors to the exhibition will have the opportunity to view three examples of medieval reliquaries. Viewers will first encounter the *Arm Reliquary of the Apostles*. This reliquary resembles the arm of a priest wearing an appropriate vestment for the time. This particular reliquary does contain a human arm bone (the ulna) and was used during processions to carry out such expressive acts as touching and blessing the faithful and healing the sick.[12] According to Stephen Fliegel, curator of Medieval Art at the Cleveland Art Museum, this relic was once housed at Braunschweig Cathedral in North Germany. It was given to Duke Henry the Lion by the Byzantine Emperor Manuel I. The medallions on the cuffs feature depictions of Christ and the twelve apostles. This may suggest that the arm bone belongs to one of the twelve apostles.[13]

Visitors to this exhibit will also have the opportunity to view a reliquary thought to house the head of Saint Justus of Beauvais. The *Reliquary Bust of Saint Justus* depicts a beheaded individual holding his head in his own hands. This was the main attraction at St. Justuskirch in Flums, Switzerland. According to Scott B. Montgomery of Oregon State University, Justus of Beauvais became a martyr on a journey to help free his brother from captivity when he was approached by soldiers; he revealed that he was a Christian when they asked his identity.[14] Upon revealing his faith, he was decapitated, but he miraculously picked up his own severed head and thanked the heavens. This miracle terrified the soldiers, who fled. When his father emerged to find him decapitated, Saint Justus requested that he be buried in a nearby cave and that his head be returned to his mother in Auxerre, France, so she could kiss it and look to the heavens to see him again. In this unique situation, Saint Justus initiated the admiration of his own relics rather than the church glorifying his remains.[15]

Over the course of medieval history, several claimed to have Saint Justus's remains. There is record of an attempt to move his relics (including his head) to the abbey of Pfäfers, but those trying to do so were unable to remove the relics from Flums. It is possible that this inability to move his remains was a miracle performed by Saint Justus.[16]

In addition to relics serving as an attractive force to pilgrims, they were also used in celebrations. For example, on Saint Justus's feast day, his reliquary bust would be removed from its primary storage spot and displayed on the altar; the saint's biography would then be read aloud. At this time, the significance of the form of the reliquary would be revealed. Although many reliquaries depicted events from the life of the saint being honored, this reliquary illustrated the saint's martyrdom in a sculptural format. The experience of the faithful was emphasized further on the feast day, as they were able to take on the role of Saint Justus's mother by interacting with the reliquary. The church decoration helped make this connection. When pilgrims lifted their heads upwards (to the heavens), they could see Saint Justus's likeness painted on the ceiling of the apse.[17] In this case, the pilgrims' interaction with the reliquary echoed that of Saint Justus's mother.

Although many reliquaries were made in the likeness of the saint they commemorated, some reliquaries (particularly early reliquaries) were shaped like small caskets or "chasses." This shape was derived from the sarcophagus of early Christian art. Reliquaries of this size and shape would likely sit on the altar of a church but were very portable. Visitors to the exhibition will view *Chasse with the Crucifixion and Christ in Majesty*, an example of this type of reliquary.[18] This reliquary has gabled ends that reflect church architecture of the time. This particular example adds richness to the exhibition as it

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[10] Blick, "Pilgrimage and Medieval Art."
[11] Stephen Fliegel, "Arm Reliquary of the Apostles," YouTube video, posted by "Cleveland Museum of Art," last modified March 28, 2012, accessed December 13, 2015, https://youtu.be/9TGRH757cuU.
[12] Ibid.
[13] Ibid.
[14] Scott B. Montgomery, "Mittite Capud Meum... Ad Matrem Meam Ut Osculetur Eum: The Form and Meaning of the Reliquary Bust of Saint Just," *Gesta* 36, no. 1 (1997): 48. doi: 10.2307/767278.
[15] Ibid., 48.
[16] Ibid., 48.
[17] Ibid., 52.
[18] "Chasse with the Crucifixion and Christ in Majesty," The Metropolitan Museum of Art, Heilbrunn Timeline of Art History, accessed December 14, 2015, http://www.metmuseum.org/toah/works-of-art/17.190.514.

was constructed using several different techniques and materials. Materials used include copper and wood, and the surface decoration consists of engraving and Champlevé. (The latter process required the artist to carve away areas of metal that would be filled with colored enamel.) This particular reliquary was produced in Limoges, France. This area in southwest France was known for its goldsmithing and enamelwork, especially at the beginning of the twelfth century.[19]

Although visiting reliquaries was the primary focus of pilgrimage, pilgrims could preserve the holiness of their experience by purchasing souvenirs, which, unlike reliquaries, were typically made of more affordable materials like wood or inexpensive metals. Reaching a pilgrimage destination was a tremendous spiritual accomplishment and often the culmination of a very physically demanding journey. Pilgrims purchased souvenirs to commemorate their accomplishment and serve as a symbol of their devotion. Various types of souvenirs were produced and sold including small boxes, pendants, flasks, badges, and small bottles called ampullae. It was believed that if touched to the relic or reliquary, a souvenir could hold some of the holiness of the relic itself. This made a souvenir of great importance to a pilgrim.[20]

Although various types of souvenirs have been recovered from several different pilgrimage sites, the souvenirs showcased in this exhibit have been recovered from Canterbury Cathedral. Canterbury Cathedral was a popular destination for pilgrims as it housed the relics of Saint Thomas Becket, the archbishop of Canterbury, who was murdered in his own cathedral. Becket became the patron saint of London, and several pilgrims flocked to pray in the presence of his remains. A variety of pilgrim badges were sold at Canterbury, but because of the poor quality of metal used, many of these artifacts are not fully intact. Visitors to your museum will have the opportunity to view an ampulla and badge from Canterbury Cathedral. The *Ampulla from the Shrine of St. Thomas Becket at Canterbury Cathedral* was used by pilgrims to collect holy water that contained traces of Becket's blood collected by monks following his death.[21] This liquid was referred to as "Canterbury water" and was said to cure multiple ailments and resurrect the dead. This type of souvenir would enable pilgrims to preserve some of the holy relic for themselves.

Although several ampullae were produced as pilgrim souvenirs, badges were most common and were usually made of a tin-lead alloy smelted in molds that produced several badges per casting.[22] Molds could be created by seal engravers and goldsmiths with varying degrees of artistic merit. During the fifteenth century, some manufacturers switched to die stamping badges out of brass or silver foil rather than pouring molds.[23] More affluent pilgrims would have been able to commission higher quality badges produced of gold.[24] Pilgrim badges usually depicted the individual subject of a shrine or reliquary at the pilgrimage church. The format of pilgrim badges varied, but most depicted the commemorated individual and were surrounded by a frame with an inscription. Often the frame could be created by an architectural form. Badges often had several pierced areas to contribute to an "openwork" design, which allowed colored parchment to be displayed behind the pin.[25] Badges varied in height from 20 to 50 mm. Those that featured architectural forms were larger, ranging in height from 100 to 150 mm high.

These types of badges were very common in those shrines found near Aachen and Canterbury.[26] *The Pilgrim Badge from the Shrine of Our Lady Undercroft at Canterbury Cathedral* exemplifies the openwork style of the pilgrim badges during this time. The architectural frame is pierced in several areas to enable a background of parchment to be secured with six clips (four of which remain). The parchment

[19] M.E. Wieseman, "Reliquary Chasse Depicting the Martyrdom of Thomas Becket," Allen Memorial Art Museum, accessed December 13, 2015, http://www.oberlin.edu/amam/French_MartyrdomofThomasBecket.htm.
[20] Brian Spencer, "Pilgrim Badge," in *Grove Art Online*, Oxford University Press, last modified July 28, 2014, accessed December 14, 2015, www.oxfordartonline.com.library.svsu.edu/subscriber/article/grove/art/T067659.
[21] "Ampulla," Museum of London, accessed December 13, 2015, http://collections.museumoflondon.org.uk/online/object/31174.html.
[22] Spencer, "Pilgrim Badge."
[23] Ibid.
[24] Ibid.
[25] Ibid.
[26] Ibid.

background served to create contrast to emphasize the architectural details on the badge.[27] These badges were popular items purchased and worn during pilgrimage journeys as a way to display and remind oneself of the importance of spiritual devotion. Concluding the exhibit with several examples of souvenirs is fitting as these objects created a lasting visual memory of the pilgrim's holy experience.

Because pilgrimage churches, reliquaries, and souvenirs comprised the main components of the medieval pilgrim's visual experience, this exhibit includes examples of each. Visitors to your museum will have the opportunity to immerse themselves in the architecture of medieval churches. They will visit the same reliquaries venerated by pilgrims for centuries. Finally, they will leave the exhibition with a sense of the material souvenirs that pilgrims would have purchased to commemorate their devotion and protect them on their journey home. Please consider opening the eyes of your patrons to one of the most significant aspects of medieval Christianity through the installation of "The Pilgrim's Experience: A Journey through the Middle Ages."

[27] "Pilgrim Badge," Museum of London, accessed December 13, 2015, http://collections.museumoflondon.org.uk/online/object/29153.html.

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Lesson Implementation Paper

Alyssa Cozad
Braun Award for the College of Education
Nominated by Deb Smith, Professor of Teacher Education

Alyssa Cozad is from Bay City, Michigan, and is majoring in visual arts education. She hopes to teach visual art in an elementary school setting. During her time at SVSU, she has served as a representative on the College of Education Student Leadership Team, and in May 2016, she traveled to China, Taiwan, and Japan with the Roberts Fellows where she learned about leadership in a global context while simultaneously gaining a better understanding of Eastern art and culture. Art has always played a vital role in Alyssa's life, and she is pleased to be able to earn a degree that aligns so closely with her passion. She hopes to help her students become globally minded citizens with an appreciation for the creative process and multiple perspectives.

This paper was written for the course Teaching Reading in the Content Area: Secondary through Middle School (TEMS 312) in Fall 2015. In this course, Alyssa was engaged in a field-based learning experience in a local high school, and as part of this field experience, she taught several lessons. This paper documented one such lesson and required an in-depth discussion of the following: content area standards, assessment methods and data collection, incorporation and evaluation of teaching strategies, and collaborative and personal reflection. The paper aimed to identify strengths and weaknesses in the implementation of a lesson on monoprinting, a method often used to introduce students to the art of printmaking.

Rationale for the Lesson

Two lessons on experimentation and monoprinting were taught to high school students in my Introduction to Visual Arts class. High school students need to become comfortable with experimentation in their artistic process, as this will help them to develop a style that is uniquely theirs. Monoprinting lends itself well to experimentation because this process of printing often yields unpredictable results.

I have aligned this goal with two standards from the National Core Arts Standards:

- **VA:Cr1.1.HSI**: Use multiple approaches to begin creative endeavors.
- **VA:Cr2.1.HSI**: Engage in making a work of art or design without having a preconceived plan.

The excitement of learning a new process (monoprinting) is, I believe, motivating for students. Students can enjoy working in groups and with their learning partners to discover new printing techniques.

Additionally, I believe students must learn about the process of monoprinting as it serves as a basis for other printing processes. This lesson is also important because it reinforces that students should learn how to make art without a preconceived plan, which can yield unexpected and satisfying results that students can share with others. I related this lesson to students' lives by giving them the opportunity to print a greeting card that they could give to a person who is important to them.

Assessment

Prior Knowledge

To gauge student's prior knowledge, I administered a multiple-choice pre-test that assessed students' understanding of the materials and the monoprinting process. I used the information from the pre-test to determine which areas needed the most focus in my instruction.

Selection of Assessment Tools

Several tools were used to gather data throughout the lessons on printmaking. A baseline of prior knowledge was collected through a pre-test consisting of six multiple-choice questions relating to the tools and steps associated with monoprinting. This assessment was rigorous because none of the answers for any item was obvious and students had to carefully consider all options before making a selection. Students were all given the same amount of time to complete their pre-tests under optimal testing conditions as the classroom was quiet and distraction-free. This pre-test allowed me to analyze the data and modify instruction quickly. At the end of each lesson, I also analyzed students' graphic organizers to see what they had learned about the vocabulary on that particular day. These organizers served as formative assessment and enabled me to further modify instruction by identifying areas where students were making errors.

Analysis of Data

The informal data collected by viewing students' graphic organizers indicated that students were gaining a better understanding of the tools and vocabulary associated with monoprinting. This was confirmed upon analyzing students' post-tests. Based on the results of the pre-test, students seemed to be familiar with brayers (82%) and printing blocks (92%). Two areas with which students were least familiar, based on the pre-test results, were ghost prints (17%) and monoprinting (35%).

Based on these results, I was able to tailor my instruction to spend more time working with students on the concepts of ghost printing and monoprinting. However *all* vocabulary words were taught explicitly when making reference to each tool during demonstrations. Students added information about these tools (including pictures, definitions, and tips for using the tools) in their graphic organizers. Each day I looked at the organizers to ensure students were grasping the material. Special attention was paid to the terms "ghost printing" and "monoprinting," particularly during demonstrations. When beginning the lesson, I asked students to decode these words and generate ideas at their tables about what these words may mean. After small- and large-group discussions, students accurately defined both of these terms and applied them in their own printing practice. This understanding was reflected in the results of the post-test, as all students properly defined a ghost print (100%), and 96% of students were able to identify the correct definition of monoprinting.

I was pleased with the students' understanding of concepts at the end of the lesson. The majority of students (96-100%) had an understanding of brayers, printing blocks, ghost prints, image orientation, and monoprinting. The area with the least evidence of understanding was the description of the word "tack." Only 91% of students were able to correctly identify the meaning of this word. I now realize that I may have glossed over that term without adequately defining it. In the future, I will work to more clearly describe and apply this term when conducting demonstrations and working with small groups. (Table 1 summarizes students' performance on the pre- and post-tests.)

Question Topic	Percent Correct on Pre-test	Percent Correct on Post-test
Brayer	82%	96%
Printing Block	92%	96%
Ghost Print	17%	100%
Image Orientation	78%	96%
Tack	60%	91%
Monoprinting	35%	96%

Table 1. Percentage of Correct Responses Recorded by Students on Pre-tests and Post-tests Regarding the Meaning of Various Terms Related to the Printing Process

In the future, I will also work to make my post-test more rigorous. I realize after analyzing the results that it may be more accurate to assess learning by having students apply their knowledge on a deeper level rather than simply identifying a correct choice. I can achieve this in few ways. First, I could remove the multiple-choice answers and ask students to write their responses. I could also have students complete writing about a print of their own. In this writing, they can be asked to use the vocabulary terms. This would provide students with an opportunity to analyze their own art and also demonstrate understanding through writing.

Research of the Strategy

A number of strategies were modified and combined to teach vocabulary in this lesson. Many of the strategies used were derived from Marzano's six steps for teaching vocabulary:

1. Provide a description, explanation, or example of the new term.
2. Ask students to restate the description, explanation, or example in their own words.
3. Ask students to construct a … symbolic representation of the term.
4. Engage students periodically in activities that help them to add to their knowledge of the terms….
5. Periodically ask students to discuss the terms with one another.
6. Involve students… in games that [involve the new terms]. (2009)

The strategies I employed included teaching word parts, using a modified version of the three-column graphic organizer, and providing direct vocabulary instruction.

When discussing the concept of word parts, students were prompted to consider the prefix "mono" when thinking of the word "monoprinting." According to Rozelle and Scearce, this type of analysis helps students learn a strategy to broaden their vocabulary by thinking about the meaning of the parts that make up a word (2009). This skill not only helped students learn the vocabulary of this particular art lesson, but the strategy of breaking down words into component parts can aid students across the curriculum.

Students used a graphic organizer to learn the meaning of each vocabulary term. Students were asked to describe the word "monoprint" and other vocabulary words by drawing a picture or describing the term in their own words. These pictures and descriptions were included in a student-made graphic organizer consisting of two rows and three columns where each vocabulary term was assigned a square. Prompting students to describe the vocabulary terms using their own words and pictures helps them to incorporate the meaning of words in their long-term memory (Rozelle & Scearce, 2009). In the future, I plan to use the graphic organizer developed by Marzano that provides students with separate space for linguistic and visual descriptions and a space for an "Ah-ha!" moment of connection. In my own

classroom, this will be part of students' process journals, and they will compile a list of vocabulary terms relating to several different artistic processes discussed throughout the semester.

Direct vocabulary instruction refers to the act of explicitly teaching students the meanings of words without citing the dictionary definition (Rozelle & Scearce, 2009). In this case, direct vocabulary instruction provided students with more time to use the vocabulary in discussions with their learning partners while they were creating their prints. This type of direct instruction fulfilled Marzano's first step of "[providing] a description, explanation, or example of the new term" (2009). In this case, I was able to show students a physical example of a brayer. In accordance with Marzano's second and third steps, students were asked to describe the terms using their own words and pictures. Research has shown that when students simply copy the teacher's definition of a word, student achievement is not as great as when students describe a term in their own words (Marzano, 2009). Asking students to draw pictures of the terms fits particularly well in the art classroom, as it also helps students develop their visual literacy.

Perhaps one of the most important components of Marzano's six steps is exposing students to new terms in a variety of contexts. Lemov refers to this as providing students with "Multiple Takes" (2010, p. 273). In this lesson, students were exposed to a term verbally and in writing. They were then asked to engage with the term and execute Marzano's fifth step by engaging in the printing process and talking with one another while using the proper terms to describe their artistic process. Because students were sharing supplies, they had many opportunities to request the "brayer" or use phrases such as "hand me the printing block." Exposing students to words in a variety of contexts lets them practice using the word and thus retain information more effectively and incorporate the word into their functioning memory (Lemov, 2010). Finally, Marzano's sixth step of using games to engage students with the vocabulary was fulfilled at the end of each class period following cleanup. Students were asked direct questions or provided with clues; they were then asked to say the word by volunteering or through choral response. This type of activity provides students the opportunity to express their knowledge in a non-threatening way. This also allowed me to provide students with bell-to-bell instruction.

Technology Component

Although I did not use automated technology to collect data, I utilized technology to deliver parts of my lesson. For example, I used a time-lapse video to demonstrate the printing process. To tailor this video to my lesson, I muted the volume and provided in-class narration. In future lessons, I would show this video again; students seemed to like seeing the process before trying it themselves. This video also covered various techniques in a short amount of time.

In the future, I would utilize technology for better data collection. I used Google Forms to create the assessment; however, I printed it because I did not yet feel comfortable utilizing iPads or computers within my host classroom. In the future, I would have students complete the pre-assessment with computers and iPads. Having students do their pre-assessment with iPads or computers would enhance their learning as I could work to adapt my lesson immediately (based on the built-in diagnostics/spreadsheet) rather than taking an evening to analyze test results.

Although I did not use technology to collect data, I did use technology to display the data. My chart (see Table 1) gave me a visual representation of which concepts were most difficult for students. Saving this file will allow me to reference the results of past years to ensure my instruction improves and remains effective.

Professional Intercommunication

In discussing my lesson with a colleague, I first shared my pre-test and asked her to take the short multiple-choice quiz. I explained that I was unable to administer the test via Google Forms, and she agreed that utilizing this technology would enable me to more readily adapt my instruction. She also suggested I add an interest inventory of sorts to my pre-test. This portion of the pre-test would prompt students to express prior knowledge of the process. Prompts for this portion of the pre-test may include the following: "Give some examples of printed materials" or "Explain how you think printing occurred prior to laserjet printing and more recent developments." When discussing how I assessed students, my colleague suggested I include more opportunities for students to display higher-level thinking skills and

therefore deeper understanding. My colleague suggested that I should not use multiple-choice questions for the post-test, but instead ask students to complete short writings to express their understanding. I think this will be beneficial in two ways: it will prompt students to think more deeply about content while simultaneously providing them with an opportunity to practice writing skills.

In addition to the assessment, I also shared my lesson plans and supplemental materials (such as PowerPoints and handouts) with my colleague. Upon sharing the graphic organizer I used throughout my lesson, she thought this was a good fit as it allowed students to express their knowledge in words or images (which fits particularly well in an art classroom). Although my colleague agreed that I chose an appropriate strategy (i.e., the graphic organizer), she suggested that I create the graphic organizer ahead of time to save class time. She also suggested that I embed directions for completing the graphic organizer within the worksheet. This will be very helpful for students who are absent, but it will also serve as a useful reminder for all students of what specific tasks need to be accomplished. My colleague additionally suggested that, in a more permanent setting (outside of fieldwork), I could have students display their work in a "pop-up" gallery. This would provide me with an opportunity to teach students about presentation skills and have them practice presenting their work. Communicating with a colleague about my lesson was very helpful as I was able to gather a different perspective and several new ideas to enhance my lesson and thus enhance student learning.

Differentiation of Instruction

Teachers must differentiate instruction so that all students have the opportunity to learn content in a variety of ways. This lesson was delivered through video, live demonstration, group work, and small-group conferences. These methods appealed to students who were visual, auditory, and kinesthetic learners. I could improve this area in the future, however, by incorporating more written instructions (perhaps at each table or on the projector). Adding this type of delivery will be most beneficial for linguistic learners but will likely help all students grasp content.

I must also differentiate with respect to available art-making materials. Students are better able to create satisfying original works when provided with a multitude of materials to create texture and patterns in their prints. In this lesson, students were encouraged to exercise choice in which materials and colors they used. Primary colors were provided so students could create a range of color.

Reflection on Lesson

I thought the lesson went well for a number of reasons. Students seemed engaged and were working for the entire class whether creating their own prints, helping their learning partners, or recording notes in their graphic organizers. They also demonstrated understanding through their own printing practice and through their responses on the post-test. Through this lesson, students were able to better understand the terms associated with the printing process, thus increasing their artistic literacy. This understanding will serve them well in future art projects, but the skills of decoding and problem-solving honed through these exercises in literacy will serve them well in all disciplines.

Although students' understanding of the process and terms associated with monoprinting significantly improved after completion of the lesson, the lesson could still be refined. In future lessons, I hope to deliver the content in print as well as through video and demonstrations. This delivery will appeal to linguistic learners and also provide exposure to the terms in another way, thus further contributing to student understanding. I also hope to assess students' understanding on a deeper level by asking them to demonstrate their knowledge of key terms in writing and apply these terms to their own prints. This change will help students reflect on their own work and provide them with an opportunity to define vocabulary in their own words while using it in context. Overall, this lesson went well, but re-teaching the lesson with these improvements will deepen understanding.

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The Damming of South Carolina: The 1,000-year Flood and Mitigation Efforts Concerning Dams

Janelle A. Lake
Braun Award for the College of Arts and Behavioral Sciences
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Janelle Lake is from Bay City, Michigan, and graduated *cum laude* in May 2016 with a major in political science and a minor in history. During her time at SVSU, Janelle served as secretary, president, and vice-president for the College Democrats; as a member of the SVSU Model United Nations team; and as a representative for Student Association. She also held multiple positions off campus within her community. Hoping to attend graduate school and earn a master's degree in public policy and public administration, Janelle aspires to serve as a grant and policy writer for a national nonprofit.

The inspiration for this paper came about in Janelle's Introduction to Public Policy (PS 345) class, when Hurricane Joaquin hit the southeastern coast in October 2015. Because she has family in South Carolina, the flooding was of particular interest to her, and the dams across the state allowed for a unique and original policy analysis.

Janelle says the most significant problem she ran into when researching this issue was the lack of data surrounding the flood damage caused by dams as a result of the hurricane. Because she was writing the paper less than two months after the flooding had subsided, much of the data provided proved to be inconclusive at the time, with multiple sources giving contradictory facts. This paper is just the first step in the analysis of dam regulations and failures where Hurricane Joaquin is concerned; Janelle notes that, as more time has passed since this paper was originally written, the research is far from finished.

"'Everyone wants to live on a lake, but no one wanted to take responsibility for it'"
(as cited in Fretwell, 2015a).

In October 2015, the state of South Carolina suffered from the worst flooding the state has seen in 1,000 years, according to Governor Nikki Haley (as cited in Leberfinger, 2015). As the rain from Hurricane Joaquin hit the state over the first weekend of October, meteorologists predicted the rain would not dissipate until Tuesday. On Monday, October 5, 2015, President Obama handed down a major disaster declaration, the incident period being from October 1 to October 23 (FEMA, 2015). As the rain poured down, one of the biggest concerns of state officials was whether the dams across the state would be able to handle the sudden onslaught of extra water.

Furthering President Obama's disaster declaration, on Thursday, October 15, 2015, Governor Nikki Haley issued an executive order declaring a state of emergency for 20 counties in South Carolina (State of South Carolina Executive Department, 2015). Finding actual damage costs proved difficult, with estimates, as given by Haley, sitting at $7 million on October 13, 2015. According to WYFF4, a news station out of Greenville, there were a reported 19 deaths due to the flooding, 31 dam breaches (four of which involved completely unregulated dams), and an additional 129 dams being monitored as the water settled and receded ("Inspection Records," 2015). Another report from WYFF4 said an estimated 21 community dams failed during the storm, 18 of which were in Richland County, where the state's capital, Columbia, sits, and 15 of which were regulated by the South Carolina Department of Health and

Environmental Control (SCDHEC). Eleven of those 15 dams had shown repeated deficiencies over the years, with one dam having had six inspections report the same erosion problem over the course of two years (Waller, 2009).

In an article by Sammy Fretwell in *The State*, South Carolina's state newspaper, Steve Bradley, a past leader of South Carolina's dam safety team, said that many of the unregulated dams across the state would not be allowed under their current design if they had been regulated (2015b). This, mixed with people's desire to live lakeside without the responsibility of dam upkeep, leaves many citizens unaware or unconcerned about whether the dams near their homes are properly regulated and reinforced regularly. Overall, regulating dam infrastructure is difficult and can involve rewriting the laws and policies where dams are concerned.

With the average age of a dam across the United States sitting at 51 years old, the problem of old and under-regulated dams is widespread, but this paper focuses specifically on the issues in South Carolina to illustrate how challenging it is to address this problem. The flooding in October 2015 in South Carolina led to more questions about dam safety, questions that can be extrapolated and applied to dams across the nation.

Problems

Ownership and Regulation

As many of the dams across the state of South Carolina are privately owned, regulating the upkeep is extremely difficult. Currently, the U.S. Army Corps of Engineers holds a National Inventory of Dams (NID) on dams more than "25 feet high, [that] hold more than 50 acre-feet of water, and [that] are considered a significant hazard if they fail" (n.d.). In 2012, South Carolina had 2,317 dams listed in the NID. This number, however, does not account for the total number of dams that may pose, or have posed, a hazard across the state. With upwards of 50,000 dams in the state, approximately 48,000 dams are privately owned, with no official regulations governing them.

The private ownership of dams in South Carolina creates difficulties in regulating the upkeep of infrastructure and poses a hazard to the larger population when owners do not properly maintain their property. With somewhere around 48,000 of the dams within South Carolina remaining completely unregulated, dam owners are under no direct obligation to keep dams in proper working order. A SCDHEC employee, Adam Myrick, stated, "'Most of these are privately owned dams… [so] the responsibility (to inspect them) is on the property owner'" (as cited in Waller, 2009).

Looking at a specific area in South Carolina can help shed light on this issue. In 2005, an environmental group called Upstate Forever commissioned a study about the dams on the Saluda-Reedy Watershed, which runs along the Saluda River and includes the Dreher Shoals Dam. The study found over 3,000 dams along this watershed. Approximately 160 of these dams are subject to state inspection (Waller, 2009). In another report by the Pinnacle Consulting Group, most of the dams along this watershed "don't receive proper maintenance" (Waller, 2009). This report found 16 high hazard rating dams to be inadequately cared for. This "high hazard" rating means that "in the case of a catastrophic dam failure[,] the collapse is likely to cause loss of human life, along with high economic and environmental losses" (Waller, 2009).

Although it is likely that the privately owned dams do receive some sort of inspection, it is unlikely that "all dam owners are doing what they're supposed to do" when it comes to maintaining the dam (Waller, 2009). South Carolina ranks 42nd in the nation for dollars spent on dam safety regulations and 46th for full-time employees dedicated to dam safety. In fact, "[t]housands of dams across South Carolina go uninspected by state regulators every year because the structures aren't considered significant enough to warrant government oversight" (Fretwell, 2015b). Even though many of these dams are small in comparison to those regulated by the state, some experts still say that many of these dams would pose "risks to people and property if they fail" (Fretwell, 2015b). This held true during October's historic flooding, where at least four of the dams that burst in the Columbia area were not regulated by the state. Bradley estimates up to 1,000 unregulated dams in South Carolina could use some sort of oversight (Fretwell, 2015b).

The number of unregulated dams could be due in part to the state law that reads that dams "less than twenty-five feet from the lowest elevation outside the limit of the dam… and [having] an impounding capacity at maximum water storage elevation of less than fifty-acre feet" do not need to be subjected to regulation by the state (South Carolina Code of Laws, n.d.). This means that the state's regulations are no more stringent than those of the Army Corps of Engineers.

Mitigation

Mitigation, as defined by Richard Sylves in *Disaster Policy & Politics: Emergency Management and Homeland Security*, is "sustained action to reduce or eliminate risk to people and property from hazards and their effects… mitigation may also be any cost-effective measure that will reduce the potential for damage to a facility from a disaster event" (2008, p. 21). There seems to be a lack of desire to implement effective mitigation where dam safety is concerned.

Due to the rarity of flooding in South Carolina prior to 2015, obtaining pre-disaster mitigation (PDM) funding was not a high-priority issue. The South Carolina Association for Hazard Mitigation (SCAHM), a nonprofit in the state "dedicated to reducing loss of life and property damage resulting from natural and man-made disasters" (Stone, 2008), wrote a letter to South Carolina's senators in opposition to the 2009 earmarks, citing that such earmarks would do more harm that good; the group believed that program-specific earmarks make it difficult to receive more funding for other issues when such funding is truly needed (Stone, 2008).

Construction and Condition

Many experts say that dam failures across the Palmetto State are due to poor construction or poor soil testing that occurred when the dams were being built. Cary's Lake Dam, for example, was reconstructed less than 30 years ago and should not have failed during October's storm, but it is suspected there was a failure in either maintenance or design of the dam. One expert believes that substandard soils could have also played part in the earthen dam's failure (Fretwell, 2015c). A 56-acre-feet, earthen structure, Cary's Lake Dam took out a road with it as it collapsed, isolating some 15 residents who lived around the lake. According to an article by Cassie Cope in *The State,* to get around the lake, residents have since built a makeshift road out of gravel and a chain-link fence, creating an extension of someone's driveway until the road can be repaired. The Transportation Department, however, will not repair this road until the dam is rebuilt. Cary's Lake Dam is owned by Cary's Lake Homeowners Association, and funding is provided by homeowners on the lake, who may or may not be aware they own part of the dam and more than likely have never paid anything toward its upkeep. Although this dam is state-regulated due to its size, the funding comes through private ownership alone, causing issues when it comes to the knowledge and construction of the structure (2015).

Another dam, the Dreher Shoals Dam on Lake Murray, which was manually breached after the rainwaters settled, also points to issues of condition based on age. With this dam first being constructed in the 1930s, the first remediation plans documented in 1989, and the back-up dam downstream not being constructed until 2002 (Rizzo Associates, n.d.), the Dreher Shoals Dam is 85 years old, surpassing the national average by 34 years. Owned by South Carolina Electric and Gas and used for hydroelectric purposes, as well as recreational ones (Coker, n.d.), the Dreher Shoals Dam has average year-round water levels of 358 feet in the summer and 354 feet in the winter. It can hold up to 360 feet of water and was sitting seven-tenths of an inch below that level during the incident period. On October 6, 2015, state officials released a statement saying that they had no intentions of breaching the dam to lower this level, nor did they feel there was any cause for concern (Wallace, 2015). This dam, however, is located approximately ten miles away from Columbia, and the water, had the dam failed, would have headed straight toward the capital, leaving devastation in its 360-feet-deep, 41-mile-long wake.

Insurance

Flood insurance is one option that most homeowners do not seem to know much about in South Carolina. With the rarity of damaging floods, it seems highly unlikely that residents would think to ask

for flood insurance. Flood insurance exists in two options: private insurance and federalized assistance through the National Flood Insurance Program (NFIP). The latter program was established in 1968. According to the factsheet provided by the U.S. Department of Homeland Security, and updated through the Flood Insurance Reform Act of 2012, the program is meant to fill the gap between homeowner's insurance, which does not cover floods, and the devastation caused by floods (2012). South Carolina is currently ranked sixth in the nation for NFIPs in effect (South Carolina Department of Natural Resources, 2014).

Flood insurance, of any kind, in South Carolina has not been something many individuals have bought. This is due to flooding not having been something residents have had to consider. Of the 2.2 million housing units within the state, only 200,000 actually have flood insurance, a measly 9% across the entire state. That is not much lower than the national average of flood insurance carriers, which sits at 14%, a number that has remained steady since 2009 (as cited in Shah, 2015).

The lack of competition between flood insurance providers has kept the cost of insurance relatively high. In Charleston, South Carolina, flood insurance premiums are approximately $2,000 to $3,000 on a $200,000 home (Charleston Home Properties, n.d.). For many homeowners, the cost alone could deter them from buying the additional insurance for their homes. For others, as previously stated, they simply do not understand that their homeowner's insurance does not cover flood damage. For example, one resident on Lake Cary only learned during a home assessment that he lived in a flood plain. It was at that point that he decided to purchase flood insurance, stating, "'Now I think I'll keep it'" (as cited in Cope, 2015). Many residents, it appears, simply do not know whether they live in a flood plain. Whether that is due to the lack of flooding that occurs or just improper coordination between homeowners is unknown.

Policy Alternatives

South Carolina, like many states across the U.S., has an issue when it comes to dams. The regulation and inspection of dams is relatively subpar and could cause serious long-term damages if those dams were to fail. With the number of dams that failed in the wake of the 1,000-year flood, it is easy to see that some changes should be addressed in ways of policy enactment. Presenting alternatives to policies where dams are concerned can help to prevent future damage caused by dam failure, not only in South Carolina, but across the nation. Discussed below are possible solutions to the damming problem: shifting regulatory control, pre-disaster mitigation, construction issues, and insurance riders.

