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Effects of Caffeine and Vitamin E on Wisconsin Fast Plant

SARAH FERGUSON

BIO 3450-02: Concepts of Biology I for Early and Middle Childhood Education
Fall 2014
Mr. Len Kenyon

Mr. Kenyon describes this assignment: Students conducted a semester-long research project using Wisconsin Fast Plants. Students selected two different organic substances to test against control plants. They recorded data on germination, growth and development, flowering, pollination, fertilization, and embryogenesis. The paper reflects students’ understanding of scientific writing, statistical analyses, data collection, literature review, and clarity of thought for it all.
INTRODUCTION

We used the Wisconsin Fast Plant, also known as \textit{Brassica rapa}. \textit{Brassica rapa} is a crucifer and belongs to the family \textit{Brassicaceae}. The University of Wisconsin bred this plant to have a very short growth cycle. It grows stems, leaves, roots, and flowers within approximately 14 days, and grows harvestable seeds about 40 days after being planted. Due to the short life cycle of Fast Plants, \textit{rapa} is an optimal plant to use in an educational setting such as an elementary classroom. All it needs to grow is constant lighting and continuous watering through a capillary wick (Kanhathaisong \textit{et al.}, 2009). Studying plant growth is important because it can help find ways to increase the world’s food source by improving the growth of crops. Studying plant growth can also allow people to improve the appearance of plants in their own personal gardens.

The goal of this experiment was to test the effects of green coffee bean, the caffeine source, and vitamin E on the Wisconsin Fast Plant. A study tested the effects of caffeine on a mung bean, \textit{Phaseolus aureus}, by dipping the seedlings in solutions of 50, 100, 200, 500, and 1,000 µM of caffeine and distilled water. Caffeine appeared to have a negative effect on plant growth. Although caffeine is found naturally in many plant species and can be used on plants to manage pests such as slugs, snails, bacteria, and birds, this study concluded that caffeine stunts root development by reducing protein production (Batish \textit{et al.}, 2009). The green coffee bean will not improve plant growth. The caffeine in the green coffee bean will have a negative effect on plant growth because it will decrease the surface area of the roots, which will decrease the amount of water it can absorb.

Vitamin E is also known as tocopherol. To study the effects of tocopherol on plants, a scientific study was conducted in which plants that were tocopherol deficient were studied. The study showed that these seeds exhibited less seed longevity than plants that were not tocopherol deficient. When the seeds of the tocopherol-deficient plants and the control plants were stored over time, the tocopherol deficient plants had a much lower number of seeds that were still viable. This study showed that early seedling development was impacted by being deficient in tocopherol. The plants that were
tocopherol deficient had an inability to fully expand one or both of their cotyledons. They were also visibly smaller than the control plants (Sattler et al., 2004). The studied showed that vitamin E is essential to seedling development; therefore, applying extra vitamin E will improve the plant’s development and overall growth.

**MATERIALS AND METHODS**

We put a strip of felt through each of the holes in the bottom of two quads. This would serve as a way for our plants to get water. We filled half of the quads with soil and placed two pellets of Osmocote, a fertilizer, in each of the sections. We then filled the quads with soil and planted two Fast Plant seeds in each section. There were a total of 16 Fast Plant seeds in the two quads. The plants were then watered and set under a lamp to germinate.

After the plants sprouted, we transplanted nine of the best plants into three pots, three plants in each pot. We placed two strips of felt through two of the holes in the bottom of each pot and filled them with soil. We then planted three Fast Plants in each pot. One pot would serve as the control which we labeled as such and set aside. We also labeled each plant 1, 2, or 3 in each of the three pots. In the next pot we squeezed the contents of one green coffee bean pill around the base of each of the three plants to infuse the plant with caffeine. We labeled this pot Experiment 1. In the last pot we emptied the contents of one vitamin E tablet into the soil and labeled this pot Experiment 2. We watered the soil of each pot and put the plants under a lamp inside the classroom.

Every Tuesday and Thursday for eight weeks we took measurements to monitor the growth of the plants. We measured the height of the plant from the soil to the apex in centimeters, the number of true leaves, the number of leaf hairs on the margin of each true leaf, and the number of pollinated flowers. We pollinated the flowers by taking a dead bee and rubbing its abdomen on the petals of each plant throughout the entire classroom. We counted the number of seeds by cutting open the seed pods and counting the seeds, and we counted the number of points on each of the true
leaves in order to assess growth. The data was recorded in a data table each day and the average was calculated for each pot daily. We watered the plants by putting water in the dishes that the pots were sitting in. The wicks that were in the bottom of each pot allowed the water to travel from the dish to the roots of the plants in the pot.

RESULTS

Table 1: Statistics of plant traits measured.
N: number of plants, X: mean, S: standard deviation, R: range

<table>
<thead>
<tr>
<th>Plant Trait Measured</th>
<th>Control</th>
<th>Exp. 1</th>
<th>Exp. 2</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td>X</td>
<td>S</td>
</tr>
<tr>
<td>Height (cm)</td>
<td>3</td>
<td>3.976</td>
<td>1.043</td>
</tr>
<tr>
<td># Leaves</td>
<td>3</td>
<td>2.659</td>
<td>0.579</td>
</tr>
<tr>
<td># Hairs</td>
<td>3</td>
<td>27.899</td>
<td>8.878</td>
</tr>
<tr>
<td># Flowers</td>
<td>3</td>
<td>1.368</td>
<td>1.789</td>
</tr>
<tr>
<td># Seeds</td>
<td>3</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

Figure 1: Average height of the three plants per week for 5 weeks.
Experiment 1 had four plants rather than three (Table 1). The green coffee bean group consistently had the highest average height over the course of five weeks followed by the control then the vitamin E group (Figure 1). The vitamin E and the control groups were very close in their average weekly plant height until about the middle of the second week (Figure 1). The green coffee bean group had the largest total average for every trait we measured other than the number of hairs (Figure 2). The green coffee bean was the only pot that yielded seeds (Table 1). Both the number of points on the true leaves and the number of hairs had a greater amount of deviation from the mean (Figure 2). The growth for all three plants was fairly steep at first and then became flatter (Figure 1).
CONCLUSION

The green coffee bean excelled in all but one of the traits that we measured compared to the other two plants. This suggests that the caffeine in the green coffee bean actually improved plant growth. This is contrary to our original hypothesis which stated that the caffeine would impair plant growth because it would stunt root development by reducing protein production. An article that tested the effects of caffeine on watermelon plant growth had results that support our original hypothesis (Montes-Zavala 2013). The plants that were given the caffeine concentration of 9 µM yielded fewer fruits than the control. The study mentioned that there have been several studies that have investigated the effects of caffeine on plant growth, and many of them have had contradictory results. The authors stated that this could have happened due to different concentrations of caffeine, different types of plants, and different types of measurements (Montes-Zavala 2013). It is interesting to note that Experiment 1 was superior in plant growth and seed yield despite the fact that it had four plants rather than three. We would have thought that this would have caused Experiment 1 results to be the lowest because having an extra plant means that there was more competition for space, water, and nutrients.

The vitamin E tablet had the lowest weekly average plant height and overall average plant height which suggests that tocopherol (vitamin E) negatively affects plant growth. This is also contrary to our original hypothesis which was that tocopherol was essential to seedling development, adding extra tocopherol would enhance the plant’s growth. We could not find any other studies that tested the effects of adding tocopherol to plants. It is possible that since plants produce tocopherol on their own, so adding extra tocopherol could have been too much for them to handle.

It is likely that standard deviations for the number of points on the true leaves and the number of hairs on the true leaves were high due to human error. It was difficult to count the number of hairs because they were so small that we had to use a magnifying glass. It was also difficult to count them because sometimes they were clumped together and it was difficult to count how many were there.
The number of points on the true leaves varied so much because when the true leaves were just appearing they had a lot of points, and when the leaves got bigger the points rounded out and there were fewer of them. For future studies we would recommend measuring the plant’s height from the base to the top rather than from the soil to the apex to reduce error by eliminating confusion about where the apex is located.

References


Inter-tribal Disunity: An Analysis of Inter-tribal Conflict During the Black Hawk War of 1832

MEGAN BAILEY

HST 3000-01: Introduction to Historical Analysis
Spring 2014
Dr. Noeleen McIlvenna

Dr. McIlvenna notes that Megan did a wonderful job of unravelling a complex story with clarity and great analysis. She started early and was willing to work through multiple drafts.
DURING THE SPRING OF 1832, approximately eleven hundred Native Americans from the Sauk and Fox tribes defied an explicit order by the United States federal government to leave their homelands in Illinois and settle on the western banks of the Mississippi River. Under the leadership of the courageous Sauk warrior Black Hawk, the Sauk and Fox nations, known as the British Band, attempted peaceful resistance against the federal government’s expansionist policies. However, a series of violent events quickly escalated Black Hawk’s controlled demonstration of resolve into a full-scale war against the United States during the summer of 1832.¹

When examining the Black Hawk War of 1832, modern historians and scholars have primarily focused on tensions between Native Americans and the United States, Black Hawk’s character and celebrity, the United States federal government’s Native American removal policies, and the numerous skirmishes and battles of the Black Hawk War. However, there are few historians who have extensively analyzed and written on the impact of inter-tribal conflict during the Black Hawk War. A series of events prior to the summer of 1832 heightened inter-tribal conflicts between the Sauk, Fox, Menominee, Winnebago, and Santee Sioux tribes. These pre-existing rivalries led to intense betrayal and violence among differing tribes during the Black Hawk War of 1832. Additionally, the United States government exacerbated tensions between the various tribes, which thwarted the pan-Indian revitalization movement and resulted in inter-tribal treachery, violence, and death. Thus, inter-tribal hostilities, heightened by tribal recruitment and monetary bribes from the United States government, played a significant role in the eventual demise of Black Hawk and his followers.

Black Hawk maintained that the Black Hawk War of 1832 originated from the treaty of 1804, which was signed by various members of the Sauk and Fox tribes. The treaty of 1804 ceded an extensive amount of land to the United States in exchange for money.

The total extent of relinquished land included large sections of eastern Missouri, western Illinois, and southeastern Wisconsin. However, numerous Sauk warriors, including Black Hawk, insisted that Quashquame, the Sauk who signed the treaty, had no authorization to do so. Because of this, Black Hawk refused to acknowledge the treaty as binding. He further believed the Americans had been dishonest and evasive with Quashquame concerning the treaty and amount of land ceded to the United States. In his book *The Black Hawk War of 1832*, historian Patrick J. Jung writes that as a result of the Machiavellian 1804 treaty, the Sauks and Foxes “developed an intense distrust of federal officials and the documents they bore.” The treaty of 1804 also resulted in heightened tribal tensions and the inevitable fracturing of the Sauk and Fox nations. A significant number of bitter members from each tribe, including Black Hawk, joined the pan-Indian alliance headed by the Shawnee chief Tecumseh and his brother, the Shawnee Prophet, who temporarily united the disparate tribes of the trans-Appalachian West with the British against the United States during the War of 1812.2

Jung writes that following the War of 1812, the victorious United States began to strengthen and expand “its military presence in the Mississippi Valley and upper Great Lakes.”3 By doing so, the United States sought to control and mediate the growing inter-tribal conflict between various American Indian nations. Lengthy and bitter rivalries between the Northwestern tribes had resulted in frequent murderous attacks, despite the War Department’s attempts to organize peace councils at Prairie Du Chien, in present day Wisconsin. Ironically, these violent attacks were primarily due to the United States government’s blatant disregard for previously signed treaties. According to distinguished author and historian Ronald Satz, the federal government failed to undertake “any long range planning concerning the location of a permanent home for the Indians of the Old Northwest.”

