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Composition Faculty



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Documentation Styles Used in Essays

MLA Style Documentation

Waddell, et al., Maltreatment in the Hospital

Kolic, et. al., Mohandas Gandhi

Sakaye, GA: Gamers Anonymous

Banayo, Wildlife & Suburban Sprawl

Nette, Now That Is a Syllabus!

Gallup, Breastfeeding

APA Style Documentation

Villalobos, Is rGBH in Your Milk?

Mackenzie, Society's Mold of Language

Hintlian, Praising the "Hero of the Underworld"

Group Projects

The group projects give students experience working collaboratively with their peers on a project of their own design. In that way, the projects emulate the kinds of real-world writing common in business and government. The key to a successful group project is identifying a question the group is motivated to explore. Each group collaboratively produces a single document, sharing all research and writing responsibilities. The research usually includes some primary source research, like interviews, questionnaires, and observations. The final document is typically a report of the group's findings, a record of what they learned exploring a question they wanted to know more about.

At their best, group projects reveal new information that answers questions we've all been asking, like the project included in this collection, "Maltreatment in the Hospital," which reports little known history of the state hospital that later became CSUCI.

Prior to the electronic age, it might have made more sense for writing to be a solitary endeavor (though you might not want to mention that to the drafters of the U.S. Constitution). Today, most of the writing that students do outside of class is inherently collaborative. The group paper gives students a tremendous opportunity to take what comes naturally to them in email, instant messages, and blogs and apply it in a more formal context. Students often resist group projects because they are afraid of letting go of control and do not want their grade being influenced by someone else's work. The fact is, however, that a group paper is not someone else's work—it is your own! When those of us on the composition faculty draft a document together, such as an in-class essay prompt, we are not concerned with who wrote which line of text; in fact, we cannot even remember who wrote what. The document we produce is the result not of four individuals working separately, but of a single group whose varying perspectives and contributions generate a piece far more nuanced than anything we would have created on our own. Letting go of control is not an act of sacrifice, but an act of liberation that frees us to discover our potential when it is directed towards a shared, collaborative effort.

—Stacy Anderson

Collaborative writing allows students to develop organizational skills as well as writing skills. An effective collaboration utilizes each member's strengths in regard to the task at hand, and distributes the labor organically, setting a timeline and assigning tasks that keep the project moving forward on schedule. Everyone has a role to play, and it helps to know what contribution you are capable of. Deep bonds can form in group work, as well as disagreements and even conflicts that need to be negotiated among members. The beauty of group work is harnessing the amazing energy that happens when you work together.

—Camilla Griggers

Learning to write collaboratively prepares students both for upper division assignments in their majors and for professional responsibilities. However, this transferable skill is not without its difficulties at times. One member may dislike the group's chosen topic; another may not be adequately contributing at the outset. And, finding a common time outside of class to work can be an obstacle. Instructors empathize with these hurdles, and students learn how to resolve conflicts. Students learn research methods, management techniques, and writing skills from their peers as the paper progresses toward one cohesive document representative of the each person's unique contributions. Asking students to present their work visually and orally to the class during the draft stage enhances their engagement with their material. These presentations also reveal to the group the areas still needing development, support, or further explanation in their final reports. Students are encouraged to delegate duties pursuant to members' strengths and weaknesses, sharing research, drafting, revising, editing and presentation responsibilities. Library Staff graciously assist with reference questions and model academic research methods. Students need to come to the library session prepared with reference questions and goals. —Christine Popok

In many ways, the group research project incorporates two of the most important elements of composition. One important element is the value of socially constructed knowledge. We constantly invent and reinvent ourselves and our knowledge within the different communities in which we reside. The group research project is a tangible, hands-on example of socially constructed knowledge. In group writing, writers are working together, often with difficulty, to arrive at a meaning that is mutually agreed upon. That is an important skill that extends outside of the classroom. In the type of group project that I prefer, I stress doing local research so that writers are looking at subjects about which they have a connection. Through critically researching and reflecting upon the area in which the writers now live, they have a means to root themselves in an environment while they help to shape the way that the environment develops. At a young university like CSUCI, there is nothing more important that young writers can do. Writing like this that leads to deeper identification with the place being studied is a step toward creating a more sustainable environment.

—John Guelcher

***Jessica Waddell, Brooke Scism, Whitney Gradillas, Nick Avina, Amy Bujanda**

English 103
John Guelcher
Group Project

Maltreatment in the Hospital

There are always two sides of a story; the different accounts of the hospital were very different. Looking at the records from the hospital and quotes from the staff was completely opposite of the accounts of the patients. Aside from taking into consideration the patients having some sort of mental disorder there is still some question about what went on behind the scenes of the hospital. In 1969, The Lanterman Petris Short Act went into effect at Camarillo State Hospital (Hume). The new law required an automatic judicial review of every decision to hospitalize a person involuntarily beyond a very limited time. Many state agencies encouraged outside placement of individuals under the Penal Code. This led levels of care of services at state hospitals to decrease, while costs of care increased (Hume). After several cases of maltreatment within the hospital there was an investigation by the grand jury which led to the trial in 1976.

Maltreatment in the ward went on continually throughout the years but finally was noticed in the late 1960's and early 1970's. In November of 1973, there was a trial about a death of a patient, Alice Smith in 1967. Mrs. Smith had seemed to be having trouble breathing, yet the doctor had taken no action (Hume). Later her autopsy showed that she had died from terminal bronchial pneumonia caused by heart failure (Hume). Another case is that of the ex-actress Della Shaw, who was illegally committed to the Camarillo State Mental Hospital after a trial over being charged with disturbing the peace. During the eight months that she was in the hospital, she went from 124 pounds to 97 pounds and endured numerous shock treatments before finally being

set free again.

Following the trials there were twelve deaths at the hospital that were investigated. Many employees at the hospital complained of morale problems, especially when some accusations were made public. One employee said that she felt that she was in danger and another man said that, “at night, on some wards, there can be as few as one male staff member for 45 adult male patients” (Hume). Patient abuse did not occur at just the Camarillo State Hospital but often occurred at other hospitals around the state. In just two years there were more than 200 offenses, and at least 28 cases of “patient abuse.” Many of the investigations that went on were at the Camarillo State Hospital as well as the Metropolitan State Hospital. Patient abuse was classified as either physical or verbal abuse. Many of the cases were because of the staff “slapping a patient” or “unnecessary roughness” (Mental Hospital).

Ellen Hume from the Los Angeles Times wrote another article about two staff members that were charged with murder of two Camarillo State Hospital patients. Dr. Bennie Barker Jr. was being investigated of neglecting his duty towards an insane person in connection with the death of patient Ralph Cabuto on May 13, 1975 (Hume). Vernon Witham, a psychiatric technician was also under investigation of conspiracy to obstruct justice and accessory to manslaughter of Clarence Cormier (Hume). Ralph Cabuto was found hanging himself by his belt in a shower stall, and although his records showed two previous suicide attempts, Barker had not ordered special suicide precautions for the patient because he did not recognize the patient’s “serious intent” (Hume). In the other murder case the employees testified that they had touched Cormier’s neck during a struggle at the hospital, but later the autopsy showed that Cormier died of strangulation during the fight. Around the same time another hospital employee was charged with man-

slaughter in the connection with the death of Thomas Riddle. Riddle died of a multiple-drug overdose and asphyxiation, according to the Ventura coroner (Hume).

Ventura County began the Grand Jury Trial after a 14 month investigation by the District Attorney's Office into 13 suspicious patient deaths at Camarillo State Hospital (Durant). The 13 suspicious deaths that were investigated had taken place over the four years before the Grand Jury began their investigation of Camarillo State Hospital (Hume). The investigation into deaths at Camarillo was very widespread when it was first proposed, it had been reported that up to a hundred deaths would be investigated (Public Jury Session). The Grand Jury Investigation held the hearings publicly instead upholding the norm in which the hearings were usually held privately (Hume). The decision to hold the hearings publicly despite outcries from Camarillo State employees was in response to the sentiment that the deaths at Camarillo State Hospital were privy to public knowledge, because of the hospitals place as part of the community (Hume).

The Grand Jury Investigation hearings took place from 8 November 1976 to 23 November 1976, during which the Jury investigate the deaths and what it saw as their root causes: neglect, faulty records, over drugging and understaffing of the facility (Camarillo Administration). The hearings resulted in eight Camarillo State Hospital employees being indicted on 17 November 1976, but due to the D.A.'s belief that there was only strong enough evidence for four charges to be made, the charges against the remaining four employees where dropped (Camarillo Administration). The Grand Jury finished their investigation by releasing a report of the investigation and trial which included the "Resolution," the jury's suggestions for repairing the hospitals weaknesses, which included administration, facilities, staffing and professional care. The "Resolution" also included a statement that said that if some charges were dropped all charges

would be subsequently dropped also, in result none of the Camarillo State Employees were charged with the deaths (Capritto).

In addressing facilities the Jury concluded that reassessment and reform was in order (Capritto). The Jury urged “prompt preventive and corrective action in state hospitals” (Capritto). The Jury suggested that the facility should be decentralized and that a serious review of the laws concerning mental health should be legislatively reviewed (Capritto).

Staffing was looked closely at by the jury stating that credentials and qualifications should be looked at carefully, and existing employees should be reevaluated (Capritto). Staffing schedules and a better organizational structure of the workforce were deemed as important and currently lacking in the hospital (Capritto). But the most important thing was the lack of real nursing care which was noted on multiple occasions, required professional nursing care and training of psychiatric technicians needed to be greatly increased. The lack of nursing care was attributed to the lack of knowledge and skill but also to indifference, neglect and the poor administration.

Professional care was the last issue and the one that was given the most care to. During the investigation the Jury discovered that the most adverse situation was the quality of medical and nursing care provided, or omitted (Capritto). The evidence provided indicate that psychiatric technicians did not provide the required nursing services, and that “nursing supervision was not always adequate, nor was it always present or available” (Capritto). The Jury notes that a certain standard of medical care should be employed (Capritto). Addressing that a professional should not allow feelings of hostility interfere with care and service, such as some deaths were the result of hostilities between professional staff and patient (Capritto). The Jury advocated requiring that

one in charge of a ward must at least be a registered nurse, and familiar with personal care.

The Jury also stated that any hospital employee should not undertake a job he or she is not qualified to do or knows that it is an incorrect action, such as giving medication even if prescribed by a doctor when he or she suspects it would give the patient an adverse affect. The most serious problem was seen to be the lack of real, quality nursing care, the Jury states that without a qualified nursing staff, the institution becomes a lie and a cover. All staff must realize that there is a relationship between them and patients, the patient depend and rely on them, ignoring this or failing to give it importance is negligence (Capritto). There is a very high level of responsibility for those working in a hospital. The document calls for employees to recognize patient's individual rights and the beginning of real, substantial and professional recognition of patients (Capritto). Drugs and their potential power must also be fully recognized, just as they can serve a successful purpose, they can also be dangerous, training should be undergone for all employees on factual drug information, and the indiscriminate use of drugs on patients has to stop. Staff must be reviewed and evaluated and those who fall below par must be dismissed immediately, a hospital is no place for incompetence (Capritto).

The Jury was a strong proponent of suicide prevention and intervention programs being strengthened, including prompt recognition of suicidal factors in order to protect that patient from him or herself (Capritto). Close supervision should be exercised, as should the removal of any object that can be used to hurt oneself, medication may not be necessary but close supervision and special precautions are (Capritto).

Lastly another major problem that must be assessed was documentation, or the lack of it (Capritto). Documentation had to be improved. And many questions should be asked about

whether the use of restraints was always right (Capritto). The Jury stated that they were not the responsible party for implanting these changes but encouraged other bodies to take them on; they also advised staff that the investigation had been efforts to better the hospital not lower it (Capritto). They concluded by stating that they did not identify all problems, nor did they mean to infer negatively of the institution but the Jury had been convened to identify and address the problems.

The resolution from the grand jury was ineffective because over the years the problems of negligence, lack of supervision, and over drugging continued. One such case regarding a man named J.V. exemplified these issues. He was submitted to the hospital on November 21, 1989 and diagnosed as schizo-affective, bipolar, and alcohol dependant (Rosenburg). For these illnesses, J.V. was treated with Thorazine, several tranquilizers, Lithium and Cogentin. He was also given intramuscular injections of Sodium Amytol when agitated (Rosenburg) .