Shifting Regulatory Control

One option for better dam upkeep would be to broaden state law to include more dams under regulatory authority to properly ensure their maintenance. Seventy-seven percent of all dams nationally are state-regulated, leaving 23 percent with no regulation (U.S. Army Corps of Engineers, n.d.). These numbers do not include every dam in America, but only those defined by the NID as having met specific criteria on size and amount of water held. This means there is an unprecedented number of dams unchecked across the United States. As noted earlier, South Carolina specifically has somewhere around 48,000 dams that are unregulated. By broadening the definition of dams that fall under state regulations, the number of deficiencies would more than likely lessen over time as more dams have to comply with more inspections. Texas, for instance, defines dams falling under state regulation as needing to "have a height greater than or equal to 25 feet and a maximum storage capacity greater than or equal to 15 acre-feet, [or] have a height greater than 6 feet and a maximum storage capacity greater than or equal to 50 acre-feet" (Texas Emergency Action Planning, n.d.). This definition places slightly more dams under state regulation than the definition South Carolina has in its code of laws. Texas also ranks first in State Assistance Grants from FEMA's National Dam Safety and Security Program (NDSSP) according to the Association of State Dam Safety Officials (ASDSO). South Carolina ranked ninth in State Assistance Grants between the years 1998 and 2004, receiving $623,337 to improve regulatory programs in the state (Association of State Dam Safety Officials, 2012; Association of Dam State Dam Safety Officials, n.d.). Broadening the scope under which the state can regulate dams would increase the funding received to regulate the dams in the state.

Pre-Disaster Mitigation

Allowing for PDM funding to flow into the state of South Carolina to better prepare for a possible disaster like that of October 2015 would help to alleviate the burdens that organizations involved in dam funding would face after the fact. Funding efforts prior to the incidence of a flood would help to lessen the damage caused by a flood. Although the federal government does provide PDM funding, this funding is highly competitive and formula driven, meaning that areas that have not experienced disasters, or have experienced a "once in a lifetime disaster," are less likely to receive an appropriate amount of funding for mitigation prior to a disaster striking (McCarthy & Keegan, 2009). However, this funding should not be the only attempt to mitigate prior to a disaster, nor should it be the primary source of funding for these areas. Numerous successful mitigation measures that were put into place to help alleviate the burden of reconstruction after a natural disaster occurs have been documented across the country.

One effective way to mitigate prior to a disaster would be through instituting a tax levy. According to the Association of State Floodplain Managers report that was published in 2002 under the title *Mitigation Success Stories in the United States,* the Arizona State Legislature created the Flood Control District of Maricopa County in 1959 and gave it the authority to institute such a levy to control flooding in, as its name implies, Maricopa County. This tax is now approximately $29 annually on a $100,000 property. In 2000, when a flood occurred in the Phoenix area, dams that had been constructed and properly kept up-to-date through the tax, about $23.2 million in 1982 dollars, had protected billions of dollars' worth of property from the flooding.

Instituting a tax on homeowners in flood plain areas or homeowners on lakeside properties would help to ensure that dams can be properly kept up-to-date and also aid in the reconstruction process for dams that have been weakened by erosion or heavy rainfalls.

Construction as an Issue

After the 1,000-year flood, Georgia Tech experts came into South Carolina to assess the damage and the reasons behind the dam failures. This team realized many of the dams' failures were due to inadequate construction and upkeep. Herman Fritz, one of the lead researchers from Georgia Tech, saw the concrete-reinforced dam at Forest Lake to be of a sturdy build and noted that the dam likely did not fail due to its concrete construction (Fretwell, 2015c). By implementing clear construction and reinforcement guidelines, states could prevent future dam failures.

Insurance Riders

Two options are available when looking at insurance. The first involves informing homeowners that their current insurance plans do not cover flood insurance and letting them know how probable a flood occurrence is. Because many homeowners simply do not understand that their insurance plans do not cover the possibility of a flood, they do not think to purchase the additional insurance plan. Loretta Worters, vice-president of Insurance Information Institute, believes that that is the case for a lot of individuals. Most natural disasters are covered in their insurance policies, but flooding is not, and many homeowners do not know to talk to their insurance agents about this (Shah, 2015). By providing easily obtainable, low-cost flood insurance to homeowners, the number of homeowners with flood insurance could increase over time.

The second option is to make those who become an owner, or a joint owner, of a dam carry an additional insurance rider to cover damages due to a breach caused by improper upkeep. Those who want to own lakeside properties should also have to cover the responsibilities that accompany ownership. By creating a system where homeowners now have to pay for the property they want, their attention to the upkeep of the dam is likely to increase.

Evaluation

This section is meant to evaluate the previous proposals from a variety of perspectives concerning their effectiveness, efficiency, and feasibility. Although each proposal listed above is viable, it is important to take their various drawbacks into consideration, as enacting any new policy or regulation does not come without backlash.

Effectiveness on Shifting Regulatory Control

The above policy alternatives all have different levels of effectiveness. Shifting regulatory control to the state would include amending the code of laws for South Carolina to include smaller dams across the state. With South Carolina currently ranking extremely low for overall money spent on dam safety and dam safety officials, adding more dams to the regulatory control of the state would result in either allocating fewer funds to more places or affecting the ability of the state to receive more federal dollars from NDSSP for having more dams under its regulation. This funding would have to be funneled through the state correctly—hiring more employees to properly look after the dams. With the average number of employees in the state who are specifically hired for dam safety sitting, since 2008, at 2.26 full-time workers, those employees are stretched too thin to properly regulate the dams under state authority (Association of State Dam Safety Officials, 2015). This would not prove to be a highly effective solution unless it resulted in more employees being hired.

Cost Efficiency on Construction

In the short term, the upfront cost of reconstructing dams across the state with better, erosion-resistant, and reinforced materials would be the least fiscally feasible choice. The cost for reconstructing all the deficient non-federal dams has been estimated at $50 billion (Dickinson, 2009). This number can only be expected to be higher when federal dams and unregulated dams are added into the total.

Although this seems like an inefficient solution, the cost of reconstructing dams with better materials would end up saving money in the long run as can be seen in the case of the Forest Lake Dam, a reinforced concrete dam. The dam did not breach during the flooding in October whereas Cary's Lake Dam, which had just been reconstructed 30 years ago, did fail and should not have. Cary's Lake Dam's failure has been equated to poor construction, possibly due to the soil on which it was built. The cost of having properly constructed this dam in the first place would have reduced the overall cost homeowners are now facing to not only reconstruct the dam, but also their homes, as well as the cost linked to the extra travel time they need to go around the bridges that were blown out due to the Cary's Lake Dam breach.

Administrative Feasibility on Mitigation and Insurance

Mitigation for funding to prevent the amount of damage a flood would do in the future would be the most logical choice. It would be effective and feasible to implement. The only problem may occur when attempting to get all agencies (e.g., FEMA, South Carolina Emergency Management Division, SCAHM, local homeowners' associations) to work together and to receive an earmark from the PDM after SCAHM has been in such strong opposition to receiving earmarks in the past. With so many agencies possibly being involved, the administrative feasibility of this option seems slightly less doable. Additionally, the issue here is that PDM funding is highly competitive and usually is awarded first to areas in most need of disaster relief—those that are heavily disaster-prone. This "competitive" funding is disseminated to localities that the governor of the respective state has deemed most in need of PDM, and the final selections are made by FEMA (McCarthy & Keegan, 2015). This makes continually trying to receive PDM funding a waste of time. Perhaps the other mitigation option would be more administratively wise.

Instituting a tax levy on homeowners in flood plains, or areas surrounding dams, as seen in Arizona, can prove highly effective in the instance that a flood occurs. The tax would go toward proper

maintenance of the dam and, as seen in the instance of Maricopa, is relatively inexpensive. This is the most feasible option out of the three that have a price tag for individual homeowners.

Informing homeowners of the risks of not carrying flood insurance and the fact that their homeowner's insurance generally does not cover floods is a relatively simple solution. It does not pose an undue burden upon homeowners, or the insurance agencies. Flood insurance is a completely voluntary option. On the other hand, forcing homeowners who also own parts of a dam to carry insurance riders for the upkeep of that dam is not feasible at most levels. It would call for the government—whether state or local—to implement a policy telling homeowners they have to purchase additional insurance to fund the upkeep of a dam they may or may not know exists near their home.

Conclusion and Recommendation

All four proposals have their drawbacks, from effectiveness to the administrative infeasibility of implementing some of the policies; enacting any one of them would not come without backlash in some form or another.

In the short term, shifting regulatory control would seem to be an option to consider. This would help to ensure that reinforcement recommendations are actually met, that the deficiencies in the dams are corrected, and that there is some sort of regulatory body overseeing the continual flow of the dams. This, in the end, would likely cost the most. More money would be needed, first, to supply competent employees to an already short-staffed agency in South Carolina and, second, to fix the numerous deficiencies from which the dams in the state are already suffering.

In the long term, implementing one of the mitigation alternatives would be the most cost-effective and administratively feasible. A tax levy would be the cheapest solution for both the state and the individuals. Insurance prices for flood insurance are high due to the competitiveness brought on by such a small number of agencies supplying flood insurance in the area, costing more than many homeowners wish to pay, whereas a tax levy would cost them approximately $30 per year and could save them from an unexpected natural disaster, much like the 1,000-year flood, for a relatively small amount. This number, of course, would be assessed according to property values in the area, but would not cost more than homeowners could pay out.

Arizona's Flood Control District of Maricopa is a perfect example of how a tax levy for the maintenance and reconstruction of dams can be effective. Employing a similar strategy in South Carolina would be relatively simple and would prevent homeowners from taking a step back when it comes to the responsibilities that come with their lakeside property. This option would also help to lessen the burden in the case of a breach. With a tax in place, there would be funds readily available to fix the dams when necessary without a huge financial burden.

A tax levy would serve not only as disaster relief monies if a dam does breach, but also create a type of locally instituted and earmarked PDM fund. This fund would likely ensure deficiencies in the dam would be fixed in a more expedient way, streamlining the red tape owners would have to go through by removing the middle man.

The likelihood of more flooding like the one caused by Hurricane Joaquin in South Carolina is on the rise. Because global warming is making weather more unpredictable, 1,000-year floods could turn into ten-year (or five-year or annual) floods. The higher prevalence of storms and flooding means dams are more likely to fail if policies are not amended to take into consideration the damage caused to and by dams during storms such as the October 2015 flooding in South Carolina. The case of South Carolina is one that should be looked at with both fear and reverence across the nation, as this is only one case of failing dams due to inadequate regulations.

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Effects of Aquatic and Land Plyometrics on Athletic Performance: A Systematic Review

Alissa C. Rhode and Clyde E. Anderson III

Braun Award for the College of Health and Human Services, Category One: Health Sciences, Kinesiology and Occupational Therapy
Nominated by David C. Berry, Professor of Kinesiology

From Grosse Ile, Michigan, which is a small island in the Detroit River, Alissa C. Rhode is currently working towards a bachelor's degree in athletic training and wants eventually to attain a doctorate in physical therapy. She hopes to work in the performing arts to help dancers and marching band members perform to the best of their ability.

Clyde E. Anderson III is from Clio, Michigan. Currently a junior at SVSU, he is working toward his bachelor's degree in athletic training and, like Alissa, plans to finish his education with a doctorate in physical therapy. Athletics play a large role in Clyde's life—he is a varsity track and cross country athlete for SVSU—and, because of that, he has focused his education in hopes of becoming a team physician or opening his own clinic to work with athletes.

This paper was written in Evidence Based Practice and Documentation in Health Care (KINE 234). In this class, Alissa and Clyde learned about ways to conduct different types of research, including systematic reviews. This particular systematic review analyzes the findings of different studies regarding the differences between land and aquatic plyometrics, and their effects on vertical jump, strength, and power. Alissa and Clyde remind us that athletic trainers are often involved in the development of strength and conditioning programs and the rehabilitation of their athletes, so it is important to create the best plan possible using evidence.

Abstract

Context: Land-based plyometrics (LPT) is a popular activity used to improve athletic performance. Studies have shown LPT can increase strength and explosiveness, but has potential for injury; however, aquatic plyometric training (APT) may reduce this potential while still improving performance. **Objective:** Systematically review the literature to determine whether APT increases athletic performance more than LPT. **Data Source:** Relevant electronic databases were searched for literature: *PubMed, Cumulative Index of Nursing and Allied Health Literature (CINAHL), Medical Literature Analysis and Retrieval System Online (MEDLINE)*, and single-citation matching from January 1995 to October 2015 using the search phrase: *"aquatic plyometric training OR aquatic plyometric OR aquatic plyometrics"* resulting in 71 studies. **Study Selection:** After title and abstract screening, 10 articles were reviewed. Five studies met the following inclusion criteria: (1) had full-report or abstract, (2) had peer-reviewed randomized controlled trials (RCTs) or clinical trials, (3) provided an available abstract, (4) were written in English, (5) focused on healthy individuals (health defined as free of current, lower-extremity, musculoskeletal injuries) age 16-30, and (6) included key outcomes measuring athletic performance (e.g., strength, power, vertical jump [VJ]). **Data Extraction:** Three reviewers independently assessed the studies' level of evidence (LOE) and quality using the Oxford and Physiotherapy Evidence Database (PEDro) scales. Data of interest included subject characteristics, descriptive statistics (e.g., mean, standard deviation [SD], 95% confidence intervals [CIs] with combined means used in some instances for similar data sets), inferential statistics, and effect sizes (where applicable). **Data Synthesis:** Five studies met the inclusion criteria (LOE, 1b=5). PEDro scores ranged from 6-7 (1-10 scale; average=6.28±.33). Reported pooled sample size was 218, the mean age was 21.95±2.25 (range 17-27 years), and all studies

included at least 1 key outcome measuring athletic performance: strength (n=2), power (n=3), and VJ (n=2). Three studies examined power using the Vertec (n=1), Margaria-Kalamen (n=1), or Sargent VJ (n=1) power tests. All studies found increased APT power output (3,214.21±246.96 W) pretest to posttest; one found a significant ($p \leq .001$) increase from pretest to posttest in the LPT group (1098.34±88.94 W); however, no differences between groups (APT and LPT) were noted. Two studies examined VJ performance (Vertec). One study found significant differences between the control (CON) (63±3 cm), LPT (72±3 cm), and APT (73±3 cm) (d=.33) groups; however, no significant differences ($p>.05$) between experimental groups were noted**.** The second study found no significant difference ($p>.05$) between the CON (1247.9±295.8 W), LPT (1062.2±253.7 W), and APT groups (1092.7±367.7 W). Two studies examined quadriceps strength. One study found a significant difference ($p<.05$) between the CON (73.87±5.53 ft*lbs) and experimental groups with no significant ($p>.05$) difference between the LPT (77.08±4.37 ft*lbs) and APT (77.73±4.37 ft*lbs) groups. The second study found no significant differences at 8 weeks between APT and LPT ($p>0.05$) for a 1-Repetition Max (1-RM) leg-press; however, APT (200±10 kg) displayed significant ($p<0.05$) increases compared to the CON (175±10 kg). **Conclusions:** Results demonstrate LPT and APT improve athletic performance; however, neither appears to be significantly better. **Practical Application:** Although both training methods produce similar results, APT can be incorporated into rehabilitation at an earlier stage and potentially decrease weight-bearing status, joint loading, and muscle soreness, and reduce risk of injury often seen with LPT. Additionally, APT provides an effective transition to LPT.

Introduction

Plyometric training can be an effective way of increasing athletic performance,[1-5] which in this review, is defined by 3 variables: (1) strength, (2) power, and (3) vertical jump (VJ). Miller, Berry, Bullard, and Gilders[1] define *plyometrics* "as a rapid pre-stretching of a muscle during an eccentric action, followed immediately by a concentric action of the same muscle."[1] The stored elastic energy from this rapid transition enables the muscle to create a greater contraction[2] as compared to starting from a static position.[1] By utilizing various plyometric exercises, with multiple sets and repetitions, physically active individuals can increase athletic performance.[1-5]

Traditionally, plyometric training has been practiced in land-based settings only. Land plyometric training (LPT) has demonstrated significant athletic performance benefits, but the potential for injury exists during training.[1-5] The repetitive ballistic movements of plyometrics can cause injuries such as "meniscal damage, patellar tendonitis, Achilles tendon strains, and heel bruises."[3] Recent studies have begun to examine the potential benefits of aquatic plyometric training (APT) to improve athletic performance and decrease injury rates as compared to LPT. All studies in this review agree the aquatic environment can be beneficial in injury risk reduction while providing sufficient resistance for training.[1-5] Water's buoyancy reduces joint compression forces (which is significantly increased on land) and can reduce weight-bearing status.[1,2] The aquatic environment also provides 12 times the resistance of air to strengthen the muscles.[2] Athletic trainers (ATs) can use this information to tailor a training program for their athletes, whether it be an aquatic- or land-based training program.

With 94% of college strength and conditioning coaches incorporating plyometric training[2] in their programs and with the high risk of injury with traditional land-based programs, it is important to explore alternatives to reduce injury rates while still increasing athletic performance. To our knowledge, a systematic review has not been conducted comparing and combining studies on this subject. We set out to systematically review the literature to determine whether, in healthy individuals age 16-30, APT increases athletic performance (i.e., VJ, power, and strength) compared to LPT.

Methods

Data Sources

The electronic databases *The Cumulative Index to Nursing and Allied Health Literature* (*CINAHL)* and *Medical Literature Analysis and Retrieval System Online* (*MEDLINE)* were searched for relevant articles published between January 1995 to October 2015 using the search phrase "aquatic

plyometric training OR aquatic plyometric OR aquatic plyometrics" and using the following filters: "abstract," "January 1995 to October 2015," "English language only," "human," "clinical trial," and "peer-reviewed." The searches yielded 48 *CINAHL* results and 1 *MEDLINE* result. A second search of each database was conducted, but we replaced the search filter "clinical trial" with "randomized controlled trial." The second search produced 16 *CINAHL* and 3 *MEDLINE* results. The *PubMed* database was searched using the same search phrase with the following filters: "clinical trial," "randomized controlled trial," "English language only," "human," "abstract available," and "January 1995 to October 2015." This search revealed 3 additional articles. Two more articles were found via single-citation search. Amongst all of the searches, 6 articles were found in more than 1 database. Excluding doubles, the total article count was 67. The 67 articles were screened according to the inclusion criteria below.

Study Selection

After title and abstract screening, 10 articles were considered satisfactory for review. To screen the articles, we examined titles for comparisons of LPT and APT. If the title fit with our study purpose, we reviewed the abstracts to determine whether the inclusion criteria were present. Of the 10 articles reviewed, 5 were acceptable to be included in the review with a pooled sample size of 218 subjects. The other 5 were excluded because they did not meet the inclusion criteria.

To be included in the study, articles (full-report or abstract) had to be written in English, be peer-reviewed, and be randomized controlled trials (RCTs) or clinical trials. Studies had to include at least 1 of the following key indicators of athletic performance: (1) power, (2) strength, or (3) VJ. Study subjects had to be identified as healthy individuals free of lower-extremity musculoskeletal injuries. Lastly, because plyometric exercise is often utilized by young athletes, subjects were excluded if they did not fall into the identified age range of 16-30 years.

Data Extraction

The quality of the 5 articles was assessed and graded by 3 independent reviewers using the Physiotherapy Evidence Database[6] (PEDro) and Centre for Evidence-Based Medicine (CEBM) scales.[7] The PEDro scale is "based on the Delphi list developed by Verhagen and colleagues at the Department of Epidemiology, University of Maastricht... to help the users of the PEDro database rapidly identify which of the known or suspected randomized clinical trials (i.e., RCTs or CCTs) archived on the PEDro database are likely to be internally valid."[6] There are 11 "yes" or "no" questions on the PEDro scale used to assess the quality of an article. It is important to note that the first question is not used in the calculation of a PEDro score as it is used to assess applicability. The number of "yes" answers comprises the score of the article.

Three reviewers also independently assessed the included studies according to the CEBM level of evidence classification system. All included articles were of "Level 1b" evidence according to the CEBM scale. When significant differences in scores or level of evidence (LOE) were found regarding any of the articles, a fourth party was available to review and clarify discrepancies, when applicable. Extracted data included (1) subject characteristics, (2) descriptive statistics (e.g., mean, standard deviation [SD], 95% confidence intervals [CIs] with combined means used in some instances for similar data sets), and (3) inferential statistics and effect sizes (where applicable).

Results

Five studies met the inclusion criteria; all were full reports. PEDro scores ranged from 6-7 (on a 1-10 scale) with an average score of 6.28±.33. The studies resulted in a pooled sample size of 218 with a mean age of 21.95±2.25 years (range 17-28 years). Two studies examined strength, 3 discussed power, and 2 studied VJ.[1-5] A summary chart of the extracted data for the 5 studies can be found in Table 1.

Power

Miller, Berry, Bullard, and Gilders[1] compared the effects of an APT program to an LPT program on power over an 8-week period. The subjects consisted of 40 volunteers (age=21.2±3.9 years) without any lower-extremity musculoskeletal injuries. Subjects ranged in activity level from sedentary to recreationally active and were randomized into 3 groups: (1) control (CON) (n=14; age=23.0±5.5 years), (2) APT (n=13; age=22±2.5years), and (3) LPT (n=13; age=21.5±3.6 years). Both experimental groups (i.e., APT and LPT) received intervention and met twice a week at the same time for training; the CON group did not receive any intervention. All 3 groups were instructed and regularly reminded not to begin or alter exercise programs for the duration of the study. The groups were measured twice, once before the training began and again at the end of the 8-week training program.

Over the 8 weeks, training groups progressed from 3 to 5 plyometric drills per session. Plyometric drills varied in type, intensity, and volume as the training went on. (See Table 2.) Training volume ranged from 80-to-120 foot contacts. Gulick, Libert, O'Melia, and Taylor define foot contacts as "the number of times the foot (feet) come in contact with the ground."[2] This is the common measurement used to determine plyometric training volume. The aquatic group trained in approximately waist-deep water while the land group trained on a cushioned surface with ¼-in. padded carpet.

Before and after training began, power was measured and reported in watts (W) using the Margaria-Kalamen power test. The test consists of having subjects running up steps as fast as possible. The test procedures were as follows:

> Electronic switch mats were placed on the third and ninth steps to record the time. The subjects were placed 6 m in front of the stairs and instructed to accelerate toward the steps and run up them as rapidly as possible, taking 3 steps at a time. The electronic switch mat started the timing when the subjects stepped on the third step (first switch mat). Subjects then proceeded to the sixth step and then to the electronic switch mat on the ninth step (second switch mat) to stop the clock. Times were recorded using a performance-time analyzer (Lafayette Instrument Co., Lafayette, Indiana, clock model 54050) to the nearest thousandth of a second. After 2 practice trials, each subject performed 5 trials with complete recovery between efforts.[1]

No significant differences were found among any of the groups, according to an analysis of covariance (ANCOVA). A paired *t*-test did find a significant increase ($p<.05$) in power in the APT group (pretest average=1216.8±425.0 W, posttest average=1304.1±473.3 W).

Gulick, Libert, O'Melia, and Taylor[2] compared the effectiveness of APT and LPT on power. Forty-two university students (age=24.5±3.5 years) with no prior formal plyometric training and no current or prior lower-extremity injuries participated in the study. Subjects had to maintain a normal lifestyle during the entire study. Subjects were divided randomly into 3 groups: (1) CON, (2) APT, and (3) LPT; group demographics were not reported. The groups were measured 3 times: (1) pretest, (2) midtest, and (3) posttest.

The study was executed in 2 phases: Intervention Phase I and II. Each phase lasted 3 weeks, and subjects were re-measured after each phase. Intervention Phase I was a basic-level program with 120 foot contacts per session. Intervention Phase II increased to an intermediate-level program with 180 foot contacts per session. During both phases, both experimental groups (i.e., APT and LPT) met twice a week. The CON group received no intervention.

To start, subjects performed a pretest. Power was measured using a VerTech Jumping System (VerTech Inc, Falls Church, Virginia) (test-retest reliability=0.93, as reported by Martel, Harmer, Logan, and Parker[9]) combined with a peak power formula. The test procedures required subjects to perform 3 vertical jumps with 15 seconds of rest between jumps. The height reached with the subject's hand was recorded using a VerTech Jumping System.[2] The 3 jumps were averaged, and peak power was calculated. The formula to calculate peak power was W=[61.9xjump height (cm)]+[36xbody mass (kg)]-1822.

A significant ($p<.05$) increase in power from pretest to posttest was identified in the APT group (pretest average=7123±180 W, posttest average= 7292±179 W). There was, however, no significant ($p>.05$) increase found in power from pretest to posttest in the LPT group (pretest average=7543±180 W, posttest average=7589±179 W).

Robinson, Devor, Merrick, and Buckworth[3] then examined the effects of APT versus LPT on power in women only. Thirty-two female subjects (age=20.2±0.3 years) met the following inclusion criteria: non-pregnant, healthy, physically active, regularly exercising for at least 6 months, and involved or currently participating in a sport for an average of 5 years. Subjects were screened for any orthopedic or musculoskeletal injuries that were current or occurred in the last 6 months. Subjects were randomized into two groups: ATP (n=16; age=19.8±0.3 years) and LPT (n=15; age=20.6±0.6 years). The groups were measured 3 times: (1) pretest, (2) after four weeks at midtest, and (3) posttest.

The training program consisted of 3 sessions per week for 8 weeks. Each session involved 3 to 5 sets of 10 different exercises; exercises and number of foot contacts were not reported. The sets (3-5 sets) and reps (10-20 reps) were increased after 2 and 5 weeks. Both groups performed identical training regimens during the study.

Power was measured using the Sargent VJ test. Test procedures were as follows:

> This test involves measuring the difference between a person's standing reach and the height recorded from a jump and reach. The difference between the standing height and the jump height is the vertical jump value. Three 2-foot squat jumps were completed with a 1-minute break to ensure full recovery between jumps.[3]

The results were converted to a common variable (i.e., W) from centimeters using an average power calculator. The formula used was W = 21.2xVJ (cm)+23.0xmass kg -1393.[8]

In this study, both the APT (pretest average=819.68±82.22 W, posttest average=1046.52±88.58 W) and LPT (pretest average=873.62±88.94 W, posttest average=1098.34±88.94 W) groups showed a significant increase in power from pretest to posttest ($p \leq .001$).

Vertical Jump

Stemm and Jacobson[4] compared the effects of APT and LPT on VJ over a 6-week training program. The experiment randomly assigned 21 physically-active, college-age men without lower-extremity injuries for a minimum of 12 months (age=24±2.5 years) to LPT (n=8), APT (n=7), and CON (n=9) groups; age group demographics were not reported. The experimental groups (i.e., APT and LPT) performed in different environments twice a week for 6 weeks while the CON group did not perform any training. The aquatic group was in knee-level water adjusted to ±1 in. of the axis of the knee joint. The land group performed the same exercises as the aquatic group on a tumbling mat. Exercises included squat jumps, side hops, and knee-tuck jumps. These exercises were performed in 3 sets of 15 jumps separated by 1-minute rests for each exercise. The number of foot contacts was not reported. Pre- and post-measurements were taken using a VERTEC jump test (Vertec Jump Training System, VerTech Inc, Falls Church, Virginia), and subjects were allowed 3 trials measured to the nearest ½ in. The highest value was recorded.

The study resulted in a significant ($p<.05$) difference between groups as noted by ANOVA analysis. A Turkey post hoc analysis was then conducted to discover where that difference occurred. A significant ($p<.05$) difference between the experimental and CON (63±3 cm) groups ($d=.33$) was noted. There was no significant ($p>.05$) difference between land (72±3 cm) and aquatic (73±3 cm) groups. The mean difference between APT and CON groups was 1.81 cm, and the mean difference between LPT and the CON was 1.74 cm. The mean difference between aquatic and land groups was extremely small at 0.08 cm.

The other study on VJ was conducted by Miller, Berry, Bullard, and Gilders.[1] All study methods and subject demographics remained the same as previously stated. (See Table 1.) Measurements were recorded using the Ver-Tec jumping system (Sports Imports, Inc., Columbus, Ohio). The test procedures were as follows:

> A base measurement for reach height was determined by measuring the highest strip a subject could touch while standing flat-footed with an outstretched arm. Each subject was allowed 2 practice jumps, followed by 5 stationary vertical 2-footed jumps. Vertical jumps were recorded to the nearest half inch, and the difference between the base reach height and the highest vertical jump was recorded.[1]

The following equation was used to calculate VJ: VJ=maximal jump height-initial reach height. To convert to watts, the researchers used the following equation: $W=4.9^{5}$ (mass in kg)(distance in m).

ANCOVAs were performed, and no significant increases were found between the LPT (1062.2±253.7 W), APT (1092.7±367.7 W), and CON (1247.9±295.8 W) groups.

Strength

Gulick, Libert, O'Melia, and Taylor[2] measured the effect of an APT compared to LPT on strength. All study methods and subject demographics remained the same as previously stated. (See Table 1.)

Pretest strength measurements were assessed via a maximal isometric contraction of the quadriceps at 45° of knee flexion. Testing was completed using a MicroFET (Hoggin Industries, Draper, Utah) in a dynamometer chair with the lever arm locked at 45° of flexion. The researchers performed a pilot test and calculated testing device reliability, where (r)=0.943. The subject performed maximal muscle contraction over 3 seconds. This test was performed 3 times with a 15-second rest in between. The highest value was recorded.

The study found a significant ($p<.05$) difference between the CON (73.87±5.53 ft*lbs) and experimental groups; the study also found no significant ($p>.05$) difference between the APT (77.73±4.37 ft*lbs) and LPT (77.08±4.37 ft*lbs) groups.

Arazi and Asadi[5] compared the effect of 8 weeks of APT and LPT on quadriceps strength in young (age=18.81±2.47 years) male basketball players. Subjects in this study were free of lower-extremity injuries and had no medical conditions that compromised their participation in this study; additionally, they had not done any plyometric training in the last 6 months. Subjects were randomly assigned to LPT (n=6; age=18.03±1.38 years), APT (n=6; age=18±0.60 years), and CON (n=6; age=20.4±0.64 years) groups. During the study, subjects were prohibited from weight training and were required to continue normal basketball training.

Training occurred 3 days a week for 8 weeks. The LPT performed exercises on a 3 cm mat while the APT performed the same exercises in a pool with approximately 70% of their body in the water. Four different drills were performed with 3 sets per session with increasing reps and number of foot contacts (range 117-183) as the study went on. (See Table 3.) The CON group received no intervention.

To measure strength, Arazi and Asadi[5] used a 1-Repetition Max (RM) leg press (King Body, Niroo, Iran) before the study began and after it finished. Using a standard leg press machine, subjects sat with hips at about 180° hip flexion, 80° knee flexion, and 10° dorsiflexion at ankles. On command, subjects performed concentric extension to reach full extension. Each subject performed 2 trials. The study found no significant ($p>.05$) difference between the LPT group (195±15 kg) and APT group (200±10 kg). There were, however, significant ($p<.05$) increases in the APT group compared to the CON group (175±10 kg).

Discussion

All studies[1-5] in this review exhibited increased performance when using APT and LPT, suggesting that APT can be an effective training method for those between age 16 and 30. There are also other various benefits to using APT instead of LPT. APT can offer decreased joint loading and weight-bearing status,[1,2] which is beneficial for athletes in a rehabilitation program. Miller, Berry, Bullard, and Gilders[1] note that healthcare providers could use aquatic plyometrics as an alternative program to initiate or advance a rehabilitation program significantly earlier. An athlete in an APT program could maintain conditioning while allowing the injury to heal and avoiding further injury from LPT. All studies in this review[1-5] discussed how an aquatic environment can reduce joint and muscle stress, which, in turn, reduces the risk of injury. The buoyancy and resistance of the water also protect athletes from muscle damage and injuries that occur during land-based training.[3]

Despite these benefits, a few variables can prevent APT from being utilized in schools and universities. First, the cost and requirements to implement APT may not be feasible. In high schools and universities, access to a pool in which APT can be performed may be limited due to schedules and the cost of pool time. Other costs of APT can include equipment and the training of personnel in APT. Additionally, without proper instruction in the techniques, APT may be dangerous and result in some injuries that the training tries to prevent. Additionally, APT requires equipment that will not float and that

is secure enough for subjects to stand on while in the water. Limited operational budgets make covering all these equipment and training costs difficult. Further research on the cost of implementing an APT program could convince schools that the benefits outweigh the costs, but, currently, the cost of APT may not be worth the few benefits it could provide over the much simpler LPT.

Second, LPT can be performed anywhere with the correct flooring (i.e., a rubberized floor with some spring). This is in contrast to APT, which requires at least an hour of free pool time. In schools with many aquatic sports, this time could be difficult to reserve. The supplies and space for LPT are most likely already available because it has been in use longer. The space requirement and limited equipment availability make APT less desirable than LPT.

Also, with no enormous benefit to APT over LPT, besides a reduction in injury risk, some schools may decide that the cons outweigh the pros and thus choose not to implement APT. If the same benefits can be gained from LPT with few disadvantages, then there may be no point in providing something that requires training and money. On the other hand, institutions may see the reduced injury risks worth the extra cost and effort necessary to implement APT. If athletes sustain significantly fewer injuries from APT as compared to LPT, it may be worthwhile to use APT.

Limitations

As with any study, including this one, there are limitations. The age range in this study has been limited to 16-30 years. Therefore, the conclusions in this study may not apply to populations outside of this age range, including young adolescents and the elderly. There was also some bias in study selection. We required articles to be written in English with an available abstract. The availability of an abstract could potentially limit the information available for use. Also, language bias could exclude quality articles in other languages. Lastly, because of the nature of the subject, it is impossible to blind the subjects and therapists to what group subjects are assigned. This lack of blindness can result in bias on the part of therapists or in a placebo effect on the part of the subjects.

Clinical Relevance

APT and LPT both increase athletic performance, but neither is significantly better than the other from a clinical standpoint. With no significant difference, training programs should be tailored to the individual needs of the patient or athlete. Therefore, APT can serve as an independent training program or as a transition program into a land-based one, depending on the patient or athlete and his/her condition or injury.