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3 Ibid., 33.
Native American tribes were continuously dislocated from their lands and forced onto lands inhabited by rival tribes. Consequently, the United States federal government’s refusal to adhere to the treaties’ binding contracts often resulted in excessive inter-tribal hostility.\(^4\)

Differing stances concerning the United States government’s Native American removal policies also played a significant role in heightening tensions between various members of the Sauk and Fox tribes. In an article titled “Prelude to Disaster: The Course of Indian-White Relations Which led to the Black Hawk War of 1832,” author Anthony Wallace discusses the complicated power hierarchies between members within the Sauk and Fox tribes. He writes that there were particular members within the tribes, primarily peace chiefs, who favored cooperation towards the U.S federal government’s removal policies. For example, Keokuk, a well-known Sauk leader and Black Hawk’s lifelong rival, encouraged Native American cooperation with the United States while maintaining a neutral position toward Black Hawk’s resistance. However, there were also war chiefs and warriors, including Black Hawk, who favored both peaceful and violent resistance. Wallace surmises that these differing ideologies tragically resulted in apathy, betrayal, and violence among tribes during the war.\(^5\)

Black Hawk’s tenuous relationship with Keokuk requires further examination when studying inter-tribal conflict prior to the Black Hawk War. Both Black Hawk and Keokuk were highly respected leaders and warriors throughout the Sauk and Fox nations. Thus, their differing opinions regarding how the Sauk and Fox tribes should handle the United States’ expansion policies resulted in heightened intra-tribal tensions.\(^6\) In his autobiography, Black Hawk recalled, “we were a divided people, forming two parties.

Keokuck being at the head of one, willing to barter our rights merely for the good opinion of the whites…I was at the head of the other party, and was determined to hold on to my village.”

Black Hawk and his supporters also considered Keokuk’s policy of accommodation concerning the United States government an act of cowardice. In his autobiography, Black Hawk coolly observed “I looked upon him [Keokuk] as a coward, and no brave, to abandon his village to be occupied by strangers.”

A series of fresh problems in the 1820s played a significant role in furthering anti-American sentiment among the Northwestern tribes. In response to the 1827 Winnebago Uprising against the United States, governor Ninian Edwards requested that the federal government remove all Native Americans from Illinois ceded lands. Black Hawk and his followers, however, refused to leave their lands. After a series of standoffs between Black Hawk, his followers, and U.S. General Edmund Gaines, Black Hawk reluctantly agreed to remove himself from the eastern side of the Mississippi on June 30, 1831. A few months later, however, Black Hawk was misinformed by Napope, a “ranking civil chief of the British Band,” that the British and other Native American tribes had offered to support his cause against the United States. Emboldened by this supposed support, Black Hawk once again resolved to move his people back across the Mississippi River. In reality, Black Hawk and the British Band “were an isolated ‘village,’ abandoned by their fellow tribesmen,” and without adequate provisions.

The United States government responded to Black Hawk’s “acts of rebellion” by recruiting rival American Indian tribes to support their cause against Black Hawk and the British Band. For example, the United States formed a calculated alliance with the Sauks and Foxes’ sworn enemy, the Santee Sioux.

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8 Black Hawk, Black Hawk Autobiography, 101.
9 Jung, Black Hawk War, 51-52, 64-66, quotation, 65; Wallace, “Prelude to Disaster,” 287.
Additionally, the United States enlisted the aid of the Mississippi River Winnebagos, who had heavily inter-married with the Sioux and were the Sioux’s allies. Consequently, the Santee Sioux and Mississippi Winnebagos possessed valuable knowledge of the land and offered crucial intelligence concerning the whereabouts of Black Hawk’s band numerous times throughout the war. It is also important to note that although the Rock River Winnebagos provided some assistance to Black Hawk’s band during the war, they also served as guides to the United States military. Thus, due to monetary bribes from the United States, it was difficult for Black Hawk and the British Band to form and maintain a trustworthy alliance with other Northwestern tribes.\(^\text{10}\)

The United States further used inter-tribal hostilities to their benefit by enlisting the help of the Menominee tribe. The Menominee, Fox, and Sauk tribes possessed an incredibly complicated and tempestuous history prior to 1832. For example, on July 31, 1831, a war party consisting of approximately one hundred Fox and Sauk warriors massacred twenty-six Menomines encamped near Prairie Du Chien. The Menominee massacre was in response to the murder of fifteen Fox delegates by a party of Santee Sioux and Menomines in early May 1830. The Fox delegates had been summoned by U.S. Captain Wynkoop Warner to discuss a peaceful settlement with their enemies but were tragically massacred to atone for past offenses. The Warner incident and Menominee massacre heightened inter-tribal hostilities to such an extent that war between the Fox, Sauk, Menominee, and Sioux nations appeared inevitable. Although a full-scale war was ultimately prevented by peace councils and a United States compensatory treaty, inter-tribal hostilities continued to simmer. Additionally, relations between the Menomines, Sauks, and Foxes were so hostile that the Menomines began assisting the United States military during the Black Hawk War before their assistance was officially requested.\(^\text{11}\)

\(^{10}\text{Jung, Black Hawk War, 78, 136.}\)

\(^{11}\text{Ibid., 48-49, 137; Wallace, “Prelude to Disaster,” 272-274.}\)
Black Hawk, aware of the United States military’s tribal recruitments and intentions for a full-scale war, was prepared to acquiesce to the terms drawn out by the government. The federal government, however, was determined to wipe out the rebellion once and for all. Additionally, tensions were high between both the Sauk and Fox tribes and the United States. These mounting hostilities consequently led to a series of skirmishes, particularly the Battle of Stillman’s Run, which ended all hope for a peaceful settlement. On August 2, 1832, the final clash between Black Hawk’s Band and General Henry Atkinson’s forces took place. Interestingly, Black Hawk and sixty of his followers were unintentionally absent from the main slaughter. Unaware that Atkinson’s forces were only one day’s march away, Black Hawk had split from the British Band’s main body and headed north to seek refuge with the Ojibwas. The remaining members of the British Band, which included women and children, desperately attempted to escape from Atkinson’s forces and Native American allies across the Mississippi River. However, a large majority were needlessly and ruthlessly butchered by United States martial volunteers during the attempt.12

After the Battle of Bad Axe, roughly half of the original eleven hundred Indians who comprised the British Band were killed. Tragically, those who had escaped across the river were massacred by a party of recruited Sioux warriors. In his autobiography, Black Hawk sorrowfully recalled, “I found to my sorrow, that a large body of Sioux had pursued, and killed, a number of our women and children, who had got safely across the Mississippi.”13 Black Hawk denounced the actions of the Sioux by declaring “none but cowards would ever have been guilty of such cruelty, which has always been practiced on our nation by the Sioux.”14 Although the Sioux were acting at the behest of United States officials, their bitter rivalry and violent history with the Fox and Sauk nations undoubtedly contributed to the Sioux’s willing participation in the massacre.

12 Jung, Black Hawk War, 83-84, 91, 166, 168, 172.
13 Black Hawk, Black Hawk Autobiography, 140.
14 Ibid.
Sadly, by the end of the Black Hawk War, only one hundred and fifty members of the British Band had survived.\textsuperscript{15}  

Black Hawk was also pursued and eventually captured by the Mississippi River Winnebagos and handed over to the government for a bounty. In a letter written to F.P. Blair of the \textit{St. Louis Globe}, General Joseph M. Street reveled in the United States military’s victory over Black Hawk and the British Band. Street wrote, “Dear Sir: The Indian war is over. The celebrated leaders of the hostile Indians, Black Hawk and the Prophet, were delivered to me at this place on the 27th ultimo [\textit{of the previous month - editor}], by the Winnebagoes of my agency…I expect to receive about fifty or sixty more prisoners taken by the Indians.” General Street further revealed that during the battle of the Mississippi he enlisted a number of his Native American agents to provide personal protection from other hostile Native Americans. Thus, the Mississippi River Winnebagos’ decision to deliver Black Hawk and his remaining supporters to the United States government illustrates the importance of understanding inter-tribal conflict during the Black Hawk War. Although a large quantity of Indians resisted white expansion, bitter rivalries between tribes and monetary interests aided in the eventual demise of Black Hawk and the British Band.\textsuperscript{16}  

Modern historians and scholars could argue that inter-tribal conflict played only a minor role in the Black Hawk War. After all, United States military forces heavily outnumbered Black Hawk’s band. Therefore, the United States would have been victorious regardless of inter-tribal conflict. However, if Black Hawk had been successful in evening out the playing field by uniting the Northwestern tribes, the Black Hawk War could have had a far different outcome.

Furthermore, the United States heavily relied on the Winnebagos, Menominees, and Santee Sioux for intelligence concerning the whereabouts of Black Hawk and the British Band. The United States also did not possess adequate knowledge of the unsettled Northwestern Territory. Thus, without the aid of various Native American guides and scouts, Black Hawk and his supporters could have easily evaded capture. And, in the end, it was the Mississippi River Winnebagos and not the United States who succeeded in capturing Black Hawk.¹⁷

Inter-tribal warfare irretrievably damaged the British Band’s success in the Black Hawk War. Without the crucial support of the Northwestern tribes, resistance against the United States military was futile. Unlike Tecumseh during the War of 1812, Black Hawk was unable to unite the rivaling tribes under one pan-Indian alliance against the United States in 1832. Although various tribes, including the Chippewa and Potawatomi, sympathized with Black Hawk’s stance of resistance, they refused to openly support and join his pan-Indian movement. This was predominantly due to their belief that resistance against the United States government was a lost cause. Thus, the success of Black Hawk and the British Band to reclaim their ceded homelands was thwarted by inter-tribal divisions, monetary bribes, tribal recruitment, and the sheer martial strength of the United States.

Bibliography

Primary Sources


Secondary Sources


How to Recover from the Great Recession and Reduce the Government Debt

-After Reading selected excerpts of Miller et al’s *Real World Macro* and Goodwin et al’s *Macroeconomics in Context*

**HUNTER CREGGER**

EC 2050-03: Principles of Macroeconomics
Fall 2013
Dr. Hee Young Shin

Dr. Shin notes that students are required to write an essay after reading a couple of required texts. Hunter's essay shows critical analysis of the required texts and their policy relevance. Appropriate sources are used in context to reinforce the position and argument.
INTRODUCTION

The Great Recession is the worst economic event since the Great Depression. It is a general consensus among the authors of articles relating to fiscal policy in Real World Macro (Miller et al 2013: 130-166) that government needs to play an increasing role during these times of recession. Furthermore, they contend that the government is not to blame and that government spending and taxing can be the solution so long as they are not wasteful. Keynesian theory is most prevalent among these authors, stating that government intervention is necessary to recover the United States economy.

In this essay I will discuss the main points introduced by the authors in their articles regarding fiscal policy. This will include the nature of the Great Recession and its immediate effects. I will also look at the longer-lasting effects which are still felt today. Furthermore, I will use the articles’ information to propose possible solutions to recovering the economy as well as to reduce the government recession, as I agree with the authors that government needs to embrace an expansionary fiscal policy, and that the government is important in stabilizing the economy.