On December 26, 1989, J.V. received Thorazine, Lithium, Cogentin and Valium (Rosenburg). Around 3:45 p.m., J.V. was placed in his room with the door locked preventing him from leaving and others from entering (Rosenburg). At 4:30, J.V. was observed sleeping in his bed, and that was the last time he was observed until found dead at 7:15 p.m. lying face up on the floor 20 feet from his bed (Rosenburg). California regulations say that any qualified treatment personnel should monitor each patient at least every half hour (Rosenburg).

When the coroner investigator arrived about 2 hours after the death, J.V. had been in full rigor mortis, meaning he had been dead for some time (Rosenburg). The autopsy performed on J.V. showed that he died from “aspiration due to chronic schizophrenia,” meaning J.V. died from choking on his own vomit (Rosenburg). According to the PAI’s expert, a number of drug related

factors must be considered in this case (Rosenburg). First of all, on the day of J.V.'s death, he was treated with Thorazine and Cogentin and died from choking on his own vomit (Rosenburg). It is known that the anticholinergic drug Cogentin on the digestive side can cause vomiting, and the neuroleptic drug Thorazine can suppress the body's natural coughing reflex (Rosenburg). In J.V.'s medical records, the distinct side effects or drug toxicity was not reported in the two to three days before J.V. died (Rosenburg).

The expert concluded that there was a "distinct possibility that [J.V.] succumbed to drug toxicity" (Rosenburg). The expert also took in consideration that J.V. suffered from a paradoxical reaction to the medications, which are caused by the medication and are characterized by agitation and bizarre behavior (Rosenburg). The staff often considered patient's aggressive or bizarre behavior as symptoms of mental illness, when such behavior may actually be caused by toxic levels of the drugs (Rosenburg). Staff may treat the symptoms with more drugs, which increases the toxicity and exacerbates the symptoms they are attempting to treat. Unfortunately, it appears that this condition, or even possibility of such a paradoxical reaction, was not recognized in the two to three days before J.V.'s death, and his "agitation and bizarre behavior was considered to be a part of his general mental disorder" rather than an effect of the medications (Rosenburg). Untreated symptoms can result in a patient's death.

J.V.'s death was most likely a result from the combination of drugs and the symptoms the drugs cause, but as reported by the PAI expert, "it appeared that his deteriorating condition was not recognized in time so that the appropriate treatment could have been institute" (Rosenburg). The failure to recognize the problem was compounded by locking J.V. in his room by himself, unobserved and unseen for hours before his death (Rosenburg).

Not only were there suicides, obscure deaths and other kinds of abuse but there was rape as well. In the year of 1993, Harold Anthony Aviles was charged with rape at his state hospital located in San Diego, California. It was said that he “raped the patient in a hospital bathroom.” After this horrible incident Aviles was sent to Camarillo State Hospital for continuous help and further evaluation. This left the hospital in a very difficult position according to psychologist Dr. Janice Dodge because the only way to “secure Aviles would be to lock him in his housing unit around the clock.” He was sentenced to another rape charge leaving him in the middle of two cases. He was found incompetent to stand trial as he was unable to assist in his own defense. Aviles ended up staying in Camarillo due to the fact that he had already been transferred one too many times.

It is very difficult to take care of these kinds of patients because they need round the clock supervision. This created a high risk for repeated incidents of sexual assault because even after the grand jury report changes were not made and there was still a lack of supervision. The women or men at Camarillo State Hospital were not always protected from these situations. The women and men received a lack of supervision and care which led to continuous rape and other kinds of abuse. The court denied Aviles being sent away leaving only the patients at Camarillo State Hospital with a real problem to deal with and not many to assist them.

Many other articles were written about how the patients at Camarillo State Hospital were mistreated. Though many have said that the hospital did a lot of good there is a lot of underlying stories. Before the hospital closed in 1997 it treated many patients but in some cases made some patients even worse off than they had been before they entered the hospital.

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***Paulina Kolic, Colleen Mehlberg, Luis Contreras, Leslie Stanford**

English 105

Stacey Anderson & Adele Slaughter

Group Project

Mohandas Gandhi and the Salt March

Throughout history, acts of violence have been aimed at every culture, religion, and race. Societies have emphasized the use of violence as the only way to solve conflict. Key political figures of the past have sought to change this attitude by using nonviolence as a means to achieve their goal. Martin Luther King, Jr. will be forever known for his exercise of nonviolence in the American Civil Rights movement, of the 1960s. He was able to change the way an entire race was not only viewed, but also treated. The teachings of Mohandas Gandhi (1869-1948) paved the foundation for nonviolent activists in the future, including King. Mohandas Gandhi galvanized a nonviolent campaign in his impoverished country of India. By means of civil disobedience, Gandhi was able to both unite a divided country and overthrow the cruel British Empire in the process. Of his numerous nonviolent campaigns, the Salt March was his greatest achievement.

The Philosophy of a Spiritual Leader

One of the most respected spiritual as well as political leaders in the 1900's, Mahatma Karamachand Gandhi, was born in Porbandar India on October 2, 1869. Growing up, he was said to be a rather shy person that "avoided all company" (Gandhi 5). At the age of twenty two, Gandhi "confronted [a] stratified and pluralist society" (Copley 15). He spent twenty one years in Africa working for the rights of the Indian people. In Africa, he was able to strengthen the "char-

acter of power” that he seemed to have lacked so early on (Copley 15). Here he wasn’t shy and avoidant at all. He was able to find the courage within and eventually took that to India, where today he is regarded as not only one of the most influential nonviolent leaders but also as the “father of the Indian Nation” (Chew par. 1). While in Africa, Gandhi came up with the idea of “Satyagraha” (Chew par. 3). This idea is based upon the principles of non-violence, truth and courage. Through this idea and with the help of his followers, Gandhi was able to lead a revolt against the British Empire.

One of Gandhi’s philosophies was the “soul force.” This idea was coined back in 1908 to emphasize nonviolent resistance over the use of passive resistance. This “soul force” philosophy may be viewed at four levels. The first level was the creative spirit, where there is no possibility of conflict. The second level was living life in harmony. Next, the “soul force” tried to understand the universe as a whole. The final level was the resolution of conflicts. The Satyagrahist, or believer in this philosophy, is able to give the benefit of the doubt to the opposing side and tries to understand their point of view. Satyagrahists try to minimize conflict without compromising principles. Gandhi is most known for his theories on nonviolence, making him the ultimate Satyagrahist.

Another one of his philosophies discusses war and morality. Today it is known as “The Moral Equivalent of War” (Muzumdar 30). The psychology of this philosophy is merely based upon Gandhi’s own experiences that “man lives not by bread alone” (Muzumdar 21). He says that man can’t be expected to live a life complete without war because war is what gives “exhilaration” and “heroic virtues” (Muzumdar 21). He goes on to say that war is mainly backed by fear, the fear of losing one’s life, and the fear of being attacked when least prepared. This is

where the moral equivalent of war comes into play. If one is nonviolent, they never get to fulfill the “heroic virtues” that Gandhi says every man has (Muzumdar 21). Through Satyagraha, one is able to achieve the same “exhilaration” and “heroic virtues” as an actual warrior on the battlefield (Muzumdar 21). Gandhi thought that soldiers displayed martial heroism under fire. He set out to show that those who were warriors of nonviolence could achieve the same “heroic virtues” by voluntarily giving things up, by imposing themselves to poverty (Muzumdar 21).

Gandhi’s ideas were so new and revolutionary; that it is amazing they were so successful in practice. It’s evident that Gandhi practiced what he preached, with the trials and tribulations that lead him into this iconic part of history.

The Crown and Its Jewel

Gandhi was able to express his philosophies to the world when he stood up to the oppressive British Government in his home country of India. Britain acquired the nation of India in 1765 and forced western culture and ideals into the citizens for many years. Christian missionaries swept the nation in attempt to convert Hindu and Muslim followers (Rajan 85). The British established schools of western thought, and encouraged Indians to learn the English language. In return, the Royal Power was able to exploit many natural resources from India with little opposition (Rajan 91).

Britain did not allow for any Indian representation in their government. The position of the Viceroy of India was given to a British official in order to directly control the foreign nation (Lal, “British” par. 4). They promised to treat Indian’s equally under British law, but this promise was never fully kept. Indian’s were often abused by their British employers, and sacred customs were never respected. Then, following the devastation of World War I, Britain decided to retain

wartime restrictions on the nation. This forced Indian's into curfews, work schedules, and destroyed their freedom of speech (Lal, "British" par. 4). This was the first of many limitations placed on the "jewel" country, and sparked Gandhi to begin his civil resistance against the power of Great Britain.

Throughout the 1920's, Gandhi struggled to have his voice heard not only in Britain, but in his home country of India as well. In 1922, Gandhi traveled through India and encouraged his countrymen to begin a civil disobedience movement against Britain's colonial rule (Lal, "Mahatma" 2). He lectured villages to spin their own clothing, abandon Western lifestyles, and to quit their British jobs. Unfortunately, these nonviolent approaches lead to violent outburst. A group of non-co-operators were demonstrating in the town of Chauri Chaura on February 5, 1922 when local law enforcement decided to break the nonviolent protests (Ashe 299). The group retaliated. "Driven back by weight of numbers, the policemen took refuge in the town hall. Hooligans set fire to it and pounded on them as they ran out" (Ashe 299). Police turned on the mob and beat twenty two unarmed Indians to death.

British rule blamed the atrocity on Gandhi, and he was sentenced to prison for sedition for 6 years. Ironically, many of the men who lead the trial were fans of Gandhi for his passionate and simple lifestyle. Gandhi was released from prison early, only serving a two year sentence. While he was incarcerated, the civil disobedience movement came to a grinding halt, and Indians went back to their former routines (Lal, "Mahatma" 3).

Gandhi felt that his first movement failed because of a lack of Indian unity. He struggled to unify a country that was split between a caste system, language barriers, and religious ideals (Greenberg 168). After serving his time in jail, Gandhi entered a three-week fast.

I felt that the only way the guilty parties could be made to realize my distress and depth of their own fall would be for me to do some penance. So I imposed upon myself a fast for seven days and vow to have only one meal a day for a period of four months and a half (Gandhi 286).

He cried out to his countrymen to end their religious differences, and offered himself as a symbol of unity. Legislation was not passed in this effort until the Nagpur Conference of 1927.

Resolutions about the Hindu-Muslim unity, the removal of untouchability and khadi too were passed in this congress, and since then the Hindu members of the congress have taken upon themselves the responsibility of writing Hinduism of the curse of untouchability, and the congress has established a living bond of relationship with the "skeletons" of India through khadi (Gandhi 418).

The actions made by the congress in 1927 were practical attempts to create Hindu-Muslim unity that had been absent in the country since its beginnings.

After his fast, Gandhi again traveled throughout India and lectured villages. He felt he needed to prepare the country morally for independence (Greenberg). In 1925, Gandhi was appointed to President of the Indian National Congress. At the same time, Britain sent a board of inquiry called the Simon Commission to investigate the social conditions in India. This upset many Indian Nationalists because there was no Indian representation in the social research (Kane 57). This event sent Gandhi's vision of massive civil disobedience into place again.

In 1929, Gandhi toured his country yet again. This time he spoke to his country about their call to independence. Gandhi spoke of a "parliamentary government of India in the modern sense of the term for the time being, either through the friendly offices of the British people or without them" (Ashe 210). Even members of Britain's government began to sympathize with the movement, including Lord Irwin, the Viceroy at the time. "But if Gandhi faced insuperable barriers among the English in India, his prospects among the English in England were brighter. He had friends there who did not fail him... Admirers, especially among the clergy were speaking

out. People in general were not unkindly disposed” (Ashe 301). India’s Declaration of Independence was put together by the Indian Congress in January of 1930. Unfortunately, it was not recognized by the British as a true threat to the Empire. Gandhi used the Salt March as an attempt to get the attention of the Royal Power.

A Heavy Burden

Since the beginning of the British Rule, many taxes had been imposed upon Indians. Finally, in 1930, the taxes began to greatly affect them. The Indians began to feel the pains of the economic crisis, which not only affected them, but the rest of the world (Ashe 283). The prices of their goods began to drop and the farmers became further indebted. Millions stopped paying their taxes because it was no longer feasible.

One of the most extreme taxes on the Indians was the Salt Tax. The British law imposed a hefty tax on the salt monopoly. “Under the British Raj the only legal salt was government salt from guarded depots. The price had a built-in levy- not large, but enough to cost a labourer with a family up to two weeks’ wages a year” (Ashe 285). Under the Salt Law, it was illegal for Indians to walk to the salt marsh and retrieve their own salt. They were forced to pay high prices for the necessity.