Conclusion

The 5 studies in this review contribute significantly to helping ATs design the best training program for their athletes. However, more research is needed to discover exactly what factors can increase the effectiveness of aquatic-based plyometrics. APT has been shown in this review to have similar benefits as LPT. Therefore, ATs should consider the needs of their athlete to formulate the best training program and pick the best one for their athletes. ATs also need to consider the practicality of implementing APT programs in their individual institutions. The potential benefits of APT include reduced joint loading and weight status, which could be useful in a rehabilitation program.[1,2] With this in mind, we recommend that ATs consider APT as an alternative training program for athletes.

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Table 1. Summary of Data Extraction

Author(s)	Study Focus	Sample	Design
Arazi and Asadi[5]	"Compare the effects of weeks of aquatic & land plyometric training on leg muscle strength…in young basketball players"	18 semiprofessional male basketball players (age=18.81±1.46 years) who were free of lower-extremity injuries and conditions that prevented participation	Subjects were randomly assigned to LPT, APT, or CON groups. Groups trained for eight weeks, three days a week. Groups performed the same exercises in their respective environments.
Gulick, Libert, O'Melia, and Taylor[2]	"Examine the effectiveness of an aquatic-based plyometric program compared to land-based program in improving lower body strength, power, & agility"	42 university students (age=24.5±3.5 years) with no prior formal plyometric training and no current or prior lower-extremity injuries, and who had to maintain normal lifestyle during the study	Subjects were randomly divided into three groups: APT, LPT, and CON. Variables were measured before test began, three weeks later, and three weeks after that. The study was divided into Intervention Phase I and II, each lasting three weeks. Skill and intensity level increased from Phase I to II. CON received no intervention. Power was measured using VerTech Jumping System, and strength was measured via a MicroFET in a dynamometer chair.
Miller, Berry, Bullard, and Gilders[1]	"Compare the effects of land-based & aquatic-based plyometric training programs on performance variables"	40 subjects (age=21.2±3.9 years) free of lower-extremity injuries whose activity level ranged from sedentary to recreationally active Three groups: LPT (n=13, age=21.5±3.6 years), APT (n=13, age=22±2.5 years), and CON (n=14, age=23±5.5 years)	Subjects were randomly assigned to LPT, APT, or CON. Measurement was collected on performance variables before and after the 8-week training period. VJ was measured using a Ver-Tec system and reported in watts; power was measured using the Margaria-Kalamen power test and reported in watts.

Table 1. Summary of Data Extraction Continued

Author(s)	Study Focus	Sample	Design
Robinson, Devor, Merrick, and Buckworth[3]	"Determine the effects of land vs. aquatic plyometrics on power, torque, velocity, & muscle soreness in women"	32 subjects (age=20.2±0.3 years); who were women and nonpregnant, healthy, physically active, and regularly exercising for 6+ months, and had been involved or were currently participating in a sport for an average of five years Two groups: ATP (n=16; age=19.8±0.3 years) and LPT (n=15; age=20.6±0.6 years)	Groups were measured three times: pretest, after four weeks at midtest, and posttest. The program consisted of three sessions per week for eight weeks; each session was three to five sets of ten different exercises; exercises were not reported. The sets (3-5 sets) and reps (10-20 reps) increased after two and five weeks. Both groups performed identical training regimens during the study. Power was measured using the Sargent VJ test.
Stemm and Jacobson[4]	"Compare the effect of land-based & aquatic-based plyometric exercise on maximum vertical jump height"	21 physically active men (age=24 ± 2.5 years) who were healthy, recreationally active, and free of lower-extremity injuries for a minimum of 12 months Three groups APT (n=7), LPT (n=8), and CON (n=9)	Subjects were randomly assigned to APT, LPT, or CON groups. Groups performed three sets of fifteen jumps with one-minute rests. Training occurred two times per week for six weeks. Pre- and posttest measurements made using a VERTEC to the nearest .5". Subjects allowed three trials and the highest value.

Table 1. Summary of Data Extraction Continued

Author(s)	Outcome Measures	Results	Conclusions
Arazi and Asadi[5]	Strength	No significant differences were found at 8 weeks between APT and LPT ($p>.05$) for a 1-RM leg-press. APT (200±10 kg) displayed significant ($p<.05$) increases compared to CON (175±10 kg).	APT and LPT are almost equal in benefits provided for athletic performance.
Gulick, Libert, O'Melia, and Taylor[2]	Power and Strength	A significant increase was found in the APT group from pre- to posttest for power (pretest average=7123±180W, posttest average=7292±179W). No significant ($p>.05$) increase was found in the LPT group pretest to posttest (pretest average=7543±180W, posttest average=7598±179W). For strength, significant ($p<.05$) differences between the CON (73.87±5.53ft*lbs) and experimental groups were found with no significant ($p>.05$) differences between APT (77.73±4.37ft*lbs) and LPT (77.08±4.37ft*lbs).	APT and LPT provided similar increases in strength compared to the control.
Miller, Berry, Bullard, and Gilders[1]	Power and VJ	A paired t-test found a significant increase ($p>.05$) in power in the APT (pretest average=1216.8±425.0W, posttest average=1304.1±473.3W). For VJ, ANCOVAs were performed and found no significant increases between the LPT (1062.2 ± 253.7W), APT (1092.7 ± 367.7W), and CON (1247.9 ± 295.8W) groups.	APT does not significantly improve VJ over LPT, but there is a significant increase in power in the APT compared to the LPT.
Robinson, Devor, Merrick, and Buckworth[3]	Power	Both the APT (pretest average=819.68±82.22W, posttest average=1046.52±88.58W) and LPT (pretest average=873.62±88.94W, posttest average=1098.34±88.94W) groups showed significant increase in power in pretest to posttest ($p \leq .001$).	Regardless of training environment, either APT or LPT, both groups yielded significant increases in peak power output.
Stemm and Jacobson[4]	VJ	Significant differences found between CON (63±3cm), LPT (72±3cm), and APT (73±3cm) ($d=.33$); however, no significant differences ($p>.05$) between experimental groups were noted.	Aquatic and land plyometrics improve athletic performance.

Table 2. Training Protocol Used by Miller, Berry, Bullard, and Gilders[1]

Training Week	Plyometric Drill	Training Intensity
1	Side-to-side ankle hops Standing jump and reach Front cone hops	Low Low Low
2	Side-to-side ankle hops Standing jump and reach Front cone hops Double-leg hops	Low Low Low Medium
3	Side-to-side ankle hops Standing jump and reach Front cone hops Double-leg hops Lateral cone hops	Low Low Low Medium Medium
4	Side-to-side ankle hops Standing jump and reach Front cone hops Lateral cone hops Tuck with knees up	Low Low Low Medium Medium
5	Side-to-side ankle hops Standing jump and reach Double-leg hops Lateral cone hops Tuck with knees up	Low Low Medium Medium High
6	Side-to-side ankle hops Standing jump and reach Double-leg hops Lateral cone hops Tuck with knees up Lateral jump over barrier	Low Low Medium Medium High High
7	Standing jump and reach Double-leg hops Lateral cone hops Lateral jump over barrier Single-leg lateral jump	Low Medium Medium High High
8	Standing jump and reach Lateral cone hops Tuck with knees up Single-leg lateral jump Single-leg hops	Low Medium Medium High High

Table 3. Plyometric Drills and Reps Used by Arazi and Asadi[5]

Training Week	Ankle Jump	Speed Marching	Squat Jump	Skipping Drill	Sets	Total Foot Contacts
1	15	8	8	8	3	117
2	17	9	9	9	3	132
3	19	10	10	10	3	147
4	22	11	11	11	3	165
5	17	9	9	9	3	132
6	19	10	10	10	3	147
7	22	11	11	11	3	165
8	25	12	12	12	3	183

Wraparound:
The Evolution of Family Care

Megan Hansen
Braun Award for the College of Health and Human Services, Category Two: Nursing and Social Work
Nominated by Mark Giesler, Associate Professor of Social Work

Megan Hansen is from Clio, Michigan, and is a 2016 graduate of SVSU's Social Work Program. She hopes to go to graduate school. In nominating Megan's paper for this award, Dr. Giesler wrote that the essay "takes as its subject an important topic in the field of social work and one that every social work student should have under his/her realm of knowledge. Every social work student will encounter Wraparound services in his/her work in the field. Understanding their roots, philosophy, and ideology places a contextual framework on practice."

The Child Protection Law of 1975 was created with the intent of protecting children from being abused or neglected. A common assumption people make is that a mother who is dealing with substance abuse and depleting the family's financial resources to support the disease should lose parental rights. That thinking also says the mother should be incarcerated and the children should be placed within a foster or adoptive family. The Wraparound process focuses on a different perspective and works to keep families together. In a document written by Development Services Group for The Office of Juvenile Justice and Delinquency Prevention (2014), Wraparound is described as "a youth-guided, family-driven, team-planning process that provides coordinated and individualized community-based services for youths and their families to help them achieve positive outcomes."

Although a fairly new concept, Wraparound has evolved drastically throughout the years. In this paper, the origin and history will be discussed as well as what the current steps of the process are. The ideology behind Wraparound will also be discussed extensively. Lastly, the validity of the Wraparound process, as well as the prognosis for the future of the process, will be detailed.

History

The Children's Aid Society provides an extensive history of child welfare. The origin of the Wraparound process dates back to the beginning of the U.S.'s foster care and adoption systems. In the 1850s, Charles Loring Brace recognized that there were, in New York City alone, 30,000 homeless children. To assist with this problem, Brace thought that removing these children from their families and placing them with a hardworking, honest farm family would give the children a better chance for a successful future. This thought led to the creation of the Orphan Train, and between 1853 and the 1900s, 120,000 children were placed in homes on farms in 45 states across the country. The Orphan Train movement sparked many other child welfare reforms, involving such issues as "child labor laws, [the] adoption and establishment of foster care services, public education, [and] the provision of health care and nutrition and vocational training" (2014).

According to the National Foster Parent Association, following the start of the Orphan Train movement, states began recognizing the importance of ensuring the proper care of orphaned children. Massachusetts began to pay families that took in young children. Pennsylvania was the first state to pass a law requiring the licensure of adults caring for children unrelated to them. South Dakota provided subsidies to the Children's Home Society for its work within the child welfare field. This same source also noted services began to be provided in the early 1900s to natural families to encourage what is now known as reunification. It was at that time that foster parents were beginning to be thought of as part of a team rather than as parents providing a permanent home for the children (2014). The concept of the multi-faceted team continued to grow from there.

Early work involving needs-based resources within a community began with "the Larch movement, a European approach that support[ed] normalization and support from community members to keep individuals with complex needs in the community" (VanDenBerg, Bruns, & Burchard, 2003, p. 2). Karl Dennis later introduced the concept that is now known as the Wraparound process. Establishing the first child welfare agency in the United State dedicated to the providing children with unconditional care, he held a belief that resilient families and communities can be built through unconditional care (Kendziora, 1999). In his interview with Kendziora, Dennis explained that removing a child from a home may aid the child temporarily, but it does not teach the family how to function healthily as a whole. If the family never learns to function as a whole, it is likely to fail. He believed that each family member could be strong for one another and that communities had the strength needed to maintain resources to make Wraparound work.

Three advocates for children and families have offered further insight into the history of Wraparound. The term Wraparound was used loosely in the 1980s to describe the availability of resources in the community to aid families. In the 1990s, implementers of the process from all over the country began sharing thoughts and ideas through conferences. In 1998 at Duke University, the parameters of the Wraparound process were clearly defined. Although they have been altered in the years since they were set, the original guidelines created a backbone for the Wraparound process. Then, in 2004, the National Wraparound Initiative (NWI) was formed (VanDenBerg, Bruns, & Burchard, 2003). The creation of this initiative helped form a more concrete, universal definition of what the Wraparound process is and how it is implemented.

Process

The NWI drafted *The Resource Guide to Wraparound,* which details principles and practices to provide structure and universality to the process. The Wraparound model consists of four phases: engagement and team preparation, initial plan development, implementation, and transition. Each phase consists of multiple components or tasks that need to be completed by some part(s) of the team. The process aims to empower families by giving them the opportunity to work as a team and make choices for the family as an entire unit. It also assists in building a support system from which the family can draw resources (VanDenBerg, Bruns, and Burchard, 2003).

Phase One: Engagement and Team Preparation

Two of the authors and co-directors of the NWI have detailed how the Wraparound process functions. A majority of the emphasis in Phase One is on building rapport and trust. Initially, the social worker introduces the concept of the Wraparound process to the family. The worker assists them in becoming familiar with the process and also offers alternative interventions at this point. From the start, the social worker is empowering family members and beginning to build their confidence by encouraging participation and giving them choices in their treatment. This phase also begins to identify the needs, strengths, and concerns of the family. Relationship building between the social worker and the family is crucial in this phase. At the end of this phase, the recruitment of team members occurs. Ideally, this phase will be completed in 1-2 weeks (Walker, Bruns, & the NWI Advisory Group, 2008).

Phase Two: Initial Plan Development

Walker, Bruns, & the NWI Advisory Group continue to detail the second phase of the process. Team relationships and trust continue to be built upon in Phase Two. A majority of the planning takes place during this time. To start, the team members work together to create ground rules, discuss and emphasize strengths, and identify family needs and goals. Once goals are established, the team members detail tasks that can be completed to begin working toward the set goals. Also created during this phase is a safety plan, which is a document that lists strategies, resources, roles, and responsibilities that will be utilized in time of danger or crisis. This phase should also take only 1-2 weeks to complete (2008).

Phase Three: Implementation

Phrase Three, which is also detailed by Walker, Bruns, and the NWI Advisory Group, demands the most time and can be repeated until goals are met. During this phase, the action steps from Phase Two are put into practice. The path that the family is taking to meet its goals is monitored and evaluated multiple times throughout this phase. Successes, which are unique to each family, are celebrated and areas that are proving ineffective are revised and updated. Sometimes this entails forgetting previous action plans and trying an entirely new method. While completing the various elements of this phase, the team is still strengthening and building upon the relationships between members. It is important for the social worker and team to maintain a strengths-based approach and empower the family to have an active part in the process (Walker, Bruns, & the NWI Advisory Group, 2008). The National Technical Assistance and Evaluation Center for Systems of Care defines "strengths-based" as "involving policies, practice methods, and strategies that identify and draw upon the strengths of children, families, and communities" (2008, p. 1). The goal of this phase is to teach the family members the skills that they need to function in a way that provides them with a better quality of life.

Phase IV: Transition

Everything that is done during the first three phases of the Wraparound process is preparing families for the fourth and final phase of the process. According to Walker, Bruns, and the NWI Advisory Group, the transition phase aims to integrate the family members away from the formal process and back into their everyday lives. These authors have also explained that, in this phase, family members ideally have the skills needed to utilize community resources on their own to continue meeting goals. A plan is created for the transition out of the process. A plan to continue to follow up with the family is also created (2008).

Political Ideology & Political Implications

The Wraparound process was founded on a strong belief that family strengths-based treatment that draws on multiple resources both from the community and from the family's natural support system generates a higher success rate than individualized treatments. Researchers believe that if a family's basic needs are met, the family has a better chance at an improved life (VanDenBerg, Bruns, & Burchard, 2008).

For a family's needs to be met, multiple components must merge together for Wraparound to be effective. According to Dennis, in his interview with Kendziora, he believed that the program needs to involve the whole community; an abundance of resources working together, he maintained, will be more effective than one single resource. He also believed that the design of the program requires a focus on the entire family rather than the individual. Creativity is thought to be another crucial part of the system, as each family has diverse needs. The program needs to be flexible too: no time frame can be put into place. His belief was that each family should work together for a lifetime; therefore, there is no way to tell how long services will be needed, and focusing on a family's strengths is believed to be more effective than focusing on its deficits. Dennis also argued that it was important to recognize that every family is diverse, and being competent in diversity is a strong tool. Lastly, Dennis thought that the Wraparound process needed to be cost-effective and goal-oriented. He thought it crucial to focus on goals and constantly evaluate progress being made (1999).

All of the components that make up the Wraparound process come together to form a unique political ideology: humanistic liberalism. Humanistic liberalism acknowledges "that individuals develop best in relationship to others, that autonomy follows a long period of dependence (childhood), and that we remain interdependent throughout our lives" (Blau & Abramovitz, 2010, p. 141). The Wraparound process acknowledges that humans have the ability to be rational. The process focuses on the strengths of individuals to help them achieve a more rational state of mind. A large part of the Wraparound process involves recognizing that individuals are interdependent on their family, peers, and other resources in the community to meet their goals. The project also depends on the altruism of the community as a whole to help improve the life of the individual.

This process additionally relies on power (from government legislation, supervisors, the court system, etc.) to be used in a way that will help determine what is best for the common people. When using this intervention, members of the process (the individual, family, peers, community, court system, etc.) all work together to achieve a common goal that was previously determined; the power is not being used in a way that encourages the client to do something that he wouldn't typically do. The latter is a case of a "power-over" situation, which is not used in Wraparound. Power-over uses force (e.g., persuasion and exchange) to get people to do what is wanted of them. For the Wraparound process to be effective, the clients must be able to collaborate with the family and team members with whom they are interdependent to come up with goals. The family needs to be a part of the decision making.

Politically, whether Wraparound is used on a mandatory basis is decided on the state level. In Michigan, the policy has moved from being considered convenient but not necessary to a policy that each county must offer. Ideally, local politics will have a role in helping the Wraparound process become a part of legislation at the national level. The process would then become enforceable and used on a larger scale. Agencies like Child Protective Services would benefit from such legislation because there would be less likelihood of children ending up in the system multiple times. The process would help to teach families how to live healthily together as a unit, resulting in fewer children ending up in foster care homes.

Just as the enforceability of Wraparound is determined at the state level, funding is as well. Often, there are multiple funding sources for programs, with Medicaid being one of them (Conklin, 2008). At the national level, the NWI partners with the Substance Abuse and Mental Health Services Administration, which also provides funding. This funding helps provide Wraparound resources and tools, as well as trainings for the professionals involved in the Wraparound system. Other partnerships at the national level include the Technical Assistance Partnership for Child and Family Mental Health, as well as The Child, Adolescent and Family Branch of the Federal Center for Mental Health Services (National Wraparound Initiative, 2016).

Outcome

As it happens with most interventions in the mental health field, experts have been requesting data that speaks to the effectiveness of the Wraparound process. Jesse Suter and Eric Bruns of the NWI conducted a literature review focused on 36 studies that have been done on Wraparound outcomes thus far. Of those 36, 60% of the studies have been published in peer-reviewed journals (2014). The conclusion of the literature review ultimately determined that more research is needed. Wraparound is intended to be a long-term intervention. Because the process is relatively new, most of the research that has been conducted thus far does not include long-term results; most results were measured, on average, 3-36 months after the baseline was taken (Suter & Bruns, 2014).

Conclusion

The handling of dysfunction within families has evolved drastically since the 1850s when children were first removed from homes. The path that Wraparound is on continues to head in a direction that enables families to acquire skills that will help them overcome difficulties and that encourages reunification. There continues to be a need for research on the process, and as time passes, the data will give a better indication as to the efficacy of Wraparound. Although Wraparound has been around for an extended period of time, it was not until very recently that legislation began to utilize it more frequently. As more agencies put the policy into effect, and more research is done to provide data supporting the efficacy of the policy, it is possible that the process may begin to gain further support from the government. This may result in it becoming a more commonly used tool in the foster care system and for family preservation.

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Electrocatalysts

Jacob Turner
Braun Award for the College of Science,
Engineering and Technology
Nominated by Adam Warhausen, Assistant Professor of Chemistry

Jacob Turner, who is from Hemlock, Michigan, graduated in May 2016 with a bachelor of science degree in chemistry. He received the President's Scholarship from SVSU and graduated *magna cum laude*. While at SVSU, he conducted research with Dr. Adam Warhausen for over two years; Jacob also worked as a college co-op for The Dow Chemical Company for four years. When he is not in school or working, he enjoys playing golf and traveling. In the fall of 2016, Jacob will be attending the University of Illinois Urbana-Champaign to pursue a Ph.D. in inorganic chemistry, in hopes of becoming a researcher.

Jacob produced the following paper for Advanced Inorganic Chemistry (CHEM 414). The scope of this assignment was to pick a modern inorganic chemistry topic and write a scientific review of it. Scholarly journal articles were required as sources. The paper itself was to be a technical review of the topic, with a critical review of the conducted research forming the conclusion. Jacob notes that this was a challenging assignment that required students to delve into complicated topics about which they had little knowledge. The assignment challenged the students as writers, refining their ability to read and understand scholarly articles. It was designed to be similar to a graduate-level assignment with most of the learning occurring independently.

Abstract

Researchers have focused on a few themes in their development of electrocatalysts. Most electrocatalysts are used in the oxidation and production of hydrogen or the reduction of carbon dioxide and oxygen. Not all of the reductions are the same; for example, carbon dioxide can be reduced to alcohols, hydrocarbons, or simply carbon monoxide. The idea of using coordination spheres in the development of electrocatalysts has surfaced because the catalyst can be broken into three different coordination spheres, each sphere having its own purpose. This allows for the spheres to be optimized individually. Another aspect involving the development of electrocatalysts concerns the need for thermodynamic models. These models can be used to help develop a catalyst that avoids high- and low-energy intermediates. Thermodynamic models enable researchers to predict and understand the relative free energies of the intermediates involved with the reaction. Such models would further increase the efficiency of creating an electrocatalyst and could potentially reduce the cost of doing so. Lastly, another focus in the development of electrocatalysts is the control of proton movement. A complete understanding of the proton-transfer reactions that take place in oxidation/reduction reactions, as well as any unfavorable energy obstacles that occur with them, is critical to the development of electrocatalysts. Studying the aforementioned items could lead to a fast and efficient molecular electrocatalyst that could hold the solution to insufficient energy storage. In fact, electrocatalysts may greatly contribute to the worldwide search for a reliable alternative energy source.

Introduction

Today's scientists face the major task of developing alternative ways to create energy. Energy conversion and, particularly, energy storage have been a great hindrance to this development thus far. Alternative energy sources such as solar and wind can directly feed the energy grid, but surplus energy is not able to be stored.[1] Electrochemically activated catalytic processes are one of the plausible solutions to this problem. These types of energy sources can be used in electrochemical reactions to produce

chemicals such as hydrogen. Hydrogen acts as a storage medium, and when the energy is needed, another reaction is created to reproduce the energy.[1] Figure 1 illustrates the relationship between the energy sources and the catalysts.

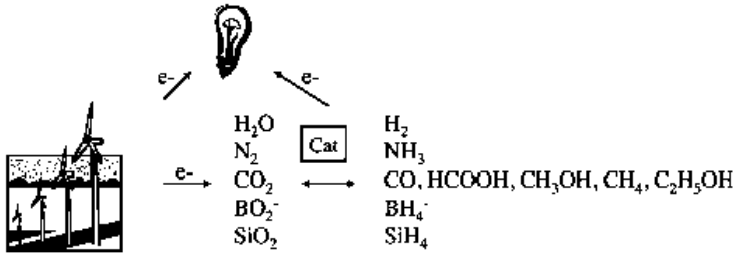

Figure 1: *This figure shows possible energy storage reactions and the relationship between the electrical and chemical energy source.*[2] *Energy is produced through some source (wind, solar, etc.) and can then be used for electricity directly or can be used to produce things such as water or carbon dioxide. For energy storage purposes, those compounds must then be converted using an electrocatalyst.*

An electrochemical reaction consists of two parts. The reduction occurs at the cathode, and the oxidation occurs at the anode. The current electrochemical reactions that are capable of this exchange are not very efficient; electrochemical reactions often pose kinetic barriers because they often have large activation energies.[2]

Because of the inefficiency posed by electrochemical reactions, the electrocatalyst thus has a crucial role in an electrochemical reaction. The electrocatalyst largely determines the selectivity and efficiency of the reaction. The purpose of the electrocatalyst, which helps to lower the activation level, is to more efficiently convert mechanical energy such as solar and wind into usable electrical energy. However, for an electrocatalyst to provide a reasonable fix to the energy issue, it must be durable, efficient, and inexpensive.

Electrocatalysts are thus used because they can help lower the activation energy, making the reaction more efficient. Finding the right electrocatalyst for a particular reaction can, however, be difficult—that is, if the reaction can be catalyzed at all. An electrocatalyst can be classified as either homogeneous or heterogeneous. A homogeneous catalyst is one that is simply a metal, such as platinum, or a nanoparticle. A heterogeneous catalyst is either an enzyme or a coordination complex. This paper focuses on metal catalysts and coordination complexes.

Electrocatalyst Design

The most important aspect of an electrochemical reaction is the design of the electrocatalyst.[3] The role of the electrocatalyst is to determine selectivity and efficiency, which is why designing an electrocatalyst is so critical. Each electrochemical reaction requires a unique catalyst to be the most efficient. From recent studies in nanoscience, it has been determined that the size, shape, and make-up of the catalyst substrate play large roles when researchers are designing an electrocatalyst.[3] The most studied designs in today's research are those using coordination spheres and those using metal alloys.

Coordination spheres themselves contain three spheres: first, second, and outer. The first (or inner) coordination sphere is made up of a metal and ligands that are attached to it.[2] A ligand is a molecule that is bonded to a central atom. Configuring the first coordination sphere is the basis and the fundamental starting point of the design.

The task of the second coordination sphere is to control proton movement.[2] This can be done in different ways, but the usage of pendant amines (small nitrogen-containing molecules that are attached to a larger molecule) is common. The outer coordination sphere also deals with controlling proton movement.[2] This sphere is designed to prevent intermolecular proton transfer, and water is often the largest component of this sphere.[2] Depending on which electrochemical reaction is of interest, these spheres can be optimized to provide the best efficiency for the reaction.

Another way to design an electrocatalyst is through the use of metal alloys. These are particularly useful for oxygen reduction reactions. Adding a metal to a metal that is already an active catalyst can help to fine-tune the catalyst,[4] and the advantages of doing this are much like the advantages of using coordination spheres. This approach allows for active sites to be selected, alters binding strengths, and helps stabilize or destabilize intermediates. The best metal alloys that have been proven to work are those using an active metal such as palladium or platinum.[4] They are then combined with other metals such as manganese, iron, nickel, and cobalt.[3,4] Metal alloys have given rise to an alternative route of developing electrocatalysts.

Understanding the Energy Storage Capabilities

It is important to see how these different catalyst designs, electrochemical reactions, and characterization techniques relate to the ability to store energy. Alternative energy sources such as solar panels and wind turbines do not produce power when it is not sunny or windy. Because of this, the energy they generate must be stored for later use. One of the best ways to store energy is by fuels; this is where electrochemistry could help.[5,6] Electrochemical reactions can transform chemical energy into electrical energy and vice versa.[5] In doing so, these reactions do not produce any harmful emissions, and these systems often require little maintenance.[5] This energy transfer occurs when the electrical energy is converted into chemical bonds.[6] Each reaction discussed in this paper is capable of doing the conversion. The challenge, however, lies in the efficiency of the process; a highly active electrocatalyst is needed to make these reactions more efficient. Figure 2 illustrates the effect that the electrocatalyst has on the reaction.

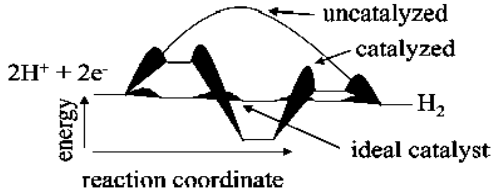

Figure 2: *This simple figure shows the difference in kinetics between uncatalyzed and catalyzed reactions. It also shows the anticipated amount of advancements required to make an efficient catalyst (ideal catalyst).*[1]

What adds to the difficulty is that these catalysts must be relatively cheap and perform consistently to be considered a reliable energy storage option. With more of an understanding of electrocatalysts and their design in place, the rest of the paper will focus on how these electrocatalysts are tuned for each electrochemical reaction.

Reduction of Carbon Dioxide

The reduction of carbon dioxide is one reaction that has been considered for energy storage options. This reaction allows for the production of carbon-based fuels without using biomass.[2,5] Carbon dioxide can be reduced to alcohols or hydrocarbons.[3] The reduction is completed using various metal electrodes or coordination spheres. Research conducted by Daniel DuBois focused on carbon dioxide reductions using late-transition metals, such as iron, cobalt, and nickel.[2] Late-transition metals are more suitable for this reaction because they will not form the strong metal-oxygen bonds that the early-transition metals form.[2] Another important aspect of his research involved determining the effect of the number of weak coordinating ligands on carbon dioxide. To determine this, DuBois used bidentate, tridentate, and tetradentate phosphine ligands with acetonitrile ligands.[2] His hypothesis was that the ligands would indeed affect the binding and activation of carbon dioxide.

DuBois found that iron, cobalt, and nickel complexes were not reliable electrocatalysts for carbon dioxide reduction. However, when palladium complexes were tested, it was discovered that they were active catalysts for the reduction of carbon dioxide to carbon monoxide.[2] His hypothesis about weakly coordinating ligands was true; when a strongly coordinating ligand was present, it did not allow for the catalysis to occur.[2] DuBois tried to optimize the first coordination sphere by changing the central atom on the ligand and, then, by changing the number of rings formed once they coordinated to the metal. The optimal catalyst was found to be palladium-based, with a triphosphine ligand that has an ethylene backbone.[2] As discussed earlier, a weakly coordinating solvent, such as acetonitrile, is also necessary for efficient catalysis. In the rate determining step, the second step in the reaction, palladium intermediate reacts with carbon dioxide. DuBois found that designing the substituents in the second coordination sphere can greatly aid in the fulfillment of this step.[2] Controlling the functional group's positioning in the second coordination sphere was not only necessary but required for the catalysis. Overall, the $[Pd(triphosphine)(solvent)]^{+2}$ catalysts were not entirely optimized, but DuBois' research shows a new approach in the development of electrocatalysts to reduce carbon dioxide to carbon monoxide.

Reduction of Oxygen

The reduction of oxygen is also a desired reaction for the production of fuels. Oxygen can be reduced to produce water, and this reaction is usually catalyzed by platinum.[4] The oxygen reduction reaction can also readily produce water in acidic conditions with the addition of four electrons. This, however, is not a reasonable solution to the energy storage issue because it requires a large amount of platinum, and platinum is very expensive. To actually scale up the reaction to produce a renewable energy source, a five-fold improvement to the catalytic activity is necessary.[4] This large of an improvement is rather difficult to achieve, but certain metal alloys have shown some positive responses to this solution. Specifically, alloying platinum with other metals, such as manganese, iron, nickel, cobalt, or copper, has initially demonstrated that it could be a solution.[4]

These platinum alloys reduce the adsorption of spectator species, thus increasing the number of active sites allowable for oxygen. Spectator species are molecules that assist with the reaction, but do not chemically react during the reaction. The difficulty with these catalysts, however, is a lack of control over the size, homogeneity, and shape of them.[4] Research conducted by Wang, Markovic, and Stamenkovic has shown that these platinum alloy nanoparticles can be synthesized. These scientists synthesized this material by mixing a platinum/carbon catalyst with a transition metal salt solution.[4] This synthesis was followed by numerous high temperature annealing processes, several washes, and some dispersion processes.[4] From their work, they found that the size, homogeneity, and shape of the particles are important because it was otherwise difficult to get repeatable results.[4] There is still, however, a lack of complete knowledge about nanomaterials. Although nanomaterials would produce results that showed an increase in catalytic activity, the results were not always able to be reproduced. This led the researchers to focus on trying to understand these metal alloys at the nanoscale. However, due to the lack of characterization techniques available for nanomaterials, the researchers were not able to gain a complete understanding of this subject. Further advancements in characterization techniques such as transmission electron microscopy (TEM), scanning electron microscopy (SEM), and infrared measurements will be necessary to understand the entirety of this work.[4] Nonetheless, the work done on the metal alloys does show that nanoparticles and nanoscale alloying metals could be used to achieve the necessary electrocatalyst for energy storage.

Oxidation and Production of Hydrogen

The oxidation and production of hydrogen gas is widely studied for its capabilities in energy storage. Currently the most active catalysts known are those in the platinum group, but, as stated previously, these are expensive and not a feasible solution to the issue at hand. Nickel-based materials have shown similar activity for hydrogen evolution (i.e., both its oxidation and production).[7,8] However, nickel materials tend to corrode easily, especially when acid is introduced. Research to improve hydrogen evolution is currently being conducted using metal nanoparticles and coordination spheres.

Because nickel-based complexes corrode so easily, some very limited cobalt-based catalysts have been developed thus far, using the metal nanoparticles approach. Xing, Liu, Asiri, and Sun looked into the development of catalysts using materials other than nickel and cobalt. The materials these scientists studied were molybdenum and tungsten. Tungsten catalysts themselves are limited in their electrical conductivity, but tungsten phosphides have great electrical conductivity.[8] This electrical conductivity led researchers to focus on the tungsten phosphide catalysts. They were able to synthesize these catalysts through a high temperature hydrogen reduction reaction using the precursors $(NH_4)_6*H_2W_{12}O_{40}*xH_2O$ and $(NH_4)_2HPO_4$.[8] These showed effectiveness for hydrogen evolution in all pH ranges. The catalytic effectiveness of tungsten phosphide catalysts are among the best known, equal to that of the platinum catalysts.[8] The work done in this realm of developing an electrocatalyst is promising, and the researchers cited that their future work would involve optimizing this catalyst.[8]

An alternative to the above method is the usage of the coordination spheres for hydrogen production. The central complex for the first coordination sphere that DuBois used in his research is $[Ni(diphosphine)_2]^{2+}$. It was discovered that pendant amines in the second coordination sphere can help facilitate the proton transfer.[2] This parallels the work of Ho, Raugei, Rousseau, Dupuis, and Bullock, who also found that pendant amines helped to increase catalytic activity and make the electrocatalyst more stable and soluble in water-organic mixtures.[7] These catalysts are produced through a series of proton transfers in the presence of acids or bases.[2,7] The difficulty encountered with this method is that the rate determining step is not evident. Researchers have an idea of how the mechanism is occurring, but no one has been able to pinpoint the kinetics of the reactions. Another finding common to these two research groups is they both state that a polar solvent increases catalytic activity.[2,7] Acetonitrile was the solvent used in both studies. However, Ho, Raugei, Rousseau, Dupuis, and Bullock found that acetonitrile in the presence of molecular water increased the rate fifty-fold.[7] This is a dramatic increase that could lead to a more complete understanding of the reaction mechanisms and kinetics of the proton transfers. Until these mechanisms can be better understood however, coordination spheres for hydrogen evolution cannot be considered a reliable energy storage option.