DEFINING THE GREAT RECESSION

A. How It Happened and Immediate Effects

The Great Recession was caused by a substantial amount of losses from house mortgages given to subprime borrowers who were unable to pay back the loans, causing them to default. This caused fear among investors who didn’t want to see their investments fail, so they withdrew their money from the banks (Bernanke 2010: 1). This caused banks to lose their funding and they could not lend as much money out to other borrowers. This was worsened by the fact that American households and businesses had taken out too much credit in loans they could not pay back. This was evident in the housing market where, in many cases, down payments were no longer required. Therefore, the most immediate results of the recession were
foreclosures of many homes and repossessions by the banks. One in forty-five Americans had defaulted on their mortgage payments and had received filings for foreclosure (Christie 2010: 1). The banks were then owners of bad debts. Some two million jobs were lost, raising the unemployment rate to 7.2% (Goldman 2009: 1). And since people were without their homes and jobs, tax revenue had also greatly decreased. The economy was facing the worst conditions it had seen in decades.

The Obama administration responded with the Troubled Asset Relief Program, or TARP, and American Recovery and Reinvestment Act (ARRA), which gave relief to the banks who were holding onto these bad debts. It was also used to give support to those who had lost their homes and help those in danger to keep their homes. By doing this the government hoped to stimulate domestic spending (Miller et al 2013: 127). The government had also cut taxes, and these measures together increased the deficit by $700 billion. However, this spending did produce desirable results, as nearly nine million jobs were recovered by TARP and other relief programs, and foreclosures were stalled. The government was able to prevent the recession from transforming into a depression, but there were still many long-term effects which would be felt long after the initial collapse.

**B. Long-Term Effects**

Currently, the unemployment rate sits at about 7%. Interest rates are very low in an attempt to get people to borrow money and circulate it into the economy. Median family income has decreased, and the poverty level has increased. However, stock prices have increased, and so has the GDP by about 7.5% by the end of 2012 (Danziger 2013: 13). Government expenditures for safety net programs such as SNAP have more than doubled with the Great Recession. Surprisingly, enrollment for secondary education has increased despite falling funding from state governments. This may arise from the fact that the ARRA increased the amounts given through Pell grants.
In sum, the economy is slowly emerging from the Great Recession, although economic conditions are sluggish in improving. People’s confidence in the economy has been undermined, and people’s marginal propensity to consume has fallen as income for most families has fallen due to the recession. In order to reverse this trend and recover the economy, the government needs to adapt expansionary fiscal policy to stimulate the economy once more.

RECOVERY

A. How to Fix the Great Recession

Recessions are caused by a fall in aggregate demand, which results from a fall in consumption or intended investment. In order to spur aggregate demand, government spending is introduced to increase these factors of aggregate demand (Goodwin et al 2009: 234). Increased government spending works during a recession because some resources are not being fully utilized, as the economy is not working at full-employment capacity. Furthermore, government outlays are being directly injected to the public to increase consumption.

When it comes to the investment side of aggregate demand, Wolfson argues in “The Ideological Attack on Job Creation” for the fact that government investing doesn’t displace private investment. Furthermore, he maintains that the government can create jobs and that government spending is not wasteful (Miller et al 2013: 131). In order to repair the recession, the government needs to create jobs through spending. Even though large deficits make private investment less likely to occur, outlays do include long term investments and are not solely for consumption. To concur with Wolfson, investment into long-term assets like education and infrastructure would increase future revenues for the government. This is one solution to the Great Recession, to increase investment into education and infrastructure. This would increase total aggregate demand, as more resources could be employed and any debt incurred would be paid off in the future. To conclude, government spending
and investment can be effective so long as they are employed efficiently.

Expansionary fiscal policy is the key to the Great Recession in that the government is re-employing idle resources. Classical economist theory doesn’t apply during a recession because it argues that spending is equal to investment. This is the case during full employment, but that is not occurring during a recession. It is said that when the government increases spending that the funding has to come from somewhere,” implying that the government has to borrow more or raise taxes. Classicists believe that changing interest rates on loanable funds will change how much is saved and therefore how much is invested, but this is not the case. People tend to save and spend more when they make more income, and the opposite is true as well. Because of this Keynesian thought, there is no automatic stabilizer. This is where the multiplier effect comes in. When government spending increases, the aggregate demand changes differently depending on the nature of the government spending. For example, when government spends on transfers (through SNAP, for example) the multiplier effect [how much additional may be gained by a transfer or investment] is near 1.6-1.8, and even when infrastructure receives investment, the multiplier is still a healthy 1.3-1.4 (Miller et al 2013: 137). Ruess argues that the multiplier is effective because the economy isn’t operating on the conditions of full employment. If there were somehow full employment during a recession, then it would be impossible to escape because increased government spending couldn’t increase output. Therefore, Keynesian theory proves that increased government involvement is necessary to expand aggregate demand and total output.

Supporting the states’ finances is also important in removing the economy from the effects of the Great Recession. In Pollin and Thompson’s article in Real World Macro, they reveal that 60% of government pension funds were invested in corporate stocks whose prices took a hit during the initial collapse (Miller et al 2013: 142). However, the states can still finance these pensions despite losses through taxes if the state governments introduce a more progressive tax rate and use some of that amount to fund pension plans. The
remainder of the increased tax revenue can be spent on, as earlier mentioned, infrastructure and education, as the federal government's contribution to those investments is dwarfed by state and local funding. These investments, as maintained by Pollin and Thompson, are vital. The public workers who would be employed by the states because of these investments cannot be blamed as they are part of the solution. The states’ finances need to be reorganized in a way that earns revenue from those who are most able to pay and spends that revenue on projects that will yield the greatest benefit.

To establish a progressive tax rate raises the counterargument that if the wealthy are taxed, that’s income they cannot inject into the economy. This can easily be refuted by Freidman’s articles. In “Who are the “47%,”” he notes that the 47% of people who are not paying taxes include the elderly, disabled, and those with low income (Miller et al 2013: 146). The implication he is reaching is that any tax increase on these Americans would be insignificant in gaining revenue. This implication has merit, because raising taxes on the poor only makes them poorer, which discourages them from finding jobs. (Why find a job if your income tax will be so great?) And the amount of revenue generated by the poor would be insignificant in contributing to the recovery of the Great Recession. Therefore, to heavily tax those who already have so little to be taxed would do little in picking up the speed of recovery.

Finally, in regards to recovery of the Great Recession, it is important to note the structure behind the deficit. To summarize Friedman’s point, the deficit is not from increasing spending but rather from decreased revenue (Miller et al 2013: 153). Although spending had increased in order to provide relief to banks, it is also important to see why revenues fell. The crisis caused millions of jobs to be lost, and no income means no tax revenue. To increase spending has the same effect on the deficit as falling revenue has, so it is easy to blame one or the other when discussing the deficit. And during a recession, it would be unwise to cut spending. The current goal should be to exit the recession; the government debt can wait. However, since a balanced budget is required, increasing taxes is required. And to impose them on the wealthy would yield the
greatest benefit as the spending is aimed towards those with low income, and to tax those same people would cancel out the benefits introduced by spending.

Fixing the Great Recession is the first priority. Others are demanding that the government budget is balanced, but that would prevent the recovery from gaining any momentum. Miller and Sciacchitano contest the idea that the United States will end up like Greece, which is in economic ruins. The Greek government resorted to borrowing money with a 35% interest rate (Miller et al 2013: 162). The reason for Greece’s out-of-control debt is due to the fact that it was almost entirely owned by foreign entities, and these entities saw the risk in Greek investment and called their debts, spiraling Greece into economic trouble. Secondly, the European Central Bank is forcing Greece to maintain a balanced budget, which will ensure that recovery is slow. The country needs to adapt expansionary policy in order to recover from depression, which would mean an imbalanced budget with heavier spending and lighter taxation. To compare to the United States, most of the U.S. debt is held domestically. Therefore, as long as Americans are willing to accept the American dollar (which they will), the government will not face a debt crisis. So it is okay to drive up deficit spending now, during the recession, in order to reach recovery. Increased debt will not push America into a crisis, and upon coming out of the recession, efforts can be directed towards the total government debt.

B. Paying Off the Government Debt

Once the economy emerges from the Great Recession, logically the next goal would be to begin paying off debts incurred prior to and during the recession. Fiscal policies to accomplish this goal would not be unlike those employed to recover from the Great Recession; expansionary policy will be utilized. One component of this policy is to cut taxes; however, the tax cuts must affect the right people. Friedman illustrates this point by concluding that tax cuts on the wealthy leads to no noticeable difference on aggregate spending
(Miller et al 2013: 150). In comparison to other countries, the Americans pay, proportionally, the least amount of income taxes. The United States needs to increase taxes in order to produce a surplus with which to pay off the debt. As mentioned earlier, taxing the lower income American produces no significant revenue. It would be more beneficial to tax the wealthy because when they aren’t taxed, that amount of money is moved into savings which doesn’t contribute to the growth of the economy. Some of the wealthiest Americans choose to move their savings offshore to ensure it isn’t taxed. Therefore, the government must increase tax revenue by taxing the people who are most able to pay, which would yield the greatest revenue with which to pay off accumulated debt.

Another solution to reduce the government debt would be to reduce the amount of government expenditures on programs like Social Security and Medicare. Although Frank contends that Social Security is almost entirely self-funded, these programs won’t last forever. And even though the Social Security fund has mounted a large fund (to the tune of 2.5 trillion dollars), the amount being paid out is exceeding the amount collected through payroll taxes (Miller et al 2013: 158). This would require the budgets of states to divert some funds into the program to make it “self-sufficient.” However, these funds would be better spent if funding investment projects like infrastructure. A quick fix to this would be to raise the retirement age, thereby reducing the number of people collecting social security. This would allow more of the state budgets to be spent on more efficient expenditures.

CONCLUSION

The Great Recession’s effects were immediate and long-lasting; the unemployment rate and increasing debt are indicators of this economic downturn. However, in order to return to a more prosperous economic condition and eventually reduce the government debt, expansionary fiscal policy is required. This would reduce taxes and increase government spending in order to stimulate aggregate demand. This would be most efficient if an unbalanced
budget was allowed and government spending went to projects which would have greater returns on investment in the future, like education. In sum, a few changes in the fiscal policy will be required if the recovery period is to be soon and short.

BIBLIOGRAPHY


The Barb Report

ELIZABETH SCHOPPELREI

ENG 4830-01: Advanced Fiction Writing Seminar
Fall 2014
Dr. Erin Flanagan

Dr. Flanagan notes that Elizabeth’s short story is funny, smart, compassionate, and delves into issues of sexuality, kindness, masculinity, discrimination, and what it means to respect another person and know one’s self. This story is filled with wonderful details, complicated characters, and a sense of how we each, in our own way, try to live in a world that makes sense to us.
I BET IT WAS BARB, Samm thought as she looked around Jack’s office at the pictures of family vacations in Florida. Three little blonde heads crowded each photo.

It had to be Barb – her silver-flecked perm and stubby legs that never quite kept up with Terri’s water aerobics workout, not like the pink swimsuit lady could – yes, it was definitely Barb. But before Samm could continue her mental accusations, Jack opened the door. A little splosh of coffee leaped to the floor from his mug. He ignored the spill and traveled to his office chair.

“Samm,” he said, voice dulled with protocol. “The water aerobics ladies have brought it to my attention that—”

“I know,” she said, tucking a piece of hair finally long enough to reach around her ear. “I know what they say. They forget my hearing’s still good.”

“Excellent,” he said. “Well, I guess we’re done here.” He began to shift around the paperwork on his desk making piles that slouched over.

“Great.” Samm jumped up from her seat and walked to the door. Her whistle swung from side to side around her neck. She tried to rub in some of the sunscreen that shone in white strips on her skin. She knew it would never be rubbed in on her back, but at least she should make sure her arms were clear.

“But,” she stopped at the sound of Jack’s voice, “just don’t let it become an issue again, you know?”

“Yeah, sure.” She pulled down her sunglasses and looked at Jack from behind the tinted lenses. “No more complaints ever again, boss.” Samm gave him a half-salute as she turned back toward the door and walked out into the hallway.