The March for Freedom

Gandhi saw the heavy burden of the Salt Tax as an outlet to attack the British. He knew all Indian’s felt oppressed by the tax, and he would use this as an opportunity to unify the divided nation. A letter was sent to Lord Irwin on January 31, 1930 stating eleven complaints about the British’s rule in India. Gandhi, the letter’s writer, claimed that his civil disobedience in response to the Salt Law would not cause harm to any Brittan’s. In the letter he stated,

I cannot intentionally hurt anything that lives, much less fellow human beings, even though they may do the greatest wrong to me and mine. Whilst, therefore, I hold the British rule to be a curse, I do not intend to harm a single Englishmen or to any legitimate interest he may have in India (Green 113).

Although the Salt Law may have seemed trivial in comparison to the other taxes imposed on the Indians, “it was the weirdest and most brilliant political challenge of modern times” (Ashe 284). Gandhi felt that he needed to find one central issue that each Indian could relate to. The property tax was significant but mainly applied to peasants that owned farms. In the end, Gandhi choose the Salt Law because, “The enemy line had a weak point where he could exert maximum pressure with minimum risk of violence” (Ashe 284).

On March 12, 1930, Gandhi and his 78 followers set out on their 241 mile march from Sabarmati Ashram to Dandi (Fischer 262). The march took twenty four days to complete. While going from town to town, Gandhi and his volunteers encountered a great amount of support. In some towns, the people would lay the road with branches for crowd to walk on, showing their support for Gandhi and his followers. Each night, Gandhi would lecture huge crowds of people. He talked of the reforms that would come after the British rule faded from India.

During the march, Gandhi made sure that he lived what he professed. For example, when they arrived at Gajera, there was a huge crowd of approximately five thousand people that were waiting to hear Gandhi speak. Gandhi just sat and watched the crowd. He finally announced, “either you invite the untouchables and my volunteers to sit freely among you or I’ll have to address you from the hill where they are sitting” (Weber 48). Gandhi believed that by treating the untouchables as if they were outcasts, the villagers were doing the same thing to the untouchables that the British were doing to the Indians. On another occasion, Gandhi saw his nephew give his

bags to a villager to carry. Instead of allowing the villager to carry his things, Gandhi carried them all the way (Weber 47).

At the end of March, Gandhi and his volunteers arrived in Bhatgam for breakfast. The group was told that they would have milk and fresh vegetables. When they arrived, they found that the area had a drought and the townspeople had resorted to making bread without the right type of flour. The townspeople had arranged for food to be brought to Gandhi from a different town. Gandhi was greatly distressed. He saw himself and his followers as “servants of the people” (Weber 49). He didn’t feel that he should be treated any differently than the starving townspeople.

The group arrived in Dandi on April 6, 1930 to a crowd of almost 2,000 people. They marched to the ocean and then bathed in the water with their leader, Gandhi. Then, Gandhi picked up salt from the shore thus breaking the Salt Law. From his example, Indians too began making their own salt (Fischer 262).

When the British Army arrived at the coast, they immediately began to attack the harmless resisters. Not once did protestors fight back. They endured the physical torture brought on by the enemy. This made the British Army look like a monster to the rest of the world. Not only had they invaded and exploited a poor nation, but now they were killing innocent people in their fight for survival.

The Aftermath

Following the Salt March, many Indians lost their positions in political offices. Hundreds were killed and between “60,000 to 90,000 were arrested, while at least a hundred were killed by the police, and thousands wounded” (Sofri 102). Gandhi was arrested and sent to jail on

May 5, 1930. Lord Irwin however, found compassion in his heart and freed Gandhi from jail on January 25, 1931. “It was plain enough who had got out of hand, who had behaved violently,” said Lord Irwin (Ashe 292). Between February 17 and March 4 of that year, Gandhi and Lord Irwin came to an agreement called the Delphi Pact.

This pact allowed people who lived in coastal areas to gather salt again; it also acknowledged the right to boycott foreign fabrics. The Pact however, did not return the political offices lost during the nonviolent act. This pact was difficult to adopt since it did not solve most of the problems between the two nations, but Gandhi was satisfied for the time being. With tireless efforts, Gandhi was able to come to another agreement, this time with the new Viceroy, Lord Willington.

On August 29, 1931, Gandhi set sail to the city Bombay on the steamship Rajpantana with his son Devadas, and his two secretaries, Mirabehn and Pyarelal. Many of Gandhi’s followers were also traveling on the same ship. On the ship, Gandhi did all of his daily routines like spinning wool, studying and praying. He told his secretaries that he was most interested in meeting Winston Churchill, because he highly opposed the Indian cause. Gandhi heard Churchill declaring “he found photographs of that ‘semi-naked fakir’ who treated the viceroy and the king as equals to be ‘nauseating’” (Sofri 104). This must have hurt Gandhi personally since Churchill was one of the most important people in Britain at the time.

Gandhi arrived in London on September 12, a few days before the Second Round Table Conference. The Conference was scheduled to discuss the state of the Indian Nation. Gandhi was hoping that he could represent and symbolize the unity of the nationalist movement in India, but everything did not go well for Gandhi. He could was not able to come to an agreement with

Muslims and Muslim representation in India. Gandhi also wanted India and Britain to have an association based on political party, but the British did not believe in a unity with the nationalist movement in India. The rest of the conference was carried out with no results, except to delegate the Indian problem to future commissions by inquiring into them. This must have been frustrating for Gandhi. All his efforts and ideals were being ignored. The rest of Europe however saw Gandhi as an inspirational and motivating leader.

In the months that came after, Gandhi dedicated himself to talk and greet everyone he crossed with. He was received in court by George V, and he even met Charlie Chaplin. He told Chaplin about his aversions to the British machine civilization, and how it turns man into a slave. Gandhi had the most effect in children while he was in England and hoped that this generation would come to his terms. There he moved across Europe giving seminars, inspiring people everywhere he went.

When Gandhi was in Europe, he felt great disappointment. Britain's failure to comply with the Delphi pact had increased tension, riots, and many acts of terrorism in the country. When Gandhi reached Bombay on December 28, 1931, and was shocked to see the chaos and violence that was going on. The new Viceroy, Lord Willington, had ordered the military to arrest all nationalist leaders and thus Gandhi was arrested for the fourth time in his life. This time however, he would remain in jail for fifteen months in the Yeravda prison. After all the hard work Gandhi did, this was how he was rewarded. With Gandhi in jail and his country falling apart around him, it must have been difficult to reestablish the Indian nation with the British viewpoint in mind.

The Legacy

Although the Salt March did not directly achieve Indian Independence, it was the spark that ignited the fire. Through the use of “Satyagraha” and other nonviolent tactics, Gandhi was able to stir the emotions of his people, which encouraged them to stand up against an injustice. Even as the Satyagrahists were imprisoned and physically beaten, they continued to demand a change. With Gandhi’s strength, passion and dedication to the movement, the Indian Nation was able to gain its long desired freedom. In 1947, India finally gained its independence, nearly 17 years after the Salt March (Sofri 123).

Gandhi’s patience and perseverance to pursue his lifelong dream had finally paid off. In an age where immediate gratification is highly valued, Gandhi’s lifelong pursuit shines as an amazing accomplishment. If the nation of India was able to overthrow the most violent empire in modern history using a nonviolent campaign, imagine what the world would be like if every conflict was solved using the same means. The Salt March is an example that nonviolence is a very powerful force when combined with unrelenting dedication.

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Problem/Solution Essays

Human beings are natural solvers, but the solutions to our most pressing problems are not within the reach of one person. During the record high temperatures of the past two summers, global warming was on the minds of many Californians. Several citizens took steps to reduce their reliance on fossil fuels by purchasing hybrid cars, yet such measures can only have a lasting impact when they are duplicated among individuals and industries who still need to be convinced that climate change is a dire issue demanding our immediate attention. Such convincing is at the heart of the problem/solution paper.

The biggest challenge we notice in students' essays in this genre is an eagerness to jump right in and explore solutions without first thoroughly persuading the reader that there is indeed a problem. A student writing on this topic once said, "I think everyone pretty much knows that global warming is a problem, so I don't think I need to go into too much detail about why that's the case." Unfortunately, human nature is such that a significant problem needs to consume us, keep us awake at night, and threaten to stand in the way of everything that matters to us before we are compelled to take extreme measures to address it. How do we as writers wake up our readers when it comes to such pressing yet easily overlooked issues? By grabbing their attention and helping them feel the heat of the problem for themselves with well-chosen evidence arranged in a gripping manner. Only then will they be open to pursuing the drastic solutions that issues like this one demand.

Everyday we encounter situations that are troubling and sometimes infuriating. All too frequently, we let those situations pass us by and we move on. However, if we desire to enact positive change in the world, we need to occasionally take charge and fix those problems. The problem solution essay is a means by which a writer can look at problems that surround her and think about what she can do to fix the problems in her own way. I value looking at local solutions to problems so that the writer has a real chance of fixing them.

—John Guelcher

This genre is trickier than it first appears, requiring two completely different rhetorical strategies. The writer has to both persuade the reader that a problem exists and explore various solutions. The tendency is to slight one or the other, leaving the reader either questioning whether the problem is worth bothering about or frustrated that no viable solutions have been offered. Persuading the reader requires supporting evidence, research, experience or anecdotes that make it clear how important the problem is. Proposing solutions, on the other hand, requires thinking outside the box, imagining potential problems, and evaluating the practicality of various approaches. Since every proposal creates a whole new set of problems, the problem/solution essay is rarely definitive, but more likely conditional: "given these parameters, this solution is likely to be more successful than the others, but we can't be certain for these reasons." The ambiguity of the genre creates problems for writers who want the world to be black-and-white and right-or-wrong. For those who recognize that the world offers few final answers, however, the genre is rich in potential to explore new ideas without having to argue that one is best.

—Bob Mayberry.

Problem/Solution essays need to define and contextualize the problem the student highlights. In order to effectively convince the audience a problem exists, the author must perform quite a bit of research: observation, interview, articles, academic and industry journals, polling, etc. This evidence must then be presented in an organized and focused manner. Students may write about problems most people do not seem to prioritize, making the persuasive aspect a key element of the genre. To expand their critical thinking skills, writers should anticipate additional problems their solutions might well up to the surface.

Working through the weaknesses of proposed solutions does not mean no progress can be made. Just as students need to be persuasive that the problem they present needs attention, they also must be persuasive that their solutions will get interested parties closer to a greater good.

Writing about problems that affect their lives usually results in commendable efforts; the more effective writing avoids both trivial and global topics. Finally, the conclusion should avoid platitudinous statements; rather, the essay should be wrapped up by noting consequences of apathy toward the topic and/or the best evidence that their solutions are thought-provoking and realistic. —Christine Popok

The problem/solution genre is especially important in the sciences. For me, research is absolutely crucial to this type of writing, because history shows how easy it is to mistake the problem and set off making false solutions that create greater problems later. For example, DDT as a solution for “pests” wreaked havoc on our ecosystem that will last for generations. We now know that DDT is a powerful carcinogen. Hence the importance of research in this genre, of really knowing the latest data in the field of question, and seeing the larger social context. —Camilla Griggers

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Problem/Solution

Is rBGH In Your Milk?

If I asked a random person on the street what rBGH was, do you suppose that they would really know? People digest it everyday in dairy products like milk, butter, and cheese. Why is it that hundreds of thousands of people carry on unaware of its existence? The answer is simple. rBGH cannot be found on product labels.

Cows injected with Recombinant Bovine Growth Hormone (rBGH) receive the hormone to further increase their production of milk. The Monsanto Company manufactures the hormone under the name Posilac, and generates enormous profits each year from its distribution to dairy farmers. The company claims that the hormone increases the production of milk by 30% (Humane Farming Association, n.d.), but along with the increase of milk lays the risk of disease to both animals and humans. The Food and Drug Administration says that the average consumer cannot tell the difference between the milk of cows treated with the hormone and natural milk. In this case, the consumer is incapable of distinguishing which milk contains the hormone and which does not, thus becoming a dangerous problem, a problem in need of a solution.