Characterization Techniques

Throughout all of the research considered, common themes related to characterization and spectroscopy techniques were found. Once a synthesis is completed, a series of experiments needs to be completed to characterize and analyze the complex that was made. The foundation of characterizing electrocatalysts is the use of cyclic voltammetry.[9] Through cyclic voltammetry, catalysts can be compared in terms of their overpotentials, potentials for catalysis, and observed rate constants.[9] Ideally, electrochemical techniques would be used to determine rate constants, and thus help scientists better understand the mechanisms. Unfortunately, a general lack of consensus exists on how to interpret electrochemical data to determine the rate constants because some methods are not always agreed upon.

Besides cyclic voltammetry, there are many other techniques used to help analyze the catalysts. These consisted of X-ray diffraction, nuclear magnetic resonance (NMR), SEM, TEM, energy-dispersive X-rays (EDX), selected area electron diffraction (SAED), and other more intimate models that researchers have developed.[10] These common methods surface in almost all of the scientific literature reviewed; in that same literature set, researchers also note a gap that must be filled. Researchers are synthesizing electrocatalysts, but they are having a difficult time figuring out how they work. For metal alloy catalysts, not enough nanoscale techniques exist to characterize and fully understand the complex process. In the case of the coordination spheres, the reaction kinetics are largely unknown and not agreed upon. As a result, many scientists suggest the need for a thermodynamic model that can be used to properly analyze the catalysts that are made.[2,7,8] Such a model would promote more efficient and effective research regarding electrocatalysts; this model would direct the synthesis being done, while simultaneously establishing the energy storage parameters of these electrocatalysts.

Conclusion

As a result of the alternative energy push, the study of electrochemical reactions as a way to store surplus energy created by alternative sources has become significant. Researchers have had to develop ways to overcome the problems with alternative energy sources and their inability to store the energy produced. Electrocatalysts and their reactions provide a very real solution to this problem. However, based on the research studied, it seems the use of electrocatalysts in solving this problem will not occur in the near future. Some serious obstacles must be overcome for this to be a successful method of storing energy. Metals can be expensive, and they are the foundation of the electrocatalyst. Developing an inexpensive catalyst is a must; otherwise people will refuse to alter their power-generating habits. Another obstacle is the scale-up process. Researchers are currently attempting to develop something that works on a smaller scale. When scaling up the process, more obstacles and limitations will surface, and although it appears to be a reasonable solution at the chemical level, it has yet to be determined whether this scaling up will actually work as an energy storage system.

The main paper that was studied, authored by Daniel DuBois, had very complete research. He went down every proverbial alley that surfaced and was able to discover things outside of the original project scope. Through all of the papers I studied, it became evident that there exist many different approaches to developing an electrocatalyst to be used for energy storage. Thermodynamic models are needed to correctly predict reaction kinetics and mechanisms, and the ability to understand proton transfers will be necessary to make further advances in the research. Understanding these transfers more completely would perhaps align researchers in their knowledge base and create a more streamlined and efficient research process. If this can be achieved, then perhaps someday electrochemistry will hold the answer to the energy storage issues surrounding alternative energy sources.

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Community Partner Paper

Hannah Conley Krzyske
Braun Award for Graduate Programs
Nominated by Donald Earley, Professor of Occupational Therapy

Hannah Conley Krzyske, from Dearborn Heights, Michigan, is in her second year of the Master of Science in Occupational Therapy Program at SVSU. During her time at SVSU, Hannah has been involved in volunteering with Alternative Breaks in various capacities; she has been a participant and has also led four trips to different parts of the country. These experiences have included building houses, helping children with disabilities ride horses for therapy, and working with at-risk youth in after-school programs. She has also served as the vice president of SVSU's chapter of Habitat for Humanity. Now that she is in the occupational therapy program, she is an active member of the Student Occupational Therapy Organization and serves as a fundraising coordinator for the Beta Kappa Chapter of Phi Theta Epsilon, an honor society for occupational therapy students. After graduation, Hannah hopes to work with individuals with disabilities (as well as their families) to facilitate their participation in activities that are important to them and improve their overall quality of life.

The following paper was written for a graduate course on community integration (OT 610). This paper involved interviewing an individual in the community who has a disability and asking open-ended questions about his experiences in everyday life. This paper required relating one individual's experience of living with a disability to a larger body of occupational therapy literature involving community and participation in valued occupations. This paper also required research about occupational therapy's role regarding community experiences, as well as psychosocial theory and interventions.

To provide the best therapy, client-centered practice has been increasingly emphasized in the field of occupational therapy (Maitra & Erway, 2006); in fact, "the client is the focal point around which the occupational therapy treatment evolves" (Maitra & Erway, 2006, p. 298). With client-centered therapy however, assumptions should not be made about an individual, regardless of the individual's presumed background, and because individuals with disabilities are often categorized by their condition (Overboe, 1999), it is important that occupational therapists learn more about the everyday life experiences of community members who have a disability. As Overboe (1999) stated, the most favorable way to view people is through their "lived experiences" (p. 17), rather than simply their disability. This concept goes hand-in-hand with client-centered occupational therapy practice because therapists are forming relationships with their clients. Client-centered therapy involves gathering background information and asking the clients about their goals and capabilities (Tickle-Degnen, 2002).

Occupational therapists interact with their patients on a therapeutic level through conversations, and when they ask the right questions, occupational therapists can learn important information about their clients' backgrounds and experiences. Humans are by nature social beings, so to further explore the essence of living with a disability, occupational therapists must understand a person's lived experience in the context of his or her community. These communities include those that are already established, such as neighborhoods, towns, and workplaces, as well as personal communities that are created by an individual (Grady, 1995). Personal communities are not bound by a specific place and can include other people such as friends and family (Grady, 1995).

The concept of community, whether a personal or established community, is an important aspect of occupational therapy practice. Freie (1998) provides an encompassing definition stating that community "is an interlocking pattern of human relationships in which people have a minimal sense of consensus… and actively participate and cooperate with others to create their own self-worth, a sense of caring about others, and a feeling for the spirit of connectedness" (p. 23). In other words, individuals in a community gain a sense of purpose through their interactions with others. Because people in a community share similar values, one must find how their roles fit into the identity of the community of which they are

a part. If people are unable to actively participate in the community, they may lose their sense of worth and identity, causing them to feel excluded. This lack of participation can occur due to various circumstances, such as a loss of a job, moving, or gaining new responsibilities. Specifically important to the field of occupational therapy is that a lack of community engagement may be due to a disability or illness. Therefore, occupational therapists must help clients with disabilities or illnesses overcome barriers or modify either their behavior or their environment to promote active participation in the community. This becomes a means of fostering occupational justice.

To better comprehend what it is truly like to live with a disability in both established and personal communities, I chose to interview John who is a member of my church congregation. (Names and dates have been change to ensure privacy.) On May 18, 2015, I messaged John to see if he would be interested in being interviewed for this paper. He said that he was "more than happy to assist me" and also stated he was looking forward to helping me gain insight into his experience with his disability. Since he gave me his email address, we have exchanged a series of twelve emails. Throughout our correspondence, I have asked John open-ended questions to document his feelings and perceptions of how he is supported, degraded, or both by those around him in the community.

Background and History

In the first correspondence, John gave me an overview of his change in health and loss of mobility, so I could better understand his disability and how this has affected him in his day-to-day life. In 2011, John's doctor told him that his protein levels were high and that he was at risk for kidney failure. Shortly after, his kidneys did begin failing, and he had to start dialysis. At this point he was still working, so he went to dialysis three nights a week after work. When remembering this time when was working and going to dialysis, he remarked that "those were very long days." Although he had the added burden of attending dialysis, he was still able to continue with his typical occupations. However, near the end of 2011, John began having severe back and hip pain along with a cellulitis infection in his leg. His doctors tried a back brace to alleviate the pain, but he said, "It didn't seem to work very well."

In March 2012, the pain in John's hip and back became so excruciating he could not even walk to the car to get to the hospital, so he asked his wife to call the ambulance. After numerous X-rays, a CAT scan, and an MRI, the doctors finally found an abscess in his back and had to operate immediately. This operation paralyzed his feet, greatly impacting his mobility. Additionally, he remarked that he was fighting methicillin-resistant staphylococcus aureus (MRSA) and influenza.

When looking back at this time in his life, he said, "I nearly gave up on myself." He stopped eating and taking his medications and lost over 105 lbs., weighing 160 lbs. when he was readmitted to the hospital after his surgery. Through prayer and support from his family, John said, "God gave me a swift kick in the head and reminded me that I had much to live for. So I forced myself to start eating again and started putting on some weight." In 2013, he began receiving physical and occupational therapy at a rehabilitation center where he stayed until November 2013. In March 2014, he underwent additional surgery to repair the damage caused by the abscess. After another month at the rehabilitation center in April, he said he was back at home again, working on his mobility. It has been a long road for John and his family these few years, but he attributes a lot of his success to his motivation and help from his therapists. He jokingly concluded the first email by stating, "I really believe therapy is 90% mental and the other half physical."

After hearing John's story from the beginning, I was inspired and left with many questions about his community supports and engagements. He mentioned his personal community of family and friends. He also mentioned his interactions with established communities, including his experiences with healthcare workers in the hospital, at the inpatient rehabilitation unit, and with his dialysis nurses. All of these communities together contribute to his own lived experience, supporting the argument that many individuals have multiple communities depending on their own specific roles (Crabtree, 1998).

Family

A personal community is the center of an individual's full encompassing community. When people build a personal community, their relationships grow through connections made with family and other close friends, which do not depend on a specific location (Grady, 1995). Although I have not spoken face-to-face with John on all that many occasions, I have had some experiences with him and his family through my church and at my middle school, where his daughter also attended. Through these interactions, I knew his wife and daughter seemed to be supportive and loving, so I assumed that his family would facilitate inclusion into the community, despite his change in mobility and the development of his disability. When I asked John what his "lived experience" was like when he was at home, he responded the way, I believe, a typical adult male would respond. He stated, "I am a very independent person, so to ask for help is very hard for me. I try and do everything I can at home so as not to be a burden on my family. Sometimes it's a struggle, and it has to be hard on my family. But we deal with it." Although John works towards his independence, he reflected on times when he was able to fully help out around the house; he acknowledges there are some activities and occupations he is no longer able to do because of his disability.

When asking John about his life at home, I inquired as to what activities are meaningful to him. John elaborated on activities he used to do around the home including landscaping, building decks, and remodeling the basement. However, due to his lack of mobility, he now states that, "I even have a difficult time unloading the dishwasher and putting the dishes away." Therefore, he relies on family support to help him working around the house, which is something he still enjoys doing.

Occupational therapy literature states families play a crucial role in the rehabilitation process, and through the family's support, individuals with disabilities may have improved overall health and well-being (Klein & Liu, 2010). Through family support, John is also able to attend outings in the community, especially with the help of his wife. I asked John whether there were any events at his daughter's high school he was able to attend and what resources made these outings possible. John discussed how he enjoyed attending basketball and football games when his daughter was cheerleading. He also stated that he attended choir concerts at his daughter's high school. By using ramps leading into the gym and with help from his wife, John was able to still experience these events that held important meaning for him.

Friends and Church Members

Another aspect of John's personal community is formed by his friends, who have supported him throughout his medical complications and his recent disability. As Crabtree (1997) stated, a community can be a group with which an individual has contact and which shares the same common interest and values. Through these common interests, people have a sense of trust and common purpose that connect individuals in a community and provide support and care (Freie, 1998). For John, he described social interactions with his friends who have come to visit him. He stated that their visits are "a great blessing." His friends from church have been an "awesome support" as well. He said that he has received visits from several members.

By simply looking at John's Facebook page, one can see the support and encouragement his friends and family give him. Although he did not mention it in his email correspondence, he shared on his page that he is raising money to buy an electric handcycle to increase his mobility. At the time of this writing, he has raised over $735 dollars, further demonstrating the concern and support from the friends and family members in his life. I believed this was worth noting because today so many friendships can be maintained through social media and electronic resources, which further demonstrates what Grady (1995) has stated: community does not have to be confined to a specific space or place.

Another example of how John felt the support of friendship in his personal communities can be seen when John first went to the hospital. One of his friends went to the grade school his daughter had attended, which is attached to his church, and had each and every student write him a "get well" card. When reflecting on this experience, John said that this was "overwhelming." Both the effort of his friend and the children's dedication to making him the cards symbolized the supportive community he had behind him during his difficult time in the hospital. This simple act of sending a card was extremely

meaningful to John. As Fazio (1994) stated, certain gestures, such as giving a gift, are "highly symbolic in their potential for emotion/meaning" (p. 8). Through these cards, the community of John's friends and the community of his church members were able to relate action to emotional meaning and thus support him through his difficult time of being hospitalized.

Established Communities

As I stated previously, individuals may have many different communities in which their lives are embedded. As Grady noted, "The concept of community is broadened to include relations with acquaintances, coworkers, and schoolmates as well as locations like neighborhoods, workplace, and town" (1995, p. 302). This quote demonstrates that more formal communities typically require a certain space connected to the interactions that occur. Examples of established communities in John's life include his workplace, the healthcare environment, and the city where he lives. Although John may not interact with people in these communities with the same degree of intimacy as those in his personal communities, these larger established communities are still highly influential in his life.

Workplace

In regards to John's workplace, he no longer engages with this established community. Prior to his disability, John worked in IT for automotive companies, like Ford, in the Metro-Detroit area. Although he is no longer able to formally attend work, John mentioned that he still does "miscellaneous things on the computer," which is meaningful to him. When John became ill to the point that he was unable to work, he no longer had direct ties to his workplace community. However, John said that he still keeps in contact with some of his friends from work. He said that if he is ever able to go back to work again, these contacts at the automotive companies will be an asset, helping him get another job in IT. Overall, John greatly enjoyed his work in IT, and he hopes one day to return to working.

Healthcare Environment

I knew that when it comes to the lived experience of a person with a disability, learning about his or her interactions within the healthcare field would be important. Therefore, I asked John about his overall healthcare experience, and he focused on his interactions at his dialysis clinic and also on those with his rehabilitation therapists. I was unsure what to expect from his responses because I typically hear a mix of both negative and positive relationships formed between individuals and their healthcare providers. For John, three days a week and six hours of each of those days are devoted to dialysis, so this occupation has established a definite routine in his life. He rides the bus provided by the clinic to and from treatments. At the clinic, he has met with a few of the patients. He stated, "We usually don't have a lot of social time unless the clinic is running behind." In regards to the staff at the clinic, he mentioned that the nurses and technicians are very friendly, but a high turnover rate limits the formation of any close relationships. Because he attends the clinic three days a week, I assumed that he would have more of a sense of community and connectedness to the staff. However, this did not seem to be the case. Instead, this community is more of a formal support established by the patient-provider relationship.

In addition to John's experiences at the dialysis clinic, he also elaborated on his experiences with his occupational and physical therapists. His therapy sessions began in 2014, and he remembers his first experiences with therapy to be very difficult due to the muscle atrophy in his legs. The therapists maintained a client-centered approach to help John meet his own personal goals when he entered therapy. When I asked him whether there were any specific goals he had shared with his therapists, he stated that walking was a definite physical goal, along with being able to return home. Goals work as motivators because individuals use these goals to imagine how their identity will be represented or changed when the goal is met (Christiansen, 1999). As I mentioned previously, independence is one value that is particularly significant for John. Christiansen has stated that occupations allow an individual to create or maintain an identity (1999), and because John's therapists provided an environment for him to achieve success that correlates to his sense of identity, John was able to retain meaning throughout his stay in the rehabilitation facility and work towards reestablishing part of his identity through the therapeutic use of occupations.

John discussed at length the support he had from his therapists, demonstrating the close

relationship he had with both his occupational therapist and physical therapists. Because the therapists asked John what goals were important to him, John was able to feel that therapy sessions were, what Freie would call, a "safe place" (1998, p. 68). At his therapy sessions he could grow and learn through trial and error, and not feel discouraged by his initial failures in walking and other tasks. When describing his therapy sessions, John said,

> My legs were extremely weak, and I could not straighten them. We did some strengthening exercises and some stretching. This went on for several months. Eventually, we practiced standing using the parallel bars, and I had a special set of leg braces made to help support me. One day when my therapist stepped out, I tried standing on my own. When she came back and saw me standing there, she burst into tears. The next day we showed all the therapists, and they were all so excited.

John's positive experiences with his therapists demonstrate the true community that was formed between him and the professionals. John felt that he was more than just a consumer of the therapy; he also felt supported and was able to rejoice with his therapists at his accomplishments. The therapeutic relationship was used for the therapist and John to "communicate honestly with each other," which is, per Freie, a key part of community-building practice (1998, p. 59).

Although it was a long recovery process, John stated that his therapists helped him by pushing him to do "a little more when I was ready to stop. They knew they could always get that little extra out of me." I asked him specifically what his experience was with occupational therapy, and he said he appreciated the creative tasks his therapist had him do, especially those that would ease his return home. He said his occupational therapist would practice with him going up and down stairs and practice activities of daily living tasks (ADLs) in the bathroom, such as shaving and brushing his teeth. As he got a little stronger using his walker, John said that he and his occupational therapist would practice walking outside with his walker to practice going up and down curbs. When discussing his therapists overall, he stated, "My therapists did an incredible job. They could have done the bare minimum, but when they saw my determination, they pushed me harder." With the help of his therapists and his own driving motivation, John was able to return home to be with his family, which was a very important part of his identity. John's reflections on his experiences in the healthcare community were overall generally positive. Although there were struggles, he felt supported and motivated, and that his needs were being met. I was pleasantly surprised to hear of his positive experiences within the healthcare community.

City/Town

Finally, I asked John about his experiences in society at large, such as going on outings in the community. In regards to this aspect of community, John said, "I have not done a lot in the community since my disability. I have [however] been participating with the youth group again at my church." Although he has not had many experiences out in the community as of late, he seems to be optimistic, as his mobility continues to improve. When he discussed going to sporting events and choir concerts at his daughter's high school, he mentioned, "Most people are very courteous to me, opening doors and asking me if I need assistance," which he seems to appreciate. These informal interactions can occur in many different contexts and are encouraged by communities (Freie, 1998). Through these informal interactions in "third places" in the community (Freie, 1998), John is able to engage in the customs and culture of his community and participate in social interaction with his surrounding community.

Conclusion

At the start of my formal interviews, I asked John what his current plans were in regards to his disability and also what he hopes and desires for in the future. John seemed optimistic in his response, and he reminded me of the motto he lives by: "Prayer works!" With this motto in mind, he said that he hopes and prays to one day to return to a normal life and receive a kidney transplant. He also said he was able to raise enough money for an electric wheelchair, and he looks forward to going on a vacation with his family to Hocking Hills in Ohio, where he will be able to ride along on the trails with his wife and daughter without them having to push him in his wheelchair. Additionally, he hopes to drive again, whether with modified hand controls or with his feet, if he continues to improve. Lastly, he stated that he

desires to return to working at Ford Motor Company one day.

In our most recent email exchange, I asked John about his overall perceptions of his community experience. He responded by saying, "I feel my community experiences have been awesome, from my therapists to my family and friends to my church." I believe this statement captures his overall lived experience in the community, and the examples he gave me throughout our correspondence supported his overall impressions of his life in the community.

Interviews such as this one emphasize the importance of occupational therapists fully engaging with their clients to better understand the various communities from which each individual comes. By reading this community partner paper, one can see that there are various levels of community with which individuals engage on a daily basis. Whether the communities occur on a personal level, such as with family and friends, or whether they are on a more established and formal level, involving healthcare workers or people in the surrounding town, the relationships formed are truly able to support those who are disabled. Occupational therapists have a unique opportunity in the healthcare community to design treatment plans to meet their clients' values and support them in their own specific communities with the end goal being to facilitate the most meaningful outcomes for the clients with whom they are working.

Overall, conducting this interview with John has not only increased my understanding of the importance of communities for people with disabilities, but it has also empowered me to be a more client-centered occupational therapist when I am practicing in the future. John's story has enlightened me about the importance of the rehabilitation team in supporting a client throughout his or her recovery. Occupational therapists can be part of the most valued communities patients have during their recovery, and John's story has been an illustration of this. Health professionals should remember the power they have to encourage and build their clients up during the recovery process all the while providing their patients with the most client-centered care possible.

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Work Application Portfolio

Donald Jay Bidwell

Diane Boehm e-Portfolio Award

Donald Jay Bidwell completed his major in professional and technical writing, along with a minor in creative writing, in Fall 2015. A resident of Saginaw, Donald worked in the Archives Department of Zahnow Library during his time at SVSU.

Donald initially created his e-Portfolio to fulfill a course assignment for the Rhetorical and Professional Writing Internship (RPW 386) in Fall 2015. Donald feels that the e-Portfolio gives him an edge over other candidates who are applying for the same employment opportunities. Moreover, creating and revising this portfolio gave him the opportunity to reflect on his older work and see how much he has grown as a student during his time at SVSU. He says he now carries that sense of accomplishment and confidence into job interviews.

Donald advises students who are starting to construct their own e-Portfolios to include only their best work. “Your design and writing skills will get much better by the time you are ready to graduate,” he says. “You want to make sure that you are putting your best work forward.”

Donald believes that his e-Portfolio showcases his talents and accomplishments to prospective employers. They are able to see firsthand his writing, design, and other skills that may be needed in the jobs for which he is applying. Donald’s e-Portfolio can be accessed online at http://donaldjaybidwell.com.

Classroom Portfolio

Kati Loiselle

Diane Boehm e-Portfolio Award

A 2016 graduate of SVSU's Social Work Program, Kati Loiselle was born and raised in Bay City. She plans to pursue her master's degree at Michigan State University; her future career goals hinge on combining her love of animals and her passion for working with the elderly by utilizing animal-assisted therapy. She is specifically interested in the effects animals have on elders who have Alzheimer's and dementia.

Kati's e-Portfolio was created for her Social Work Senior Seminar class (SW 485) taught by Rachel Wade. The assignment was to create a professional portfolio that could be used to show to future employers during the interview process. Requirements for the assignment included having an "about me" page with a photo, a current résumé, a five-year goal plan, a statement of purpose for graduate school, and three documented pieces of evidence that illustrate professional development.

Kati says creating an e-Portfolio appealed to her because she was able to showcase her professional abilities in one easy-to-navigate place; she even had the freedom to be creative by adding such features as polka dot headings that captured her personality. Kati advises other students to be creative with their e-Portfolios. That creativity, she says, can demonstrate confidence and may be the one aspect that sets individuals apart from other candidates. Kati's e-Portfolio can be viewed at https://svsu.instructure.com /eportfolios/462?verifier=nsGS7FX6kJP22o1RTeiwtl5xq1Gnx7CGrXeRQJXw.

Legalizing Sports Betting in a Modern Age

Jaymason Glod

Robert S. P. Yien First-Year Writing Award, First Place
Nominated by Emily J. Beard-Bohn, Assistant Professor of English

Jaymason Glod is an SVSU Honors student. He is from Memphis, Michigan, and graduated from Memphis High School. He hopes to become a physical therapist or a physician's assistant. When originally given the directions for this research assignment, Jaymason chose the topic of sports betting because he has always had an interest in playing and watching sports, including fantasy sports.

In discussing their reasoning for selecting Jaymason's paper, the First-Year Writing judges wrote they "were particularly impressed with the professional tone used throughout the paper. Jaymason provided a thorough analysis of a complicated topic, outlining the positive and negative impacts of sports betting. He entered an academic conversation and contributed to that conversation by offering fresh ideas on the topic."

Abstract

This paper will analyze the current state of sports betting in this country and explain the reasoning behind a much-needed change that should come in the legislature regarding this industry. Sports betting is defined as any type of wagering on the outcome of a particular athlete or game, or on the occurrence of any number of incidents throughout an event or game. Currently, gambling on the outcome of a sporting event is only legal in Nevada; according to national law, this gambling can take place in four states in this country, but only one chooses to allow it (Hobson, 2015). The legalization of sports betting is something that can help this country if it is run and regulated properly. Taxes could be collected and used to fund many dying programs in the U.S., including public education. Legalization of gambling on sporting events will also create jobs because of the resources needed to police a nationwide gambling regulatory service. The operation would need to be run by the government or some type of regulatory service because the sanctity of such an operation and sports in general would have to be preserved. Legalization and change to the current system are something that are inevitable. It is something that should be embraced by the legislature and the citizens of this country.

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Almost 400 billion U.S. dollars are illegally changing hands each year (Vacca, 2014). This is not occurring from the sale of drugs, from prostitution, nor from money laundering. This exchange is resulting from the illegal gambling on high school, college, and professional sports that occurs every day in this country. Illegal gambling rings and online websites used in these activities are unregulated and have the potential to rip off hard-working individuals who want to make watching their favorite team a little more interesting. Gambling on the outcomes of sporting events is not something that has always been illegal. In fact, it was not until 1992, with the Professional and Amateur Sports Protection Act (PASPA), that sports betting became illegal in all but four U.S. states (Hobson, 2015). The states exempt from the act are Oregon, Montana, Delaware, and Nevada; these four were exempt because they were the only states that allowed betting prior to the creation of the act, and of these states, Nevada is the only one that currently allows the operation of a full sports book within its borders. According to Andrew Vacca (2014), Congress passed this act because "they believed that sports wagering would diminish the public confidence in the fairness and authenticity of sporting events. Congress believed that allowing sports betting to continue would corrupt America's youth into believing cheating and rigging sporting events

was acceptable" (p. 2). Whether Congress wants to admit it, gambling still occurs, and it occurs illegally far more often than it does in a regulated fashion. Will Hobson (2015) stated, "America's sports gambling prohibition has created what many consider the world's largest black market for sports betting."

Gambling on the outcomes of specific games, or the performance of certain athletes, is something that can make watching a game or event all the more intense. Millions of people watch sporting events every evening on national and local television; in fact, *NFL on CBS* receives upwards of 30 million viewers each Sunday (PrimeTime Ratings, 2015). Thousands of other fans are constantly checking scores on their computers and cell phones throughout the workday. With all these people in this country watching events daily, much revenue could be generated if a government agency was made available to regulate and tax legal betting.

The small number of legal sports betting systems has been a growing phenomenon these past few years: "a record $98.9 million was bet at Nevada casinos on Super Bowl XLVII" (Spear, 2013). This incredibly high number is nothing compared to the number of people participating in other forms of gambling. The number of people who are currently participating in legal and illegal sports betting is likely small compared to the huge pool of participants that nationally legalized betting could bring. The average person who chooses to spend his afternoons and evenings enjoying some of the best athletes in the world would not travel all the way to the only place where it is currently legal to gamble and potentially lose their money. Legalizing sports gambling is a smart decision, one that would allow thousands of people to enjoy their favorite pastime with increased motivation while also helping to regulate the illegal actions that are taking place every day in America. In short, gambling should be allowed in this nation, and, furthermore, it should be regulated by the government to ensure fairness. Government officials could then collect taxes for gambling, and the efforts required to regulate sports gambling would create many jobs across the country.

Is the chance for a student or professional athlete to accept money to change the outcome of a specific sporting event serious enough for it to be considered a true issue? According to a study done by the NCAA in 2004, of the nearly 21,000 college-level athletes surveyed, only around 1.6 percent of them admitted to ever accepting money or other prizes to change the results of one of their games. More specifically, in the book *Sport and Society: Cheating the Spread: Gamblers, Point Shavers, and Game Fixers in College Football and Basketball,* by Albert Figone (2012), it is stated that 1.1 percent of college football players surveyed had accepted money for playing poorly in games, and 1.4 percent accepted money for playing in a way that would alter the final score. Figone goes on to state that the reason student athletes have been accepting money is because they are responsible for the immense profits of high-level programs, yet they do not receive any financial benefit for the growth and high ratings that they are generating for their schools. He also describes that, although students receive scholarships, which pay for "tuition, room, meals, and books, plus a small amount for incidental expenses" (2012, p. 138), this is simply not enough for the amount of work the students are putting in and the benefits they are bringing to the university. Therefore, some athletes may be willing to accept payments from boosters and illegal bookmakers alike. To stop college-level athletes from accepting bribes, college athletes should receive some compensation for their abilities. The NCAA and universities receive billions of dollars for the top-tier performance of their athletes. The United States government, by passing a law to allow gambling on athletic contests, could establish a way for colleges to allocate a certain amount of the income they received from the play of these athletes back to them. This allocation could help to ensure that students may not taint the integrity of their own athletic pursuits.

Many people in opposition to this change in law also fear that professional athletes will not honestly play their chosen sport. There have been many scandals in professional sports that have involved athletes accepting money to throw a game or change the overall scoring of that game to cause a person or group of people to win a certain bet. Rules could be put into place by the governing bodies of these organizations to severely punish any athlete or official who would take part in this kind of activity. The commissioners of these professional sports organizations could impose rules to either severely fine or eliminate violators of their rules. There is no room for dishonesty and cheating in professional sports, which are loved by people of this country.

One of the most famous examples of scandal on the professional level would be that of NBA referee Tim Donaghy. He refereed in games from 1994-2007. He had taken part in betting on—and feeding information to other gamblers about—games in which he took part. Donaghy wrote a tell-all book

about his scandals and various other issues with officiating in the NBA. In Donaghy's book, *Personal Foul: A First-Person Account of the Scandal That Rocked the NBA* (2010), he describes the ways in which he cheated the system by informing fellow gamblers about injured and sick players, and how he perceived other referees who would be officiating games. Based on Donaghy's skills and decisions, he was able to predict the correct outcome of nearly 80 percent of games. His participation in these events led to jail time and a ban from the NBA. The information Donaghy (2010) brings to light can expand the knowledge of the officials of the NBA and other sports giants on what to look for and ways to curb this behavior in the future. The book also shows the corruption that many people have long feared to be occurring in large-scale sporting organizations. Consequently, many members of the NBA do not want their fans to have access to or read this book for fear that corruption will be exposed. This knowledge, however, should be used by officials to preserve the sanctity of the league in general and could also be used to ensure fair gambling practice once it is legalized and the stakes are officially raised.

Many newspapers, magazines, and television news broadcasts often speak on behalf of the under-funded education systems across the United States. Most people know that portions of the funds brought into each state by its own lottery system are being used to help with funding, but what if there were a huge pool of revenue waiting to be regulated and used that could bring in even more help to these systems? As stated earlier, illegal gambling is estimated to be a nearly 400-billion-dollar-a-year business, This is such a huge base that could be tapped and taxed to raise huge revenues for governments to use, much like current state lottery taxes are used. State lotteries are run and controlled by each individual state. The state has the right to allocate different places to which their funds will go. Many states send a large proportion of those revenues to help their dwindling education systems. Research done by Charles Menifield, Joy Clay, and Casey Lawhead, and appearing in the *Journal of Public Budgeting, Accounting, & Financial Management* (2009), has concluded that "the presence of a lottery does have a positive impact on education" (p. 58). If the funds from lotteries have been consistently helping to improve the quality of education received by the children in this country, then the increased funds from the hundreds of billions being gambled each year could help these systems exponentially. In places where gambling is legal, such as Canada, citizens who would like to place a bet are required to go to a lottery official to do so. If gambling were legalized in the U.S., a similar practice could take place, which would almost ensure that the profits would be going towards things like education, because they would already be in the hands of the same people who are trusted with apportioning funds to the public education system in most states. This could be just one of the many ways that legalizing sports betting could help this country.

Besides the opportunity for states to use funding to help decrease the difficulties that many public schools are facing, they could also use a percentage of these new funds to help revitalize the dying local economies of this nation. Ever since the recession that began in 2007, many companies and citizens have been attempting to bounce back to what they once were. Some cities and states are still feeling the effects of that shocking national crisis that shocked the country. Economic hardship is a problem that many people know and are sick of, and with the legalization of sports gambling, the states in this country could decrease their debt and even give back to smaller businesses trying to keep their heads above water. Tax breaks and allocations of funds to grow smaller businesses are some of the things that state governments could possibly afford to do to help their citizens, if they had the money to do so. This new revenue could help rejuvenate cities and states alike, and it could bring in new businesses and people once they begin to see the success in areas that were previously thought to be dead zones. The government positions required to properly police and operate this system would also create new jobs in major cities throughout each state. Increasing the prosperity of businesses and the education level of children are both things that will draw in people to struggling cities and states. Coupled with the new jobs that this funding would create, legalized sports betting could lead to a domino effect, which would be able to bring a new boom to this country.

New Jersey is one state that is currently attempting to petition for legalized sports betting within its own borders. The governor of New Jersey believes that legalizing sports gambling would allow for an increased revenue stream into the state that would cause a dramatic increase in the slumped economy. New Jersey would like to have gambling on sports legalized within its casinos and also at its horse racetracks. Over the past few years, the New Jersey governor, Chris Christie, has been pursuing the legalization of gambling through a court ruling. This plan has been shot down by a U.S. Circuit Court of Appeals, but the decision to end the attempt for legalization has been given new life recently when the

U.S. Court of Appeals for the Third Circuit in Philadelphia decided to revisit the earlier ruling (Drape, 2015). If the decision is made to legalize sports betting, it could have a ripple effect in the legislatures of other states that are considering legalized gambling. In the near future, enough pressure could be placed on the federal government to persuade a lift on the federal ban against betting.

FanDuel, DraftKings, and other online apparatuses have brought a new type of gambling into light. The legality of daily fantasy games has been debated for the past few years. In a daily fantasy game, a player would create a "team" based on real-life players and compete against other gamblers. The winner is decided by the team whose players score the most "fantasy points." This game is played much like traditional fantasy football, but on a week-to-week basis. Gamblers can place bets of varying sizes from one dollar to upwards of 10,000 dollars on each event into which they choose to enter their team. This type of gambling has been largely ruled legal because it is a game of skill and not a game of luck. Some state governments, however, do claim daily fantasy games to be games of luck because the outcome hinges on how well a particular group of athletes will perform in one game of a long season and not on the season in its entirety. Because of their ever-wavering legal status, daily fantasy games are not able to help the economy in any way. The national government could operate an entirely new system that would be brought in once sports betting is made legal, or it could be left up to each individual state to operate how it so chooses.