By the time she made it outside to the pool, the whistle had been blown for rest period. Half a dozen neighborhood kids crowded around the lifeguard shack window with their wet dollar bills and slippery quarters. Jude was leaning over to hear the little boy who was too short to see over the window.

“Cheeps,” he mumbled. “I want cheeps.”

“Chips, Jude,” Samm said.
“Whatever, if you know what they want, then you can work concessions. Stupid Mexicans can learn to speak if they’re going to be here.” She glared at him from across the shack. “I mean, I take it back. God, I don’t need you to write another incident report.”

“Yes, because heaven forbid another incident report would teach you how to not be a racist asshole,” she replied.

“Well, it seems like you have your own incident reports to deal with.” He grinned.

“What’s that supposed to mean?” she asked.

“Nothing, just heard about the water aerobics ladies. You sure are classy,” he said. She tossed the bag of chips at him and grabbed the tube. She made it to the lifeguard chair at the top of the hour for her switch off.

She could hear Jude call from the lifeguard shack reminding her to watch the pool and not stare at the people. She hoped another swarm of children would arrive at the concession stand and then maybe he’d focus on something else instead of that ridiculous incident report. The Barb Report. The other guard climbed down and looked over the pool.

Samm tossed the red tube up onto the chair before climbing up with her towel in hand. She laid it over the chair. She wasn’t about to spend another rotation in Jude’s butt sweat. Once the tube’s strap was around her shoulders and the tube rested securely over her legs, Samm blew her whistle.

“Yeah! To the pool!” she heard a boy yell. The children surged toward the water.

“Walk.” She watched them sprint a little faster to the pool’s edge. “WALK.” Some of them slowed down. Good enough.

Her dad was halfway into a bite of baked potato when Samm swooshed past the screen door. Andrea was next to him, cradling her glass of Moscato.

“Hey there, stranger. Sit down and eat with us,” he said. “It will be magnificent!” At the word magnificent, he jutted his fork upward.
and looked off into the distance as if posing. Samm rolled her eyes at him.

“Nah, Dad. That sounds fun and all, but I’m going to pass.” Andrea started to swirl the Moscato around in the wine glass. Samm wondered if some day she’d get dizzy watching it swirl and decide to do something else, like actually acknowledge Samm’s existence with words. Still even without words, she gave Samm the creeps. Even after her dad and mom had sat down with her and talked. They pulled out their little diagram showing their polycule and explained their newly found polyamory. But she didn’t get it. It should be Dad and Mom. Not Dad and Dad’s girlfriend and Mom and whomever she felt like bringing along for a ride on the Poly Express.

Up in her room Samm pulled out a granola bar from the bottom of her lifeguard bag. She had a hard time opening it up. It was slick from spilled sunscreen, and, even when she did pry it open, it was so mushed she had to dig in the corners of the wrapper to get it all. However, it was better than sitting across the table from dad and Andrea. He made goo-goo eyes at Andrea all the time.

“Want something a little more substantial than that granola bar?” Samm heard a voice coming from behind her. She turned to see Margo in her doorway with two apples and a tuna fish sandwich in her hands.

“Yes, please.” Samm smiled.

“I figured you’d say that,” she said, tossing Samm one of the apples and removing the wrapper from the sandwich. “I saw Andrea’s car – knew you’d be up here hiding.” Margo plopped down on the carpet next to her and broke the sandwich in two, handing Samm the other half.

“How long you think it will last?” Margo said between bites.

“God, not long I hope. Probably just a phase.” They sat for a while in the silence. Samm listened to the chatter downstairs over the crunch-crunch of her apple.

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“Are you sure you kids don’t need anything? Popcorn maybe?” her dad called up the stairs. Samm and Margot laid on the bed; the TV flashed through cartoon scenes. Margo had chosen *Aristocats* again. Samm had wined a little, but eventually she agreed to the choice.

“We’re good, Mr. Tugend,” Margo shouted.

“You ever think we should pick out a different movie?” Samm said. Margo turned her head to face her.

“What? Miss College-Bound too good for kid’s movies?” she teased.

“Well, considering you and I have memorized every line of this one, maybe we should switch it up a little?” Samm said.

“Now what would be the fun in that?” Margo’s face drew closer. Samm eyed her bedroom door. It was somewhat ajar. She could see a slice of light coming up the stairway from the living room. The muffled speech of her dad downstairs stayed at a constant hum. She looked back at Margo. Her hair had come loose from her ponytail and tickled Samm’s nose. Samm reached up and moved the strands away from Margo’s face, but her hand stayed on Margo’s cheek.

“Come on, Samm,” Margo whispered, “they aren’t coming up those stairs.” Just to be sure, Samm took another look at the doorway and then leaned in.

“Margo sleep over again?” Samm’s mom asked the next morning. She placed two waffles on Samm’s plate and went to the pantry to look around for the syrup.

“Yeah, she had to leave early for work though,” Samm replied. Margo always left early. Her manager liked to put her on the opening shift for the only coffee shop in town, and the regulars didn’t like to be kept waiting.

“It’s nice you two are such good friends,” her mom said, but Samm was preoccupied with thoughts of how Margo’s hair smelled like espresso – sometimes peppermint during the winter months. She saw her mom waiting for her to add something to the conversation.
“Oh, yeah, it is nice—” The syrup dripped down. Samm stopped over each square until the drops pooled nicely below in their own compartments. “So, how was your date last night?” Samm asked. Her mom stopped sipping her coffee and set it down on the counter.

“Fine. He’s not your dad though.”

“Obviously,” Samm said. Her mom turned away, but Samm continued speaking. “I mean, I thought that was the whole point of this.” Her mom picked up her mug and began walking down the hall. Samm looked back down at her waffles and sliced into the first one; the syrup poured over from their little squares rushing down onto the plate. Her mother’s footsteps sounded off farther and farther away.

“Note to self: do not mention that ever again,” Samm whispered.

When Margo stopped by on her break with a coffee and bagel for Samm, Barb kept staring from the pool. Jude was up in the chair watching over the women and tapping his foot to Twist and Shout as the water rippled from their arm circles.

“Hey.” Margo leaned in and kissed Samm’s cheek. Samm kept staring back at Barb. Water droplets coated her glasses. She insisted on wearing those in the water. Samm doubted the old lady could even see her too well from across the pool. “What – are you in a staring competition?”

“If I break eye contact, she’ll think I am the weak one.”

“But, she’ll think you’re checking her out again and write another report about the extreme dangers of bisexual lifeguards.” Samm finally cracked a smile at this.

“Yeah, you’re right, better to not watch over the pool – let ’em all drown.”

“That’s not what I’m saying.” Margo started to laugh. “Here, drink your coffee.” Samm grasped the paper cup and took a sip. Their cool-down song had ended, and the water aerobics ladies began to shuffle out of the pool and up the ramp. Barb grabbed her floral swim bag from the bleachers. She glanced over at Samm and
muttered something to the pink swimsuit lady who was standing next to her. Then she speeded past the opening of the lifeguard shack.

“Ma’am, be careful. It can get a bit slick through here,” Samm said. Barb slowed down her steps but didn’t acknowledge Samm. Samm thought she even saw Barb shudder at the warning.

After Margo had said goodbye and Samm spent one rotation in the chair watching swim lessons below, she found herself in Jack’s office once more. She asked him about his family and the three little blonde heads in the photos, but he didn’t want chitchat. Instead, he said, “Barb worries you’ve been staring at her again. She says you were watching her, and I quote—” he looked down at the incident report on the table in front of him, “—very intently.”

“I was back-up scanning the pool from the office. When she got out of the pool, I noticed she was traveling very quickly over the concrete where it’s painted Walk. You know how slick those painted letters get when the puddles start forming?” Samm had told him about the puddles forming weeks ago. The walkway wasn’t angled right. People always slipped there, and that damn paint was always so slick.

“Yes, I see.” He grabbed his pen and then reached for the stack of post-its next to Samm. The post-it notes were too far away though, and Samm picked them up and held them out to him. Maybe this time he’d remember to mention the puddles. She saw him stare at the stack in her hand, but he stopped short and instead flipped to the second page of the incident report. “I’ll tell maintenance later. But Barb also mentioned you had a visitor this morning. Apparently, there may have been a kiss involved.”

She thought back to this morning and rewound until she remembered: the good morning kiss when Margo walked in. Shit.

“I was down from the chair. My—” she paused and looked at the family photos around the room: middle-class, happy family. She studied their faces. Nope, no clues as to how Jack might feel about these things. It was hopeless. So she sighed, “My girlfriend stopped by to visit.”

“Oh,” Jack said. It caught on the back end of an exhale – an oh that barely made sound at all. “Well, you might want to keep that
stuff away from the premises. It makes them—” Jack tried to staple the two pages of the incident report together. The stapler was empty. He shuffled around for the box of staples before opening it and spilling the contents. Finally, a bunch of staples found their way into stapler, and he pounded it down on the corner of the papers.

“It makes them uncomfortable, the patrons I mean. Well, it’s just not that kind of establishment, to be honest. I mean, uh, we do accept anyone, but the workers do have to pass that drug screening though, but we do try to accept anyone.” Samm kept staring at the two papers Jack stapled. They didn’t line up. One was askew, at an angle on top of the other.

“I hear you loud and clear, boss,” she said.

“Good, I hoped this would—”

“Yep, I’ll make sure to never be myself on the property. Wouldn’t want that, would we? You know, people. Existing. As themselves. In the world.” She rose up from the office chair.

“Samm, just visit with your friend when you’re not at work. Simple.”

“Yeah, simple.” She thought back to this morning and getting to see Margo. Even though she did see her so often, every time she noticed something new. This morning it was the pumpkin creamer in her coffee. Margo must have opened up the seasonal shipment in the storeroom to get it this early for her.

And nothing was simple.

—

“Sorry I got angry at you this morning. That New Relationship Energy your father has is really getting to me,” her mom said. Samm poked at the beef stew. She would have to look up New Relationship Energy in the glossary of poly-terms sitting on her desk. It might make her mom happy to see a crease on the packet anyway.

They sat for a few more minutes at the kitchen table scraping at their plates.

“Is Dad out with—”

“Yep. Third night this week.”
Samm focused back on the stew.

“You know it’s fine. I am fine with it.” Her mom removed her glasses and set them down. She rubbed the bridge of her nose with her fingers, and then peered at Samm.

“Yeah, polyamory. I know. I know you’re cool with him and Andrea. I feel like we’ve gone over this. Several times.”

“No, that’s not what I am talking about,” her mom said. She picked up her glasses and put them on again. Her eyes seemed too big, magnified now. “I ran into Barb today at the store. You remember, she taught your Sunday school class back when, well, yeah.”

“Oh.” The stew became very interesting. Samm kept her eyes down and began mashing the carrots and creating orange hills and mountains. It would be a fine landscape. The broccoli florets could be trees if they could figure out how to stand up straight.

“She tried to tell me something is wrong with you. I told her nothing is wrong with my kid.”

“Thanks.” One of the broccoli florets managed to fight off gravity and stood up. Next step: a forest. “Because I was really worried something was terribly, terribly wrong.”

“Don’t get snarky,” her mom said. Samm finally looked up at her mom. She was sort of smiling. Maybe this would be a good thing. The knowing part. “But don’t think Margo is still going to stay over all the time.”

Maybe it wasn’t going to be the best thing. The knowing part. Her mom must have seen the frown on her face.

“Not so sneaky now, are you?”

“Yeah, about that…” Samm smiled.