If the cows injected with the hormone can develop cancer, what makes the FDA think that the diseases of the cows we drink from cannot affect us? The Center for Food and Safety states that among cows treated with rBGH there is a “50% increase in lameness ... over a 25% increase in the frequency of udder infections, and serious animal reproductive problems” (Center

for Food Safety, n.d.). People will be dealt the consequences of consuming the products of cows with such dangerous illnesses. Are breast, prostate, and colon cancer enough of a health risk to end the production of rBGH? The consumer must feel protected and safe with the regulations of the FDA, but rather than protecting Americans, the Federal Drug Administration continually defends the dairy farmer industry and the Monsanto Company. One can imagine the profit to be gained from manufacturing a hormone like rBGH and selling it to dairy farmers who will do anything to increase their milk production in such a competitive market. The FDA must already be aware of the economic consequences to dairy farmers if the public stopped consuming the products that harm them. Money is the root of the problem and if the FDA banned the use of rBGH, dairy farmers using the hormone would go out of business and the Monsanto Company would lose billions of dollars. In the year 2005 alone, Monsanto's net income soared to 255 million dollars and its net sales reached an astounding 6.3 billion dollars, resulting in a 16% increase from the previous year (Monsanto, 2005). Unfortunately, Monsanto's financial profits come at the expense of the consumer's health and safety.

If Europe and Canada ban rBGH, why does United States still approve its use? If we look back at the history of the hormone, we will find that rBGH milk has been approved by the FDA for unlabeled distribution since 1994. We have been unknowingly consuming dangerous dairy products for over 12 years and yet the FDA fails to recognize test results that show the harmful effects of the hormone on humans and animals. Among the ignored charges against the hormone, one in 1981 stands out. Congressman John Conyers claimed that the FDA and Monsanto Co. "manipulated" test results to support the use of rBGH (Epstein, 1999). Derived from a confidential study by Monsanto, his claim that exposed problems with cows injected with the hormone.

Another controversy surrounds the FDA when a researcher overseeing tests on rBGH, raised concerns about the process and hormone's effects. Dr. Richard Burroughs was fired for "slowing down the approval process" of the hormone (Humane Farming Association, n.d.). By ignoring the problem, the FDA denies that it even exists.

The way to create a change and make an impact is to create consumer awareness. If people do not know about the problem, there can be no way to solve it. The issue must be publicized across the nation to gain the attention of unaware consumers at risk. Campaigns such as the "got milk?" ads on television, promote the drinking of milk by presenting commercials and magazine advertisements with celebrities wearing milk mustaches. It is clear that the commercials display the wrong message to viewers, by informing them that it is healthy to drink plenty of milk. Unfortunately, for consumers, the commercials fail to mention that milk is subject to genetic hormones. Why not put the same kind of effort into creating commercials that inform people of the potential dangers of drinking milk? If the FDA does not choose to inform the public, then organizations like the Center for Food Safety and the Cancer Prevention Coalition should make it a point to reach out to the public in effective ways. These organizations already have websites on the internet, but by using different means such as television and radio, they could gain a larger audience willing to listen. By endorsing a campaign to spread the awareness of the costly effects of rBGH and other genetic hormones in products, consumers will be able to gain a greater understanding to properly respond to the problem.

Once the consumer attains a raised awareness, the next step of the solution is to make the Food and Drug Administration believe that a problem exists and that aware consumers want to solve the problem. Consumers must unite, with the support of organizations, to make demands.

In 1999, The Center for Food Safety pleaded to the FDA to take Posliac of the market, but in 2000, the FDA rejected the petition (Center for Food Safety, n.d.). This plan failed, but if millions of people complained, would our grievances remain overlooked? If our demands are heard in mass quantities, our concerns will be addressed. At this time, a petition called “Millions Against Monsanto,” created by the Organic Consumer’s Association, is in progress. The goal of the Organic Consumer’s Association is to attain one million signatures. People must spread the news of the dangerous hormone to their loved ones. If every person takes the challenge to spread awareness, we as a whole will get far in achieving our objectives.

There are two options in this goal of protecting Americans. Either the FDA completely bans the hormone from use in dairy cows or products contain clear labels stating that the manufactured goods contain the hormone or are rBGH-free. The banning of rBGH would help our economy since we would then be able to trade dairy products with Canada and countries in Europe. People would no longer be taking the risk of getting cancer each time they consume a glass of milk. The parents of children who need calcium for strong bones and teeth, will need not fear that they are harming their own children. The second alternative to the solution is indeed helpful in informing the public about what they are consuming, but it can not prevent the consumer from purchasing the products. By labeling dairy products, at least the consumer can make the choice of whether they choose to purchase and consume foods with rBGH.

If the FDA is forced to recognize the concerns of the consumer, it must then readjust itself to its initial priority of protecting Americans. The FDA must abandon its current dysfunctional system that harms the people it should protect. If enough people pressure the FDA to ban

the use of the hormone or at least label products correctly, we will once again be able to live in a safer world.

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Ellen Sakaye

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Problem/Solution

GA: Gamers Anonymous

My name is Ellyn Sakaye, and I'm an addict. My professor said it would help us think of a topic for our essays if we thought of one problem we have with ourselves and expand on it—my problem is video games. Truth be told, I spend the greater portion of my day sitting in front of a computer screen playing a certain video game called World of Warcraft, more affectionately nicknamed World of Warcrack by a few friends of mine because of its addictive nature. For hours on end, I'll sit in front of my computer screen to complete quests and clear dungeons. People who do not play the game are constantly hounding me, telling me I'm "addicted" and I need to find better things to do. The sad part is that I know it is true, but it seems hard to find the motivation to stand up and do something else.

Perhaps it's the bright colors and the feeling of being invincible that makes me want to hop into the world of Azeroth and kill goblins and ogres.

A person playing a video game feels an emotional high, commonly known as an adrenaline rush, as a result of his gaming tactics. He then plays the game more and pushes his physical and psychological limits in order to experience the emotional high. Eventually, he will again reach a level that stimulates the production of adrenaline. The cycle may continue until it leads to an unhealthy level of interaction with video games, which some professionals may label video game addiction (Schlimme).

In an article about the negative qualities of video games, reporters write that one game developer interviewed said that "[p]eople stop blinking if an ad has their attention. Same here—if you're

into a video game, your pupils dilate and your blink rate slows down,” and thus “the body and brain become fully involved—so much that dopamine, a neurotransmitter that some believe is the master molecule of addiction, gets produced while you’re playing” (Quittner). So, not only is it a mental high but it’s also a physical high that keeps one glued to the computer screen day in and day out. The sad part is that video game developers understand this about their products and take advantage of it. They use this knowledge to make their games more addictive so that more people will want to buy and play.

The addiction would not be such a bad problem if there were positive learning experiences going on while playing these games. Let’s face it: the educational value in video games is probably being sacrificed for entertainment value and ratings. An obvious fix to this problem would be to make more educational games. Jenn Shreve’s article, “Let the Games Begin”, includes a story about one teacher’s attempt to bring games to the classroom to help motivate his students to learn. Shreve writes that “[g]ames can also be an effective way of reaching students who haven’t responded to conventional teaching methods, and they can get gifted students to apply critical-thinking, problem-solving, and other higher-level skills to subjects they already know” (Shreve). While there is an increase in the amount of educational games and toys being produced and sold today, they’re generally marketed towards a younger audience. This is good and all—if you’re ten. I personally cannot think of one video game that has any sort of educational value for anyone over the age of fifteen. Perhaps it would be an interesting experience if video game developers took time to collaborate with education professionals on a new type of game. Both could contribute to the development in their own ways, to hopefully produce a game that not only kept teenagers entertained but also contain educational values or at least positive

material. If more educational games were produced that focused on teaching kids in the upper teens, society, as a whole, would benefit. The hard part is finding a way to get teens to play them and stay away from the negative games.

The gaming industry is no longer as selective about the content that it puts in video games, which is good for entertainment value but not so much for the types of ideas it inflicts on children. A top selling video game out today, also one under heavy fire by critics of the video game world, Grand Theft Auto, features you, the main character, running around a major city hijacking automobiles to complete random tasks like drive-bys and drug deals. Granted it's fun to do things you normally would not do in real life situations, but habits like stealing from others and committing murders are obviously not something we should be teaching our children to do. There are various ways concerned critics have taken action to fix these sorts of problems with video games. One step taken was the addition of a rating that is to be displayed on the covers of every game sold. According to Entertainment Software Rating Board (ESRB), "ratings are designed to provide accurate and objective information about the content in computer and video games" in order to make an "informed purchase decision" (ESRB Game Ratings). This rating is chosen based on certain criteria like the amount of blood displayed, and violence shown. Some stores are partners with the rating board and have agreed to restrict selling mature-rated games to underage children. This is a great idea for keeping inappropriate material out of children's hands but it is a shame that all stores do not enforce it. If this rule were enforced in all stores then the games with more mature content would be kept out of underage hands.

Granted that even if all retailers supported the rating system, there would still be parents out there oblivious to the whole problem that would give in to their children's pleas to purchase

the game. It would definitely help the cause if parents were more informed on the things that were supplying their children with. Not to put all of the burden on the busy adults of the world, but if parents simply paid more attention to their children we wouldn't be having some of the issues allegedly linked to video games, like addiction. However blunt of a solution it is, it is still truth. If parents spent more time with their kids, regulating the amount of time their child spent in front of a television or computer screen, it would help drastically. Time spent with the game could be reduced to prevent the process of addiction to take place. Different types of entertainment would be available for children, and perhaps even more physical types of activities.

Communication is key for a healthy mental state, and an over all joyful person. Physical contact and human interaction beats completing missions in a game any day.

Whether people are willing to acknowledge it or not, video games do influence the development of children and their brains on a physical level. Daniel Casasanto explains “[n]eural plasticity is the ability of neural circuits to undergo changes in function or organization due to previous activity” (Casasanto). In other words, if a child was previously sitting in front of a television screen playing a certain video game for a period of time, the brain would still be functioning in a way according to the game that they were just playing. The portion of the brain that was in use during the game play would be the only part of the brain developing. However negative some critics demand video games to be, the fact that the level of creativity of the game does help a child's imagination grow is undeniable, which is always a positive in human development. There are countless ways to fix video game addiction, but I feel that one must start out small in order to make big changes. The first step to breaking addiction is admitting you have a problem.

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Problem/Solution

Social Insecurity

Social Security is one of the greatest achievements of the American government, and one of the deepest commitments to the American people. For more than six decades it has protected our elderly against poverty and assured young people of a more secure future. It must continue to do this important work for decades to come.

—President George W. Bush

George W. Bush pridefully presents the achievements of Social Security. Yet, he fails to acknowledge it is soon to decline as a system all together. Ironically, Social Security will face the beginning of its end while George W. Bush still obtains presidency. In reality, instead of Bush falsely proclaiming Social Security's "secure future," he should be stating the real issue--Social Security's insecure future.

The goal of Social Security was to ultimately help the elderly, retired, or disabled to experience a more enjoyable life, not to be disadvantaged. In just two years the baby boomer generation will begin to retire, causing the number of retired Americans to double in comparison to those still working (Future). By 2017 the system will begin to take out more than it puts in (Strengthening). In just ten years one of the greatest problems facing the American people will arrive at our doorstep.

Where is the retirement money going to come from for my generation? Who will pay for us? The only way to provide proper retirement for the baby boomer generation is to dip into the current generation of workers' retirement pensions, leaving none for the next generation and

forcing cuts from government programs and more debt borrowing. Is this the end to Social Security?

Social Security was ultimately sought after as a result of the depression during the 1930s (Our Documents). Because of the Great Depression era older people who had worked hard all their life were now living in poverty along with their families and could not get work as easily because of age discrimination. As a result, Franklin D. Roosevelt signed the Social Security Act of 1935 which majority purpose was to keep the elderly and retired from poverty. Later, dependents on disability would be given money as well (Future).

Demographics created this monumental problem of Social Insecurity (Future). The world population is expected to double in 2050, leading this problem of providing retirement for the public to increase as does the population. When Roosevelt signed the act, the average age for someone to retire was 65 with an average life expectancy of 12 ½ years after retirement (Future). Now Americans are living longer and healthier than ever before and the average life expectancy after the age of 65 (retirement age) is now raised to 17 ½ years and is still rising. As the 78 million baby boomers begin to retire in 2008, the Social Security system will begin to go into panic mode.

Thus, the government will have to dip into the future of my generation's income and social security savings to help provide adequate support for the baby boomer retirees. Therefore, by the time my generation gets to retiring age in about 40 years when we'll be around 65, we will not get the benefit of retiring early. Because of the lack of retirement funds, consumed by the astronomical baby boomer generation, my generation and those after will have to work well beyond the age of 75 to help provide a stable income to live on in our senior years. These demo-

graphic changes will severely strain Social Security financing and may cause the collapse of Social Security.