Legalized gambling is something that seems nearly inevitable. Putting systems into place to be able to properly regulate and operate such a large industry is for the best because, once legalized, this industry is one that will swiftly rival the current lottery systems in each state that have been in place for years. If run correctly, an industry such as this one is something that could only help the country and make its citizens happy. The sheer number of people competing in illegal sports betting is a figure that should scare any government official. Billions of dollars in unregulated money are wagered each day. In fact, Jordan Weissmann stated in an article for *INC.com* (2014) that "an average of about $1,700 [is] wagered by every American adult every calendar year, or equal to roughly 2 percent of the entire American economy." This is a small figured compared to the huge expansion that will be able to take place once this giant industry can be enjoyed by all, and the stakes are officially and finally raised.

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The Discovery and Destruction of the Disabled in Oscar Wilde's Fairy Tales

Victoria Phelps
Tyner Prize for Nonfiction
Nominated by Daniel Cook, Associate Professor of English

Victoria Phelps is from Rochester Hills, Michigan, and is halfway to earning a bachelor of arts in English literature with minors in history and creative writing. She is a staff writer for *The Valley Vanguard*; a tutor at the Writing Center; and editor-in-chief of *Cardinal Sins*, SVSU's literary arts journal featuring creative pieces from around the world. An Honors student, she is currently working towards her thesis project, in which she will examine nineteenth-century fairy tales through a disability criticism lens. After graduation, she plans to pursue a master's degree in library and information science.

The following paper was written for Writing Interpretive Papers (English 301). Victoria read a number of pieces by Oscar Wilde throughout the semester for this class, and, for this assignment, students were asked to consider his oeuvre and biography as they related to the late-Victorian period and a wider discourse. Victoria used this assignment to test topics she was considering for her thesis project. As she found herself immersed deeper and deeper in research she enjoyed, she realized she was interested in not just the genre and the discourse, but the period as well. She hopes to inspire more readers to consider the portrayal of disabilities in literature and their implications.

"My misfortune is that I still resemble a man too much.
I should like to be wholly a beast like that goat."
–Quasimodo in Victor Hugo's
The Hunchback of Notre-Dame (1833)

Scholars often note the tendencies of Victorian writers to turn classic moral fairy tales on their heads by using the genre to express morality contrary to their period and traditional readership. However, in the introduction of his collection of Victorian fairy tales, Michael Newton notes that authors of tales written later in this period frequently "fancied savages, peasants, children, and sometimes women, to be all at the same primitive developmental point, possessing an atavistic mode of mental and imaginative perception" (xv). This view of the oppressed as primitive, Newton claims, is rooted in evolutionary theory (xiv). Even as Victorian fairy tales rebelled against the morals of their culture, they were influenced by scientific and political perspectives of the time.

Use of primitive language was not limited to tales about savages, peasants, children, and women; it was also often used to describe the disabled. Anthropologists Nora Groce and Jonathan Marks claim that the description of the disabled in primitive, animalistic terms was a trademark of the eugenics movement. This dehumanizing language reflected a fear of an uncivilized population, which manifested in disgust for those deemed unfit for reproduction, such as homosexuals, the disabled, foreigners, and the lower class (Groce and Marks 819; Ho 32). This language is clear even in fairy tales. In Dinah Mulock Craik's "The Little Lame Prince and His Travelling Cloak" (1875), Prince Dolor, despite his noble heritage, is described as physically primitive: "Prince Dolor was now quite a big boy. Not tall—alas! he never could be that, with his poor little shrunken legs, which were of no use, only an encumbrance. But he was stout and strong, with great sturdy shoulders, and muscular arms, upon which he could swing himself almost like a monkey" (182). Victorian fairy tales often resolve the pitiful disabled character's disability through a happily-ever-after where either the general population comes to accept the individual by ignoring the disability, as in "The Little Lame Prince," or the disabled individual finds a community of those with disabilities similar to his or her own, as in many of Hans Christian Andersen's early-Victorian

tales. Critics like Vivian Yenika-Agbaw have drawn connections between the latter responses and colonialism in the Victorian era, claiming that disabled characters are treated as inferiors when part of a minority and as superiors when part of a majority. Although early-Victorian fairy tales like Andersen's frequently focus on beautifying disabilities by the end of the story, late-Victorian fairy tales tend to see disabilities as more primitive.

In this essay, I argue that there is another conclusion for the disabled character in fairy tales of this period. Oscar Wilde's late-Victorian tales are frequently analyzed from a queer theory perspective, but rarely have scholars thought to examine his tales for their representation of other marginalized groups. I contend that Wilde's tales represent isolation from society as a source of safety, especially for the disabled. In his tales, particularly "The Birthday of the Infanta" (1891), disabled characters have no problem with their disabilities until they are noticed by society—a view atypical of late-Victorian culture and the fairy-tale tradition. Upon this collision with society, reality steps in and the tales take a tragic turn, suggesting that there is no happily-ever-after for the marginalized.

In "The Birthday of the Infanta," Wilde recognizes that the disabled do not always see themselves as such. Previous fairy-tale characters such as the Grimm brothers' dwarves in "Little Snow-White" or Prince Dolor in Craik's "The Little Lame Prince" were conscious of their disabilities in spite of their isolation from the rest of the world. Wilde's Dwarf, though, does not know of his disability until he enters the world of the Infanta. Before being discovered by two nobles, the Dwarf lived in the forest with his father, "a poor charcoal-burner" who was "pleased to get rid of so ugly and useless a child" (Wilde, "Birthday" 239). Although he was not completely isolated if he lived with his father, the Dwarf's father thought him "ugly and useless" and apparently let him "ru[n] wild through the forest," suggesting that the Dwarf was alienated even from his father (239). When the Dwarf wanders around the Infanta's garden, it is noted that "he knew that he was not tall" (243). The Dwarf does not categorize himself as disabled or abnormal—even being "not tall" signifies no abnormality, as it includes anything shorter than the abnormality of tallness, such as average height. The Dwarf's unawareness of his dwarfism makes sense if we consider disability critic Rosemarie Thomson's claim that disabilities are defined by society rather than science (6). In the forest, the Dwarf's isolation prevents him from seeing his disability, as disabilities are socially constructed.

Although Wilde would have been unfamiliar with Thomson's ideas, he was familiar with the role of society in marginalizing certain categories of people. As a homosexual later sentenced to two years of prison with hard labor for "indecent" behavior with men (Ellmann xv) and as a reader familiar with Plato's *Symposium* (Wilde, *De Profundis* 889), Wilde likely understood that society is responsible for deciding what qualities are normal or abnormal. In her book, Thomson notes that the disabled are often "more like gays and lesbians" than other marginalized groups, as they are "fundamentally isolated from each other, existing often as aliens within their social units" (15). Both homosexuals and the disabled were often isolated from society and from one another—a commonality allowing Wilde to describe oppression of the disabled as similar to the oppression of homosexuals.

Wilde's tales are unique in their view that isolation is better than inclusion for disabled characters. The Dwarf of Wilde's "The Infanta's Birthday" appears to live in blissful ignorance until he enters the Infanta's palace on his own. The story claims "the most amusing thing about [the Dwarf is] his complete unconsciousness of his own grotesque appearance" and further notes he "seem[s] quite happy and full of the highest spirits" (239). He acts as though he thinks he is "really one of [the noble children], and not a little misshapen thing," and he is permitted to do so because it entertains the noble children (239). His ignorance protects him from the pain that could be endured if he knew the truth. When he leaves the castle for the garden, he is protected again by his ignorance, as he cannot hear the insults the flowers shout at him. The Violets go so far as to remark that the Dwarf "would have shown much better taste if he had looked sad, or at least pensive, instead of jumping about merrily, and throwing himself into such grotesque and silly attitudes," and the Flowers later claim he should "be kept indoors for the rest of his natural life" (240). The Dwarf can only be part of this society if he looks sad or pensive, and, even then, he must be isolated and kept indoors. This world will never accept him as an equal; instead, he must appear to them as caged and unhappy, more *other* than human.

Although the Dwarf is attracted to the Infanta and enters the palace again to meet with her, he wants to return to the forest. While in the garden, he daydreams about a future with the Infanta. At first, he sees himself "on her right hand" at the palace, but gradually the setting moves to the forest (Wilde,

"Birthday" 242). He imagines teaching her about the animals in the woods and fantasizes about her visiting his world: "[S]he must certainly come to the forest and play with him. He would give her his own little bed" (242). The narrator, tapping into the mind of the Dwarf, claims that "[it is] really not a bit lonely in the forest," although the rare interactions with other humans and his obsession with the Infanta suggest otherwise (242). In spite of this loneliness, the Dwarf decides to bring the Infanta to the forest rather than remain at the well-populated palace. He aims to ask the Infanta to "come away with him" after he dances, and he notes that the forest is more open and illuminated and filled with sweeter flowers than those of the garden (244-45). Although the forest is more isolating than the palace, the Dwarf prefers it, which suggests he understands, on some level, that isolation is safer for him.

The Dwarf is not content with complete isolation though, and when he returns to the palace to ask the Infanta to join him, he discovers the centrality of artificial beauty in their society. When the Dwarf first entered the palace, he was taken there by noble hunters (Wilde, "Birthday" 239). When he enters the palace the second time, it is of his own free will (243). Moreover, it is with the intent to secure a lifelong companion. Even if he aims to return to the forest, he wants to do so with the Infanta by his side. As a result, the forest would no longer be isolating. When he walks through the palace, the Dwarf notes the artistry and decadence of each room through which he passes. The journey through these rooms seems like a quest, and, as a sentimentalist, superficiality is his enemy: "The little Dwarf looked in wonder all round him, and was half-afraid to go on. The strange silent horsemen that galloped so swiftly through the long glades [on the tapestry] without making any noise, seemed to him like […] terrible phantoms […] But he thought of the pretty Infanta, and took courage" (244). The Dwarf is ill at ease in the palace, frequently noting how "empty" each room is (244). The beauty he sees there is not the beauty he seeks; he would not trade the rose, a sentimental object, given to him by the Infanta "for all the pearls on the canopy, nor one white pearl of his rose for the throne itself" (244). He appreciates beauty of the heart over physical beauty, and he believes he finds what he seeks in the Infanta, who gives him a gift in spite of his inferior birth. He wants a friend, not superficial beauty or power, but the more he travels through the palace, the more he sees the centrality of such beauty over all else in this world.

Wilde's conclusion seems to be that deviance from that isolation or even the desire for deviance is tragic for the disabled. In the final room—the "most beautiful" room—the Dwarf comes across a mirror where he discovers that he is "the most grotesque monster he had ever beheld" (Wilde, "Birthday" 245) and realizes that "the little Princess who he had thought loved him—she, too, had been merely mocking at his ugliness, and making merry over his twisted limbs" (246). He comes to see that he does not fit into this society of superficiality, but the Infanta does belong—a realization that had perhaps been building since he first noticed the palace's opulence. When the Infanta and other children come and laugh to see him "beating the floor with his clenched hands," the Dwarf's "sobs [grow] fainter and fainter, and suddenly he [gives] a curious gasp, and [clutches] his side. And then he fell back again, and lay quite still" (246). The Chamberlain then declares that the Dwarf's "heart is broken" (247). At first, it seems the Dwarf's tragic end is a result of his understanding of his own grotesqueness, so his naïveté ultimately leads to his destruction. Upon closer reading, we discover he seems more upset about the shame linked to the way he appeared to society than about his actual appearance: "Why had they not left him in the forest, where there was no mirror to tell him how loathsome he was? Why had his father not killed him, rather than sell him to his shame? The hot tears poured down his cheeks, and he tore the white rose to pieces" (246). He expresses no concern with his disability, only with the way his disability appears to society. He feels hurt by the realization that the Infanta has no sentimental attachment to him, but simply displays a shallow humor at his ugliness in a society that appreciates only external beauty; she does not have the beautiful heart he thought she did. The Dwarf's desire to escape complete isolation is his downfall—not his naïveté or disability.

Other scholars have chosen to interpret the Dwarf as an aesthetic figure, ignoring his implications as a person. In his article "Morality's Ugly Implications in Oscar Wilde's Fairy Tales," Justin Jones argues that "The Birthday of the Infanta" prizes art above morality. He claims that the Dwarf represents morality while the Infanta represents aesthetics. Once the Dwarf realizes his ugliness and spoils the world around him, the Infanta chooses to see him as aesthetic in his grotesqueness rather than risk her beauty and illusion (9-10). However, as Thomson cautions, "when literary critics look at disabled characters, they often interpret them metaphorically or aesthetically, reading them without political awareness as conventional elements of the sentimental, romantic, Gothic, or grotesque traditions" (9-10). I understand

that because Wilde was part of the aesthetic movement, it makes sense to analyze his tales aesthetically; however, such limited interpretation overlooks the more important elements. If the Dwarf is meant to be an antagonist spoiling the precious realm of beauty with his sentimentality, why are readers led to sympathize with him? The Dwarf is a moral character, but the Infanta's world is not one of aestheticism—it lacks the emotion necessary for good art. Rather, the Infanta's world represents society as shallow and superficial. Her society thinks good art can be found in elaborate tapestries and canopies of gold cloth decorated with pearls, but the Dwarf is the true art critic; he sees beauty in the white rose he believes was given out of love and in the freely growing wildflowers of the forest. In the end, he realizes that even the Infanta is too heartless to appreciate true art. It is harmful to define the Dwarf as an aesthetic figure and ignore his complexity as a human.

What is more, the Dwarf is represented as more human than the people of the palace. Wilde avoids describing the Dwarf in animalistic terms. Toward the end of "The Birthday of the Infanta," the children claim he is "'…as clever as the Barbary apes [owned by the gypsies], and much more ridiculous,'" but, as this is said in dialogue, it is what the children think, not what Wilde or his narrator think (246). Rather than reveal the Dwarf to be animalistic, it reveals the children to be harsh and rude. In fact, Wilde plays with conventions of late-Victorian literature by making everyone else in this story less human than the Dwarf. The Infanta watches a mock bull-fight played out by other children, which ends with the Count of Tierra-Nueva "plung[ing] his wooden sword into the neck of the [fake bull] with such violence that his head came right off" (237). The people of the palace take pleasure in watching acts of violence, and although this fight is staged, it is intended to remind the audience of actual bull-fights, which were similarly enjoyed. These people are happy with the mock bull's death but saddened by the puppet performance of *Sophonisba*, as the Infanta's eyes are "quite dim with tears" and the Grand Inquisitor thinks it is "intolerable that things made simply out of wood and coloured wax, and worked mechanically by wires, should be so unhappy and meet with such terrible misfortunes" (237). They sympathize with puppets, but treat the gypsies as a threat and the Dwarf as a freak. The Infanta even later notes that the Dwarf's "acting" in his death is "almost as good as the puppets, only, of course, not quite so natural" (246). The Infanta and her fellows relate better to puppets than to the representation of the bull, the gypsies, and the Dwarf. Although they compare the Dwarf to an ape, their heartlessness and mechanical behavior make them less human than he is.

Wilde villainizes society and depicts isolation as safe in other fairy tales, as well. In "The Happy Prince" (1888), for example, the title character sacrifices parts of himself, like his sapphire eyes and golden skin, to bring fortune to the poor. The prince is content with his mutilated self, but when he is discovered by society (in the form of the Mayor and Town Councillors), they decide to incinerate his statue and throw away the "broken lead heart" that refuses to melt (291). The Art Professor declares that "'[a]s he is no longer beautiful he is no longer useful,'" but God calls the heart one of the "'most precious things in the city'" (291). Again, society recognizes only surface-level beauty and fails to see the sentiment necessary to art. As in "The Birthday of the Infanta," the disabled character of "The Happy Prince" only faces tragedy when he is brought to the attention of society. It is also worth noting that the Happy Prince is a Christ-like figure, sacrificing himself for the poor, who are also oppressed by society. Wilde often depicts Christ as injured, which is significant at a time when the disabled were viewed as primitive and somewhat of a mistake. We see an injured Christ figure again in Wilde's "The Selfish Giant" (1888), when the child responsible for converting the giant from selfish to selfless returns years later to take the giant "'to [his] garden, which is Paradise'" (300). Upon this second coming, the text notes that "on the palms of the child's hands were the prints of two nails, and the prints of two nails were on the little feet" (299). The depiction of Christ as mutilated represents Christ as an outcast, too, marginalized by his sacrifice. The message that arises from these tales translates neatly into an accusation of society at the time: the general population worships Christ even while it ostracizes those like him for their otherness. Although isolation keeps marginalized figures like the Dwarf and the Happy Prince safe, they are all eventually discovered by society and destroyed.

Although Wilde depicts isolation as a shelter and society as a villain, the fact that each disabled character is met by this villain and killed suggests that the marginalized will always be robbed of a happily-ever-after. The message seems prophetic. An aesthetic or queer reading of Wilde's tales like Naomi Wood's concludes that the tragic ending represents self-sacrifice for a higher form of art (164-69), but I believe Wilde made the tales tragic because he wanted them to be realistic at their core. In the late-

Victorian era, Wilde was part of a society that generally ignored his homosexual behaviors (Ellmann 454). When he became more public in his relationship with Lord Alfred Douglas, the couple was accused of flaunting their homosexuality, and Wilde was not long after imprisoned for gross indecency (Ellmann 447). Perhaps Wilde recognized early on that the marginalized are marginalized only because society sees them as unfit, not through any fault of their own. His tales are arguably the most disquieting of his time because they depict the inevitable rejection of "abnormal" individuals by society—far from the usual didactic, optimistic fairy-tale tradition.

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Chronicles of a Dead Girl: A Long Poem in Progress

Brianna Rivet
Tyner Prize for Poetry
Nominated by Arra Ross, Associate Professor of English

Entering her fourth year at Saginaw Valley, Brianna Rivet is a creative writing and literature major, who is also pursuing a psychology minor. She writes for *The Valley Vanguard* as a journalist and bi-weekly columnist; she also works at the Writing Center where she is able to share her passion for writing with other students through one-on-one tutorial sessions. Brianna considers writing, both as a skill and a process, one of the most influential ways to connect and communicate with others. Although she enjoys writing in various genres, lately she has been working extensively within the realm of poetry. After she completes her studies at SVSU, she plans to attend graduate school and pursue a career in the humanities.

"Chronicles of a Dead Girl" explores themes of loss, separation, and the paradoxical existence of the undead. Brianna was particularly compelled by the concept of what the effect of life's trials might look like if they were experienced physically. She read *Autobiography of Red* by Anne Carson and found Carson's use of characterization and dialogue to be a source of inspiration as she began her piece. Brianna started working on this project with Dr. Ross's assistance in a class on the long poem and has been continuing to develop it ever since. Part of the work is published here.

The Facts

There's a cavity in my chest like a plaque wound
that gapes open wide over my rib-cage teeth,
a small warm room like a dresser drawer.
Warm is new, though.
I was a frosted little thing for the longest time,
but I don't remember much before I became Warm.

There were things in the box with me that I took along:
half-bent photos of people blending into each other,
bleeding, fading, gone. Little ghost people and their letters,
with the wash-away ink I can't read.
There was a ring that might've fit me if I'd had all my fingers—
(I couldn't bring all of me; there were too many pieces)
I keep these things inside my chest for safekeeping.

When I first came back, I didn't like mirrors.
There was too much of my face gone, too little skin
and my smile was too long on one side.
I forget the color of my eyes at birth—
(I've heard birth is something that *happens,*
can you believe it? Little people crawling on out
of other little people and just squalling about it forever.)

But there's no iris, now, and everything is white.

The thing about people is that they don't notice much,
so someone maybe mentions once that you look "a little ashy"
but then it's assumed *that's just how she is*
and the stares stop. They don't ask about the fingers
or the eyes or why my sweaters fall loosely over the cavity,
or how hair only grows on the right side of my head
or why I don't eat anything ever, or sleep.
I don't notice it much myself, except sometimes
my bones will heave a sigh and clatter to the floor.
Two hundred and six, and you *have* to count them or else
you'd never find them all again, which is damned inconvenient.

I keep flowers in the apartment and on my desk at work,
which shouldn't mean anything but somehow always does.
People make assumptions, like I have a lover
or somebody close to me has Stopped, like I did for a while
before I became Warm. I sometimes say they make me happy,
but the truth is that they remind me that I am alone.
But I still keep them, water them, buy more.
They smell so nice, it's hard not to.

The Doctor's Appointment

Well, in my professional opinion, I'd have to say that, for all intents and purposes,
you are, in fact, Stopped.

Stopped.

Yes. It appears so.

You see, doctor, I already knew that. I've known for some time
that I'm Stopped. I was rather hoping you could tell me why.

It could be any number of things, really.
I mean, is the chest cavity pre- or post-mortem?
And what about the head trauma?
The damaged organs?
The fact is, we simply cannot tell, with this level of decomposition
already eating away at you.
But really, that's not the problem.

It's not?

No. The truth of it is, many people are Stopped,
more people than are Warm, if we're looking at the numbers.
The strange part of it is that you're Warm after *being Stopped.*
Things do not generally happen in this way.

Yes, that's rather my question.

It's doubtful I can provide any sort of answer.

I've simply never seen this before, even after all of my years at medical school.
I was top of the class, you know. So you really can't blame me for it.
How have you been feeling recently?

Fine, I suppose, though I don't know much better.
I don't eat, or sleep.
I'm missing a few fingers.
My chest is, as you've mentioned, unfortunately a bit empty, at the moment.
My eyes don't see much, at least not in the way of color.
I don't feel pain.

I would assume that's normal, for someone who's Stopped.

Assume?

I can only guess. This is an unusual case.

But you think I'm all right?

Do you feel all right?

I can't say that I don't.

Then my professional opinion would be that you're fine. Before you leave,
make sure to check with the front desk to see if your insurance covers Stopped people.
The receptionist might have to make a few calls.

I remember

a baby.
He is rounder, chubbier, pinker than I am.
Sometimes I see his dimpled smile
with no teeth, just baby gums and saliva.
Sometimes I see his downy soft hair,
dark, like mine might have been, once.

I don't ever see my body as round enough to hold him.
I cannot envision a balloon belly and breasts meant to draw him close
anywhere on my rotting form.
I don't see hands that could give comfort or dry little boy tears.
I don't see arms that are strong enough to lift, to hold.
There is not enough left of me
to beget anything new.

He is impermanent, fading almost as quickly
as he slipped into being through my memory.
But the idea stays, that I once bore a life into this world
out of nothingness, a life other than my own death-defying, corrupted existence.
At night, I slip off my clothing and lie down
in a bed in which I do not sleep, picturing a baby curled up
inside of my hollow chest, in the only place I have left
to keep him.

Reincarnation

holds, for me, a peculiar interest—
for the sins that we have committed in the previous lifetime
have bound us to our present body and flesh,
a complicated marriage between our lives.

Perhaps, then, I am a masochistic condemnation,
a strange little being born of spite and malice
for the cruelty I unleashed while these bones were still properly strung.

And yet, the abomination of my flesh holds memory,
remembers the scars and toil of my former being.
Nothing about me was reset or replaced.
This life has been done, this body used,
and I have missed the step of slipping out
and back into a new one.

I desire the explanation that research cannot grant me;
I devour Victor's monster by the page and wonder
what strange maker granted me this ill-advised repetition.
But perhaps I am alone in this—the sole occupant
of an earthly purgatory for sins I cannot fully recall,
enough to Stop me but not to damn me,
a curious child born back out of the earth.

On Reading Mythology

Persephone has spent her time in Hell, I've heard.
A necrophiliac's delight,
she remains desirable in her death.
And what does resurrection grant her?
The warmer months, the fields, the sky,
the embrace of a mother who lets the world die in her absence.
She has a lover waiting in the ground,
across the river, preparing for her to come home.

He loves her differently than is assumed.
He is quieter, stronger,
a studious shepherd of souls just lonely enough
to drag her down. Not excusable.
Perhaps, however, understandable.

Persephone has a mother, a lover.
They fracture her in two, but they take care of her pieces.
This deep divide, two banks of a river,
this abysmal duality
is better
than my empty house, my tired bones,
the silence where a heartbeat once was.

The Library

because, as it turns out, the doctor isn't much use.

There's a man at the front desk who wears coke-bottle glasses
that make his eyes look large and round and intimidatingly cocoa.
His hair is too much and he only wears plaid
and he recognizes me on sight, now, which is different.

Returning Frankenstein *already?*
Is it what you were looking for?

Here I am, too many teeth showing,
all full of holes, my white eyes averted—

It was lovely, you know.
"Life, although it may only be an accumulation of anguish,
is dear to me, and I will defend it."
I like that sort of line.

I ought to be thy Eve, but I am rather the fallen angel.
That sort of line, that sort of frame for it.
Falling is the most subtle form of damning, I believe;
perhaps it implies standing back up.

But he doesn't know these thoughts, can't know them.
He is all Warm and present and electric.
He has a half-eaten sandwich next to him,
a Macintosh apple.

What else are you looking for?

Nerve endings. Un-fragmented bone.
An endless expanse of skin to stretch myself into.
The ability to remember, or forget. One of those.

Something on the dead. But not the dead, exactly.
The dead that have trouble staying that way.

Zombies, then? The undead?

He stacks books up in front of me,
stands some up, flips some open:

"*Why Undeath is generally regarded as a worse state than death,"*
among other things. Philosophy and zombies, mostly.
Various essays on the undead.

Two cocoa coke-bottle eyes, staring right through
this vast expanse of white—

Is this what you're looking for?

My hands on the books, missing fingers.

The hole in my chest stretching wider.

I hope so.

A Memo to the Library Guy

You are on your first run through.
Your body does not dissolve
in springtime rain. It holds together—
holds you like it should, like anyone should.
You have hands that could carry a thousand things,
and you could wear rings and hold pencils
and wear gloves and sift through change,
if you wanted.

I am somewhere in between everything.
My body is a vintage vase, and it knows best
how to shatter. I keep records of the times
I come to pieces; they are growing more frequent.
My spider-leg hands are mostly just cold.
Fingers curl inward and palms turn white,
little broken bodies that have forgotten their tendency
to crawl over pages and skin.

I've heard that love is something that happens,
can you believe it? Little people adoring
other little people and just writing about it forever.
But it has come to my attention that I wasn't built
for something quite so breakable.
I think that bodies weren't made to burn up, just to burn.
Mine is something a little less than Eve,
and yours is something more tangible than Adam.
But before you call attention to this discrepancy,
please remember that the worst thing you could do
is forbid Lilith her temporary taste of Eden.

Undeath

is a blasphemous, ugly beast.
Skin torn asunder, flesh against flesh against flesh
and they describe it as *hungry*, in these books,
a desperation to feed and be sated, a monstrous tribute
to Freud's begotten Death Drive.

Thanatos: the desire to destroy,
a yearning to *reverse the turbulent process of growth*
as though life had been loaned and is now indebted,
reclaimed. Death's penetration of the living,
no longer content to take idly but to *feed,*
devour, consume.

These bodies have been Stopped and re-started.

They've lost their mentality,
their this-side-of-hell context.
They do not remember. They do not think.
They are drenched in instinct and hunger-lust,
a demonic plague or damnation.

They do not remember a baby, I think.
They do not keep flowers in their apartment,
visit the library, or work in an office.
They do not notice when their fingers fall to the floor.
They do not have holes in their chests
that remind them of being gutted, empty,
desperate, fractured. Alone.

There is a page I leave folded in one of the books,
with an edge all worn out from my touch.
I turn back to it when my eyes are full up on everything else—
I, on the other hand, can rest assured
that we are not zombies, and in a sense we could not be,
as long as we are thinking thoughts such as these.

I remember

someone lying next to me.
Skin so warm and endless and everywhere,
a tactile physicality that left me full up on love.
Arms and legs and bodies lying open, wide,
a delicate mountain range on white sheets, as purposeful
as twin forests or fields or September skies.
I remember the deep rumble of a voice, the smell of aftershave.
One of us rolling over in bed, his arms pulling me closer.
The knowledge that I was once fearless, unguarded—
a heavy kind of knowing that sits in my empty chest
and hurts the tighter I hold it.

I do not remember his face.
I do not remember his name, or his jokes,
or what he liked to eat or read.
I just get pieces, all out of order:
a hand reaching for my once-lovely fingers,
what it felt like to be touched.
The strange desperation of wanting,
and wanting to be wanted, and also *being* wanted—
being wanted in such a way that both parties
would have chosen death before separation,
even though I ended up with both.

I have kept the ring slipped over a rib,
tied there tightly with a piece of peppermint floss.
I try not to think about how I can no longer wear it.
But once in a while, I see a flash in the mirror—
a sliver of gold that insists I once loved,
and was loved.

Leto, on Hera

Brianna Rivet

Recipient of the 2016-17 Seitz Creative Writing Scholarship

Entering her fourth year at Saginaw Valley, Brianna Rivet is a creative writing and literature major, who is also pursuing a psychology minor. She writes for *The Valley Vanguard* as a reporter and bi-weekly columnist; she also works at the Writing Center where she is able to share her passion for writing with other students through one-on-one tutorial sessions. Brianna considers writing, both as a skill and a process, one of the most influential ways to connect and communicate with others. Although she enjoys writing in various genres, lately she has been working extensively within the realm of poetry. After she completes her studies at SVSU, she plans to attend graduate school and pursue a career in the humanities.

Brianna's poem "Leto, on Hera" is one of the pieces she submitted for the Seitz Scholarship. Inspiration came from the concept of "the other woman" and the relationships between women. The Greek myth of Leto suggests that she was raped by Hera's husband, Zeus, and consequently gave birth to Artemis and Apollo. Brianna was interested in portraying Leto's feelings for Hera as sympathetic, bringing attention to the ways in which people often excuse men's inappropriate behavior while condemning women's. Several of Brianna's pieces for the Seitz Scholarship dealt with the theme of innocence, both broken and rebuilt, and she hopes to continue to explore ideas of innocence and societal femininity in her future writing.

I do not know how he took her. Perhaps it was the same as me, with unbridled passion and desire and the frustration of a man who has been told the word "no." Perhaps he took her differently, with kind words and sweet nothings and the emptiness a man can have when he has buried himself inside so many women that there is nothing left anymore except the hunt and the fire. Perhaps there was a playacted kindness, a theater mask, a role that he had not yet had the decency to shed.

I hope that she did not know him as I did: his body, all muscle and heaviness, and the closer he got the more it felt like distance, like I was being separated from that which kept me tethered to the earth. Something visceral and vicious, a strange and sudden clarity that the world as I had once known it had been temporarily fractured, and there was this constant and smothering understanding that I could not go back, that I could not reach that place again no matter how desperately I wished to crawl my way out. I hope that she did not need to learn the pain of being taught that her body can be opened like a chapel door by those who are not holy enough to enter, that unwashed hands can take from an altar at which they do not worship, that the only knees to bend will be hers, and she will break, and break, and break.

I cannot resent her for her fire, her hatred misguided. I have felt sorrow like water, and my body can no longer light matches, can no longer rally to any sort of defense. He has misused her passion in his damning pursuits, has damaged women more thoroughly than any man should. He has invaded; he has forsaken. He has brought the price of his sins upon us all, and we have not enough left of ourselves to recognize our own enemy. My body swells up with the evidence of him, two small growing things stretching me out, shaping me into a vessel and budding out of the emptiness he left me with until I do not remember which parts of me are me.

Her anger forbids me to bear them, but the choice was never mine, the desire never mine, and the land on which I rest is built by his hand, a sanctuary defiled. She burns alive with a pain that she hungers to see paralleled in me, and I have not the words to tell her that

I have been broken down in ways that builders do not understand. There are many ways for hearts to know pain; hers is all-encompassing, too thorough to allow for empathy. There are swans in the water, and they wait for me, watch for me, like a fleet of white sails coming in. The hunt comes first, splitting me open like broken earth. Nine days later, the fire.

I do not know if she cries at night with the doors shut, her back against a wall, trying not to think about all of the women who are not her, all of the women that he has drowned in lust and apathy. I am familiar with the ache of bitterness that settles low in the bones and hungers to spark and flourish, the pain that would hurt so much less if instead it could burn. This is where she puts the tainted pieces of him. As for me, they have come to rest in my arms, small mouths opening wide to cry, reminders of a man that knew best how to divide women up from the inside.

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 co-chaired in 2015-2016 by English faculty Pat Cavanaugh and Kim Lacey, SVSU's celebration recognizes the writing that occurs at SVSU and in the surrounding community.

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 Eddie Veenstra for video, Lucy Kalinowski for short fiction, and Dennis Parrott for song. Lucy's story is printed on the following pages.

This year's events also included classroom visits from alumni authors, as well as a panel presentation where these writers shared their experiences with the campus community at large. The work of two of those guest writers, Justin Brouckaert and Deborah K. Frontiera, appear on the following pages. Other alumni who participated in these events were as follows:

- Chaunie Brusie (BSN, Class of 2008), who is the author of *Tiny Blue Lines*. Published by Ave Maria Press, *Tiny Blue Lines* recounts Chaunie's response to an unplanned pregnancy and offers advice and resources for women in similar situations.
- Kurt David (BA, Class of 1986), who is the author of *From Glory Days: Successful Transitions of Professional Detroit Athletes*. Kurt has appeared on various television and radio programs, and he has worked as a television host and producer, a consultant, and a counselor. *From Glory Days* is being prepped for television syndication.
- Poet Marlin Jenkins (BA, Class of 2014), who is in his second year at the University of Michigan's MFA program in creative writing. A former recipient of SVSU's Seitz Creative Writing Scholarship, Marlin has been published in *Split Lip, Squalorly, Midwestern Gothic,* and numerous other publications. Readers can follow him at marlinmjenkins.tumblr.com.
- Joe Johnson (BBA, Class of 2005), who is the author of *Pursue Your Purpose, Not Your Dreams*. Joe's inspirational story about learning to excel academically is classified by Amazon as a self-help book. He has a master's degree in counselor education.
- Local resident Lynn Marie-Ittner Klammer (BA, Class of 1986), who is the author of the travel book *Frankenmuth: A Guide to Michigan's Little Bavaria.* A clinical psychologist, Lynn is perhaps best known for her many religious devotionals for children and mothers.

Lastly, the 2015 National Day on Writing committee worked to include the larger community. Students concentrating in the Language Arts curriculum at the Saginaw Arts and Sciences Academy attended the day's events and shared their writings.