—

She forgot to plan out the rotations so that Jude would be up for water aerobics that Friday morning instead of her. Usually it was simple math – adding up how many thirty-minute rotations until the women arrived and then making sure to take every other rotation to miss them – but somehow, this morning, she forgot. Samm stood
with the lifeguard tube propped up next to the chair; the water sample in its plastic cylinder rested in her hand.

Her eyes never left the pool as she dropped five drops of R-004 into the sample. It turned a shade of orange; the pH was still at a nice 7.3. She heard the smack of flip-flops approaching and caught a flash of floral swim bag from the peripherals of her vision.

“Your mom shouldn’t have left the church. She should have kept you in there,” someone murmured from behind her. She didn’t want to take her eyes off the pool though to turn around — it wouldn’t be good lifeguarding. “The other ladies don’t like it either; believe me. I’ve talked to all of them about what you are.” Samm didn’t respond. She poured out the water sample in the gutter of the swimming pool and brought the tube near her. She hugged it tightly against her body.

When the flip-flops smacked away, she ascended the few rungs up to the chair. Across the pool deck, she saw Barb set down her swim bag on the bleachers. During the warm-up songs, Samm let her eyes flick over Barb’s figure as she scanned the water. She never kept them staring in that direction for very long. Her head muddled up with memories of church: Barb chastising her when she colored outside of the lion’s outline and yellow spilled onto the lamb next to it, and then again the first Sunday they didn’t go to church. She had wondered why they didn’t that morning, but no one stopped to explain it to her. They just stopped going.

She looked over the water once more, glazing past Barb’s figure bobbing. Samm kept scanning. The pink swimsuit lady lifted the foam dumbbells up and down. She never strayed from Terri’s instructions like Barb, never modified an exercise to help arthritic knees and weakening arms. But in the up and down motion of the foam dumbbells, Samm saw her let go of them. The dumbbells popped up to the surface, no longer held underwater by pink swimsuit lady’s hands or her old-person strength. They rested on the surface of the water, blue and white striped, and Samm saw it. Saw them floating there along with the motion of the water.

The pink swimsuit lady had slumped over. Barb reached out for her.
“Alberta. Alberta, what’s wrong?” Barb asked. Samm brought her whistle up to her lips and gave three shrill blasts. With her tube under her arms, she shouted, “Clear the pool,” and jumped from the lifeguard chair.

She hit the water. Her tube carried her up. Arm strokes against the water, she moved toward the shallower end. Jude came running out on deck with the backboard.

“Shit! Is she dead?”

“Dammit, Jude, just get over here.” Pink swimsuit lady was draped over Samm. Samm’s arms wrapped over her shoulders securing her against the red tube squished between them. The backboard clattered to the concrete as Jude ran over to the edge of the pool to take the lady’s wrist in his own hands. He stood on the deck and held her up next to the wall of the pool.

Samm hopped out of the pool as soon as Jude had the lady’s wrists. The water aerobics class exited up the ramp but stared at Jude and Samm.

“Alberta?” Barb had exited the pool and was shuffling over to the bleachers where the rest of the class stood. “Alberta, please. Say something.”

Samm stood next to Jude and submerged the backboard. He turned Alberta onto it, giving Samm one of her arms, and, on the count of three, they grasped the edge of the backboard, holding her stable, and pulled her out of the pool. The backboard rested between Alberta’s back and the concrete of the deck.

“One-one thousand, two-one thousand…” After ten counts Samm still couldn’t feel a pulse. She didn’t see the chest raise either. She pulled out the mask from her fanny pack.

“Shit. Shit, we are so screwed,” Jude said.

“Shut it. You know what to do. Get me the AED and oxygen.”

She tilted the woman’s head back and gave one breath in. The chest moved upward.

“Don’t get close to her face like that,” Barb cried out from a few yards behind her. “Move away from her.” Samm didn’t reply. Jude returned carrying the AED and the case with the oxygen tank inside.
He fumbled opening the AED, but eventually snapped it open. Samm went into her first compression.

The heel of her palm pressed hard against Alberta’s sternum. She felt the rib cage give under the pressure. The next compression, she heard the snap. One rib bone broken – god she hoped it wasn’t floating around in there about to puncture a lung.

“Stop touching her!” Barb tried to walk up to Alberta’s body, but the water aerobics instructor held her back.

“Scissors, now.” Jude handed her the scissors and opened the AED. It began spouting out instructions – the placement of the pads. They had to get the pads on Alberta’s chest. She had to cut off the swimsuit. Samm brought the scissors near the top of the pink swimsuit, ready to bring them down through the fabric.

“No. Don’t you dare!” Barb shouted. Samm brought down the scissors. Barb pushed past Terri’s figure blocking the way. She felt Barb’s footsteps pound on the concrete; she snipped another inch into the pink swimsuit. Jude set the bundled-up towel next to her leg ready to wipe down Alberta’s chest.

“Tear open package and remove pads. Tear open package and remove pads,” The AED repeated in the background. She snipped farther down the middle of the suit. Barb’s voice grew louder in her ears. She was coming closer and closer. Samm snipped the last bit of fabric right before the abdomen and peeled the halves back. Taking the towel from her side, she began wiping off the droplets of water.

“Don’t touch her.” Barb’s pace quickened. “Don’t touch her anymore.” Jude made eye contact with Samm for a moment, and then he stood up. Barb surged toward Samm.

Jude jumped between them. The chest was finally dry. She applied the sticky defibrillation pads to Alberta’s chest: one higher up on the right side, the other lower down on the left side of her chest.

“Just let her do her job,” Jude raised his voice. Barb struggled against him. He had her wrists in the loose grasp of his hand.

“No. She can’t be touching women like that.”

“She’s saving her life,” he said. “Now back up.” The AED began searching for Alberta’s heart rhythms.
“Shock advised. Shock advised,” it beeped. Samm watched Barb back up from Jude. He let her hands fall back to her side. She stared one last time in Samm’s direction before turning back to the group of ladies standing at the bleachers. Samm heard the sirens in the parking lot. EMS would be here soon.

“Just let her do her job,” Jude said one more time in the direction of the women. Samm scooted back from Alberta’s body. Her body jerked upward as the electric shock coursed through it.
Identifying Genes Involved in Suppression of Tumor Formation in the Planarian *Schmidtea mediterranea*

ERIN DORSTEN

BIO 4020-02: Current Literature: Biology of Regeneration
Fall 2014
Dr. Labib Rouhana

Dr. Rouhana notes that students were challenged to write a scientific proposal centered in the study of regenerative organisms. This proposal describes experiments designed to identify genes involved in protecting an organism with negligible senescence from tumor formation. Ms. Dorsten was able to formulate a proposal of outstanding quality with regards to both literary competency and scientific creativity. Her work is written in clear and concise “stand-alone” statements with smooth transitions within paragraphs and throughout the proposal. Exemplary attention to detail is evident by the use of correct use of complex scientific terminology throughout this work.
BACKGROUND

Planarians, flatworms widely known for their incredible regenerative capabilities, are able to restore an entire organism from even a small fragment of tissue. This ability to regenerate is attributed solely to neoblasts, pluripotent adult stem cells located throughout the parenchyma of the animal (Newmark and Sanchez Alvarado, 2002). Neoblasts are stimulated to migrate and proliferate in times of injury (Guedelhoefer and Sanchez Alvarado, 2012). Lethally irradiated planarians (devoid of stem cells and therefore unable to regenerate) can restore regenerative capability through transplantation of a single neoblast from a healthy planarian (Wagner et al., 2011). Many studies have concluded that the population of neoblasts is not homogenous (Scimone et al., 2014), and there are different responses to different injury types. Wenemoser and Reddien (2012) observed a body-wide increase in mitotic activity, such as cell division and migration, with any injury.

A second peak was localized at the wound site and observed only in those planarians where tissue was lost during injury. Planarians have also been found to be equipped to handle not only injury but microorganisms as well. Various bacterial strains that are pathogenic to humans were cleared from their tissue, including *Legionella pneumophila* and *Mycobacterium tuberculosis* among others (Abnave et al., 2014). Through RNA sequencing, the researchers were able to identify a specific gene utilized by the planarian during clearance of bacteria from tissues (Abnave et al., 2014). Since planarians are able to resist infection of bacterial agents and restore normal regeneration once the bacteria has been cleared (Abnave et al., 2014), questions involving the resistance to more serious diseases, such as cancer, follow. For example, would a planarian be able to recognize cancerous cells, activate appropriate signaling pathways, and correctly execute the mechanisms needed to rid the animal of the abnormalities?

Cancer, the second leading cause of death in the United States, accounts for 1 of every 4 deaths (American Cancer Society, 2014). In
simplest terms, cancer is an out-of-control division of abnormal cells (American Cancer Society, 2014). In many forms of cancer, the abnormal cells group together to form a tumor which can replace healthy tissue (American Cancer Society, 2014). Depending on where the tumor is located and how large it has grown, it can interrupt normal functioning of various organs and cause pain, weakness, and/or fever (American Cancer Society, 2014). Cancer can be caused by genetics along with a wide variety of activities including UV exposure and tobacco use (American Cancer Society, 2014). Planarians routinely employ above-average proliferation of neoblasts in response to changes in homeostasis. Therefore, planarians should theoretically be at a high risk of developing cancerous tumors. However, various studies have brought the concept of tumor suppression in regenerative animals to the surface and numerous genes involved have been identified (Pearson and Sanchez Alvarado, 2008; Pearson and Sanchez Alvarado, 2009; Sanchez Alvarado, 2012).

SPECIFIC AIMS

Initially, the goal of the proposed research is to confirm the presence of tumor-suppressing genes in planarians and determine how effective these genes are in suppressing tumor formation at varying levels of carcinogenic administration. The next goal is to determine whether or not silencing of these tumor-suppressing genes makes planarian more susceptible to the formation of tumors. This experiment will help to determine if mechanisms other than the previously found genes, such as p53 (Pearson and Sanchez Alvarado, 2009), are involved in suppressing tumors in highly regenerative animals. Lastly, this research aspires to determine whether orthologs of these tumor-suppressing genes exist in humans. It can be hypothesized that planarians utilized in this experiment will display these previously found tumor-suppressing genes, silencing these genes will lead to increased risk of tumor formation, and these genes will be conserved in humans to some degree. Overall, the goal of this research is to attempt to develop new avenues for anti-cancer therapies for individuals at a high risk of developing cancer.
RESEARCH DESIGN

In order to accomplish the first goal of confirming the presence of tumor-suppressing genes, an experiment composed of four different groups of the planarian *Schmidtea mediterranea* will be performed.

**Group 1** will be a control group of healthy, intact planarians that act as a baseline for all measurements taken.

**Group 2** will be intact planarians that are given one of three carcinogens, 3,4- dibenzpyrene, DDT, or 1,2:5,6-dibenzanthracene (Schaeffer, 1993), in step-wise increases. The use of multiple carcinogens will assist in determining the changes in gene expression due to administration of a chemical versus changes in response to cancer.

**Group 3** will be planarians that are amputated and allowed to begin regeneration before administration of the same carcinogens as in the second group in step-wise increases to determine if the increased presence and proliferation of neoblasts affects gene expression.

**Group 4** will be planarians that are lethally irradiated and administered carcinogens in step-wise increases as in groups 2 and 3.

This last group will be able to confirm or refute whether the presence of neoblasts affects tumor suppression. Since neoblasts are the only proliferative cells within planarians, it can be hypothesized that they are the main regulators of proliferation. Therefore, irradiated planarians are not expected to form tumors.