When Social Security first began, pensions were made and Congress approved some funds to the program (Our Documents). Yet, the majority of the money came from payroll taxes, which in 1937 consisted of about 2% of each person's check (Our Documents). As of June 2005, 6.2 percent of a worker's wages are diverted into the Social Security trust funds—one for retirement benefits and one for disability (Future). Employers put in an additional 6.2 percent, resulting in a total payroll tax of 12.4 percent. Self-employed workers pay all 12.4 percent themselves. “Insurance for retirement, insurance for the surviving spouse and children of someone who dies, insurance for disability, veterans benefits, unemployment insurance, food stamps and other forms of welfare” are all part of the Social Security program to help out those in financial burden (Future).

Personally, in facing these overwhelming facts about the future of social insecurity, I have to contemplate the security of my own future, as well as my children's and grandchildren's. How long will we pay the price for the mistakes of our government? This knowledge discourages me and makes me realize that if this problem is going to be solved, we need to take action immediately.

Awareness is the first step in solving the failing future of Social Security. If the people are not aware of the problem, how would they begin to solve it? By organizing communities together to spread the awareness of the problem, it will then lead to the contemplation for the solution. Once the problem is known and a solution is proposed, it will find a way to get done. Without common knowledge among citizens of the problem, it will not attempt to get solved.

One partial solution to help my generation and those after mine be ensured that we too get to partake in retirement funds is to enact that younger workers should have the alternative of putting a portion of their payroll taxes into a voluntary personal account and fully withdraw from Social Security (Strengthening). This nest egg will give workers an opportunity to receive a higher rate of return than the current Social Security system can provide. It will also ensure that the government will not take that money and use it to pay off their debts toward the current retirees, thus leaving us with no money. Pensions are a disadvantage in the case that one may not have enough money to spare in putting in a private pension or they mismanage the money in their bank account. The current retiring generation and those near by still qualify Social Security as their saving grace toward their senior years. Yet, my generation and those after will soon lose all faith in the Social Security system as it will become nothing more than a burden to us in our retiring age. Aside from the disadvantages, the benefits far out weigh any inconvenience that may occur. Who do you trust to handle your future: yourself or the government?

Another alternative is to make the effort to even out the amount of retirement funds going out to the baby boomer generation and save some for the next generation so that they are left with something. Benefits should be reduced, or at least their future growth should be slowed. One way of doing this would be to increase the retirement age for full Social Security benefits. Americans are living longer and healthier lives than ever before and people are spending an increasing number of years in retirement (Future). Government funded programs would have to be cut, or at least the money supporting them would have to be limited and used to get the Social Security dilemma off of the ground.

Last but not least, taxes would have to be raised. This option are not very convincing to

the public eyes. Once the fatal idea of raising taxes is mentioned, the subject is shot down with out a chance of being proposed or reasoned. But, unless you want to have a retirement plan or retire at all, this change needs to be made. Without raising taxes, social security will cease to exist. It is soon to lose all its money and go into to debt and pull all of its involuntary investors down with it. Thus, the only way to get more money, aside from borrowing which would be very inconvenient seeing as how the system will already by in much debt, is by raising taxes. Awareness, personal pensions, benefit cuts, canceling government programs, and raising taxes are the answers to saving our generation's retirement plan.

Social Security is reaching its end. What will you do to secure your future, and your children's? Do you trust your hard earned money in the hands of the much in debt government? What started out as one of America's greatest achievements is now soon to be a distressed failure. The choice is up to you. It is your future. And its mine. You get to decide whether of not a retirement plan lies in your and my senior years. The sooner the adjustments and changes are made, the better.

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Rochele Banayo

English 102

Stacey Anderson

Problem/Solution

Wildlife and Suburban Sprawl

He flung open the door and shot through the courtyard, head down, rounding the corner of the house just in time to see a dun-colored blur scaling the six-foot chain-link fence with a tense white form clamped in its jaws. His brain decoded the image: a coyote had somehow managed to get into the enclosure and seize one of the dogs, and there it was, wild nature, up and over the fence as if this were some sort of circus act. Shouting to hear himself, shouting nonsense, Delaney charged across the yard as the remaining dog (Osbert? Sacheverell?) cowered in the corner and the dun blur melded with the buckwheat, chamise and stiff high grass of the wild hillside that gave onto the wild mountains beyond. — T.C. Boyle

As the population of the United States continues to grow with each passing year, the need for housing has escalated. To accommodate the growing numbers, cities, counties, and regions are renovating old homes and constructing new condos and townhouses in any available lot. However, as appealing as they may try to make them seem, space is limited in large cities and overcrowding presents itself as a problem. In turn, the mountain and hillsides become more and more desirable to the human eye.

People are easily swayed by a beautiful house with gorgeous scenery, and forget to take into account the circumstances under which their home was built. As the production of housing increases, wildlife that inhabited the construction areas are easily forgotten, only to be remembered when they begin to trespass on property. Although it may seem like the animals can be easily pushed and their borders changed, to them it is still their territory, and humans are the invaders. They wander into backyards, eyeing livestock as tasty meals and eating scraps from the

garbage. Animals that pose a minimal threat like raccoons, ground hogs, and moles can be captured, relocated, or ignored all together, but most animals, such as coyotes, wolves, and mountain lions can pose a serious threat. They are carnivores, and meat, no matter if it is a chicken, a dog, or a human, is still considered fair prey to them, and the area is still their territory. Houses in these locations may seem ideal, but with animals around, it might not seem like the safest.

The destruction of wildlife habitat and source of the dangers surrounding homes is the result of suburban sprawl. The desire to live away from the city, noise, and to raise a family in the suburbs may seem like the American dream, but the "sprawl eats up valuable open space, worsens air and water pollution and destroys Americans' sense of community" (Cooper). To preserve their piece of "paradise," people tend to move away from the crowds and isolate themselves in little crevices here and there, away from the noise and ultimately away from interaction with people. Neighborly interaction is at its minimum, and no connection is made between two families of the same community.

Suburban sprawl has also taken a drastic effect on the health of people. According to the *Cincinnati Enquirer*, it "has increased the risks of respiratory and cardiovascular diseases, traffic accidents and obesity" (Kemme). Because of the need to use an automobile to reach a destination, the physical activity of children and elderly has been cut drastically, resulting in serious health problems and complications. In October of 2002, Smart Growth America conducted a study on the "10 Most-Sprawling Metropolitan Regions," and results showed that California dominated the top ten, with Riverside-San Bernardino, California ranking at number 1 while Oxnard-Ventura, California ranked number 9 (Cooper). Southern California, as one of the

highest oil users in the country, brings in more air pollution than anywhere else in the state.

Suburban sprawl is clearly a major factor.

There are many methods in minimizing the effects of suburban sprawl, from conserving wildlife for environmental reasons to choosing a home in the city to lower the commute to and from work. Older neighborhoods and urban areas could be reconstructed and renovated to prevent the suburban sprawl. Remodeling these city neighborhoods gives people the option to live close to work, minimizing the commute while living in a nice environment.

New Urbanist communities are another option to be considered when searching for a new home. These communities are made from the abandoned buildings of urban life, "aim[ing]to reduce the need for cars and increase social interaction by mixing housing, retail and public construction in walkable communities, many with public transit" (Cooper). Many suburban areas are too small and spread out to have public transportation established, which again increases the air pollution and traffic congestion. Living in these New Urbanist communities would not only help the environment, but would be a cheaper alternative of living.

Contractors could be persuaded to build these suburban homes closer together, although it defeats the purpose of living away from large crowds of people. As the population of people grows, the need of public transportation would grow as well, minimizing the traffic and air pollution. However, in time these suburbs would turn into cities of their own, suburban sprawl will eventually grow again.

Another solution that has been debated over the years is family planning and opting to have smaller families to reduce overpopulation. It has been theorized that "the U.S. population will double by the year 2100" (Complex Relationship). Family planning has been an option with

countries overseas, such as China and India, where the population is too dense to accommodate the growing numbers. Families who choose to have smaller families with only one or two children are given special benefits, such as education. Although it is not likely that America will follow such drastic measures, with the population increasing every year natural and non-renewable resources must be handled carefully, especially land. Politicians have made an effort to save these plots in the ways of national parks and preserves. Although it seems like the majority of people support their decisions, there are those who still see the land as a way to gain money by building housing.

The most effective and people-friendly solution would be to educate "the public, news media and policy makers about the causes of sprawl and policy solutions" (Complex Relationship). There could be numerous solutions to suburban sprawl, but without the people's knowledge of the problem and the possible alternatives they will ultimately fail. In reality, unless people decide that their environment is more important than a plot of land that becomes their "paradise," suburban sprawl will continue to be a problem to the nation, and ultimately, the entire world. Smart decisions such as choosing to live in a reconstructed house to opting to have fewer children could save and preserve the environment for future generations.

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Persuasive / Argumentative Essays

Persuasive and argumentative writing have much in common, chiefly the intention to convince a reader by means of logic, rhetoric and evidence that your position is worthy of consideration. Some say the purpose of argument is to change your audience's minds, but that rarely happens. Minds are changed not by hearing one argument or reading one essay, but through the accumulated effect of multiple arguments and readings and, most importantly, experience. So why do writers bother? And why is academic writing so obsessed with methods of argument or techniques of persuasion? Because we want to be part of the conversation about the controversies and debates of our lifetimes; because we want others to hear what we have to contribute to that conversation; because we want to be taken seriously.

Composing effective arguments and making thoughtful rhetorical choices persuades readers to take us seriously.

The art of persuasion need not be as polarizing as it is often portrayed. Indeed, the most persuasive writers begin by establishing common ground among the various stakeholders in an issue, articulating the premises on which all parties can agree to make others receptive to at least exploring—if not adopting—a proposition they might otherwise resist. Many students take on a persuasive assignment with the intention of changing their reader's mind about a controversial issue, but most of us are so firmly entrenched in our beliefs that one document is not likely to sway our opinion. Nonetheless, a thoughtful, well-researched position paper that takes multiple perspectives into account can be very effective in getting the reader to reexamine his or her own point of view and the reasoning behind it. A reader still may not agree with a writer's position, but he or she will still come away with greater respect for opposing viewpoints.

–Stacey Anderson

For me, the heart of argumentative writing can be found in two basic concepts: freedom of speech and negotiation. The need to write persuasively manifests when we disagree; I have my perspective based on my experiences, cultural background, values and needs, and you have yours. Within that context of difference and even conflict, we each have the Constitutional right to publicly voice our opinion, and the academic freedom to do so. We also have an ethical responsibility to persuade without manipulation or falsity based on evidence from legitimate research. And good argumentation also has an emotional honesty that is compelling and empowering—the freedom to say what you really believe without fear or intimidation, based on the strength of your argument.

–Camilla Griggers

When it comes to voting, the courtroom, the boardroom, etc. our democratic, capitalist-based political and economic systems require us to take a stand on issues. The persuasive genre is a rhetorical tool whereby the author uses logic, data, anecdote and other convincing evidence in an attempt to sway the reader to his or her point of view and/or a particular course of action. The best arguments anticipate what counterarguments the audience may raise as they are reading, compassionately address opposing concerns, and yet, still prevail in persuading the audience the view and/or course of action presented is worthy of consideration. The more original, controversial, and/or provocative an argumentative thesis, the better - in terms of attracting the audience's interest; however, the thinner the limb the author ventures out on, the more solid the evidence needs to be to support his or her weight. The student should use examples, statistics, studies, popular views, quotes, etc., to bolster his or her position, rather than to just present information on a topic of interest. Students should not expect the evidence to speak for itself; they should demonstrate their skill in interpreting and connecting evidence that, at times, can be conflicting. —Christine Popok

This assignment is rooted in the western rhetorical tradition and is still very much a necessary tool to develop for writers who hope to succeed in academics, even though alternative writing techniques are now understood as being as valuable. In an argument/persuasion essay, a writer considers a topic that is of concern to him and then convinces his audience that it is a concern for them. The writer needs to evaluate a variety of educated opinions regarding his subject, use them to position himself in the conversation about that subject and then convince his audience that his stance is the logical one for him. —John Guelcher

Arguments surround us, in advertising, political speechifying, popular songs, public debates and private disagreements. But most of the time, neither the thinking behind the arguments nor the evidence that supports them is discussed explicitly. That is the principal function of the persuasive essay: to make explicit what is usually implicit, to spell out the writer's logic and rhetoric. The beauty of the genre is that it evokes our most thorough critical thinking and our most subtle techniques of emotional persuasion. We hone our evidence and our appeal to the audience until, we hope, even our adversaries are persuaded by our brilliance. But the shortcoming of the genre is that it rarely persuades anyone not already persuaded. Argument makes evidence and logic visible—but it doesn't change people's hearts and minds—so it's crucial in this type of essay to scrutinize and analyze the evidence we offer as well as anticipate the arguments that will inevitably be made against our position. —Bob Mayberry

Oftentimes, the most persuasive papers in this genre are those that draw attention to an issue of which many people are still unaware. The reader is unfamiliar that the issue even exists and thus does not begin the paper with a predetermined viewpoint. One student last year wrote a paper arguing against the use of calculators in high school math classrooms. I had no idea that students were permitted to use calculators in high school, so this highly original topic not only drew me in as a reader but also helped me develop a strong opinion about a subject about which I did not even know I cared. As with all of our assignments, then, the importance of selecting a unique and compelling topic cannot be overemphasized. —Stacey Anderson

Duan Mackenzie

English 103
Clifton Justice
Persuasive

Society's Mold of Language

Do you think it is right to belittle someone because they have a different language, accent, or even an unpronounceable name to the English tongue? Whether they admit it or not, many Americans today tend to assume it is ok to determine a man or woman's intelligence, personality, and character based on their language. Those who have a different cultural background should not have to feel as though they are an outcast because of their language differences. In other words, they should be proud of who they are and the culture that has shaped them. In this paper I will explain to you first hand how my second language, Thai, and my name, Duan, are a major role in influencing my identity.