Helping Lacey and Cavanaugh coordinate these events were University Writing Committee members Karen Brown-Fackler, Jennifer Chaytor, Monika Dix, Mark Giesler, Chris Giroux, Ellen Herlache-Pretzer, Amy Hlavacek, Weiwei Liu, Julie Lynch, Chatt Pongpatipat, Helen Raica-Klotz, and Deb Smith.

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

Marie

Lucy Kalinowski
National Day on Writing, Open-Mic Winner for Fiction

A theatre major and English minor, Lucy Kalinowski has always enjoyed writing and believes she will never stop writing. She was inspired to create this piece on an October night. “Marie” marks the second time she was SVSU’s National Day on Writing open-mic winner for fiction.

A nice, quiet neighborhood is still. The only sounds are crickets. The streetlights cast long shadows on the perfectly manicured lawns of the upper-middle-class homes. In one house in this neighborhood the lights are on; there is a strange van in the driveway.

The clock in the kitchen of 140 Bridgeway Drive ticks away softly as Ann sits at the table. She is trying to balance her checkbook, but something is distracting her. Out in the hallway, her husband talks softly with a man. Ann doesn’t like him. She knows the man thinks that she is crazy. Ann glances at the clock again. It reads 3:05 a.m. She sighs. She knows she will be too tired to go to work today, but she can’t go back to sleep and she can’t go back upstairs. Her mind returns to earlier, and she immediately blocks it out. Ann’s husband, Theo, walks into the kitchen.

“You should go back to bed,” he whispers and then kisses her cheek.

“I can’t remember what we spent so much money on.”

“What?”

“This check, it’s for one hundred and fifty dollars.”

Theo bends down and examines the check.

“It was for the funeral house.”

“Oh.”

Theo puts his hands on Ann’s shoulders. The man from the hallway enters the room. Theo leaves his wife to talk with the man once more. Ann stares at the checkbook poised to write but stays still.

“What is wrong with her exactly?” The man asks as he rummages around for something in his bag.

“I-I don't really know how to explain,” Theo begins. He runs his hands through his hair. “This is like a dream, or a nightmare.”

“I could examine her myself,” the man offers. He finds what he is looking for in the bag; it is a beaker filled with a clear liquid.

Before Theo can respond, a tiny voice calls out.

“Mama?”

All three heads turn to look down the hallway. At the very end of it, there is a little girl standing at the bottom of the stairs, covered in shadow. The man turns to look back at the couple, and they look terrified. The wife has tears running down her face.

“What is her name?” the man asks.

The wife slowly turns back to the table, staring at the wall. Theo doesn’t move, but he responds, “Marie.” His voice is strained and hoarse.

The man turns back to look at the little girl.

“Hello, Marie,” the man calls to her. The little girl does not respond but instead calls out again. “Mama?”

The man hears the drop of a pen, and the woman starts to whimper, but he doesn’t take his eyes off the girl.

“G-go back to bed, Marie,” Theo responds, his voice shaking.

After a few seconds, the girl slowly turns back to the stairs and walks up them.

The man turns back to the couple. Theo is bent over the kitchen counter, his hands in fists. The woman is sobbing quietly into her hands.

"Has she been acting weird lately?" The man looks at both of them, waiting for a response. To his surprise, the woman answers. Her voice is emotionless and gives no indication to her tears.

"That's the thing," she responds. The woman turns and looks into the man's eyes. "She died last week."

Will You Still Love Me Once the Moonwalk Stops?

Justin Brouckaert
National Day on Writing, Alumni Author

The author of fiction, nonfiction, and poetry, Justin Brouckaert (BA, Class of 2013) recently finished his master of fine arts degree in fiction at the University of South Carolina, where he served as editor of *Yemassee*. During his time at SVSU, Justin was a Writing Center tutor, a Roberts Fellow, and editor-in-chief of *The Valley Vanguard.* He was also the recipient of the Seitz Creative Writing Scholarship.

Justin's work has appeared in *The Rumpus, Passages North, DIAGRAM, Catapult, NANO Fiction* and *Smokelong Quarterly*, among other publications, and he has been nominated for a Pushcart Prize. The prose poem "Will You Still Love Me Once the Moonwalk Stops?" originally appeared in the online journal *Sundog Lit* and was most recently reprinted in the chapbook *SKIN*; more of Justin's writing can be found at http://justinbrouckaert.tumblr.com/.

The cicadas outside my window dare me to define the terms of this relationship. Bravado like that will get a guy salty, but of course I have to try. I tell them this: that all my sexual fantasies are of the two of us fully clothed, flipping through pictures of ourselves naked & saying *Gotdamn we used to tear that shit up*. I tell them these days I keep my hands on things like never before. I slip out of my skin midstride, leaving rubbery pods in streets & sidewalks. People call me out on it. They hold me up to my face & ask me if I realize what I've done. I say, *Hello, have you met my other demons?* There are these cicadas. There is this hide I thought I swallowed, my heart & groin cinched with wire. There is this husk you left at the foot of my bed that is beginning to seem indecent. I sit in the corner booth at family restaurants licking napkins into pulp, shaping a something to fill the hollow you carved with your chin between my shoulders. *It is only a hollow*, I say to the husk. I am drunk. I have been drunk for a long time now. I rub grooves into my sides until the friction makes a song.

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An Excerpt from *Living on Sisu: The 1913 Union Copper Strike Tragedy*

Deborah K. Frontiera

National Day on Writing, Alumni Author

Deborah K. Frontiera (Class of 1974) is the author of several children's books, including those in the *Eric and the Enchanted Leaf* series, which have won various awards. Deborah is also the author of the nonfiction *Fighting CPS: Guilty until Proven Innocent of Child Protection Services Charges* and of the prize-winning *Living on Sisu: The 1913 Union Copper Strike Tragedy*, from which the following excerpt is taken. *Living on Sisu* is a "middle grade" novel told in diary form and set in Michigan's Keweenaw Peninsula.

Deborah graduated from SVSU with a BA in English and education and minors in natural science and psychology. She taught in public schools in Houston, Texas, from 1985 until 2008. She now teaches creative writing part time for Houston's Writers In The Schools program during the school year and spends her summers in Michigan's Upper Peninsula where she grew up. One of her favorite classes while at SVSU was an elective on creative poetry writing—she still has the anthology the class produced. For more information about her work, visit her website (www.authorsden.com/deborahkfrontiera).

Wednesday, June 18

Mama gave me her shopping list and money today. This is the first time she has trusted me to do any shopping by myself. I think I know how young birds must feel when they fly out of the nest for the first time, afraid and excited all at once. I walked up to Pine Street to the Finnish store. While I was there, I saw some of the students from the class ahead of me cleaning out the shop owner's storeroom. They finished right before I paid for Mama's groceries. The owner let them choose a hand full of hard candy for their pay. I thought I should try doing that, too.

After I took Mama's groceries home, she said I was free to do as I pleased. I went back but the others had already been to all the shops on Pine Street ahead of me. Nobody needed any more work done. I will try again tomorrow in a different part of town.

On my way home the second time, I walked by the Opera House. I stopped and watched a fine lady dressed in a pink summer gown. She wore white gloves that went up past her elbow. The upper part of her arm showed just a little between the top of the glove and the lace on the sleeve of her gown. She put down her parasol and walked up to the box office. I heard her ask to buy tickets to the next performance. Then I heard beautiful music start, stop, and start again. I guess the singers and musicians were practicing inside. How I wish I could go in there, but I know I cannot. It costs much more than flicker pictures at the Bijou.

As I turned to go, there was a rumbling sound and the street shook a little. Everyone in the street stopped. People came out of shops and stood still. The mine levels and stopes run under the town of Red Jacket. The streets always rumble a bit when they are blasting, but this was not the usual time of day for that. Had there been an accident?

People around me whispered. After a minute or so, when no sirens went off, people went back to whatever they were doing. For those people it was just another one of those rumblings that come and go, but I was thinking about Papa. I let out a big breath I didn't realize I had been holding.

Sometimes when Mama takes all of us shopping, we walk by all the fancy dress shops, look in the windows and dream. I didn't feel like doing that today. I sighed and walked along Sixth Street which is paved with bricks. I thought about Marie as I passed near her church and turned to go toward Swedetown. Somehow, our dirt road seemed dustier than usual.

Friday, June 20

I walked over to Laurium after I finished my chores today. I thought maybe the shops there might have some back rooms in need of cleaning. Some shopkeepers said they had no work for a girl like me. Then I got lucky in Mr. Edwards' grocery. He said there were bushels of potatoes that needed to be sorted and the rotten ones tossed out. I went to work on it, even though the smell was bad.

I put the really rotten ones in one pile, the good ones in another and those that had some rotten parts and some good parts in a third pile. Mr. Edwards had me put the good ones in a new bushel basket and the rotten ones in the trash bin.

"What about these?" I asked pointing to the half good ones.

"I can't sell them. You may have them, if you want them. Come and choose some candy for your work."

"Thank you, Sir," I said. I chose *vanhapojan kääntiä*, peppermint candies, my family's favorite. "May I come back and help you again sometime?"

Before Mr. Edwards could answer, a woman came into the shop with a list. She tried to speak English but nothing came out right. I wasn't sure if she was Finnish, Croatian, or something else, but I asked in Finnish if I could help her. She smiled and told me how she worked for a family on Pewabic Street and her mistress wanted her to shop at this store. I took her list and helped her find each thing. When it was all on the counter, and the woman got out the money her mistress had given her, Mr. Edwards smiled at me.

"Thank you for all your help. What's your name, young lady?"

"Emma Niemi," I said.

"Well, Miss Niemi, you are welcome to come back here any time." He handed me another bunch of peppermints.

"Thank you, sir." I felt as proud as I did the day I won the essay contest.

The peppermints made my dress pocket bulge. The box of half good potatoes seemed light on the long walk home. Jenni and I spent the late afternoon cutting off the good parts and peeling them for a big pot of mashed potatoes for supper. When I pulled the peppermints out of my pocket and passed them around for dessert, everybody shouted, "*Vanhapojan Kääntiä!"*

Thursday, June 26

Two days ago, everything started out so fine. It was warm and sunny. I finished all my chores and decided to go to Mr. Edward's store again. Then everything went so wrong that I could not make myself write about it until today.

I was about halfway down the Swedetown road and not far from Papa's mine shaft. The ground shook and rumbled something awful! Sirens blared. A lot of people started running toward the shaft. I ran back up the road and almost plowed into Mama as she ran toward the mine shaft.

"Go stay with your sisters. I'll… find out… what the trouble is." I had never heard Mama's voice shake like that. Her face looked as white as clean sheets on a line. I bit my lip and ran home.

"What's wrong? What's wrong?" Jenni and Katri cried. "Mama ran off so fast. Are Papa and Jaako all right?"

I put my arms around my sisters and tried to be brave for them. "I don't know," I said. "Mama will come back and tell us soon."

But it wasn't soon. We tried to keep busy. Jenni dusted the parlor. Katri weeded around the tomatoes again. But all we could think about was the mine. Was there a big explosion? Was there a fire in the mine? Was our Papa dead? Or our brother Jaako?

Finally, we sat down on the front steps to wait. All up and down the street, women and children were sitting the same way. I told Jenni and Katri every story Papa had ever told me. They were not really listening. We sat, arms around each other, and stared at the ground.

A loud wailing reached our ears. A crowd of women and a few men came slowly up the hill along with a cart. I felt as if I were frozen to the steps. I could not move. The cart came closer and closer to our house, but I could not see Mama or Papa.

Katri started to cry. Then Jenni yelled, "Mama! Papa! Look, Emma, there they are! And Jaako, too!"

Jenni and Katri jumped up and ran down the hill, but I could not move.

The crowd and the cart stopped in front of our steps. Jenni and Katri were hugging Mama and Papa. Both Mama and Papa had tears in their eyes.

"Emma!" Papa cried, "it's all right." Papa walked over to me and put his hands on my shoulders. Tears streamed down my face. He pushed my hair back from my face and kissed my forehead. "Please take your sisters over to Mrs. Aittamaa's," he said. "Your mama and I have something we have to do."

It was Mr. Hakala's body in the cart. He was so covered with dirt I hardly knew him. Jaako stood between the cart and my sisters so they could not see.

Mrs. Aittamaa welcomed my sisters and me. We sat down and said a prayer of thanks for Papa, Jaako and Mr. Aittamaa, and asked God to take Mr. Hakala into heaven. Then Mrs. Aittamaa got out her ice cream maker. She said, "A cold treat will help ease your minds." She poured milk, eggs, sugar and vanilla into the inner tin and put on the lid. Next she put the tin in the bucket. She handed me the ice pick to chip ice from the block in the icebox. Jenni and Katri packed the ice around the tin. Mrs. Aittamaa put salt on the ice and attached the crank handle.

We turned the crank round and round until the salt melted the ice and the milk froze in the tin. By the time we had worn out our arms turning the crank, the ice cream was ready. Mama came to get us just as we finished eating it.

She and Papa had washed Mr. Hakala's body and dressed him in his church suit. He was laid out in a coffin in the parlor. All evening people came and went, talking softly to Mama and Papa and putting coins in a can. Papa kept telling people what a good man Mr. Hakala was, and how he had finally saved up enough money to bring his wife and child to America. Papa will have the bank send his widow the money and maybe it will help them live in Finland a little longer.

I listened as some of the men talked about the accident. Papa and Mr. Hakala were down at the end of the stope near where the miners were drilling holes for the next blast. The drill must have hit a crack or an air pocket: nobody knew quite what happened. A huge piece of rock on the hanging wall above them fell. Mr. Hakala was crushed beneath it, not two feet from where Papa and Jaako were lifting rock into the tram car.

The lump in my throat felt like a whole apple. I thank God I still have my papa, but I almost feel guilty for my thankfulness, because Mr. Hakala's wife and child have no one to support them now.

The next day we buried Mr. Hakala. I will never forget how I choked on the words of one of the hymns:

Blest be the tie that binds our hearts in Christian love.
The fellowship of kindred hearts is like to that above.
We share our mutual woes. Our mutual burdens bear.
And often for each other flows a sympathizing tear….

This morning at breakfast, Papa slammed his fist on the table. "After pushing that darn tram car ten hours a day for nearly thirteen years, I still don't have enough money to buy land. Anna, you are right. *Minä olen vain vuokralainen ja MacNaughton omistaa kartanon."* (I am still just a tenant and MacNaughton owns the manor.)

He got up and walked out of the kitchen. On his way out he said, "After I pick up the rest of Mr. Hakala's pay and take all the money to the bank, I am going down to the WFM Hall and I will join."

Permission for the reprint of portions of *Living on Sisu: The 1913 Union Copper Strike Tragedy* in this publication granted by the author, Deborah K. Frontiera, in conjunction with Jade Enterprises and ABCs Press.

Spotlight on... Students

No matter the college in which 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 those 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 as writers—because they are writers.

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 http://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 (ASPA); 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 http://www.cardinalsinsjournal.com/.

Spotlight on… the College of Arts and Behavioral Sciences

Melinda Dinninger

Communication Major

Melinda Dinninger is a communicator by choice, but a writer by necessity.

A Saginaw native, Dinninger has found great success doing what she loves at SVSU, most notably as a top competitor in the Michigan forensics circuit. In fact, Dinninger was recognized as the top novice competitor in the oratory and persuasion category of the Michigan Intercollegiate Speech League forensics tournament in March 2016.

A senior who will graduate in December 2016, Dinninger is pursuing a major in communication and minors in marketing and professional and technical writing, but she didn't always plan to follow this path. She began as a pre-law student, then switched her major to history, and eventually found a home in the Communication Department. She credits associate professor of communication and SVSU forensics team adviser Amy Pierce with helping her make the switch.

Dinninger stresses that despite popular misconceptions, forensics isn't just about speaking and delivery: "Writing is huge in forensics. A poorly written speech, no matter how well delivered, simply won't do well in competition. Judges evaluate on not only the delivery but also the structure, content, and overall writing of your piece." However, if forensics is really about writing, the way she writes pieces that she will perform in a forensics competition is far different than the way she writes essays for her courses. "The biggest thing is the difference between writing to be read and writing to be heard," she said. "People don't read and listen in the same way. I have to keep in mind, while writing for forensics, that my audience will never read a single part of my speech—it is all orally understood. For this reason, I want to use very strong organization. This keeps the audience on track."

Dinninger also always tries to remind her audiences where they have been and where they will be going. She also makes use of sentence structures that feel natural to her. "Personally, I am a pretty long-winded writer who uses the comma more often than I should," she said. "An overly long sentence when spoken, however, just doesn't sound right. Furthermore, I want to avoid alliterations or anything I know could trip me up when I speak."

The amount of research that she does for each speech performed in the competitive circuit is also crucial to her success. "Depending on the category, different events require a different amount of verbal citations," Dinninger explained. "This can range from about 7 to 14 [citations] per speech. All of these citations have to be from the last calendar year. Finding news sources covering your topic takes time. It is kind of a double-edged sword, you want to find a new topic, but not something so new you can't find information [about it]."

Her speeches in the past year have ranged from informative to persuasive, from the use of a new tobacco plant for airline jet fuel to serious side-effects of Essure, a form of birth control manufactured by Bayer, which, she argued, should be recalled from the market.

Dinninger has found great personal fulfillment in competing in the state competitive circuit. "It's helped me obviously as a public speaker… and it's also helped me as a writer," she said. "[I've learned] if you want to change something, you're going to have to communicate your ideas to others so that they understand your point and where you're coming from. Especially in a professional atmosphere, writing and communicating are the keys to performing well at any job."

Spotlight on… the College of Business and Management

Courtney Seamon

Marketing Major

When Courtney Seamon began studying marketing at SVSU in 2012, the New Lothrop, Michigan, native didn't feel qualified to sit at the table—literally or figuratively.

In her first semester of college, she was invited to attend an etiquette dinner hosted by the office of Career Services. These biannual dinners teach students how to properly eat meals in a professional setting and enable them to network with local business leaders.

"I didn't really think I was qualified to go as a freshman, and I was just really nervous," Seamon said. "Someone at Career Services ended up convincing me how beneficial it would be if I did go, so I went once, and then I went a few more times. I learned a set of skills that most people just don't know about."

As she described in a piece for which she won the Michigan Career Educator and Employer Alliance's New Graduate Essay award in June 2016, Seamon leveraged that knowledge and confidence to take advantage of many other opportunities at and outside SVSU, particularly as a writer. For example, she served as a research partner to former dean of the College of Business and Management Rama Yelkur, one of the world's leading experts on Super Bowl ad likability. Together, they presented their research in March 2015 at the Marketing Management Association annual conference in Chicago, Illinois; they are now co-authoring an article titled "Super Bowl Advertising: Positive Emotions as a Driver of Likability."

Additionally, Seamon has used the skills she developed as a writer at SVSU in her roles as a social media coordinator for International Recruiting at the university's Office of International and Advanced Studies, as a client services intern at George P. Johnson Experience Marketing, and as a member of the University Foundation Scholars Program, Cardinal Business Edge, and the sixteenth class of Roberts Fellows.

As a Roberts Fellow, she read Facebook COO Sheryl Sandberg's book *Lean In* and learned about the tendency of women to fail to fully embrace their professional ambitions, letting their perceived inadequacies prevent them from truly being present in the workplace, or, as Sandberg puts it, "sitting at the table." Seamon took to heart the idea that by sitting at the table women can become leaders in the workforce. Seamon explored this topic and her thoughts on leadership in weekly journal entries that she completed as part of the Roberts Program, which culminated in a month-long excursion to East Asia in May 2015.

Then, as her May 2016 graduation date neared, she returned to Career Services, specifically working with one of the office's assistant directors, Bill Stec, to land a full-time job. And again, writing came into play.

"[Bill] was really the one who sat down with me and helped me write things for my résumé and brainstorm ideas about how I could introduce myself to employers," Seamon explained. "When I sent out my résumé and cover letter to a few contacts, I had a lot of them advocating for me. They said they had absolutely no problem vouching for me for these positions because of how well my documents were written and how well I'd learned to communicate and market myself and my skills."

Having earned her bachelor of business administration in marketing, she now works as an assistant marketing analyst at Nexteer Automotive in Auburn Hills, Michigan. She began there as a student co-op in January 2016 and was hired full-time in May 2016. In addition to the regular duties associated with her position, which include updating all cross-product line meeting documents and presentations, as well as facilitating revenue plan updates between account managers and the company's finance team, she also works very closely with the executive staff. She's responsible for making sure that the day-to-day work completed by the customer managers aligns with the goals and strategies set by the executive team.

"Having had the experiences I have and being challenged by all those different people that were reading [my writing], whether it was Bill Stec, or Rama [Yelkur], or Andy [Swihart, faculty adviser for Roberts Fellows,]… helped me to develop writing skills that I now use to convey myself in a manner that is on par with the long-time executives I work with now," Seamon maintained. "I'm confident in my writing to the point that I'm not afraid to take on these very intense… situations, and I feel worthy of working with those people, being in those conversations, and sitting at their table."

Spotlight on…
the College of Education

Makenzie Frodle

Secondary Education Major

Originally from Fraser, Michigan, Makenzie Frodle knew from an early age that she wanted to become an educator. The reason she chose this field, however, is far from typical. Many educators go into teaching because it is something they have always wanted or because they enjoyed learning and school as children. This May 2016 graduate consciously devoted herself to education for the sake of the students who don't have such experiences: "Many students struggle through school; they can't see the point, or they feel as if they are trapped within a system that does not mesh well with the way they think and work. I went into education for these students."

Although writing is obviously a big part of Frodle's life and career given that she pursued an endorsement in English language arts (as well as one in biology), Frodle says writing is much more than simply something she can teach. "I find the English language so fascinating," she explained, although this is not how she always felt. "I used to be so frustrated with English because it had no 'right answer,' but now that is precisely why I love it."

The lack of a right answer is also why she feels it is so important to teach English language arts, perhaps now more than ever, as she watches students struggle to make the transition from writing outside the classroom to writing within one. Frodle, who started at SVSU in Fall 2011, hopes that through writing she can give her students the ability to say what they think and believe—the ability to have a voice. It doesn't always come easily, as Frodle knows from her own experiences student teaching: "When I was doing a research paper with my students and tried to teach them MLA formatting and citations, they looked at me like I was speaking Japanese. It was an uphill battle every day as I tried to answer endless questions. Writing well has so many rules that it is difficult to find a way to teach them to students succinctly and efficiently. I know that I didn't do a good job with teaching them MLA at all if I'm being completely honest. I doubt they remember half of what I said. But I'll learn from this experience."

And it's learning from one's experiences, both good and bad ones, where writing, Frodle believes, can be especially helpful. During her time in the College of Education, Frodle was required to write numerous reflections on her experiences, and she continued to do this work as she moved on to student teaching and to the student teaching abroad program. Although many would flinch at the need for so much reflective writing, Frodle found it empowering. "Never underestimate the power of written reflection," she advises students of all degrees, but especially the education students who will graduate from SVSU in the coming years. "Life in the education field is crazy, and you may think of a great idea or improvement to a lesson plan and forget it a second later because you've become distracted with something…. [Reflection] helps you organize your thoughts." Frodle's reflective writing has even given her the ability to hold on to much of her student teaching experience in New Zealand this past winter semester—she is even considering publishing some of these reflections as a way of comparing New Zealand's educational system with that of the United States.

During her time at SVSU, Frodle was a recipient of the Braun Award for the College of Education in 2014 for a paper she wrote on reader response theory (an approach to teaching literature in middle- and high-school classrooms). She was also an active participant in student athletics, devoting two years to track and field as a high jumper and four years to volleyball. Her involvement in SVSU athletics resulted in her being named a 1st Team All-GLIAC member and a Capital One Academic All-American; she also received a 2014 GLIAC Commissioner's Award, which recognized her academic and athletic accomplishments. Frodle even spent some time as a freelance sports writer for *The Valley Vanguard* when she wasn't on shift as a tutor at the Writing Center, a role she assumed in 2015.

Now, as Frodle searches for a teaching position, she is hopeful that the right one will come along very soon. In the meantime, she is continuing to write and trying to decide what to pursue for a master's

degree. Whatever Frodle chooses to study, she knows that her future will involve teaching, learning, coaching, and writing—always writing.

Spotlight on… the College of Health and Human Services

Kristen Gardner
Nursing Major

Kristen Gardner first became interested in hospital work when given the opportunity to shadow other nurses. When the 2016 graduate of SVSU's nursing program walked through the doors of McLaren Hospital in Port Huron, Michigan, as a high school student and saw IV pumps and heart rhythm monitors, she was, as people say, "hooked." Gardner had always known that she wanted to have a career where she could impact positive change in the lives of others, and nursing seemed to be the job for her.

This desire to help others as a nurse was reinforced at SVSU when Gardner began a writing-based research project titled "Nursing Students' Stereotypes toward Mental Health through Word Usage in Three Different Cultures." This research, which the Casco, Michigan, native began in her junior year, explores the socially constructed ideas that people from the United States, Nepal, and Indonesia have surrounding mental health concerns.

Gardner's idea for this project took root in a course on mental health, Nurse Provider Concepts II (NURS 341), taught by Professor Marcia Shannon, who asked the class this question: "What comes to mind when you hear the words 'mental illness?'" She implored the students to keep their answers unfiltered. Gardner, like many of her peers, was surprised at some of the words and phrases with which they came up, as they seemed to be overwhelmingly negative. Knowing that she was interested in pursuing a research project in a similar area as part of her work as an Honors student, Gardner and Shannon began to think about the possibility of expanding the class activity.

Gardner moved forward by recording the answers that her classmates had given. She was also able to use responses that Professor Shannon collected from other classes, including those from a section of Special Topics in Nursing (NURS 390) that was reserved for Nepalese students. The Indonesian responses arose out of a very specific opportunity that Gardner had—because her plans for the summer of 2016 included a study abroad to Bali and Borneo, Indonesia, she contacted a mental health facility she would be visiting and explained the project, asking if she could gather answers from their new nursing school graduates.

The most challenging part of the project, according to Gardner, was completing background research on Nepalese and Indonesian culture to understand the ways in which their answers might have been shaped. For example, many Nepalese respondents gave answers that were reflective of Hindu religious beliefs. The Indonesians' answers, though, tended to be quite objective, as they were coming from recently graduated students. Understanding these factors was crucial; Gardner wanted to make sure that she captured their answers accurately.

Understanding the media's influence on the development of mental health stereotypes in the United States was also critical. She found that TV and movies often characterize mental health disorders as dangerous, scary, or quirky. Teen movies tend to make substance abuse disorders look like normal teen behavior, while news bulletins often focus too strongly on the mental health disorders of criminals, making it seem as though the disorder was the cause of the crime. These were trends that Gardner identified as harmful, and they could all be feeding into the responses that she had been receiving.

Given all these concerns, Gardner realized she needed to be flexible during her writing process. If she created goals or timelines that were too strict, she found that she often lost the drive and enjoyment she wanted to have for the project. She decided that it was important to write the sections to which she felt the most committed at a given moment rather than simply writing a full draft start to finish. "One day I [would] have motivation to work on the literature review section, and the next I [would] have an interesting idea for

the introduction and [would] want to work on that," she said. Although Gardner knows that this process can seem a bit scattered, it worked well for her and helped her stay motivated and invested in her work.

The overall message that Gardner hopes to get across with her project is that people must be aware of stereotypes towards mental health if such stereotypes are to be vanquished. The purpose of the project was to start conversation and raise awareness. People can then educate themselves more thoroughly and understand why the negative beliefs they may hold aren't as accurate as they may seem.

Gardner remains thankful for the opportunity to develop professionally while researching a subject about which she cares so much. Many students, she notes, don't have the opportunity to create a big presentation or write a long paper on a topic in which they're really interested; SVSU's Honors Program gave her this opportunity by enabling her to make this research the subject of her thesis. She is hoping to continue to develop her research and plans to one day publish her paper and present it at a conference. She also had some very specific advice for writers from every field, namely to enjoy what you are doing: "If you are passionate about what you're writing, you will create a finished product that you can truly be proud of," she said.

Spotlight on… the College of Science, Engineering and Technology

Beth McCarry

Physics Major

Beth McCarry, a physics major set to graduate in May 2017, has always been physics-oriented. Her research professor, Dr. Matthew Vannette of the Physics Department knew this before she did. He spent time talking with her, discussing what she would like to get out of her undergraduate career, and it was this assistance that led her to change her major from engineering to physics. For McCarry though, success as a scientist means success as a writer.

This Auburn, Michigan, native believes that the most important aspect of scientific writing is analyzing results. Although explaining the procedure is important as well, it's the results, she feels, that will need to be unambiguous for the benefit of science and future experiments. It's also critical that people from other fields are able to read and understand what is being said. Collaboration, either within the scientific community or otherwise, can be extremely beneficial, but only when written communication is readily available and easily understood.

In her section of Junior Lab (PHYS 320), taught by Dr. Ming-Tie Huang of the Physics Department, McCarry was expected to complete lab reports that were treated as if they were technical papers being submitted for publication. "The professor would read through the reports with a fine-tooth comb, which was both equally exciting and terrifying," McCarry explained. When she received her first paper back, she was slightly dismayed to see all of the red marks. However, Huang's investment in his students proved to be extremely helpful. As he sat down and discussed McCarry's paper with her, she was able to gain an in-depth understanding of the writing process. She learned how to hone her technical writing skills to better benefit the paper's future readers. "[Dr. Huang] taught us to write our reports for two people—those who read, and those who look at the pictures (tables, graphs, etc.)," McCarry asserted. "For a physicist, [making this distinction] is crucial." It's vitally important, she learned, for readers to be able to understand previous experiments and results quickly and easily.

McCarry also felt that her writing skills grew in her Physical Optics (PHYS 402) class taught by Dr. Vannette. She was required to write essays on different scientific topics that challenged her to develop a new way of thinking: "These essays helped me grow as a writer because of the time I dedicated to characterizing my thoughts into a concise array of already known facts and new ideas. I feel that a lot of people are intrigued by science, but most don't pursue it because of the misconception that science is too hard to understand, even on a basic level. This is where scientists must excel—to illustrate their ideas in a comprehensible way so as to bridge the gap between science and society." Vannette's assignments started to help her bridge this gap. As she dove into the research necessary to complete her work, she felt her skills as a writer start to flourish, as did her understanding of the topics.

When asked about her proudest achievement in her field, McCarry can't point to a single event, but to her overall growth as an individual and a thinker. As she enters her final year at SVSU, she notes that her development as a technical writer over the past years has been invaluable, and she is very excited to keep learning and growing. Her plans include graduate school so that she can become a professor in her field. McCarry has discovered that the collegiate environment is one that she loves, and she hopes to one day be able to inspire students in the same way that she has been inspired at SVSU—as a scientist and as a writer.

Spotlight on…
The Valley Vanguard

Kylie Wojciechowski

Editor-in-Chief

Kylie Wojciechowski never planned to be a writer. In fact, she had a plan for every role *but* that.

A resident of Bay City, Michigan, Wojciechowski began her career at SVSU in Fall 2012 as a receipient of the President's Scholarship. Her aim was to acquire a degree in biochemistry. Within her first semester of college courses however, Wojciechowski realized that her passion was not for the sciences. Instead, due to her enrollment in an Honors section of Freshman Composition (English 111), taught by former Writing Center Director Diane Boehm, Wojciechowski came to discover her love for, as well as the power of, writing. This was after Boehm urged Wojciechowski to apply to work at the Writing Center as a tutor—a role that, at first, she was hesitant to take on.

Although she took on that role of tutor, due to this hesitance, Wojciechowski continued to move from major to major throughout her first semesters at SVSU. In her own words, Wojciechowski states that she "had toyed with the idea of declaring a major in almost every college at the University." During this time though, one feature of Wojciechowski's college path remained consistent: she continued to write.

After receiving the Braun Award in General Education during her first year at the university, Wojciechowski stumbled upon *The Valley Vanguard*. In August 2013, Wojciechowski joined the team as a staff writer and realized that her skills in and passion for writing harmonized with the newspaper's mission to deliver consistently unbiased and honest content to the campus community. In just two years, Wojciechowski added the role of editor-in-chief to her work as a Roberts Fellow, a key player in the TEDxSVSU initiative, and a devoted member of SVSU's Active Minds.

As editor-in-chief, Wojciechowski is responsible for directing a team of forty writers, editors, designers, and supplementary staff members to bring the weekly publication to SVSU's campus. When asked how her experiences with the *Vanguard* have developed her abilities as a writer and student, Wojciechowski chiefly focused on her ability to reconsider the audience and purpose of her work. In her own words, Wojciechowski is "now aware of the power of writing, especially as it exists outside the vacuum of a classroom, outside the relationship between student and professor."

Wojciechowski's position as editor-in-chief allows her to witness firsthand the impact that writing can have on our community's campus. Below is an article from the February 8, 2016, edition of *The Valley Vanguard*, titled "'Prayer Wall' Stirs Controversy." This article, written by Keith Schnabel and Devon Waslusky, showcases the power of the written word and the significant impact that merely putting another's name on a piece of paper can have on a person's life. Wojciechowski is no stranger to this fact; in a college career riddled with self-doubt and jumping from place to place, writing has been Wojciechowski's touchstone that led her to pursuing her current major—professional and technical writing—and has her looking toward the University of Michigan for a master's of science in information specializing in human-computer interaction. Reflecting on her current position at SVSU and the path she took to get here, the May 2017 graduate had this to say: "I know I'm where I belong: surrounded by writing and writers who believe in the power of words." She never planned to be a writer, but now she can't conceive of herself as anything *but* that.

"Prayer Wall" Stirs Controversy

Science East was a little more crowded than usual this week when students found that their names had been taped to the walls of the building's main hallway.

The Christian registered student organization His House Christian Fellowship was behind the prayer wall, which was unveiled on the morning of Tuesday, Feb. 2. Each student's name was written on a card, along with a brief prayer and an invitation to join the organization for its weekly meetings.

The cards read, "Jesus, we pray your blessings on [student name]. Bless their studies, health, and relationships. Let them see your love and truth, and the plan you have for their life. Amen."

Students were allowed to take down their card if they chose to. But because names were posted in no particular order, taking down one's card proved difficult, causing traffic and even anger.

This was not the organization's intent.

"The goal of the project was to simply show God's love to the people on campus," said Chad Koch of His House. "God knows everyone by name, so we wanted to provide the SVSU community the scope of what that means."