A carcinogen is one of any number of agents that cause cancer by affecting the DNA of a cell (*Encyclopedia Britannica*, 2014). Various compounds have been identified that induce tumor growth within planarians (Schaeffer, 1993), and these compounds can be administered through feeding or transdermal application. The
carcinogens used will be examined before administration in order to determine the mutation they will cause on the DNA of the planarian. Therefore, visualization of mutated DNA through DNA visualization software may be utilized. All planarians, except those in the control group, will be administered the same concentration of their respective carcinogen on day 1. The planarians will be given a sufficient amount of time for the carcinogen to mutate the DNA of a number of cells, and these cells will be allowed to replicate the DNA. At this time point, a subset of planarians from groups 2, 3, and 4 will be fixed and subjected to in situ hybridization for Smed-p53. If no DNA was mutated, and therefore no tumors can be formed, the process will be repeated with an increased concentration of carcinogens administered to the remaining planarians. This cycle will continue until a tumor is observed in each group. At each time point, a number of planarians will be subjected to RNA sequencing and the results will be compared against the baseline control group to determine the gene expression changes that occur with carcinogen administration.

Once the genes involved in tumor suppression are evaluated through RNA sequencing, RNA interference (RNAi) will be performed to determine whether these genes are required for tumor suppression in planarians. Again, there will be a step-wise increase of carcinogenic administration to determine if the level of carcinogenic material affects the efficiency of these mechanisms. The same four groups and procedures will be used as above except that the genes found to be involved with tumor suppression in the previous results will be silenced in all four groups using RNA interference. Additional control RNAi groups will be utilized to act as a baseline to compare against the candidate gene RNAi and then to compare the extent of tumor formation. Again, in situ hybridization and RNA sequencing will be conducted on every planarian to determine at what time point and carcinogen concentration the presence of tumors emerges and the gene expression changes, respectively.
Lastly, the genes found with experimentation to be involved in tumor suppression will be fully sequenced, and online databases of human orthologs will be searched. These human orthologs will now serve as a possible means of formation of future anti-cancer therapies.

EXPECTED OUTCOMES

With the first experiment, healthy, intact planarians that received carcinogens would initially be expected to show signs of tumor suppression in the results. These signs would include little to no abnormal DNA shown with visualization software and an up-regulation of genes involved in tumor suppression in the RNA sequencing of the planarians. Once the tumor suppression system is exhausted and cancerous cells form, abnormal DNA would be quantified with visualization software, but the expression of the tumor-suppressing genes may be either up- or down-regulated. Since cancers affect the DNA of dividing cells, and neoblasts are the only mitotically active cell within a planarian, it can be hypothesized that the distribution of cells with mutated DNA, before the formation of a tumor, will occur through neoblasts. The regenerating planarians administered carcinogens are expected to produce similar results. However, previous research has found a specific tumor-suppressing gene in planarians, *Smed-p53* which is mainly expressed in newly made stem cell progeny (Pearson and Sanchez Alvarado, 2009).

It can be expected that the results would be exaggerated with respect to that of group 2 due to increased neoblast population induced by amputation. It is anticipated that a more concentrated dose of carcinogen would be needed to induce tumor formation; therefore, a longer amount of time would pass in which no abnormal DNA would be seen. Also, the expression of the tumor suppression genes with RNA sequencing is expected to be higher relative to that of healthy, intact planarians in group 2. The irradiated planarians in group 4 are not expected to form tumors due to the absence of proliferative cells. It can be expected that an increase in proliferation would occur in all of the experimental groups with a knockdown of
the tumor-suppressing genes if no other mechanisms exist to ward off hyper-proliferation in planarians. A similar result was observed in an experiment conducted by Sanchez Alvarado (2012) in which RNA interference was used to inhibit activity of the tumor-suppressing gene, *Smed-p53*. *Smedp53* (RNAi) animals are expected to develop tumors not observed in normal control animals. Again, healthy, intact group 1 planarians would be used as a baseline for all of the results obtained from the experimental groups. Knockdown planarians from groups 2 and 3 are expected to show less effective tumor suppression than controls, and are expected to display an increase in abnormal DNA with lower concentrations of administered carcinogen. Again, due to the absence of neoblasts in the irradiated planarians of group 4, they would not be expected to form tumors upon carcinogenic administration.

The final stage of this research involves identification of human orthologs to established planarian tumor-suppressing genes. Previous research in planarians has shown that knock down of PTEN by RNA interference in planarians results in the presence of abnormal cells that behave similarly to cancerous cells in humans (Oviedo and Beane, 2009). The human PTEN homolog was found to be the most commonly mutated gene within cancer patients (Oviedo and Beane, 2009). Therefore it can be expected that more human cancer gene orthologs will be found from this project, but the identity of the genes can only be determined by experimentation.
POTENTIAL PITFALLS/ALTERNATIVE APPROACHES

With the first experiment it is possible that cancerous cells never actually aggregate into a tumor with increasing carcinogen administration. While this result would certainly lead to adjustments to the research, it would not be deleterious. This outcome would simply demonstrate superior effectiveness of the planarian’s mechanisms for tumor suppression. The up- or down-regulation of genes would still be obtained from RNA sequencing of planarians. This information would be sufficient for continuation into the second section of the research.

Possible setbacks exist that may affect either the first or second portions of this research. The first setback is the possibility that the carcinogen could be unsuccessfully administered. In other words, the carcinogen is not given the opportunity, or is unable, to be incorporated into the cells. Therefore, tumor growth would never occur due to the lack of damaged DNA, which would then never replicate producing unnecessary cells also possessing damaged DNA. In order to lessen the likelihood of this event occurring, control experiments will be conducted before the start of the actual experimental protocol. The possibility of carcinogen ineffectiveness will be eliminated by testing administration of the carcinogen on a small group of planarians not involved in the experiment. As explained above, these planarians would be expected to form tumors upon carcinogenic being administered. If this group does not produce the expected results, a different method of administration will be used, such as soaking the planarians in the carcinogen.
POTENTIAL OF CANDIDATE AND HOST LABORATORY

This research is to be conducted in the Howard Hughes Medical Institute at the University of Illinois at Urbana-Champaign. This lab frequently conducts research using *S. mediterranea* as a model organism and has all of the resources necessary to effectively perform the mechanisms described in this proposal. The candidate researcher displays advanced knowledge of the biological processes to be utilized in this research. The candidate scientist and supporting research staff are competent and thorough in their roles and work together to continually produce accurate and significant results.

SIGNIFICANCE

Planarians have the unique ability to regenerate and reproduce an incalculable number of times from stem cells that proliferate without tumor formation. The ultimate goal of this proposed research is to determine the existence of human orthologs of the genes responsible for tumor suppression in planarians. If this research is successful, a new avenue of possible anti-cancer therapies could result. For example, if genes susceptible to mutation in humans can be identified, it may be possible to create new therapies that strengthen the molecular make-up against mutations that commonly occur in the cancer. Obviously, more research is needed to determine whether or not a therapy based on this study is a possibility in the clinic. More experimentation would be necessary on vertebrate model systems, such as mice. However, if possible, such therapy (or therapies) could improve the quality of life of millions of individuals. Cancer is a devastating disease that was estimated by the American Cancer Society (2014) to affect 1,665,540 new patients and be responsible for 585,720 deaths just this year. This number could be greatly reduced if the results from this research could be utilized for preventative anti-cancer therapies.
CLOSING

The goal of this research is to utilize planarians as a model for cancer prevention in the human body. By using results from previous research and knowledge of the mechanisms associated with the regenerative capabilities of planarians, genes with specific functions can be identified and isolated. In this case, the target genes are involved in the planarian's ability to suppress tumor formation in the face of frequent hyper-proliferation linked to wound healing and regeneration. In order to accomplish this goal, the planarian *S. mediterranea* will be subjected to administration of carcinogenic material and the resultant gene expression changes will be recorded. In hopes that the genes involved in suppressing tumors in planarians are conserved in humans, they will be compared to human genes using various online databases, such as NCBI and SmedGD. Overall, the results of this research hope to shed some light on new possible anti-cancer therapies for high-risk patients. With the potential of advancement of anti-cancer therapies in humans, the National Institutes of Health (NIH) should take this proposed research into consideration for funding.

References


Are the Main Institutional Changes that Created the “Business Man” Still Relevant?

HAYDEN JOBLIN

EC 3190-01: Institutional Economics
Spring 2014
Dr. Hee Young Shin

Dr. Shin notes that students are required to read Thorstein Veblen’s original works – either *The Theory of the Leisure Class* or *The Theory of Business Enterprise* – and write a critical review essay. Hayden’s essay shows deep understanding of the materials and evaluation of contemporary relevance.
INTRODUCTION

Thorstein Veblen was a leading economist who specialized in the study of social and economic institutions in the late nineteenth and early twentieth centuries. He is considered to be the leader of the American Institutional school of thought. In 1904 he published his second most well-known book *The Theory of Business Enterprise*. In this book Veblen provides an insight into what was then “modern capitalism.” He explains the changes in particular institutions and ethics that have forged the way for the “business man.”

In this review essay I will discuss what I believe Veblen considered the main fundamental changes in the institutions that bought about the “business man” by introducing the institutional concepts of vast standardization in the machine process, ownership, and the role of credit. I will then provide my own point of view in analyzing the relevance of those institutional changes in the modern world. I believe that it is important because these institutional concepts may provide a foundation of how the modern society operates.

INSTITUTIONAL CHANGES IN THE BUSINESS ENTERPRISE

A. Machine Process in the Creation of the “Business Man”

The first institutional change that Veblen describes is the formation of the machine process characterized by an interdependent system of processes used and developed on the previous development. Basically the machine process is an inter-relation of different sectors, which then produce a good. These complex connections between sectors have formed the vast standardization that Veblen outlines. Veblen emphasizes the importance of a unified production process. This is important because all production is reliant on another – e.g. in the form of inputs in production, features such as metrics, gauges, and weight must meet the needs of the next machine process. If they do not meet the needs of the next stage in the process, the system creates delays and it becomes unreliable. Veblen believes that the
production process can be entirely affected by the actions of a single firm. This highlights the importance of standardization on the effectiveness of the machine process.

The machine process has resulted in the creation of the “business man” as Veblen describes it. The business man controls the transactions and relationships that ultimately determine the running of the mechanical industrial system; whether it runs smoothly or disastrously does not matter to the “greater business man.” As he can benefit from disturbances within the system, he may not have society’s best interests at heart.

B. Institution of Ownership in “Business Man’s” Motives
Veblen believes that the above consequence has changed the motive of business, which in his words is “pecuniary gain,” or monetary gain. He believes that the change in the institution of ownership is why motives have changed. According to Veblen, the importance of money in society has replaced older institutions such as bloodline, patriotism, and the role of the church. It used to be that ownership was a natural right, meaning that if someone made something then it was their property to do with it as they chose. In Veblen’s time, ownership was determined by the “money economy” where the market determined the ownership of goods. He explains that money is the essence of business. According to Veblen, ownership is determined by how much money an individual has: “the business man judges of events from the standpoint of ownership, and ownership runs in terms of money” (Veblen 1904:45). I believe that the motives generated by money may result in less than ideal business decisions for the industry and society, especially in the short term when monetary gains are important for those making the business decisions. This is what I believe Veblen is describing when he talks about “pecuniary gain.”
C. The Corruption of Credit
The idea of “pecuniary gain” brings me to my next point: the role of credit. Veblen has a negative view of credit and how it affects the business enterprise. To me it seems that the institution of credit provides a number of incentives for the “business man” to behave in a way that is unethical in today’s standards to maximize their “pecuniary gain.” First to summarize Veblen’s arguments, basically businesses borrow funds to obtain a competitive advantage. This competitive advantage is offset as more and more businesses borrow funds and offset the competitive advantage. This results in inflating price levels which leave businesses no better off than they were previously. The business man then borrows more funds to purchase assets, and the more assets a business owns the more the business can borrow. This cycle repeats until the assets fall in price and the banks seize assets and thus control. I believe that the most important point that Veblen brings up is that the “business man” is not concerned with the productivity or output of the industrial process but is focused primarily on “pecuniary gain” or business capitalization. One example is that businesses borrow to purchase stock which then leads to an increase in the stock price. They are able to sell the stock at the higher price, pay the bank and earn a large profit. This is an example where credit has created very little actual growth, and the growth has only occurred in the form of money. Veblen argues that the financial system is creating a formidable gap between the actual industrial process and the business capitalization.