In other countries where English is not the dominant language, students will learn that country's reading and speaking techniques. But what if that student immigrates to the U.S. and has a "different" way of saying words, or an accent? Or even a peculiar name? To those people who have lived here in the U.S. could depict it immediately, and more than likely judge them. But to the non-native speaker, he does not have an accent or a different name. He is just trying his hardest to be the same as everyone else.

You may be possibly asking yourself how do I connect with this issue. Although I did not immigrate from a foreign country to the U.S., I still experienced some of the harsh realities of language discrimination. For instance, last summer I was that "foreign student" when I traveled

from the United States to Thailand and spent a month and a half in that beautiful country. I am half Thai and while growing up I learned to speak the Thai language by communicating with my mother and grandparents in Thai. I know some Thai here and there, but I am far from being a fluent speaker. As soon as I went to Thailand I felt scared almost every time I opened my mouth believing I would say the wrong thing, mispronounce my sentences, or not be able to think of the Thai words to translate what I was trying to say. I was always feeling like I had the vocabulary of a five-year old and it truly hurt my self-esteem. Especially the times when a “kohn Thai,” Thai person, would talk to me or ask me questions that I had no idea what they were saying. I remember they would just sit there and stare at me with that questionable look in their eyes waiting for my response and all I wanted to do was step back and run away from the shame. All in all, I tried my best to communicate and speak Thai with others, but I still always had my American accent. Furthermore, I felt confined to only a few words that I knew which limited me to the most basic conversation. Believe me, it is the worst feeling knowing that those around me were judging me based on the difficulty I had with the language.

Another language obstacle for me is my name. Doesn't it seem unreasonable for someone's name to act as if that is what defines him or her as a person? Many native speakers will automatically make fun of “impossible” names and laugh, even though they don't know the beauty of that name.

My name, Duan, pronounced as Du-Anne or in Thai pronounced as Doo-un, means “Moon.” But growing up and even to this day, my name has turned into “Dwayne,” which is a boy's name, or bluntly “That's a strange name,” or would even just call me by “Hey!” Just imagine the stab in the heart feeling for me. Especially the times when I have met new people

who repeatedly ask over and over again “What is your name?” “Huh?” “Again?” Or had just simply given up and pretended they finally knew my name. Although the jokes and little comments can hurt, I will never consider changing my name because it makes me, Me. Just because my name is different doesn’t mean I am weird, stupid, or unintelligent, it is just my name.

As alone as I felt in Thailand, when I read “How to Tame a Wild Tongue,” I found someone who understood my experiences. This helped me realize I was not the only one. In “How to Tame a Wild Tongue,” writing theorist Gloria Anzaldua expressed that the languages she spoke helped shape her identity, even though they were illegitimate to others. Anzaldua is a Chicana who described her “native tongue,” and the struggles she went through growing up speaking Chicano Spanish, Tex-Mex, and Panchuco languages that were described as “poor Spanish.” In her essay, Anzaldua argued about how other people made judgments about her based on the language she spoke, which is what I faced when I went to Thailand. Anzaldua took the words right out of my mouth when she stated, “If a person, Chicano or Latina, has a low estimation of my native tongue, she also has a low estimation of me” (Anzaldua, 2006, p. 58). Her native language portrayed that she was brought up in a different background, just like me. It doesn’t mean we are any less of a person. Finally, at the end of the essay she comes to a conclusion when saying, “So if you want to really hurt me, talk badly about my language...I am my language. Until I can take pride in my language, I cannot take pride in myself” (Anzaldua, 2006, p. 58). This quote helped me realize the more positive side of my vacation. It is true that during the trip I felt inferior to others because I couldn’t speak as well, but now I know I should never be ashamed and should take pride within myself.

Again, I was equally surprised in the next essay I read, “The ‘F’ Word,” written by Firoozeh Dumas who gives the reader examples of such rash discrimination against names. “My cousin’s name, Farbod, means ‘Greatness.’ When he moved to America all the kids called him ‘Farthead.’ My brother Farshid (‘He who Enlightens’) became ‘Fartshit’” (Dumas, 2006, p. 60). Again, by reading this essay, it helped me realize that I am not the only one who faces this language discrimination. Not only was Dumas witnessing this discrimination to her family, but she was also facing the problem herself. Since she moved from Iran to America, she wanted to change her name to an “American” name because her real name was too hard for others around her to pronounce. Ironically, once her name was Julie, people portrayed her as someone she wasn’t, consequently making her feel like a fake. When she went to college, she eventually changed her name back to Firoozeh, but unfortunately her discrimination came back. Her “different” name also led to people judging her character. For example, she couldn’t get a single job interview even when she graduated with honors from U.C. Berkeley. Now doesn’t that seem quite unfair? After three months of rejections, she finally added “Julie” to her resume and as luck would have it, job offers started pouring in. The fact that I would never consider changing my name furthers my opinion that conforming to American culture would just lead to more consequences.

Also, from another perspective, would you agree that it might be hard to respect someone if people around him or her are always belittling them? That is what I face and this has a huge impact on my self-esteem. Thus, I should be proud of my culture and my background, but at times it can feel the exact opposite. Dumas would definitely agree with me when I say we should all be a little less judgmental.

My language helps remind me of my background, but it should not confine my identity to only that. If a Chicana spoke Chicano Spanish that was believed to be a bastard language, should that person feel as though they could never make anything of themselves? That they should feel as though they themselves are illegitimate? People are people no matter what language they speak, no matter what accent they have, and no matter what name they were born with. Those do not define who that person is as an individual, and I believe we all need to realize that. Language is something so precious that we should all respect the differences about everyone. Let them be able to take pride in themselves. Language helps individuals realize where they came from and helps shape their identity, but should not be to the extent of defining their character. So next time, please do not automatically judge someone because of his or her language and identity differences. Be understanding to those foreign students who immigrated here to this great country who want to be treated like everyone else.

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Cristina Nette

English 103
Clifton Justice
Argumentative

“Now *That* is a Syllabus!”

“Cristina! For the last time, stop what you’re doing and go do the dishes like you promised!” Sometimes I have a hard time following through with what I intend to or say I will do. The repercussions for this negative trait normally does not result in too negative a punishment, however what I say or promise does not directly influence hundreds of college students for a full college term. But something that does affect them is their class syllabus.

What is a syllabus, and why is it important? Some think it’s just some boring list of rules a teacher is obligated to hand out to their students on the first day of class, others think, “Oh great, now I know how I will be graded!” But more importantly a syllabus is similar to a binding contract, and the teacher is providing you will useful information about what this class will entail. It is promising to deliver all the components, and stick to an outline and time schedule. Then how often do they actually do what they say they will? This paper is going to evaluate how effectively a particular school syllabus was to the students and how much it played a helpful role in the course.

The syllabus is a document in writing that is unique yet universal, behaving as the backbone of the course. Everything you are intended to learn is in a syllabus: the requirements, the schedule, information on your teacher, etc. But have you ever taken into consideration how accurately your course reflected what was said in the syllabus? Was your teacher available when he

said he would be? Did you take all four essays? Was attendance actually vital? These are things that you should begin to take into account when evaluating your class experience as a whole. Did the course promise to do what it said it was going to do? I intend to look at Dr. Sawyer's Public Speaking syllabus and answer those very questions.

While attending my freshman orientation for California State University Channel Islands during the summer of 2006, I, as well as all the other future students and parents, were amazed at this particular speaker's ability to capture his entire audience with nothing else but his language, charisma and with the way he could use words and turn them into a captivating story. That man turned out to be Dr. Sawyer, the Vice President of student affairs for CSUCI. When he is not busy helping run the school he teaches a communications class, public speaking to be exact. Every sophomore there was running around saying, "Take Doc's class, if you can take his class you can do anything." "It's like an initiation into this school." Always up for a challenge, I signed up and on the first day of class a 17-page syllabus was dropped into my lap. I cringed. I looked up at him with sad eyes and he replied with enthusiasm, "Now *that* is a syllabus!"

The miniature novel was filled with information about how to get in contact with Dr. Sawyer, the description of the class, the purpose, the learning objectives, the criteria and his teaching methodology. The syllabus also included what text you needed, quiz information, the group project, and an "involuntary mandatory speech tournament." It contained all the different types of speeches we would be doing, how to dress, important facts, how the students would be evaluated, definitions of letter grades and lastly a tentative schedule was crammed in there as well; explaining in detail the next three months of our lives, that we now were sure would be consumed with public speaking (Sawyer).

But how useful as a tool was this syllabus during the arduous journey through Sawyer's public speaking class? Upon completion of the class during Fall 2006 I surveyed all the students involved. The results are somewhat surprising. Only 27% thought the syllabus was a useful tool throughout the course, when asked if purchasing a book was necessary (as suggested) 81% said it did not prove to be a successful tool. Also, 63% of the students realized that there were some inconsistencies between what was in the syllabus and what then happened in class (Public).

When one looks into the syllabus closely, minor discrepancies do exist. However, as a whole document I believe that the syllabus did deliver what was promised under one of the most important categories, "Learning Objectives and Anticipated Outcomes." The syllabus specifically states that, "Students will determine which style of delivery is best suited to their skills and level of experience" (Sawyer). Towards the middle, and definitely the end, of the semester you could clearly see that everyone developed their own speaking style, which Doc helped to point out and guide into something we could understand and be comfortable with with reviews. He always said that I had a nice "conversational style" which is something that I learned how to master in that class and use in other classes today. Another important outcome is that, "Students will know how to choose a topic and conceive an approach best suited to relaying that topic to an audience" (Sawyer).

This concept described is probably the one learning objective that most of the students struggled with. Many students were more comfortable having Doc pick out a good topic for them rather than having to try and do it themselves. Dr. Sawyer (Doc) really worked hard to help us think of or give us ideas that would be good for our own unique styles. Towards the end of the

semester everyone had a better understanding of how to look for speech topics that were appropriate for them.

On one side, I agree with the general consensus that there were some inconsistencies in the syllabus and perhaps it was not an extremely useful tool if looking at small parts. However in my opinion, looking at it on a larger scale, it did mainly deliver what it promised. In Sawyer's Fall 2006 syllabus the main goal emphasized was that the course will, "Help all students, no matter what their level of experience, to improve their skills in speaking before an audience" (Sawyer). I know I can speak for 100% of the class by saying that no matter what level anyone went in on, we all came out a few steps ahead.

Overall my personal experience in Dr. Sawyer's class was all that was promised in his specific syllabus. A syllabus is a tool for not only the teachers to give their new students a glimpse as to what they must accomplish throughout the course but the syllabus also offers the students a vital opportunity to get a running start to being successful in the class as well as their entire college careers. Although the syllabus is not always appreciated, what would a class be like without a syllabus? Would students do as well in the class? Many students have the tendency to overlook how useful the syllabus really can be. We were lucky enough to have such an extensive syllabus that in the end was largely beneficial. The outcomes Dr. Sawyer hoped for us were experienced by his students that semester and hopefully for many years to come.

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Monica Kellner

English 102
John Guelcher
Persuasive

For Everything There is a Season

Author's note: This persuasive paper is written in the form of a play portraying the funeral service of Amy Wall, a seventeen year old girl who was killed in a car accident by a drunk driver.