Many students were delighted to see that they were being prayed for.

"I think that it's really fantastic that each student was thought of and prayed over," said Sonia Roe, a third-year education student and professing Christian. "It is a good example of Christians showing that they care for their fellow students. While it is important for Christians to build relationships with others, we believe this prayer is the most powerful thing we can do."

It wasn't just Christian students who appreciated His House's prayer wall.

"In my opinion, it is a very nice gesture," said Shawn Schutt, five-year health science student. "While not being religious myself, I appreciate the time they took to remind the students of our University that there are people who care about them."

Unfortunately, the display was not received with unanimous approval. Students took to social media to call out the posting as an invasion of privacy, even a publicity stunt.

"I came to the conclusion that it was a marketing technique," said Ivan Macias, third-year political science student. "I am Catholic… As someone who prays, I don't need to garner people's attention. I don't pray in public or I don't do things like condemning people or 'praying' in the same manner. I am satisfied praying in the privacy in my home, knowing that it's authentic."

Lucy Kalinowski, fourth-year theatre student, was deeply confused by the display.

"Traffic stopped in the hallway. I had to weave between people to get to class. Postcards that covered the walls, it was intense and overwhelming… It was a little eerie, off-putting to say the least. When scanning the wall for my own name, I had a stranger come up to me and quietly ask, 'Do you know where they got the list?' She seemed worried."

Kalinowski's encounter was not unheard of. While the majority of students seemed to have, at worst, a neutral reaction, some were genuinely upset for reasons that have nothing to do with religion.

The names that were posted were not students' preferred names. As a result, the birth names of some transgender students were publicly displayed, putting them at risk of being outed.

Adjunct faculty member and transgender activist Char Davenport finds this troubling.

"Several transgender students told me they felt disrespected and violated… College is hard enough, and to add stress and sleepless nights worrying about personal safety necessarily makes it even more difficult."

His House's display was specifically sanctioned by the University, so the organization is not in violation of any posting policy.

Koch explained that members of the organization went to Student Life to ask permission to host an event that was not within the confines of the University's current posting policy.

"(Bryan Crainer and I) sat down and talked at the end of last semester," he said. "He explained that we could receive permission to do this one-time event, much like the Optimistic Club puts up encouraging sticky notes occasionally around exams.

"The agreement was that we would post and take down the cards ourselves, as well as ensure that anything that fell off the wall was picked up in a timely manner. We also used blue painter's tape by request of Campus Facilities."

Crainer pointed the organization to the Office of Institutional Research to obtain the student directory information. Koch emailed Director Nicholas Wagner, explaining the event and requesting a list of student names.

"He provided us with an electronic copy of the names of everyone who was registered for the winter semester," he said. "As far as I know, no group had to vote to approve it. No information other than names was provided to us."

Davenport, however, suggests that the University's posting policy be reviewed.

"SVSU's policy should reflect the integrity of transgender students, the concerns they have for acceptance and their own safety," says Davenport. "This is another indication that SVSU should revisit their policy on what some people call 'preferred names.' For a transgender person, it isn't a preferred name at all. It's a necessary name and it is as necessary to their identity as anyone else's name. SVSU's policy should reflect the integrity of transgender students, the concerns they have for acceptance and their own safety."

His House is now aware of this controversy.

"Our list provided did not use preferred names," said Koch, "Though I do not know how we could have avoided this, as any student who has a preferred name still has to correct rosters professors receive for classes. The privacy issue seems to me more of a reaction to the realization of how accessible basic information is today."

Reprinted by permission of the authors, Keith Schnabel and Devon Waslusky, and *The Valley Vanguard.* "'Prayer Wall' Stirs Controversy" appeared in *The Valley Vanguard* on February 8, 2016.

Spotlight on…
Cardinal Sins

Victoria Phelps and Maria Franz
Editors

Cardinal Sins, SVSU's literary and fine arts journal, has been around for over thirty years, but remains as vibrant as ever. Under the direction of past editor Brandy Abraham, the journal started accepting pieces from writers and artists outside the university. This work is now overseen by Victoria Phelps, editor-in-chief, and Maria Franz, former co-editor-in-chief and current associate editor.

Phelps and Franz shared the editor-in-chief position in Fall 2015, with Phelps serving as the sole editor-in-chief for Winter 2016. Both of them have been involved with *Sins* for different amounts of time; an English and creative writing major, Franz has been involved since 2012, and Phelps, who is majoring in English and minoring in history and creative writing, has been a part of the publication since Fall 2014. When they joined forces to learn the inner workings of this publication, they came to view student writing in a different light.

The change has "led me to get more excited about student writing," asserted Phelps, who comes to SVSU from Rochester Hills, Michigan. "When I discover that one of our contributors is a student, I'm thrilled. I love that we can see student pieces for their value and place them alongside well-published authors." Phelps mentioned that this sentiment seemed to be shared by the rest of the staff, adding, "the experience we offer our staff is the most valuable thing about us."

Franz, a Hadley, Michigan, native, notes that her work on *Sins* has helped her understand writing in general, as well as her own writing, in a different way. "Not all of our staff [members have] been in creative writing classes, but their works enrich my perspective, even academically," she said. "I now question whether or not something would 'pass' or even 'fly' if it were being submitted for a workshop, much like my own writing is."

Cardinal Sins has not only helped its editors; it makes an impact on the university community. The only publication of its kind at SVSU, the journal offers writers and artists at the university a unique opportunity to share their work outside of the classroom and in a publication that is accessible to other students. For readers, according to Franz, "it highlights the art that others produce in a way that is concise and literally handheld; it's accessible in every important way." Phelps added that *Sins* is an opportunity not all communities have and that "the many copies we distribute locally helps bring more art and literature to our area."

Some members of the campus community may question *Sins'* move from being a journal that publishes the work of only SVSU students, faculty, staff, and alumni; according to the editors, publishing work by those outside the SVSU community elevates the credibility of *Sins* and actually helps SVSU's students. "I think—at least, I hope—that having a journal on campus has led students to see publication as a possibility for their work and motivated them to submit pieces to us and other journals," Phelps explained. By including student work along with work from international authors, *Sins* shows that student writing is valuable and that publication for students is an attainable goal.

One SVSU student who recently had her work published in *Cardinal Sins* was Maria Bur. Phelps argued that Bur's piece "The Mime," which won the journal's flash fiction prize in Fall 2015, "models the sort of artistry and masterful characterization we hope to encourage in writing." Phelps continued, "[Bur] characterizes the mime in just a few brief snapshots, and she includes the perfect amount of information—not too much, not too little. A clear tone runs throughout the piece, and it fits the story well. 'The Mime' is the sort of story you can't help but picture in your mind—probably picture in black and white with a touch of red and yellow."

The Mime

He's a bit young to be a mime, she thinks, watching his performance at the crossroads one morning. *I thought mimes were usually older, middle-aged at least.* She surveys the rest of the audience, most dressed for work. Some just keep walking, their eyes briefly caught and held by the mime's performance. The mime pretends to step carefully into a canoe, wobbling on one foot with the other extended ridiculously above the damp pavement. His eyes widen in alarm, his arms flail before the canoe settles, and he sinks onto the pavement in relief. The audience chuckles as he sighs exaggeratedly, blowing out a puff of air that disturbs the curly hair brushing his forehead. The mime rows the canoe, his arms working furiously while he remains in place.

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The next morning she stops again to watch the mime, entranced both by his performance and appearance. He pretends to chop down a tree. He bends to pick up an imaginary axe, his skinny arms struggling with the effort of lifting it to rest on his shoulder. With his hands curiously suspended, the mime takes a few steps into the center of the crowd. He slams the axe into the side of the tree, his forehead wrinkled in determination. Suddenly he springs up, tossing the axe aside, his mouth stretching wide in a silent yell. He's running toward her, arms gesturing wildly for her to move out of the way. Before she can, he's hustling her sideways, his gloved hands forcing them both to crouch on the pavement as the tree falls where she'd been standing. The audience applauds as he slumps in relief before turning quickly to help her up, brushing invisible debris from her coat. His eyes seem to ask *was that okay?,* but before she can say *yes* or *thank you* he has turned away.

***

She stops to watch him many times after that and, without speaking to him once, falls in love. She joins the mime as he catches salmon in a river, climbs mountains, picks daisies and violets in a field. One morning he even has a tea party with a little girl who laughs manically when he mistakes her hand for a cookie.

She arrives one day; he has left. In his place is a yellow canoe, tipped on its side. Next to it, a sapling grows beside a heavy looking axe. A fishing pole, rappelling gear, and a teapot lay scattered. In the overflowing gutter she sees a bright yellow canoe paddle. She picks up the teapot. The handle is chipped, but she carries it home anyway.

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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 developmental writers, 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 between 4,000 and 5,000 individual tutoring sessions each academic year.

Writing Center tutors also present original research at state, regional, and national conferences, and they provide orientation sessions for all English 080 and 111 students. Some have additionally worked with faculty members to develop workshops on various topics as part of the Center's Writing Across Campus (WAC) seminars.

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 sponsors the art contest "Write Space" and the poetry contest "Writing on the Wall" in the fall and winter terms for all SVSU students.

The Writing Center is also involved with the larger community. For example, it conducts workshops for area high school students. With funding provided by the SVSU Foundation, two tutors attended the Bear River Writers' Conference in May 2016 and then designed a workshop for Saginaw High School students participating in SVSU's Gaining Early Awareness & Readiness for Undergraduate Programs (GEAR UP) initiative in the fall term.

This academic year, through grant funding provided by the Dow Corning Foundation and the Saginaw Community Foundation, the Writing Center opened the Saginaw Community Writing Center (SCWC). Housed in Butman-Fish Library, the SCWC was open up to three times a month to all community residents. The SCWC offers both 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.

On the following pages, we share some of the writing generated at the Writing Center through its contests, workshops, and the SCWC. More information about the SVSU Writing Center's services, initiatives, and programs can be found at www.svsu.edu/writingcenter, and more pieces of writing generated at the SCWC can be found on its blog, *Byline: Saginaw,* at saginawcwc.weebly.com/blog.

Recovery

Samantha Geffert

SVSU Writing Center's "Writing on the Wall" Winner (Fall 2015)

Samantha Geffert is a second-year student at Saginaw Valley State University. A secondary education major, she is pursuing a concentration in English, as well as minors in Japanese and history. Samantha has studied Japanese for five years, has spent time abroad with her Japanese host family, and is especially interested in Japanese poetic forms. "Recovery" is written in the form of the Japanese *tanka.* For the Fall 2015 "Writing on the Wall" Contest, entries were limited to the *tanka,* in honor of SVSU's Japanese sister school, Shikoku University.

Drifting between here
And her; roots gnarled between bones
Thorns pressing, aching

Flowers growing within me
Too fragile for wind and light

Passion like Jumping
But Not Knowing How to Swim

Kathryn Karoly
SVSU Writing Center's "Writing on the Wall" Winner (Winter 2016)

Kathryn Karoly, a fourth-year creative writing major and English minor, has been the recipient of several writing honors at SVSU, including the 2014 Tyner Prize for Poetry, a 2014 National Day on Writing Open-Mic Prize for poetry, the 2015 Theodore Roethke Student Writing Award, and the Fall 2015 "Writing on the Wall" competition. In May of 2016, she interned in Belgium with poet Éireann Lorsung at Dickinson House, a literary bed and breakfast that serves as the headquarters of the micropress Miel. Kathryn plans to study poetry at the graduate level to pursue a career in either editing or the teaching of creative writing.

June 1912

The water was brown from its rocks and there were ragged towels hung from trees for after.
In the water, the girls were light as cream—the boys
brown-backed and freckled; skin burst as a dying star, seen but without any texture.

Even in the water, which was cool that year, the boys looked warm as weeping eyes.
Their undergarments stuck to them and their muscles were young with walking
and bending over for lifting, with tightening and extending fast as gravity,
with climbing above me for bed.

Their faces were only different by age, their talk: one, the water rushing, the other, the rocks
holding out from the drag.

A window up at the house was open and somewhere inside, my mother felt her life
touch her by a breeze. Maybe she watched the girls with her boys;
maybe she folded their dresses to be ready for when it was time to go,
smelled them for other men.

Maybe she knew the blonde one was light like wood shavings, hungry
but would never ask. That the one who would not get her hair wet
had bought vanilla from town and dabbed it on her wrists and her neck,
did not want it to wash away.

The boys liked the same one; they knew and did not mind.

But did she know my brothers acted like war with me—peace and pride pulling at my arms
which held them like stitches and were pushed out naturally
when their bodies said it was time?

In the night I thought of my brothers becoming men,
cried for those girls who loved the sight of roses in hands reaching for them,
seeing red as only one passion.

Mockingbird

Joshua Atkins
SVSU Writing Center's 2015 Bear River Writers' Conference Participant

An SVSU Dean's Scholarship recipient, Joshua Atkins has been a member of the Writing Center staff since Fall 2014; during his time as a tutor, he has worked at the Saginaw Community Writing Center and conducted original research that has led to three conference presentations, including one at the National Conference on Peer Tutoring in Writing. He is currently pursuing a double major in English literature and creative writing.

From Richville, Michigan, Joshua wrote "Mockingbird" at the University of Michigan's Bear River Writers' Conference, which he attended through the support of a SVSU Foundation grant. At Bear River, Joshua worked with American poet Richard Tillinghast, who is referenced in the poem below and who has been the recipient of Harvard's Amy Lowell Traveling Poetry Fellowship and the James Dickey Poetry Prize. After Bear River, Joshua helped organize a poetry workshop for high school students.

I'm sitting here,
firmly planted on this splintering bench,
wondering what Richard
or what Jamaal
might write about.
I've come to an answer for both:
probably the birds.

A robin perches itself
on a nearby tree,
chirping a song I can't imitate.
I think a mockingbird
would be more fitting.

There's a fire extinguisher
rooted on the grass and dirt
to my left.
Either smokers are naturally untrustworthy
or there's a lawyer hiding in the trees.

Raindrops tap my shoulders,
urging me to lift myself
and move under a tree with branches
slightly too low for comfort.
I know there's some cliché here
about beauty in a storm.

My eyes are fixed on that damn fire extinguisher—
I see the rain tap its surface.
I'm too far away to hear the song it makes.

"Mockingbird" was previously published in the *Bear River Review.*

Epiphany

KayLee J. Davis

SVSU Writing Center's 2015 Bear River Writers' Conference Participant

KayLee J. Davis is from Charlevoix, Michigan, and joined the Writing Center staff in Fall 2014. Pursuing a double major in creative writing and psychology, she has had poems published in *Bear River Review, Common Ground, Old Northwest,* and *The Mochila Review*. She is a member of Active Minds and has served as the poetry editor of SVSU's student-run publication *Cardinals Sins*. When she graduates, KayLee hopes to become a college counselor and librarian.

KayLee attended the Bear River Writers' Conference in May 2015 through the financial support of the SVSU Foundation; at the conference, she worked under the direction of Detroit poet Jamaal May. After attending Bear River, which is put on by the University of Michigan, KayLee co-led a workshop for Saginaw High students. "Epiphany" was one of the pieces she wrote while at Bear River.

A half-moon,
clear white compared
to the pale pink
of my hand.
A half-moon that
somehow whispers through
my veins—
relax.
Once swallowed,
thoughts are clear,
flashing stars against
an infinite sky.
Once swallowed,
I realize how they
would blink out,
one by one,
if I swallowed the whole moon.

"Epiphany" was previously published in the *Bear River Review.*

Night and Day

Asahni M. Eichelberger
Writing Center Poetry Workshop Participant

Asahni M. Eichelberger has lived in Saginaw, Michigan, all her life. A member of Saginaw High School's graduating class of 2017, she currently ranks third among her classmates. At Saginaw High, Asahni is captain of the varsity volleyball and softball teams; she holds the executive position of secretary in her school's Teen Advisory Council; and she plays clarinet for the Mighty Marchin' Trojan Band. She is a proud participant of the Saginaw High School Law Day team and was recently inducted into National Honor Society. Upon graduating high school, Asahni aspires to go to college to double major in psychology and biochemistry. She hopes to become a psychiatrist and open her own psychiatric institute. "Night and Day" takes its title from a sculpture by Marshall Fredericks.

One holds a fish.
The other holds a bird.
The fish of the water,
the bird of the air.
Both are reaching towards the sky up above,
but all the while being covered by water.

An Excerpt from "To the Ends of the Earth"

Sarah Syeda
Saginaw Community Writing Center Participant

A resident of Saginaw Township, Michigan, Sarah Syeda is fourteen years old and recently completed ninth grade at Saginaw Arts and Sciences Academy. Although she spends a lot of her time occupied with studying and schoolwork, she also enjoys taking walks outside, painting, drawing, and writing creatively (stories and poems). Her favorite place to be is on an airplane. When she grows up, she aspires to be a microbiologist or a genetic engineer, as well as an author on the side. The following is from a longer story that Sarah is drafting and that she has worked on while attending the Saginaw Community Writing Center.

There was a day when, instead of following Adlai to the dining hall to get breakfast, I took a detour. Feeling a desire to explore the castle, I walked up a flight of stairs, down a hallway, around a corner, and so on. I didn't keep track of where I was going—I wasn't too concerned about getting lost, as Adlai had told me about many of the rooms that this castle held. I finally stopped when I found a room full of letters and scrolls.

I wanted to practice my reading skills. So I went inside, inhaling the scent of old paper and ink, of long-forgotten words and expressions.

Breathlessly, I spread my arms out in the profound silence, twirling around a few times with careful effort to make as little noise as possible.

As if by enchantment, my eyes fell on a signature at the end of a long, half-rolled letter. *Indigo*, it read. My mother's name.

I grabbed the letter and began to read.

17th of February

My beloved son, Adlai…

I'm sick. I've been an optimist thus far, but the truth is, I'm not going to survive to see you again. That's a fact I'd rather not face. But when reality slaps you in the face, you have no choice but to face it.

About Yona—she's turning three this month. To describe her, Amil said to me that she takes after me. Her hair and eyes are dark, like his, but her face is structured like mine, and when she smiles, her eyes crinkle up the way mine do. It's sad to think that I won't live to see her grow up. Right now, her favorite color is purple and she is a talkative child.

My hands shook as I read the paragraph about me. It was all that I would ever know of what my mother thought of me. Were these the only thoughts my mother had had of me? For a second, I wondered what it would be like to die leaving two children behind. One in boarding school, who would not get the chance to say good bye, and one who was too young to even keep the memory of her own parents' faces.

If I were to send this letter, it would only put you in danger. There are creatures here, known as the Ignis Corda, and they are determined to have this castle for themselves. They would kill me if I tried to send a letter to your school, and they would probably kill you as well. I wouldn't want…

The rest of the letter did not affect me as much, but I was still shaking by the time I had finished reading. I sunk to my knees and I cried, for everything the letter had told me and everything that I would never know.

I hardly heard the strangled whisper that escaped my lips. "Mama…" I breathed.

Minutes passed. I felt rather than heard Flor enter the room. She crossed over to me and patted my shoulder once, before withdrawing and sitting calmly next to me, not even looking at me as I calmed myself down and took a deep breath, glancing at her uncertainly. She gazed back for a few seconds, her expression friendly and concerned.

Flor and I sat together for a while, in simple silence, staring at the walls. Finally, I asked her a question that had been bothering me for some time.

"Flor... do you ever get to play with anyone your age?" She looked at me, blank-faced. I felt my face heat up in embarrassment. The only one her age at this castle was Remmon, and I doubted he and Flor were the type to play together.

"It's just that... I didn't either, when I was little." I looked away from her, searching for the words to finally tell someone what I had wanted to express for so long. "But it's not because there was nobody else around. There were lots of people. We lived in a port city. People were always meeting each other, staying for a few days and then moving on to their actual destination."

She stared at me, silent as ever but hungry for details. I sighed, trying to control my emotions. "There were always girls my age to play with," I said at last, "but my master didn't allow me to play. Or talk to anyone. She said they weren't worth it."

I looked back at her, meeting her eyes. Before, I had only seen them as gray, but being so close I spotted an undertone, a haze of bright violet in her irises.

"I always wanted to be friends with them. But I never was. I was never friends with anyone." I waited for a response, of any kind, but I didn't get any. Finally, I extended my hand to her. "Can you be my first?... My first real friend, I mean? I think… I think that you'd be worth it."

Flor stared at me for one long, scary moment; I was sure that she would reject my offer. Then, ever so slowly, she reached for my hand and clasped two of my fingers in her tiny palm. She smiled at me. I smiled back.

Spotlight on... Faculty

In the following pages, we profile the work of three SVSU faculty members known for their work in 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 2016, they share on these pages insights into their work as writers and as teachers of writing.

An associate professor in the Kinesiology Department, **Dr. Adam M. Coughlin** earned his doctorate from Michigan State University and joined SVSU in 2014. He is active in student-based research, taking students to conferences, and advising multiple student groups. In part because of his work in these areas, in 2016 Dr. Coughlin was awarded the Terry Ishihara Award for Outstanding Co-Curricular Student Involvement and was nominated for Faculty Advisor of the Year for his work with the Adventure Club. He is also the recipient of the 2016 Innovative Writing in Teaching (IWIT) Award. The IWIT Award is coordinated by the University Writing Committee, and in his essay, Dr. Coughlin explains ways in which he works to teach students of the importance of revision, of the need to be constantly writing, and of the benefits of collaborating with other writers.

The 2016 winner of the Franc A. Landee Teaching Excellence Award, **Dr. Erik Trump** is a member of SVSU's Political Science Department. Since he joined the faculty in 1997, Dr. Trump has served as department chair, as chair of the Honors Program, and as faculty editor and advisor of the student-produced political science journal *The Sovereign*. A former winner of the IWIT Award who has mentored numerous student winners of SVSU's Braun Writing Awards, Dr. Trump talks in the following pages of ways he makes writing of interest and relevance for his students. He received his doctorate from Boston University and runs SVSU's Summer Institute for New Faculty.

Dr. Scott M. Youngstedt won SVSU's 2016 Earl L. Warrick Award for Excellence in Research. Youngstedt earned his Ph.D. at the University of California, Los Angeles. Now a professor of anthropology, he has worked in the Department of Sociology at SVSU since 1996. Youngstedt won the SVSU Faculty Association's Faculty Recognition Award for Scholarship in 2004 and SVSU's Terry Ishihara Award for Outstanding Co-Curricular Involvement in 1998. He has served three terms as chair of the Department of Sociology, two terms on the General Education Committee, and one term on the Graduate Committee.

"Writing isn't writing; writing is rewriting": Scientists Learning to Write

Adam M. Coughlin
Associate Professor of Kinesiology
Recipient of the 2016 Innovative Writing in Teaching Award and the 2016 Terry Ishihara Award for Outstanding Co-Curricular Involvement

In the field of exercise science, it has been my experience that most students are inexperienced writers (at best), poor writers (at worst), and/or afraid of writing (usually the case). Teaching for sixteen years has brought a wide range of writers of varying abilities across my path. Simply put, most students aren't effective writers. Changes to curriculum, course content, and even class size haven't changed student skills sets nor attitudes much. I can whole-heartedly relate. During my undergraduate years, I enjoyed creative writing, but scientific writing was a completely different beast. Scientific writing didn't really come around for me until halfway through my doctoral program; better late than never, it arrived just in time with six little words uttered by one of my professors.

In an attempt to improve my own students' writing, well before they are eight years into their higher education, I have implemented various practices into my writing assignments over the past decade and a half. Some worked… a bit. Others, not so much. Right about the time I started to contemplate what changed in me, my ah-ha moment, a class schedule change resulted in an upper-level, elective kinesiology course falling into my lap. While prepping this historically writing-intensive course, Advanced Exercise Physiology (KINE 456), I remembered what my doctoral advisor told me about writing that was most likely the impetus to my growth as a writer: "Writing isn't writing; writing is rewriting." This, along with class notes from professors who had taught the class in the past, guided me to my new and improved class format, one that was specifically meant to help my students refine their writing skills.

Course Design

The course runs on seven two-week cycles, or Lessons, and uses individual- and team-based activities. Prior to the first day of the cycle (which begins on a Thursday), the students have had a chance to review online material to prepare for Readiness Assurance Tests (RATs). On that Thursday, the students come to class to take their individual RAT; then they convene in their groups (there are five groups in the class of twenty-five students) and take a team RAT. This testing approach hopefully provides students with insight into the Lesson's topic.

The Lesson's "scenario" is then given to the teams using the Problem-Based Learning (PBL) approach. PBL was started in the 1960s at a Canadian medical school and is used around the world as an educational tool based on student-centered learning. It involves small groups, guidance rather than teaching, problems posed to students to stimulate learning, and the usage of problem-solving skills in the cognitive process; knowledge gains are self-directed. In practice, once groups are formed and the problem has been posed to the groups, the seven stages unfold in the following sequence:

1. Identify the problem and clarify terms.
2. Define the problem (ask questions).
3. Analyze and investigate the case (answer previous questions and ask/answer potentially more questions).
4. Restructure the problem (place questions and answers into groups, or topics).
5. Formulate learning objectives (develop learning objectives to form topics that answer or help to answer the problem).
6. Conduct private study (have individual group members perform self-studies to gather information, answering the objectives and ultimately the problem).

7. Groups share results of private study (provide a combined Step 6 and any form of presentation [i.e. PowerPoint presentation, policy brief, etc.]).

In my case, the scenarios I provide are based in exercise physiology and include a real-world problem to be solved. One such example charges the groups with preparing a group of runners as they train to run across the Sahara Desert. In addition, the students need to prepare to monitor the runners for the 100+ days that it will take them to complete the 4,000+ mile endurance event. The students then follow the first five steps of the PBL approach to arrive at a point where three to five objectives are created. These objectives are then used in Step 6 of the PBL model, requiring each student to search for scientific information. Students have five days to conduct their individual research about the objectives and write up their findings.

These five individual drafts created in Step 6 are then combined in PBL's Step 7, where I require students to prepare the final manuscript and a group PowerPoint presentation. The chair of each group is responsible for combining Step 6 papers within two days of those drafts being submitted. This new draft is then sent out to each member for edits. Edits are due back to the chair three days later. Once the edits are given, the chair then updates the final document and submits the paper to me two days later. The group then uses this Step 7 paper to prepare and deliver a PowerPoint presentation. Then, at the following class, which occurs on another Thursday a mere two weeks after the Lesson began, the process repeats. In all, seven Lessons occur over the course of the semester.

Methods to My Madness

I specifically use three methods to introduce writing, improve editing, and remove the fear of writing, all while (hopefully) keeping the students interested in the course content of KINE 456:

Method 1—Make sure that the Lessons are grounded in exercise physiology, are real-world examples of problems that have occurred or could occur, and are somewhat easy to research independently. Examples of Lessons include the following:

- Should the NFL ban vegan diets?
- What precautions should consultants for CBS's *Survivor* consider for contestants participating on the show in hot and humid Guam?
- How would you address the concerns of parents whose children will be SCUBA diving in Palau?
- Does the advertising of the "Training Mask" hold up when scientifically scrutinized?
- How do you prepare a group of press agents to follow climbers up Everest?
- Should the military adjust their diving protocols?
- What should the organizers of the New York Marathon provide at aid stations during the marathon?

Method 2—Include a group component to writing. Because PBL includes individual and team components, this provides some support during the writing phase, takes some of the pressure off students who worry about the individual assignment, and allows for group editing opportunities. Once the objectives are developed by each group, students independently research those objectives and write their own narratives. Although these narratives are graded, they weigh much less than the final team assignment. The chair, a position that rotates from Lesson to Lesson, gains experience piecing the individual papers together and sending the new, longer essay back out to the team for edits. The chairs are exposed to others' writing styles, both good and bad, in having to make one final paper. Being exposed to others' writing provides insights into one's own writing. The team then gains experience in the editing process, which is priceless. This process is also "real world," as research teams often add to documents and perform final edits prior to publication.

Method 3—Provide a repeating pattern, by simply changing the topic (Lesson). In addition to my belief that "Writing isn't writing; writing is rewriting," I relied on another invaluable practice. This is something that I had learned when I was a kid reading shampoo bottles in the shower, "Wash. Rinse. Repeat." To keep the students interested, I can't have them edit the same paper all semester long; there is a limit to rewriting the same document, so they continue with rewriting, just with a new Lesson.

I try to emphasize to my students that, as with anything, writing is a skill. It needs to be practiced. Over and over again. Write. Rewrite. Wash. Rinse. Repeat.

Inspired by *The Walking Dead*, or Making Writing Relevant and Fun

Erik Trump
Professor of Political Science
Winner of the 2016 Franc A. Landee Teaching Excellence Award

Six years ago, my department's work-study student recommended that I watch *The Walking Dead,* which, she claimed, addressed many political questions. Three years later, I finally followed her advice, and some of my students have been suffering in an apocalyptic, zombie-infested wasteland ever since. My Writing and Politics (PS 112) students spent a semester examining apocalyptic visions in American cinema. My Introduction to Political Science course (PS 118) opens with a post-apocalypse scenario: zombies have eaten every single government official and employee, and the students must make a case for the social contract theory that will best suit these new circumstances. Even when no zombies are involved, my courses have taken a dark turn. In Public Policy Making in the U.S. (PS 345), we learn about the public policymaking process through the lens of disaster politics. My department's majors begin their Senior Seminar (PS 485) with a close reading of Sophocles' *Antigone* (in which a king prohibits the burial of a traitor, with tragic consequences all around) and end with Ray Madoff's cheerfully titled *Immortality and the Law: The Rising Power of the American Dead.*

Why so much gloom and doom? Can I blame that work-study student? Does it have something to do with facing the second half of my life? Or am I just channeling the *zeitgeist* of the times? Perhaps all of the above, but I'll leave it to my psychology colleagues to make a proper diagnosis of the causes of my apocalyptic enthusiasm. My discussion here will be limited to its effects on my teaching and my teaching of writing.

I'll begin, though, with a confession: I'm not just teaching the apocalypse; I'm also researching and writing about it. I belong to the "Disasters, Apocalypses, and Catastrophes" section of the Popular Culture Association. I have presented several disaster-related papers at academic conferences. I'm writing a book chapter on our government's use of zombie-themed disaster preparedness materials. And I watch *The Walking Dead* for research purposes, not just entertainment. All of these activities impact my role in the classroom, and not just in terms of *what* I teach. Rather, I have modified and invented writing assignments to ensure that they are useful and fun—that they in some way mirror the experience and pleasure that I take from my own research.

First up is usefulness. Writing can be boring, in part because it is time-consuming. *What's the point? Just give me a multiple-choice test!* So I have to "sell" my assignments as having some real-world relevance. There are many ways to do this, but I'll describe just a few here that are inspired by my scholarly activity.

Rather than assign a standard "research" paper, I may design writing tasks that mimic the kinds of primary sources I encounter during my research—legislative hearings, government reports, policy analyses, and so on. For example, in my most recent disaster-themed Public Policy Making course, one assignment required students to write a short analysis of a narrow policy area needing attention and then craft a cover letter to a U.S. congressperson urging action on this issue. In another unit, students assumed the role of experts called upon to provide written testimony at a U.S. Senate Committee on Homeland Security hearing. Their focus was on the risks of a cyberattack on our nation's electric power grid. Writing activities like these are obviously useful to public policy students, many of whom hope one day to be employed at agencies or organizations where they will perform similar tasks. (These exercises gain even more credibility when I describe a former student who was asked to write a policy analysis as the final step in her job interview.)

A second way that I often make written assignments relevant is by adding an oral communication component. Mike Major, the director of SVSU's Career Services office, tells me that employers lament college graduates' weak interpersonal communication skills, and—if I'm honest—some of the faculty who present at academic conferences are not so great in this area themselves. As a result, I make a point

of helping students find the links between effective writing and engaging oral communication. Sticking with the Senate hearing example, I created a simulation of a committee hearing at which each student presented a two-minute oral version of his or her written testimony. This exercise emphasized the skill of summarizing but also of editing for tone and style—the written testimony could sound academic, but the oral statement had to keep the senators awake!

Lastly, my own scholarship interests (zoos, music, zombies) have always been fun, so I can appreciate the value of making writing assignments entertaining for students. Here I sometimes take inspiration from gonzo journalist Hunter S. Thompson, who perfected his craft by spending hours imitating the writing styles of other authors. There's something about imitation that students find inherently profitable and enjoyable. For example, after reading Walter R. Echo-Hawk's *In the Courts of the Conqueror: The 10 Worst Indian Law Cases Ever Decided,* my Native American Politics students researched a "good" case and wrote a "Best Law Case Ever" paper that imitated the structure and tone of Echo-Hawk's chapters. Even better, my Senior Seminar class read Barry Lyons's *Letter to a Prohibitionist,* a colorful and polemical argument for marijuana legalization that plays fast and loose with the empirical data and reflects a fuzzy grasp of the U.S. political system. Adopting Lyons's voice, students wrote him a letter in response. When they read excerpts out loud, spontaneous applause rewarded the most hilarious letters. Similarly, the Senate testimony exercise described above was made fun in two ways. First, the students got the opportunity to feel like real experts because their task was to debunk Ted Koppel's alarmist and poorly researched book *Lights Out: A Cyberattack, a Nation Unprepared, Surviving the Aftermath*—it was like shooting fish in a barrel. Second, to prep for the oral component, we watched and critiqued three witnesses at a real 1985 hearing—Frank Zappa, Dee Snyder, and John Denver arguing against parental advisory labels on records. Just as students' writing can be a source of fun, so can the examples I provide.

As I hope the examples above illustrate, our own scholarship offers plenty of inspiration for classroom exercises that enable students to develop their writing skills in fun and relevant ways. Like the best academic conferences, the classroom can become a social, critical, and creative space in which students experience a sense of meaningful accomplishment—even when zombies, gloom, and doom are at the center of our work.