CONCLUSION
I believe that some of the institutional changes that Veblen has discussed in the *The Theory of Business Enterprise* are still relevant. The machine process is still dominant. The development of technology and the demand for consistent performance have resulted in the service industry behaving more like an industrial plant. Processes in the service industry are more standardized than they used to be and workers are required to follow strict procedures in dealing with customers. Another institution that is prevalent today is that
ownership is based on money. Businesses are rarely passed on through the family and are more likely to be sold to the highest bidder. In general, people associate success with monetary gain, and I believe this is what Veblen was trying to emphasize.

Finally, credit may not be as corruptive today as Veblen portrays it. Loans are not only given out to businesses with large amounts of capital but are also given out to individuals looking to pursue their dreams in business. Entrepreneurs rely heavily on the credit industry to generate enough capital to start businesses. This opinion is a positive outlook on credit and can be seen to increase the productivity of society. Veblen acknowledges the possible benefits of credit but also provides multiple reasons why credit is unproductive.

Ultimately the institutions outlined in this essay are still relevant today and have influenced the way that the business man operates.

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Circular Thinking: An Original Analysis of *Lord of the Flies*

JOHN CALLON

ENG 4560-01: Capstone in Integrated Language Arts Curriculum
Spring 2014
Dr. Nancy Mack

Dr. Mack notes that students were challenged to do a close reading of a classic novel to look for patterns in the text that would lead to an original literary analysis. As future teachers, they also learned strategies for teaching discovery methods to inductively scaffold student learning. John’s essay explores the symbol of circles in the text rather than the more obvious symbols of the shell or the glasses.
AFTER READING WILLIAM GOLDING’S *Lord of the Flies* for the first time in the 11th grade, I have considered it to be one of my favorite novels. This distinction, in the past, has been based solely on the storyline and setting of the book. Not until rereading in college have I realize how much of a genius Golding is and how eloquent his writing is. Everything from his language and characterization to his use of imagery and symbols help to create this subtle-yet-poignant masterpiece. The text is so rich that, even on my third reading of it, I am still discovering new gems, as I’m sure I will with future readings.

One aspect of the book that really stood out to me most during my recent reading is how symbols in the book change in meaning as the story progresses. There are several instances of this, but I want to focus specifically on the use of the circle and how its purpose shifts within the text. In many parts throughout the book, the boys are arranged together in a circle, for meetings, for hunting, for play, etc. I will explain how Golding repeatedly uses the boys gathered in a circle to illustrate that the very nature of the collective changes from security and stability to exclusion and violence. I will start by looking at the good uses for the circle and end with the bad.

At the beginning of the novel, the boys gather in a circle for their meetings. Though far from flawless, even from the beginning, this circle serves a mostly good purpose. The circle gives them a forum to express their ideas and share their deepest fears. It gives them an illusion of civilization and order, as well as a sense that they are not alone. Ralph is in charge of these meetings and even he takes comfort in the circle, as he “looked for confirmation round the ring of faces” (32). At its best, the circle represents safety and security. It gives the boys an opportunity to be together for reassurance and community. Golding uses these brief instances of harmony and fellowship to contrast harshly with how relationships on the island change by the end of the novel.

Other than their meetings, the boys also find a feeling of safety and security by gathering together around their signal fire at the top of the mountain. In the company of each other and in the warmth of the fire, “unkindness melted away. They became a circle of boys around a camp fire” (67). Regardless of the fears of beasts or the
ever-increasing tensions between the boys, the harmony of the circle combined with the comfort of the fire provides the boys with a momentary feeling of well-being. The reader gets a sense that, despite the ongoing power struggle and hurt feelings between Ralph and Jack, everything is fine for the boys in this exact moment. Life is fine while they eat together and bask in the warmth of the fire. Golding uses this moment to show the reader that the circle allows the boys to forget their troubles and differences briefly because of the solace that their community offers.

By the end of the novel, however, the circle serves a much different purpose. Rather than providing the boys with belonging, it helps to exclude. After the death of Piggy and the capture of the twins, Ralph goes alone to Castle Rock where Jack and his hunters dwell. He hears dancing and knows that “Somewhere on the other side of this rocky wall there would be a dark circle, a glowing fire, and meat. They would be savoring food and the comfort of safety” (172). It is a scene very similar to the one previously mentioned, except that this time someone is on the outside of the circle looking in rather than a part of it. Ralph is not just alone, but alone and excluded from the comfort of the circle, which makes his isolation that much more profound. With Ralph on the outside of the circle looking in, Golding shows the reader how the collective can quickly shift its purpose from accepting and supporting individuals to marginalizing and ostracizing them.

The boys also utilize the circle for the purpose of hunting pigs. Though by no means a necessity, hunting does provide them with some extra nourishment. Hunting is only possible if the boys work together, and so Golding mentions the circle and the collective again. The circle is the key weapon in their first successful hunt, as “[the pig] turned back and ran into the circle bleeding [...] the first blow had paralyzed its hind quarters, so then the circle could close in and beat and beat” (68). The circle is used in this instance as a means of killing - for nourishment, yes - but also partly for recreational purposes. The boys clearly find great pleasure in hunting the pig. As their time on the island passes, the hunting becomes more savage, brutal, and gruesome, especially for this vegetarian reader. Through
hunting by way of a circle, Golding shows that strength can be found in the collective. Though not always good, great things can be accomplished using this collective strength.

It is clear that the boys are hunting for more reasons than just sustenance, especially when they start mock hunting each other for fun. As with real hunting, their mock hunting employs a circle and allows them to do everything but kill their fake pig. In one of many instances of mock hunting in the novel, the boys walk a fine line between fun and malice. In one example of mock hunting, “Jack shouted. ‘Make a ring!’ The circle moved in and round. Robert squealed in mock terror, then in real pain” (106). What starts out as fun goes much too far and easily gets out of control. The killing of the pig is reenacted and reveled in over and over by the boys. Even Ralph, who is supposed to be the responsible one among the group, is drawn to the mock hunting. At one point, Ralph is “fighting to get near, to get a handful of that brown, vulnerable flesh. The desire to squeeze and hurt was over-mastering” (106). The mock hunting is compelling evidence of how something like hunting, though not entirely necessary or good in itself, can be perverted and used to derive a very dark, primal pleasure.

Eventually, it is the circle that allows for the boys to murder Simon. Up until this point, none of the boys would ever dare to murder another human, but the anonymity that the circle offers suddenly makes it very easy to do. Gathered in the circle, they lose their individuality and “throb and stamp [like] a single organism” (140). This lack of individuality and conscience allows them to commit violent acts that normally they would not do. The circle of boys becomes a unique creature, a creature hungry to inflict pain. It gives them an opportunity to escape their own humanity. When Simon wanders out of the forest to where this creature comprised of boys is located, he is swallowed up by it. Golding describes how “the mouth of the new circle crunched and screamed” and “the beast [Simon] was on its knees in the center, its arms folded over his face” (141). He doesn’t describe it as the boys killing Simon, but as the circle killing Simon. The circle becomes a fierce creature of its own that can commit violence as it wishes. This vision of the pain
individuals can inflict on others when caught up in the collective is extremely haunting for the reader.

During my investigation on circles and how their use changes in the text, I finally grasped just how brilliant Golding is as a writer and why *Lord of the Flies* is taught so widely. Something as simple as mapping when the boys are in a circle, a fairly subtle detail, provided me with a very compelling reading of the novel. This could be done with any number of symbols, objects, or characters, which is why I have an even greater appreciation for Golding and for the novel than I did before.

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**Work Cited**

Woodrow Wilson’s Ideological War: American Intervention in Russia, 1918-1920

SHANE HAPNER

HST 4220-01: Soviet Union
Spring 2014
Dr. Sean Pollock

Dr. Pollock notes that having carefully examined an impressive array of primary and secondary sources, Shane demonstrates in forceful, elegant prose that American intervention in the Russian civil war was consonant with Woodrow Wilson’s principle of self-determination. Thanks to the sophistication and cogency of the argument, and the clarity of the prose, the reader forgets that the paper is the work of an undergraduate. Indeed, the paper reflects unusually strong research skills and powers of analysis that would serve the author well in graduate school and beyond.
ON NOVEMBER 7TH, 1917, in the depths of the First World War, the Bolshevik party of Russia launched a revolution that ousted the pro-war democratic government of Alexander Kerensky and replaced it with a communist dictatorship. This new government alarmed and antagonized Russia’s previous allies Britain, France, and the United States almost from the moment of its inception. The Bolsheviks’ refusal to acknowledge any of Russia’s debts, alongside their government’s hope for immediate peace with Germany, raised doubts among the British and French over their chances for victory.\(^\text{18}\)

For American President Woodrow Wilson, however, it was the fall of democracy and the ascendency of communism that seemed the most disturbing part of the Revolution. President Wilson believed strongly in democracy and self-determination of peoples, and saw communist ideology as a suppression of these natural rights.\(^\text{19}\) As time passed and Russia’s absence from the fighting began to weigh heavily on British and French war efforts, these powers sought to intervene in Russia’s civil war to install a government capable of re-opening the eastern front, among other objectives.\(^\text{20}\)

Despite cold relations with the Bolshevik government, Wilson initially declined all proposals for military intervention, believing them to be infeasible. As time passed and conditions within Russia rapidly changed, however, Wilson began to consider intervention a possibility. Though intervention in Russia might be interpreted as a departure from Wilson’s principle of self-determination, he did not view it as such. American intervention in Russia was designed to complement and expand upon earlier peaceful attempts to end the Bolshevik movement. Intervention was used to satisfy the Allies’ desire for action while simultaneously attempting to achieve Wilson’s primary goal of restoring democracy and self-determination to a nation he believed had been forced into communism against its will.


Even before the Bolshevik revolution, Wilson had never had any qualms about using the military to stabilize a country that appeared ready to slide into anarchy. The president had used the military to intervene in Mexico in April of 1914 when that nation was suffering a disruptive civil war. Many of Wilson’s actions during this intervention would mimic his later decisions in Russia.\textsuperscript{21} His objective in Mexico was to restore order and democracy, the same goal he would later echo when discussing Russian intervention.

Prior to direct intervention in Mexico’s civil war, Wilson first attempted to find a method of ending Mexico’s troubles that did not involve the military. Before deciding to intervene, the president considered non-recogniton of the new government, arms shipments to counter-revolutionary groups, and searching for “strong men to restore order” as viable strategies; ultimately these tactics would all be employed in both Mexico and in Russia.\textsuperscript{22} These similarities suggest that Wilson’s goals for Russia were in line with his goals for Mexico, namely the restoration of order and the establishment of democracy in a nation that appeared to the president to be falling to anarchic elements.