Characters:

Priest	performs funeral for Amy Wall
Rick Wall	father of Amy Wall
Linda Johnson	mother of intoxicated man driving the vehicle
Shane Athens	friend of Amy Wall
Joy Vincent	aunt of Amy Wall

Scene I

Lights are dim as solemn family and friends enter the church building. A closed casket lies in the front with a large picture of Amy to the left. Amy's mother is tearfully sitting in the front pew holding Rick's hand.

Priest

[Stands at podium]

A reading from *Ecclesiastes* 3:1-8 says:

For everything there is a season,

And a time for every matter under heaven:

A time to be born, and a time to die;

A time to plant, and a time to pluck up what is planted;

A time to kill, and a time to heal;

A time to break down, and a time to build up;

A time to weep, and a time to laugh;

A time to mourn, and a time to dance;

A time to throw away stones, and a time to gather stones together;

A time to embrace, And a time to refrain from embracing;

A time to seek, and a time to lose;

A time to keep, and a time to throw away;

A time to tear, and a time to sew;

A time to keep silence, and a time to speak;

A time to love, and a time to hate,
A time for war, and a time for peace.

Family and friends, I thank you for gathering here today to celebrate the life of Amy. As we come together today, we celebrate her love for laughter, her love for God and her love for life. With her vibrant smile and bright eyes, Amy touched each and every person's heart in this room. And in the midst of her joyfulness and unfailing love she lived each day to the fullest and has given us an example to live by.

Today as I stand before you, I feel the emptiness, pain and confusion that is shown in each set of eyes. [*Looks at Rick*] This accident was tragic, it was sudden and shocking. And in these moments we simply ask ourselves: why? Why at the tender age of seventeen was Amy taken from us? Why was she taken from us on account of a drunken man?

In the wake of our confusion we can only turn to the scriptures and see that there is a "time to be born, and a time to die." Although we may not understand the reasons, this passing was beyond our control and only in Gods plan.

[*Turns to look at the portrait of Amy*] I know that Amy is smiling down on us; she is in our hearts, in our thoughts and in our daily walk. She gives us hope and a reason to carry on.

I would now like for Amy's father to come and speak of a few moments that he shared with Amy.

Rick releases his hand from his wife's and begins to walk to the podium. With stiff hands he reaches into his suit jacket and takes hold of a piece of paper.

Rick Wall

I remember when Amy was eight-years-old and singing to Dolly Parton. [*Crowd chuckles*] She loved dancing around with a comb to her mouth and just belting out the words, with such passion and excitement. [*In awe*] At the age of eight she was in love with country. [*Tearfully smiles*] So when she begged me to go to a Tim McGraw concert I couldn't resist her pleadings. Little did I know it would be the cause of her passing. [*Looks down*] I don't know why Amy was taken from me or why she was hit by a drunken man. But I do know that I don't ever want another parent to feel the pain I feel today. [*A tear falls from his face*] To bury my only daughter at the age of seventeen is something I wouldn't wish upon my worst enemy. [*Raises voice*] My little girl should be getting ready for the prom, she should be graduating in a month, and she should be standing right beside me. Something needs to be done. For a drunken man to get into the car and recklessly kill my daughter is awful enough. To make it more painful, it was his third time drunk driving. If he would have had license revoked before, Amy would still be with us.

This past year 16,885 people have died in an alcohol-related crash. It is said that one occurs nearly every half-hour. Out of the 43,443 traffic fatalities last year 39 percent dealt with alcohol.¹ [*Crowd gasps*] More than 16,000 people have passed on because of an irresponsible and out of control person. When do you invade ones life and make them uncomfortable? Where do we draw the line?

We draw the line today. We enforce stricter and better laws against DUI's. As affected friends and family we take a stand and ask state officials to end the tragedies. We voice our loss and make a statement that drunk driving needs to be terminated. And today, we make a promise to ourselves and to Amy that we think before we get behind the wheel. Today we make a personal decision to never drink and drive, to never recklessly make decisions that will harm our lives and the lives of others. We owe that to my little girl.

Rick steps down from the podium and takes his seat once again. The priest moves back to the podium and shares with the audience that an element of funeral etiquette is about to be breached.

Priest

After the accident occurred, Linda Johnson, the mother of the intoxicated man approached Rick and his family. She asked if she could speak on her son's behalf and voice her condolences. [*Turns eyes to Rick*] Although this may be unusual and uncomfortable for some, the family thought it would be OK for her to speak today. In a few moments I would like Linda to come and speak on her sons behalf.

There is tension in the room as Linda approaches the podium. Whispers are made and foul looks are given. Linda slowly makes her way to the podium and a look of apprehension is shown.

Linda Johnson

I would first like to send my condolences to Amy's family and friends in this time of grief. I am exceedingly sorry for my son's mistakes and would like to ask for your understanding and forgiveness. Although I know there is no excuse for my son's reckless behavior, there are many issues in his life at the moment that led him to alcohol. [*Slowly places her left hand over her right to stop them from shaking*]

His wife has left him, leaving him without his children and utterly alone. He is jobless and trying to find his way in the world. It was a horrible mistake to get behind the wheel but his life was a mess and he didn't know how to handle it. He just made a lapse in judgment.² [*Crowd's faces become even more intense and angry.*]

My son thought he could handle the alcohol. It wasn't his first time drinking and driving and he thought he had control over the situation. [*Stern voice*] He made a mistake. [*Pleading*] But please understand his life and why he chose his actions. [*Raises voice*] My son is a good person. He never meant to hurt anyone. [*With conviction in her voice*] The law should not be changed. It allows a person four chances and each time they are penalized. It is fair and gives an individual a chance to change and start a new life. My son is given one more opportunity to modify his lifestyle; he deserves that chance.

[*With sympathy*] I am sorry that you all are going through this time of grief and I would once again like to give my condolences to Amy's family and friends.

With dignity, Linda gathers herself and moves from the podium. The crowd is stunned and sitting awkwardly in their seats and tension is high. The priest quickly goes to the podium to settle the looks of disgust.

Priest

I know in time we will be able to understand God's reasoning and accept the actions of others. However today we do not have to come to those conclusions. Today we remember Amy and reminisce on her life. [*Thoughtfully*] Amy was a remarkable young woman that in her short time of living touched the lives of so many.

We know that Amy is in a better place now, which gives us peace and hope for understanding.

On the family's request I would now like for us to sing Amy's favorite hymn, "Amazing Grace."

The Priest begins leading the song and as the crowd is singing he slowly looks upon them and sees the look of sorrow that is on each face. He continues to sing and reflect on the life of Amy.

Scene II

The funeral has concluded and family and friends have gathered together outside. Shane Athens, a friend of Amy's, and Joy Vincen,t her aunt, are discussing the speech made by Linda Johnson. While Shane and Joy are talking, the casket that holds Amy is being carried out.

Shane Athens

I still can't believe Ms. Johnson spoke at the funeral. I mean the nerve of her to belittle the accident and say it was a [*Uses fingers to make quotation marks*] "lapse of judgment." I know it was her son but that lapse of judgment killed my best friend.

Joy Vincent

[*Sympathizing*] I know what you mean. She really should have chosen her words better... [*Voice carries off*]

The double doors open and six men wearing black suits step out carrying the casket that holds Amy. The crowd becomes silent for a short moment as they continue to carry her to the hearse.

Shane Athens

[*Not grasping the situation and rambling*] His third time drinking and driving. [*Stutters and shakes his head*] His third time recklessly driving. [*Anger in his voice*] I mean what the hell was he thinking? I guess he wasn't thinking because Amy would still be here... [*Thinking for a*

moment] I mean maybe if California had better laws drinking and driving would stop. They have four chances to screw up. Maybe that is four times too many.

Joy Vincent

[*Playing antagonist*] You know I agree with you Shane but you have to see the other side. I mean not all people are like Ms. Johnson's son, some drink and drive only once and they don't ever do it again. [*Making a point*] Because of one irresponsible moment, should they be severely punished? I mean by having the law this way, it allows a person to change. [*Emphasizes*] Everyone deserves a second chance.

As the Pallbearers continue to carry the casket, Amy's mother leans on the hand-rail unable to support herself; emotionally unstable she begins to fall to the ground. Rick tends to her as his own tears are falling from his face.

Shane Athens

[*Pauses to think*] I know people deserve a second chance but when do we draw the line. This man has been given three chances and has he changed? [*With emotion*] I mean it took killing a seventeen year old girl for him to change. [*Loudly*] And we don't even know if he has changed. [*Disgusted*] Are we going to allow that same chance to every drunk out there?

As Joy and Shane are talking the Pallbearers walk past them and finally reach the hearse. The door slowly opens and with one final push the casket fades away.

Joy Vincent

[*Stern*] I still believe that every person deserves a second chance.

The door of the hearse closes; with the slam of the door Joy realizes Amy is gone.

[*Crying*] God, this is so hard. He took the life of my niece. Because of his reckless behavior he took the life of a seventeen year old. Maybe you are right Shane, this man was given one too many chances. [*Voice distant*] Something needs to be done.

Joy slowly walks off with tears in her eyes and joins her husband in front of the building. She grabs on to him for support and continues to grieve. Shane stands there in silence as he watches the hearse drive away into the horizon. He catches one last glimpse of the crowd and sees the looks of sorrow and tears falling from each face. He tastes the salty tears of his own and slowly begins to walk away. As Shane leaves the rest of family and friends little by little begin to walk away.

Curtain Falls

Medical Reports

The idea for the Medical Report assignment comes from a column Adele Slaughter writes for *USA Today* in which Adele informs readers about a particular health issue by telling the personal story of someone who lives with the illness or condition Adele is focusing on. These pieces are meant to be informative, but they are also meant to give the reader a window into what life is like for those living with the medical situation.

One challenge of this assignment is finding resources—participants who consent to being interviewed. For example, many of us know people we suspect of having an eating disorder. For this assignment it wouldn't be enough just to write about that suspicion—we need an insider perspective. You have to find a willing participant.

This assignment provides another opportunity to do Internet research. Consider carefully your online sources. A site dedicated to cancer survivors may have a lot of personal stories, but it may be a bit short on solid medical research. Search for sites that corroborate each other; their information is more likely to be accurate.

In our two sample papers we see that Medical Reports can be about more than diseases or disorders. In Morganne Gallup's essay we learn about the positive impacts of breastfeeding both on the mother and her child. Morganne opts to use a more distanced stance in her piece, we aren't sure of her connection to the topic, but she keeps the essay engaging by presenting the information through the perspective of the lactation specialist at the hospital. Nicole Hintlian, on the other hand, chose a more personal stance for her essay, but she didn't reveal her relationship to the subject of the essay until she gave us crucial information about heroin addiction. Nicole had to ask difficult questions of a family member—not an easy task—and something to keep in mind as you select subjects for your interviews.

What I like about the Medical Report papers is the way they humanize an abstract medical subject. I don't really have much sympathy for heroin addicts, until I read a piece like Nicole Hintlian's. Focusing the huge problem of addiction in her single example, Jena Collins, brings home the point to me. I start caring about Jena in spite of myself — all because the author has framed the subject in a way that makes me pay attention to human suffering I am otherwise blind to.

—Bob Mayberry

Morganne Gallup

English 105
Adele Slaughter
Medical Report

Breastfeeding – A Healthy Start to a Baby’s Life

“By [mothers] choosing breastfeeding, there will be more healthy babies and more healthy mothers, leading to a healthier community” argues Marisa Montgomery, a Certified Lactation Counselor at Ventura County Medical Center. As the only lactation specialist at the hospital in downtown Ventura, Marisa is responsible for teaching proper breastfeeding techniques to all the mothers and spends her days in a constant circle on the obstetrics floor. “It does get stressful,” she admits, but her love for assisting new mothers makes it rewarding in the end. Marisa is not shy about her views on feeding infants; as she makes her way through post partum rooms, her first response is to throw any formula bottles in the trash and place the infant on his mother’s breast to nurse.

“There is no substitution for a mother’s breast milk in the whole world,” she proclaims. “Infants who are breastfed have a healthier life.”

Breastfeeding is the natural way to fulfill a baby’s nourishment with their own mother’s breast milk. It is the most nutritious and safe diet for all babies, not only providing outstanding nutrition but also health benefits that artificial baby milks cannot. Unknown to many, breastfeeding offers amazing benefits to both the baby and mother that can not be duplicated by any other nourishment. Mothers are recommended to breastfeed for at least six months exclusively, in

which the infant receives breast milk as the only form of food with the exception of vitamins or medicines in the form of drops and syrups (Labbok, par. 8).