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Becoming a Better Writer Requires Thick Skin and Patience

Scott M. Youngstedt
Professor of Anthropology
Winner of the 2016 Earl L. Warrick Award for Excellence in Research

After conducting ethnographic field research in Niger, I chose to write my doctoral dissertation for the University of California, Los Angeles while out of residence. When I had completed about two hundred pages' worth of writing, I sent it to my advisor, Walter Goldschmidt. We had computers then, but this was in pre-internet days, so he replied about two weeks later with a thick envelope that I opened with eager anticipation. He wrote, after a few cordial greetings, "this is a piece of shit." He explained why in about three single-spaced pages, indicating that I might be able to salvage one twenty-page section of it. I was furious, and I took his comments personally. I had earned my B.A. in Anthropology at Reed College—an elite liberal arts college in Portland, Oregon—by writing a 386-page senior thesis that had won an award for exemplary scholarship. I could not look at the letter again for about ten days. When I finally mustered the courage to re-read the letter and my draft, I realized that he was right. After all, he was a past president of the American Anthropological Association (AAA) and a former editor-in-chief of *American Anthropologist*—the flagship journal of the AAA. I realized that he was trying to help me, and I am forever in his debt. He could have saved himself a lot of work by simply saying that my draft was fine, but this would not have helped me.

I like to share this story with SVSU students to make the point that writing is hard. I explain that I have been writing academic papers for more than thirty years and that I still have difficulty with writing. I also tell them that I had read hundreds of books and thousands of scholarly articles before I could write my first publishable paper. I share with students my assertion that writing is the most difficult academic skill. I explain that no one will know that they can think critically and reason logically unless they can write effectively.

During my fieldwork in Niger, an extraordinarily patient Qur'anic scholar who was trying to teach me some basic information about Islam lost his patience with me. He said with exasperation, "How can I expect you to make sentences when you do not even know the alphabet?" I think about this point when teaching SVSU students about writing. I do not think that we can expect SVSU students—especially first- and second-year students—to write effective, long research papers when many of them cannot write a coherent paragraph. Therefore, I think that it makes more sense to assign multiple two- to three-page papers in a semester.

I find that students spend more time throughout a semester engaged in the writing process if they must write five three-page papers rather than one fifteen-page paper. Short papers demand clarity and precision. I typically require papers that are exactly three pages in length. I find that this encourages students to think carefully about each sentence and about the organization of their papers. I tell them an otherwise well-written paper is ineffective if it lacks a concluding paragraph. Many students are annoyed and perplexed by my specific requirements regarding the length of the their papers. Therefore, I explain that there is method in the madness. Many kinds of professionals—nurses, social workers, police officers, and many others—must write reports of very specific lengths.

Many SVSU students simply toss their papers in trashcans as they exit classrooms without ever reading more than their grades, particularly if they are dissatisfied with their grades. I have the impression that I spend more time reading and commenting on some students' papers than they do writing them. To address this problem, I typically take a few minutes at the beginning of classes to ask students to carefully read all of my comments on their papers. I offer to explain any of my comments to them. I comment not only on organization, clarity, and understanding, but also on grammar and style. I mark every grammatical error, and I even correct many of them. Every semester, students write in their course evaluations, "This is not an English course," and many of my colleagues argue that I am wasting my time. I disagree; I think that

this is part of my job. How will students learn to write with proper grammar if we professors do not identify their errors?

Just as I learned not to take Walter Goldschmidt's critiques of my writing as personal attacks on my character, I hope that SVSU students will learn the same thing about my comments on their papers. Many apparently do not learn this. Students in my courses never use the words "fun" or "easy" in their course evaluations, and they often complain that my courses are too difficult. However, I do not think it is my job to make writing "fun" or "easy," or to strive for popularity for the wrong reasons. Of course I enjoy working with students who write well and earn "As" in my courses. I find it equally—if not more—satisfying when students who did not perform well thank me for enforcing rigorous standards after the fact, even semesters or years later. Over the years, I have encountered many students in hallways on campus and in restaurants and bars off campus that have told me something like this: "Dr. Youngstedt, I took your class several years ago and I earned a 'D,' but this was my fault. I was too busy with my job and other things to work hard in your class. But I learned so much about writing and anthropology in your class, and now I am a much better writer and thinker as a result. Thank you." Nothing that is easily achieved can ever be truly rewarding.

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 groups on campus, these visitors create a richer learning environment at SVSU and speak to a host of interests and issues we face locally and globally.

Several of those speakers have been gracious enough to let us reprint some of their work in *Writing@SVSU*.

Sally Howell visited SVSU in 2016 as the recipient of SVSU's Stuart D. and Vernice M. Gross Award for Literature for her book *Old Islam in Detroit: Rediscovering the Muslim American Past* (2014, Oxford University Press). An associate professor of history and director of the Center for Arab American Studies at the University of Michigan-Dearborn, Howell received her Ph.D. from the University of Michigan in 2009. Her books include *Citizenship and Crisis* (2009, Russell Sage Foundation Press) and *Arab Detroit 9/11: Life in the Terror Decade* (2011, Wayne State University Press). Howell's current research explores the relationship between mosques, markets, and community development in Michigan and the mutual constitution of local publics and religious minorities across the urban and suburban landscape. In addition to receiving the Gross Award, *Old Islam in Detroit* was named a Michigan Notable Book by the Library of Michigan and given the Evelyn Shakir Award by the Arab American National Museum. 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.

Voices in the Valley is an annual and longstanding tradition at SVSU that also 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 Jamal May, Tracy K. Smith, and Carolyn Forché; short story writer and novelist Peter Ho Davies; and memoirist Anne-Marie Oomen.

In November 2015, essayist **Joni Tevis** visited SVSU as part of Voices in the Valley. The author of *The Wet Collection: A Field Guide to Iridescence and Memory* (2012, Milkweed Editions) and *The World Is on Fire: Scrap, Treasure, and Songs of the Apocalypse* (2015, Milkweed Editions), Tevis completed her graduate studies at the University of Houston and is on the faculty at Furman University. Her work has been published in *Orion, Shenandoah,* and *The Bellingham Review,* and she received a Pushcart Prize for her essay "What the Body Knows." The following essay, "The Scissorman," is taken from *The World Is on Fire,* which contains the award-winning "What the Body Knows."

Novelist **Julie Iromuanya**, also a Voices in the Valley speaker, came to campus in February 2016. A writer of fiction and scholarly prose, Iromuanya currently teaches at the University of Arizona. Much of her work focuses on issues related to migration, race, and identity, particularly as those issues concern individuals who have immigrated to the United States from Africa. Iromuanya completed her graduate studies at the University of Nebraska-Lincoln, and she has been the recipient of various awards and honors, including

being named a fellow at Bread Loaf Writers' Conference and the Vermont Studio Center, as well as a Tennessee Williams Scholar at the Sewanee Writers' Conference. During her visit to SVSU, Iromuanya read from her novel in progress, *A Season of Light,* and from her debut novel, *Mr. and Mrs. Doctor* (2015, Coffee House Press). The following excerpt comes from "Chapter 8" of *Mr. and Mrs. Doctor,* which has been shortlisted for the PEN/Bingham Prize for Debut Fiction and longlisted for the National Book Critics Circle John Leonard Award for Debut Fiction.

William Olsen visited SVSU in April 2016 as part of the Voices in the Valley series. He has published five books of poetry, including *Sand Theory* (2011, Northwestern); a new collection, *TechnoRage,* is due in 2017. Olsen's awards include fellowships from the Guggenheim Foundation, the National Endowment for the Arts, and Breadloaf. Magazine awards include those from *Poetry Northwest* and *Crazyhorse*, as well as two *Pushcart Prize* awards. His poems and essays have appeared in many anthologies and magazines, including *Poetry*, *Poets of the New Millennium, Triquarterly, Ploughshares*, *Gettysburg Review*, *Plume,* and *The New Republic*. Olsen is also co-editor with Sharon Bryan of *Planet on the Table: Poets on the Reading Life* (2003, Sarabande). A teacher in the M.F.A. and Ph.D. creative writing programs at Western Michigan University, he edits New Issues Poetry & Prose and lives in Kalamazoo.

The 2015-2016 Voices in the Valley series culminated with a reading from Michigan fiction writer **Andy Mozina,** who recently released his debut novel, *Contrary Motion* (2016, Random House). His first story collection, *The Women Were Leaving the Men* (2007, Wayne State University Press), won the Great Lakes Colleges Association New Writers Award. His second collection, *Quality Snacks* (2014, Wayne State University Press), was a finalist for the Flannery O'Connor Prize and other awards. Mozina's fiction has appeared in *Tin House*, *The Southern Review*, *The Missouri Review*, and elsewhere, and his work has received special citations in *Best American Short Stories*, *Pushcart Prize*, and *New Stories from the Midwest*. Mozina teaches literature and creative writing at Kalamazoo College. You can find him online at andymozina.com.

An Excerpt from *Old Islam in Detroit: Rediscovering the Muslim American Past*

Sally Howell
SVSU Visiting Author
Winner of SVSU's Gross Prize for Literature

A Complicated Celebration

The American Moslem Society (AMS) is the oldest mosque in greater Detroit and one of the oldest in North America. It celebrated its seventieth anniversary on May 15, 2009, with a large banquet at the Greenfield Manor in Dearborn, Michigan. Tickets for the event sold out quickly. Roughly one thousand members and friends of the mosque attended. The mosque had not held a formal banquet on this scale in decades, and their board of directors—mostly young professionals new to mosque governance—took the event very seriously. Although it is the oldest mosque in the Detroit area, the AMS—also known simply as Masjid Dearborn (the Dearborn Mosque)—is today a congregation composed mostly of immigrants, the majority of whom came to the United States from Yemen after 1990. The Muslims who built the AMS in the 1930s, developing and sustaining it during its first forty years, were largely of Syrian and Lebanese origin. Voted out of office in an ideological coup that took place in 1976, the founding congregation is not, for the most part, on friendly terms with the current AMS leadership. Most of the original members of the AMS and their families now worship in a breakaway mosque, which they established in 1982.

In celebrating the seventieth anniversary of the AMS, the banquet organizers faced a major dilemma: how to acknowledge the group's early history without drawing attention to the sharp, still painful rift between the mosque's past and present. This discontinuity was not simply a matter of demographic shifts in the immigrant status or national origins of the mosque's membership; also at stake were changing ideas about Islam, how it should be practiced in the United States, and what it means to be an American Muslim. These questions have proven especially vexing for Masjid Dearborn, and for Muslim congregations nationally, in the aftermath of the 9/11 attacks, when Muslims have been widely perceived as culturally alien and Islam has been portrayed as a (false) religion antithetical to American values. The choreography of the anniversary celebration was intended to convey an upbeat sense of the group's confidence, religious devotion, and Americanization, which meant that much of the mosque's history would be off topic, politically vexing, and in poor taste.

The keynote speaker for the evening, Dr. Jamal Badawi, a professor of management and of Islamic Studies at Saint Mary's University in Halifax, Nova Scotia, had been asked to speak about American mosques and their varied strategies for survival as minority religious institutions. In his prepared notes, Dr. Badawi explored three ways of interacting with the larger, non-Muslim society: "isolation," "assimilation," and "positive integration." It was clear that Dr. Badawi, an unapologetic integrationist, had expected his Dearborn audience, filled with Yemeni immigrants, to display strong isolationist tendencies. Yet his journey to the podium led him past table after table of public officials (including several Muslim elected officials), and his speech followed the congratulatory remarks of Michigan governor Jennifer Granholm, US senator Debbie Stabenow, Wayne County executive Robert Ficano, Dearborn mayor Jack O'Reilly, and others members of the political elite, most of whom greeted the gathering in Arabic and quoted from the Qur'an for good measure. As Dr. Badawi looked back and forth between his notes and the crowd, he admitted that his talk now seemed inappropriate. Perhaps he had more to learn from Masjid Dearborn than the other way round. Nonetheless, he forged ahead.

Isolationism, Dr. Badawi cautioned, is un-Islamic. It encourages fear-mongering and misinformation among Muslims, cuts them off from the mainstream, and kindles distrust between Muslims and other Americans. Assimilation is equally harmful. It compels Muslims to reject their cultural identity and, ultimately, to abandon their faith. Positive integration, however, occurs when Muslims are allowed—and are able and willing—to maintain their cultural and religious distinctiveness,

all the while participating in the larger society as full citizens. During the last seventy years, members of the AMS had traveled down all three of these paths, but most of Dr. Badawi's listeners that evening—Muslim and non-Muslim alike—would have agreed that "the straight path" leads to positive integration.

In the Detroit metropolitan area, where Muslims can trace their history back to the late nineteenth century, it is easy to conclude, as Dr. Badawi did, that Muslims have achieved successful integration. The Muslim community there is large (roughly 200,000), highly diverse, socially active, and politically engaged, which explains why so many public officials attended the AMS anniversary celebration. In addition to members of the secular establishment, imams and lay leaders from over three dozen local mosques were on hand, proof that the event was important to the Muslim community as a whole. Leaders came not only from local Arab mosques (Iraqi, Lebanese, Syrian, Egyptian, Palestinian, and Yemeni), but also from Bangladeshi, Indian, Pakistani, black American, Nigerian, and Iranian mosques. Sunni and Shiʿa, conservative and liberal, urban and suburban, the crowd included interfaith activists, civil rights advocates, representatives of Muslim and Arab service organizations in Detroit, and several hundred members of the AMS itself.

In the period following the 9/11 attacks, Detroit's Muslims have found it increasingly important to assert and make public sense of their presence in the United States. The AMS is the third mosque in the city to celebrate its past with a gala banquet in recent years and to have produced a video recounting the development of their congregation over time. A much younger mosque, the Islamic Center of America (ICA, established in 1962), made extensive use of interviews with its founders, old photographs, and home movies to reconstruct its past in rich detail in both a DVD and a commemorative book. The AMS, lacking access to such resources (which belong to the people who left the mosque, en masse, in 1977), produced a brief video that made a simple point: if not for the small group of Lebanese Muslims who dug the basement foundation of the AMS with picks and shovels in 1938, perhaps none of the infrastructure of Detroit's Muslim community would exist today. Aside from this claim (which members of other local mosques might dispute), we learn very little about the mosque's founders or its long history. At the video's conclusion, the narrator stops a young man leaving the mosque after prayer and asks him: "If you could say one thing to that small group of Muslims, what would it be?" The young man replies, "I would say thank you. Of course it is by the grace of God that this place was established, but it was their effort that made this place possible, so I thank them very much. I wish they were here to see this place today, all the improvements, and all of the people that are coming here."

Congressman John Dingell (then eighty-three years old), who was given a lifetime achievement award at the banquet, was a teenager when the founders of the AMS began work on the mosque. He assumed the audience would include several living founders and hundreds of their children and grandchildren. He wanted to hear their voices and thank them for their contributions to Detroit history. When accepting his award, he asked the founders to stand and be recognized. His entreaty was met with an awkward silence. No one stood. Unlike Dingell, many in the audience were aware that the Dearborn Mosque of today bears almost no resemblance to the AMS of the past. Many of today's members would argue that the small congregation of the past was oriented, rather shamelessly, toward assimilation and, beyond bricks and mortar, had contributed little to the practice of Islam in Detroit. This perspective on the mosque's past is used as a motivating tool by its current leaders, a warning of what the future could hold if today's members let down their guard.

In a generous attempt to mend this divide, the banquet organizers recognized two men as founders of their institution. The first, Hussein El Haje, was indeed among the original members of the AMS in 1938. He dug out the mosque's basement during his first summer in the United States. He sent his children to Sunday school at the mosque. And he left in 1977 with the other Syrians and Lebanese who felt the mosque had become isolationist, misogynistic, and anti-American. But El Haje, now well over ninety years old, had recently begun worshiping once again at the AMS, taking pride in praying with a congregation that sometimes exceeds two thousand worshipers. He wept tears of joy when he was recognized at the banquet. The second founder acknowledged that evening, Abdo Alasry, is a much younger man. A Yemeni immigrant who arrived in Detroit in 1966, he was among the newcomers who began worshiping at the mosque in the 1970s and who eventually took over the institution, making sure that it was open for all five of the daily prayers, insisting that women who enter the building wear an appropriate *hijab* (head covering) and pray in a space apart from that of male worshipers, banning dances and movie nights, and replacing Sunday morning services with a Friday congregational prayer. Alasry

was the first Yemeni president of the mosque's board. A subdued and modest person, he took the stage briefly and without emotional display.

The message the board of directors sent with this pairing was clear. El Haje and his generation built the building; they are a living link to a remote past that will soon be gone forever. By contrast, Alasry and his generation saved the mosque; they represent the present and the future of Islam in Detroit. With the inclusion of El Haje, Congressman Dingell had his surviving founder. El Haje appeared on the program because he had accepted the new order at the AMS, not because he represented the mosque's older heritage in the present. "The new mosque they got, it is beautiful," he told me. "It is beautiful to see a thousand people praying together. But sometimes they say things about our community [the founding Syrian-Lebanese congregation], and I don't like that."

This way of dealing with the past is typical not only of the AMS but of Muslim organizations throughout Detroit and in the United States more generally. Despite a century of accumulated arrivals, heartfelt conversions, and the establishment of mosques and Muslim congregations; despite decades of teaching and preaching Islam among Americans, combating stereotypes, struggling to reshape American foreign policies in the Muslim world, and resisting racism at home, the history of the Muslim American community prior to the 1960s remains oddly problematic. The difficulties faced at the AMS in the 1970s, when new immigrants displaced Muslim families who had been in America for three generations, have occurred repeatedly across North America. They have been traumatic for all parties, who have often disagreed bitterly about the fundamentals of Islamic practice, the nature of American citizenship, and the function of the mosque in everyday life. These contests have also occurred—often in the same mosques—between new converts to Islam and those who are already Muslims.

My intention here is not to single out new immigrants or Muslim converts as the cause of this disharmony, but to point out that this pattern is pervasive in mosques and other Muslim American institutions in which immigrants and converts are the majority. This demographic reality has created a cultural environment in which older populations of Muslims, who are likely to have moved on to new suburbs, new parts of the country, and new voluntary associations, no longer identify strongly with the institutions they or their families helped establish. Without this connection to the older mosques, they are in no position to speak for these institutions or their histories. In many cases, members of these older communities—"legacy Muslims," we might call them—do not identify with newer Muslim populations and their concerns; some do not identify as Muslim at all. Meanwhile, the inheritors of the older mosques, who have much in common with the mosque's founders, whose fervent hope was to secure the future of Islam in the United States, are estranged from the history of their own institutions. Unaware (or dismissive) of the patterns that once shaped the practice of Islam among Americans, they are unable to see themselves as part of a history that is much deeper, and more diverse, than they realize.

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The Scissorman

Joni Tevis
SVSU Visiting Author

He comes around like the change of season, once every three months. It's May now, rainy and cool, and this morning he's working his way through Greer, South Carolina, a foothills town known once for its peach orchards and now for a car factory. At the day's first stop, a beauty shop wedged between a grocery store and a Chinese place, there's just one stylist working, finishing a man's cut while the man talks about baseball. Empty chairs, neat rows of bottles, a meager pile of gray hair on the floor. The Scissorman takes the stylist's scissors and tests them, leaning down and pinching a twist of fallen hair between the blades. "You're really having to work with these," he says, and she allows as they need it bad, her eyes on the reflection in the mirror, her fingers drawing the customer's locks into points. "Go ahead and take them," she says, and he walks out the door, leaving her to finish up with her spare pair.

He covers all of South Carolina, from the upstate's skinny back roads to the barbecue joints and slow rivers of the Midlands, to the cotton fields and pouchy swamps and saw grass of the Lowcountry, past junkyards and elementary schools, farm stands and warehouses. Every year, he puts twenty-five thousand miles on the white van with the SCISSORMAN tag on its bumper. He's converted the interior into a workshop. A curved plywood tabletop holds sharpening wheels and task lamps; jeweler's pliers and screwdrivers nest in tidy racks. A ragbag swings from a hook, and an old wet-wipes box holds spare hair for testing the blades. Everything's in place, all of it tied down with bungee cords, a stay against sudden stops. His little Chihuahua/Yorkie dog, Dixie, rides shotgun, listening along to WESC, Big Country.

*

I'm following the Scissorman today, trying to keep up with his van in my aging Crown Victoria. The last time I got a haircut, I asked my hairdresser who sharpened her shears. "Call the Scissorman," she said, handing me his card, which was a Band-Aid stamped with his phone number. "He's a character." When I called him up, he was soft-spoken and gracious, and we made a plan to meet for breakfast at a local diner. He pulled into the parking lot right on time, and ducked into the diner out of the rain. He wore his hair in a long ponytail, neatly tied, and he was tall and rangy, folding himself into the booth across from me. But it was his eyes that struck me, gold and hazel and keen enough to spot a nick and chase it clean off a blade. By the end of breakfast, trust established, we set off down the road, toward the morning's work.

Maybe I'm interested in his job because it feels like a throwback. Like the journeying tinsmith or ragman, he's someone who travels from town to town, whose arrival bestows an almost holiday flavor to the workday. And like those earlier travelers, he's someone who helps a community make the best use of what they have, instead of teaching them to pitch something as soon as it shows wear. The Scissorman's van moves down the highway, defying our built world, passing signs for Bank of America, Jiffy Lube, and Pizza Hut.

*

"Scissors are like men," he tells me. "The steel is hard, like our heads, but the edges are fragile, like our egos." The scissors he sees are meant solely for cutting hair; what's worse is putting them to uses they weren't meant for, like snipping a price tag. His sharp eyes find the snick. It takes 150 strokes to raise a new edge, then ten licks on the ceramic waterstone to whet the blade. He counts in his head; consistency is the key. "You can always take off more," he says, "but you can't put it back once it's gone." He takes the scissors apart and sharpens each blade, replaces the pin that holds the shears together, limns each edge with oil from a needle-pointed bottle, and tests the balance. *A sharp edge reflects no light*, I've read, and as he turns the blade in his hands, hunting the gleam, he confirms it's true.

*

The salons have lighthearted names like A Cut Above, Hairsay, and Pat's Palace of Beauty. We're on the morning's third shop by now. As the Scissorman chats with the manager, I watch a stylist work, thinking how she can walk miles without leaving the shop, pacing circles around the chair, pumping it higher with her foot, dropping a comb into the jar of blue Barbicide, slamming drawers closed with her hip, flicking hair from neck and shoulder with a soft-bristled brush. A full-body workout.

At her workstation, a jar holds a sheaf of brushes, cans of mousse line the counter, and a daughter's school picture is taped to a mirror's edge. Her scissors are by far her biggest work investment. Three hundred dollars a pair isn't unusual. But it's not just that. Her favorites must feel like an extension of her hand. They're the claws we sometimes wish we had, sharp and efficient. They've cut her thumb clear to the bone before. Wicked. Their power is hers, and people give her a little extra for wielding it well.

*

It can't be easy to make a living like this, always hunting work. People try to stretch things as long as they can, and in this economy, you can't blame them. "Just don't try to do it yourself, I tell them," the Scissorman says. "That does more harm than good." He makes his way one job at a time, carrying the years in his hands, in their healed scars and fingerless gloves.

He comes around like the change of season. Sometimes one long summer day passes exactly like the one before, and what's to show for the time the stylist's spent? Then he shows up, and she needs him bad because of her past twelve busy weeks—sixty shifts, five hundred heads of hair. Her work seems invisible, until he measures her labor by what he takes away. "Hair's mostly carbon," the Scissorman says, "and so are shears. In the beginning, the steel wins, but it's a losing battle."

*

At the day's last stop, a converted bungalow in an older part of town, a stylist combs sections of an elderly woman's fine hair onto rollers and pins them. The client's rosy scalp shows through the neat rows of white curls, a tender place that nobody but her stylist sees. As we move through life, we're held by strangers, dependent on their skill, on what they know about nape and temple, how they dance the line between job and generosity. Across town, a midwife bathes a newborn, a nurse wraps a joint with tape, and here, now, the stylist teases out the set to hide the thinness and sprays it to hold. The woman is "put together" now, elegant and respectable, ready for church or dinner with friends. You'd never suspect how little hair she actually has. The stylist leans back against the chair as her client makes her careful way out the door, into the bright afternoon. Like the Scissorman, she'll be back.

Excerpted from *The World Is On Fire: Scrap, Treasure, and Songs of Apocalypse*. Reprinted by permission of Milkweed Editions (Minneapolis, Minnesota.)

An Excerpt from *Mr. and Mrs. Doctor*

Julie Iromuanya
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This was the first of many pleasures that he took from her. On her back, the water to her chest, Ifi allowed her breath to rise through her body in its slow way. Her feet were red, red as they had been back then, after she mixed the boiling water with the cold. She remembered her body sinking lower and lower into the water until it filled the space between her legs, her navel, her breasts. Now, each part was taken over by the baby. Back then, sweat beaded her brow. She tasted it in her lips. Salt stung in her eyes. All after a long day.

Her days began like this:

As the dust-tinged morning light rose, filtering out the dusk, Ifi sat up in her bed. The grit of scattered sand tangled into her sheets, and she felt the familiar scratch against her thighs, her calves, her feet. Before the people of the house rose, goats, chickens, and roosters let out their chatter, rummaging about through the potholed alleyway, shifting through the broken, discarded bits of sandstone that jutted in and out of the streets. Church services blared through megaphones, and the women who heralded the cry ululated ecstatically in response. Sometimes their neighbors simply sat on their narrow stoops, swinging their feet along the heavy, misshapen stones that led the way to their storefront homes.

The man who arrived with the water each day, filling a large drum, had a face stretched thin from the many smiles he offered to Ifi every morning. Each day he would propose to her, stooping so low that his knees nearly touched the ground, offering his hand in marriage.

"You are old enough to be my father's father," Ifi would chastise, and the old man would swing his head in dismay, knocking his chest and proclaiming the strength in his powerful legs. Then, gingerly, he would right himself, the pain shooting up the backs of his legs and his spine until it registered in his face. But he would sift his stretched-thin face into a serious gaze, only broken by the flirtatious wink that filled his eyes with lashes.

After he left each morning, Ifi filled a pot with water and set it on the stove. And when it was warm, she poured some into a bucket and the rest into an old oversized coffee flask to keep it warm for the rest of the family.

But her day only truly began in the moments that would follow, as she sank into the bathtub, alone. Before the morning had passed, Ifi would have cleared the sticks and twigs surrounding the house. After, she soaped away the lime and rust-colored mold along the walkway. Inside, she swept the red sand all along the tile floors, scattering the debris out into the street. Next, breakfast was to be prepared, the family fed, dishes washed. Darkness or light. Nepa did not discriminate. Light could be taken at any moment of the day or night. By the dancing flame of kerosene, Ifi would finish her chores in earnest.

On the day the motley crew arrived, boys and men—some lanky, some stocky, some dark, some pallid—Ifi watched from her window in dismay. Ashy, red, bare feet and jeans rolled to their ankles were the only features they shared in common. They were loud, raucous, rapping quickly in pidgin. And they worked from dusk till dawn each day, arriving just as Ifi rose every morning to do her chores and leaving as Ifi, finally, exhausted and spent, sank to sleep.

No one told Ifi what they came to do, or whom they came to work for. But through the curtains in her window, she could see the progress of their task, beginning with the deep hole they bore into the ground with a loud sandblasting drill that pierced the hard, stony earth. Then came the pipes: long metal structures fitted deep inside the hole.

One day they did not arrive, and Ifi knew their task was complete.

Ifi's uncle stood in the kitchen over the sink and turned the old, rusted tap, and water came spewing out into his palm. He slapped his thigh and Aunty danced. Ifi's cousins spilled into the doorway, watching with big eyes until their mother's shrill cheer and gyrations gave their cue. Then, suddenly, they were all dancing their way to the sink, cupping their hands below the tepid water released from the tap.

After that, the entire neighborhood no longer called her Ifi; she became "Mrs. Doctor."

Ifi's morning changed. No flirtation from the old man delivering the water barrel. The tepid water did not need to be heated when it came from the showerhead. Instead, Ifi stood angling her head forward into the burst of water at the strongest part of the stream.

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An Excerpt from "Marram Grass"

William Olsen
SVSU Visiting Author

This green woods is its living ghost. The living shade of the woods it makes possible kills it. The face of the deep and the darkness upon the duff floor. But a trail comes out to marram grass. It's in love with the sand, if not its own limits. It stabilizes the sand and its work is in the woods that follow and choke off its sunlight. And it is as the wind when it is windy. It is with the clouds. And it understands stars. And it is as a roar in the treetops. And if it looks tough, blades in plain sight, it is even stronger in its unseen, subterranean motile distillations in deed and fact, for which the way down is the way up because for marram grass there is no burial and no resurrection and no need for a Department Of Resources or Father or Mother or Spirit on the Water or exceptionalist nations or global singalongs, its roots are tougher and far more diverse down here, below measure, thinner than hair where lively is deepest and finest.

Printed by permission of the author. "Marram Grass" will appear in the forthcoming collection *TechnoRage* (Northwestern).

An Excerpt from *Contrary Motion*

Andy Mozina
SVSU Visiting Author

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I'm a Midwesterner, born and raised in Milwaukee, where they manufacture beer and the heavy machinery you should not operate while drinking it. The youngest son of a civil engineer and a nurse, with four brothers and two sisters, I was a large but inert child in a subdivision crawling with three-sport athletes, Eagle Scouts, and kick-the-can prodigies. I grew to be six feet one, cube-headed, block-shouldered, an average white male with no vowels in my last name, and I fell in love with the harp, of all things. I chose a musician's life, which has proved difficult because at every moment—and for reasons I'm still trying to understand—I go about my business with a deep-seated sense that I am about to fail. This has undermined me both as a harpist and as a person, not to mention as an American.

Nevertheless, for twenty-five years now, I've dedicated myself to winning a principal harp chair in a top-drawer orchestra. I moved to Chicago, got educated, degreed, and married, had a daughter— Audrey—and finally, sixteen months ago, drove my wife, Milena, into divorcing me. Shortly thereafter, the truck that carried me away from my family and our drafty but close-to-the-lake apartment ejected me to the curb on Rockwell Street in Humboldt Park, where rents are low, car windows are occasionally smashed, and, in warm weather, young men hang out on the stoops with live snakes wrapped around their shoulders.

After regrouping for a year, I met a smart and attractive woman and, against all odds, managed to build a relationship with her that is approaching the crucial four-month mark. Cynthia is a lawyer, short and feisty, very like a gymnast, with a fantastic crinkly-eyed smile and somewhat anxious ways. To be honest, I haven't totally hit my stride with her—maybe because I want to please her so badly—but things definitely have the potential to get serious. In fifty-seven days, I have an audition with the St. Louis Symphony. Since my maniacal practice habits were part of my downfall with Milena, I'm on my guard against making the same mistakes. Luckily, Cynthia is somewhat of a work fiend herself and no stranger to crazy, high-pressure deadlines.

Topping all this, with the suddenness of an earthquake that has me feeling around for familiar objects in its aftermath, my father died three days ago. Because he had been battling a stubborn prostate cancer for about eight months, his heart attack has come as a surprise.

In the days since, his death has shifted appearances, making everything sadder, but also clearer, starker. In a sort of post-traumatic stress response to the many harp auditions I've endured over the years, I see even the smallest challenge as a make-or-break audition—from parallel parking to opening the plastic liner in a box of Cheerios without tearing a horrific gash. But this perception has never felt as all- encompassing as it does now. I get the sense that I'm auditioning not only for St. Louis, but for an entirely new life.

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It's the first Wednesday of April, overcast, with the temperature struggling to do a chin-up on the fifty-degree bar. Picking up Audrey to take her to my father's wake, I get buzzed into Near North Montessori and head to the six-to-nine-year-old classroom, where the after-school program has just begun. I spy Audrey potting a tiny plant on a low table. She's got Milena's pale green eyes and straight black hair—cut short because she prefers tomboy to girlie-girl right now—but her nose and mouth echo my own. Milena and I will always be together in our daughter's face, which is comforting and also at times pretty much unbearable. As I approach, I see she's spilled a fair amount of loamy dirt on the table, on the small chair she stands in front of, and on the carpet.

"Stay *up*, you stupid plant!" she says. She presses down too hard near the base of the stem, tilting the plant toward her.

"Hey, sweetie," I say. I feel an aching desire to fold her into myself, to let her step into me, like a violin slipped into its case, to what purpose I do not know.

"This plant won't stay up."

"It's all right," I say.

She growls and pushes the orange plastic pot away from her. The stem leans over a landscape of her violent fingerprints in soil.

Aggravation sets in as I try to clean up before one of the overworked teachers gets involved: finding the broom and dustpan for the dirt Audrey spilled, dampening paper towels for the finer residue, leaving black smudges on the carpet because damp paper towels were a very bad idea, ruing the curious location of this gardening operation, getting a headrush from stooping and standing, directing Audrey's clumsy movements, encouraging her so she doesn't melt down. I can't help thinking about my own father's impatience, which I see in myself, and which I'm desperately trying to escape one instant at a time.

I sign Audrey out, then we go to her locker, which contains her coat, splotchy homeward-bound artwork on crinkled paper, a clay bug with a painted body and pipe-cleaner legs—I can tell that one of its plastic bubble eyes will not adhere for long—and the stuffed unicorn she calls her "guy." There are also two black dresses on a hanger zipped into a see-through dress bag and a backpack full of clothes, courtesy of Milena.

Milena got along surprisingly well with my father, and she had sounded genuinely sad to hear about his passing. "You take care," she said earnestly when our brief conversation ended.

Milena's lack of spirituality coupled with her deep belief in shopping and dance clubs had initially made my parents wary of her. I remember being especially nervous at our rehearsal dinner. It took place at a Nob Hill restaurant in San Francisco, in a private room with sea creature murals. I was afraid my mother might slip Milena a pamphlet on the rhythm method while my father insisted on sending her the household budgeting software he'd written. It was also the first time our parents met each other, and Milena's parents were alarmingly smooth and chic. Shortly after introductions, via a segue known only to him, my father launched into a careful explanation of how the suspension cables transmitted forces on the Golden Gate Bridge. Then he excused himself to get a beer. Near the end of cocktails, Milena found him sitting alone and pulled up a chair. It wasn't long before she had him laughing and smiling his big smile, the one that showed the gold caps on his back teeth.

After we collect Audrey's things, she is quiet, pensive. We're in the hall, heading for the door, so

I risk it:

"Sweetie, are you thinking about Grandpa?"

She shakes her head no.

I have no idea how to talk to a six-year-old about death. At least she has almost no sense of what's proper, so no matter what idiotic things I might say—"Grandpa's spirit is in every can of soda we drink!" or "We're all very angry at God for making it so we die"—my child probably won't think less of me.

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