Mothers who chose to breastfeed their babies are giving their infant the best start at life. However, according to the Center for Disease Control and Prevention, in 2004 only thirty-six percent of six month old babies were still being breastfed, and only fourteen percent were being exclusively breastfed without nourishment coming from artificial milks (Breastfeeding Practices). These numbers are small compared to the numbers of benefits breastfeeding can bring to a mother and baby.

Ventura County Medical Center is called a “baby friendly” hospital because it takes special approaches to give babies and their mothers the best healthcare after birth. Some of these approaches include “rooming in,” in which the baby stays in the room with his mom at all times, and most importantly to many, the exceptional breastfeeding education given to all moms. Marisa has been teaching new mothers for over twenty-six years, and says the best way to convince them to breastfeed is by “educating them about the benefits of their own milk and supporting them with proper positioning, informational classes, and working on a one of one basis because everyone has different questions and concerns.” Her techniques hold true, as most mothers leave the hospital breastfeeding on their own with out any other nourishment alternatives.

Although these women may not know the benefits this natural nourishment passes on to the baby, they would be happy to know they are all great effects. Human breast milk contains just the right quantity of nutrients for the growing infant along with unique factors that contribute to optimal health. This begins with the installment of the baby’s first immune system. All immunities the mother has to various illnesses are transferred to the baby by antibodies in the milk.

This includes common respiratory and intestinal diseases, as well as more chronic diseases such as immune system and childhood cancers, bowel diseases, juvenile rheumatoid arthritis, diabetes, osteoporosis, cardiovascular disease, and sudden infant death syndrome. Protection from allergies and asthma is also achieved via breast milk. Mothers who breastfeed simply notice their children are not sick as often as children who are not breastfed (Montgomery; Dermer, par. 1-3).

Breastfeeding plays a role in obesity, whether in childhood or later on in life. The gastrointestinal hormone cholecystokinin secreted in breast milk signals a feeling of sedation and well being during feeding. This signal ultimately tells the infant he is full and aids in sleeping after feeding. Research has connected the secretion of this hormone in breast milk to obesity later in life if a child did not receive breast milk (Myer, par. 8).

Breast milk also aids the infant's new digestive system tremendously and provides easier digestion, with less gas than infants fed with artificial milk. Lactoferrin helps with the adsorption of iron and contains antibacterial and antiviral properties that protect the stomach and intestines (Montgomery; Dermer, par. 1). Babies grow with appropriate jaw, teeth, and speech developments, which means less dentist visits later on and a decreased risk of baby tooth decay (What are the Benefits, par. 2).

Lastly, babies benefit from mental developments because of special hormones from their mother's milk. These hormones aid in brain and retinal growth, improving cognitive functions and eyesight (Montgomery; Dermer, par. 6). Comparing breast milk and artificial milks nutritionally demonstrates that they have equal nourishment for life, but the special properties a mother gives her infant through breast milk can not be substituted. Her infant receives the components he was meant to have, all while being soothed in his mother's arms.

Mothers have benefits to breastfeeding, too! “Bonding is one of the most important benefits,” states Marisa. It’s a wonderful way for moms to connect to their baby in a way no one else can (Montgomery; Dermer, par. 12). It is a soothing, joyful experience that gives mom a break in her day to relax and focus on her infant, and many women even report an increase of self-confidence (Benefits of Breastfeeding, par. 3). An infant’s suckling of a mother’s breast releases the hormones oxytocin and prolactin from the mother’s pituitary gland. These hormones not only signal for the release of milk from the ducts, but also produce calmness in the mother and contractions of her uterus. As a result of these contractions, the mother gets her pre-pregnancy body back. This includes tightening of what’s left of her baby bump and weight loss. The metabolic process of milk production involves the use of up to 500 calories a day, the equivalent of bicycling uphill for an hour (Dermer, par.3, 9). Lastly, Marisa states that women who breastfeed have a much lower chance of developing breast cancer, ovarian cancer, and osteoporosis. And don’t forget - because the infant is not requiring nourishment from expensive formula, the family saves on baby expenses (Benefits of Breastfeeding, par. 3).

Marisa is known for being able to teach any mother to breastfeed. The hardest part, however, is convincing the mother to try from the start. Marisa gripes about the mothers having an excuse for everything: “they do not want to breastfeed in public or they are socially embarrassed.” Mothers may also believe breastfeeding will be time-consuming and painful, and after giving birth to their new baby, are usually reluctant to give it a try. They usually opt for the “easier” way out – bottle feeding with formula. However, if these mothers have the support they need from specialists like Marisa, they are more likely to give their babies what they need, as well. A specialist can usually solve any problems the mother is facing, including painful or sore

nipples and other difficulties. For any mother who cannot breast feed because of medical problems or other reasons, the specialist can aid her in learning to pump her own milk and feed her baby with a bottle. A mother's original beliefs that breastfeeding is time-consuming will no longer be a concern once she realizes she can breastfeed anywhere and anytime, with no need to mix formula or make trips to the store.

The benefits to breastfeeding as the choice of infant nourishment are huge. Breastfeeding is a simplest way to tell your baby you love them, even though they may be too young to understand. Throughout their life, however, they will learn to appreciate the first true gifts they were given from their mother – the gift of existence foremost, followed by the promise of a healthy life. Marisa smiles as she proclaims, “Every baby was born to be breastfed!”

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Nicole Hintlian

English 105
Adele Slaughter
Medical Report

Praising the “Hero of the Underworld”: Is this a Ritual Worth Practicing?

Heroin, the number four leading cause of death in the United States, is one of the most dangerous and addictive narcotics on the market. Jena Collins, once a good student with high aspirations of being the next leading businesswoman, has been a heavy heroin user for five years. Collins begins, “...I’ve come out [of rehab 4 times], ready to quit, but it happens again.”

The Problem

As in the case of the myriad of other narcotics used today, heroin is addictive, and can be lethal. According to Narconon of Southern California, out of some 12,000 deaths caused, either self-inflicted or an accidental drug overdose, approximately 5,000 of such deaths are as a result of heroin abuse.

“I’ve been using since I was 16, and I’m 21 now,” says Collins of her ongoing addiction. “I was at a party and snorted what I was told was cocaine... [when I found out] I actually didn’t care that it wasn’t [cocaine] because all of my friends were doing it and I thought, ‘Why not?’” Although now, regretting her mistake, Jena Collins, gave into a major influence in younger drug users today: peer pressure. According to Greater Dallas Council on Alcohol & Drug Abuse, in 1998 alone, 80% of heroin users were under the age of 26, with the average user being 21. Studies continued to find that heroin abuse was an increasing problem among the younger population.

In the Beginning

Despite the horrible outcome, heroin originally was not intended to be harmful, but as an aid for those in need. In its beginning, heroin was put on the market because morphine, its derivative, had been made illegal and considered dangerous (Syndistar, 2001b). Heroin then was prescribed as a painkiller. However, shortly thereafter, officials began to see that heroin, like morphine, was risky and highly addictive. However, regardless of its illegal status, heroin still continues to be a prominent drug. In fact, over 200,000 individuals in the United States use the narcotic habitually.

On the Street

Along with its increase in popularity, heroin began, as did other narcotics, to develop several nicknames, also known as “street terms.” Such names consist of “Big H,” “junk,” “smack,” “hero of the underworld,” and “black tar,” in reference to the blackish pigment of the heroin imported from Mexico (Syndistar, 2001c).

Symptoms

Like most other health issues, heroin addicts exhibit several symptoms, which according to Narconon of Southern California (*Heroin addiction*) include the following:

- Track marks on both the arms and legs
- Skin abscesses
- Pinned pupils
- Respiratory problems
- Vomiting and nausea
- Sweating and dry mouth

A True User

The problem became evident to her peers, especially when Jena Collins began to wear long sleeve shirts during the summer time. Many of her friends and family wondered why until they saw the marks on her hands and arms. Once discovered, and deeply in denial, my cousin began to shoot heroin underneath her acrylic fingernails and between her toes. As her addiction grew, she began to change; she went from being a beautiful, ambitious girl to something demonic, slowly becoming a slave to the hero of the underworld.

By her constant lethargic state, her mother, as well as others, began to worry and sent her to rehabilitation. However, once completed, it seemed as if Jena had not changed, and went back to using the drug. “All that I thought about was getting my next fix...”. Jena added on her time in rehabilitation:

“I [just] felt [so] free [on heroin]. My whole body went almost numb. I couldn’t think, I couldn’t feel...it seemed like nothing mattered because I had nothing to feel sorry for, nothing to care for, not even myself. I would say that the almost euphoric sensation that ran through my body was enough to never want to come back to reality.”

For Jena, after a heroin addiction as serious as hers, reality would never be the same. As her addiction became more austere, she began to deteriorate from the inside; she lost interest in aspects of her life that she once loved, even in her own family.

Then one day, the unthinkable happened. “I didn’t want to get busted, especially since [my mom] had said that if she caught me again...I would go to jail.” The morning of October 1st, 2006, changed many lives, when Jena’s addiction had taken a turn for the worse. “We had a fight ... she caught David and me using again ... and we didn’t want to get arrested, so we pinned her

to the floor and injected her with [heroin] ... we only wanted her to get addicted so then she would leave us alone ...” states Collins, reflecting on the day that she and her boyfriend at the time, David, brought about her mother’s untimely death. “We pinned her down and gave her only a small hit [of heroin] ... it shouldn’t have killed her!” By 9:30 am, Jena’s mother was dead, however, her body was not taken away until 3:00 pm. “I was high and I didn’t want to get busted...” Jena explains since she did not call an ambulance or notify the police about her mother’s passing.

In the meantime, Jena and David had formulated several different stories as to the exact sequence of events, that was until the toxicology report proved them otherwise. “When the [toxicology] report came back, I didn’t know what to do,” says Collins. “When it read that the only thing in my mother’s system was heroin ... I realized then that I was alone ...”

Jena was not found guilty, and in fact, there was no case, because to the authorities, it was just another overdose statistic. However, to the rest of the family, nothing was ever the same. To talk to Jena was difficult, especially since everything was a new story – completely incoherent fabrications poured out from the mouth of the undead.

Shortly thereafter, Jena and David were both arrested for possession and use of methamphetamines and heroin. However, they were only sent to rehabilitation. In those 28 days, the truth not only came out, but Jena began to realize that her addiction had taken away all that she had: her mother.

Reality, for Collins, was a venomous snake, sinking its fangs into her weakened body, without a hint of releasing its hold. The pain she felt, the uncontrollable urge to cast out the

troubles she had brought upon herself, would suck her back into her previous life: the life of an addict.

Seeking Help

When indulging in a narcotic in order to support a habit, the only remedy is to stop, or consult help to stop the problem. Unfortunately, for a strong drug such as heroin, going through rehabilitation is long and painful, especially the first week. “The first few weeks were hard for me, especially this time ... I [finally] realized I was alone and had nothing ...” According to Addiction Treatment Resource, for an avid user withdrawal begins only a few hours after the last fix. The process begins with drug craving, and then filters into diarrhea, muscle pain, goose bumps or “cold turkey,” then peaks at about 72 hours after the last use, and finally ceases after about a week.

Most centers that treat addictions such as heroin, morphine, or other opium derivatives treat the aforementioned cycle with methadone, which is also a product of the opium line. Methadone is used to soothe the patient and eliminate the craving for heroin, however, as with many strong treatments; there is the risk of addiction. “About 20% of the 810,000 heroin addicts in the United States receive MMT [or Methadone Maintenance Treatment]” (Office of National Drug Control Policy, 2000). Because of its nature, those who are treated with methadone require extra supervision, which sometimes can last for years.

A Brighter Future

In the future, the only answer to the problem is mainly to keep individuals informed; informed about the drug, its effects, and how dangerous it truly is. Therefore, if one knows what

could happen, no matter how good the first high is, the consequences both physiologically and psychologically, the curiosity to try the drug will cease to exist.

All in all, even though heroin is an extremely powerful painkiller, it is, on the other hand, incredibly addictive. Most users are hooked upon their first use, and of those addicts, the majority regret taking the drug to begin with. “It’s hard [to quit], and unless you are willing to take and accept the consequences for your actions, fall down and slam on rock bottom ... I would stay as far away from this drug as possible ...,” said long-term user, Jena Collins. She continues, “I’ve done enough time in rehab, I’ve come out, ready to quit, but [the craving] happens again. I’ve gone 4 times, and every single instance, I’ve become a user again almost within a month.” Heroin, as with practically anything, cannot be taken without consequences, and unfortunately, it is not one where an individual can learn from the mistake and “do better next time.” With heroin, there are no second chances.

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