Even with a history of intervention and a personal belief in self-determination, committing troops to a distant front during wartime would be dangerous at best, something Wilson’s Chief of Staff Newton Baker often mentioned to the president.\textsuperscript{23} Wilson’s ideological beliefs were highly important to him, and it was ultimately ideological concerns that convinced the president, against the advice of his chief of staff, to agree to intervention. These ideological concerns took the form of a genuine fear of socialism, particularly its potential to incite revolution and its harsh anti-individualist rhetoric.

Wilson characterized socialism as a disruptive and destructive force, claiming that socialist “method is madness,” and that he would “reject, as [I] would reject poison itself, the prescriptions of Socialism.”\textsuperscript{24} Wilson feared that Bolshevik ideology would come to

\begin{footnotes}
\footnote{21}{Melton, 16.}
\footnote{22}{Foglesong, 17-20.}
\footnote{23}{Melton, 24.}
\footnote{24}{Woodrow Wilson, as quoted in Foglesong, 28.}
\end{footnotes}
America via immigrants and in many speeches expressed mistrust of new American citizens, culminating in a Red Scare directed against immigrants in the late 1910s.\textsuperscript{25} His hatred of socialism would eventually lead him to claim in 1919 that “Bolshevism was a greater menace than the risk of a reversion to tsarism.”\textsuperscript{26}

Wilson’s Secretary of State Robert Lansing shared and even surpassed Wilson’s mistrust of socialism. He believed radical change was indicative of rash decisions and believed socialism could only be achieved through strong central government, which would ultimately destroy American individualism.\textsuperscript{27} Lansing’s hatred of socialism made him one of the leading figures in the campaign to convince Wilson to intervene in Russia. He was the minister who first suggested intervention to support the reactionary leader of the White Army, General Kaledin, in his attempt to topple the Bolshevik government.\textsuperscript{28} These examples indicate that two of America’s highest-ranking policymakers had a strong antipathy to socialism, and Wilson’s personal views toward self-determination and democracy made him an early enemy of the Bolshevik regime.

In spite of this willingness to intervene and Wilson’s personal antipathy to socialism, when Kerensky’s government fell in the Bolshevik Revolution, intervention was not the first thing on President Wilson’s mind. Wilson was initially firmly against any type of intervention in Russia, although he was sympathetic to the turmoil the country was experiencing. Wilson originally believed, prudently, that intervention in Russia would either be misconstrued or propagandized as a hostile or imperialist action and that it might ultimately turn liberal Russians away from their democratic principles.

This view was stressed to the Japanese government, one of the most ardent supporters of intervention, in a diplomatic note of March 5, 1918.\textsuperscript{29} When Secretary of State Lansing forwarded requests for Siberian intervention from other Allies later that same month,

\textsuperscript{25} Foglesong, 41.
\textsuperscript{26} Foglesong, 186.
\textsuperscript{27} Foglesong, 30.
\textsuperscript{28} Lansing to Wilson on Kaledin Movement, 10 December 1917, in Unterberger, 27-28.
\textsuperscript{29} Wilson’s Draft Statement against Intervention, 5 March 1918, in Unterberger, 31.
Wilson wrote yet again of his reservations: “I have put to [the British ambassador to the United States] Lord Reading and all others who argue in favour of intervention… What is it to effect and how will it be efficacious in effecting it?”

Wilson did not initially believe that sending troops to Russia would achieve any purpose beneficial to the Russian people and was privately concerned that Japanese interests in Siberia were territorial rather than altruistic in nature. Wilson was always willing to provide support to counter-revolutionary groups, but in the months immediately following the Bolshevik Revolution he was unwilling to commit to direct military intervention. It would not be until later in 1918 that new developments would provide Wilson with the justification he believed he would need to send American troops to Russia.

This is not to suggest that the Allies passively accepted Wilson’s reluctance to intervene, for they did not. For Britain and France, the issue of Russian intervention was primarily a military one and was viewed as critically important by both governments. With Russia out of the war and the Germany free to divert all of its forces to the western front, both powers feared the possibility of a rapid defeat. According to Carol Melton, “almost immediately after the November Revolution… Marshal Ferdinand Foch, Generalissimo of the Allied armies, suggested that the allies undertake armed intervention in Russia… using it as a means to restore the Eastern Front.” While this idea was initially dismissed, it gradually gained support with the Allies until it became a major point of contention with the noncommittal United States.

What followed was several months of diplomatic prodding from virtually all of the Allies in an attempt to persuade Wilson to change his mind and approve of, if not participate in, Russian intervention. The first formal request came from the British Foreign Office in January of 1918, but this was only to be the beginning of a much

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30 Lansing to Wilson, 22 March 1918, as appears in Unterberger, 32.
31 Foglesong, 146-149.
32 Melton, 3.
larger campaign.\textsuperscript{33} On February 26-27, both the British and French sent renewed requests to approve of intervention, and throughout the entire month of March Wilson was inundated with requests from every member of the Allies, including the Supreme War Council, to agree to intervention.\textsuperscript{34} In spite of the immense diplomatic pressure he was under, Wilson was unwilling to approve of any intervention that appeared to violate his self-determination principles, and he thus vetoed all proposals for direct intervention that he received. The Allies were likewise unwilling to accept a total lack of intervention, but by the beginning of April it was obvious that Wilson would not approve military intervention unless new developments arose, and the Allies thus grudgingly let the matter drop.

Wilson’s initially cool attitude toward military intervention was balanced by a more vigorous approval of other forms of intervention, partially stemming from a desire to prove to the Allies that in other forums the president could be a team player. Wilson’s concerns about military intervention did not preclude the possibility of supporting counter-revolutionary groups in other ways, and via these methods the president set out to prove himself. Barely a month after the Bolshevik Revolution, Lansing drafted a proposal to the president that recommended the support of General Kaledin and a military dictatorship as a better alternative for Russia than Bolshevism.\textsuperscript{35} Kaledin and his fellow counter-revolutionaries desperately needed money, but without formal diplomatic recognition the United States could loan them nothing.

In spite of this, Wilson considered the support of these counter-revolutionary groups important enough that he worked out a plan with the British and French to circumvent the obstacle. Instead of supporting Kaledin directly, America loaned money to the Allies, which was then used by those governments to supply the counter-revolutionary White armies.\textsuperscript{36} This move is exemplary of Wilson’s

\textsuperscript{33} Melton, 3-4.
\textsuperscript{34} Melton, 5-7 and Unterberger, 32.
\textsuperscript{35} Secretary Robert Lansing’s Memorandum and Draft Telegram on the Kaledin Movement, December 10, 1917, as appears in Unterberger, 27-28.
\textsuperscript{36} Foglesong, 88-90.
early strategies for intervention, which were often shrouded in secrecy so as to avoid antagonizing any Americans sympathetic to the Bolshevik cause and almost universally involved supporting these counter-revolutionary groups with American funds.

In another example, Wilson permitted the diplomatic envoy for the provisional government of Kerensky, Boris Bakhmeteff, to retain his status as a diplomatic representative of “Loyal Russia.” Along with this recognition came access to millions of dollars in leftover loans that the United States had provided for the now-defunct provisional government. Bakhmeteff’s embassy would use these funds to support counter-revolutionary actions by purchasing and transferring supplies, such as rifles, for the White armies.37 While Wilson was initially hesitant to directly interfere in the quagmire that was the early Russian Civil War, he did not hesitate to provide financial support to the factions that appeared most likely to restore a democratic Russia. It would only take a just cause for Wilson to conclude that direct intervention could be used to help Russia.

That just cause came in the form of a telegram received in June of 1918 from the American ambassador to China, Paul Reinsch. Reinsch was writing of several thousand Czechoslovakian prisoners of war that were attempting to reach the Siberian port city of Vladivostok. From Vladivostok they intended to find passage to France, where they could rejoin the war effort on the side of the Allies. The Soviets had given permission to these POWs to leave via Vladivostok, but Reinsch advised against permitting the pro-Ally troops to do so. He claimed that they could be invaluable to any future Allied operations in Siberia, especially in preventing the expansion of German influence.38 Wilson agreed with him, replying just a few days later, “There seems to me to emerge from this suggestion the shadow of a plan that might be worked, with Japanese and other assistance. These people are cousins of the Russians.”39

37 Foglesong, 58-60.
38 Ambassador Paul S. Reinsch to Lansing, 13 June 1918, in Unterberger, 34.
39 Wilson to Reinsch, 17 June 1918, in Unterberger, 35.
While Reinsch was thinking of the Czechoslovakian presence in terms of German influence, from Wilson’s mentioning of “Japanese and other assistance [emphasis added]” and the consideration of their Slavic ties to the Russians, it is clear that Wilson was considering their role in a larger intervention.

While Wilson was formulating his plan for this new intervention, Lansing sent him a memo that now claimed that these troops were being attacked by Bolsheviks attempting to prevent them from reaching Vladivostok, and suggesting that support be sent to them immediately as a means of securing the Trans-Siberian Railway. In terms of Russian policy, this memo was one of the most important to reach President Wilson’s desk. The document provided Wilson with the diplomatic pretext he needed to intervene in Russia without appearing to infringe upon Russia’s right of self-determination. Intervention was now instead a rescue operation for these Czechoslovakian troops, something that the American people would support and could also diplomatically shield Wilson from claims that he was deviating from his Fourteen Points. Wilson could now commit troops to Russia without fearing the significant diplomatic and socialist backlash he expected would follow an unjustified intervention.

Although the president had begun these tentative plans for Russian intervention as soon as he received the Peking memo, to suggest that Wilson made the decision to intervene in a vacuum would be a serious fallacy. As previously discussed, from January to April the Allies had pressed seriously for intervention, and when the Czechoslovakian situation arose, their efforts to secure American intervention re-doubled. Just a few weeks after receiving the Peking memo, both Japan and the Supreme War Council of the Allies sent requests reiterating hopes for American cooperation in intervention, and in the case of the Supreme War Council, detailing the reasons they believed intervention was necessary. These reasons included

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40 Lansing on Czechoslovakian situation, 23 June 1918, in Unterberger, 35.
41 Foglesong, 144.
“To assist the Russian nation to throw off their German oppressors... To shorten the war by the reconstitution of the Russian front... To deny to Germany the supplies of western Siberia and the important military stores at Vladivostok... To bring assistance to the Czecho-Slovak forces.”

In principle Wilson did not object to any of these goals, and now that he had a valid reason for intervention he was inclined to placate his allies by cooperating in operations within Russia. It is important to differentiate these motivating factors from deciding factors, however. Allied pressure upon Wilson encouraged him to enter Russia, but Allied pressure alone could not override his ideological concerns, the primary factor discouraging his involvement. Only the situation surrounding the Czechoslovakian legion, and the pretext of protection that it provided the United States government, allowed Wilson to agree to intervention. If he had agreed prior to having a just cause, he would have been knowingly violating his self-determination principle, something the president was never willing to do, while also exposing himself to diplomatic and socialist backlash at home. Therefore, while Allied pressure played an important role in convincing Wilson to send troops to Russia, that pressure did not actually permit him to do so; the Czechoslovakian legion’s supposedly dire situation was what granted Wilson the diplomatic pretext he needed to finally agree to the requests of the Allies.

Wilson’s response to the Czechoslovakian situation is not enough alone to condemn intervention upon their behalf as a pretext, and so other sources must be used to help clarify the situation. The American commander of the Siberian expedition, General Graves, also addresses the issue and provides important context. Graves notes that Czechoslovakian forces had control of the railroad in Siberia “two months before Japan and the United States decided to go to their relief [emphasis his],” and that their unofficial leader, Professor Tomas Masaryk, had ordered them not to retreat via Vladivostok weeks

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42 Japan to Allied Governments on Siberia, 26 June 1918, and Supreme War Council’s to President Wilson, 3 July 1918, in Unterberger, 35-38.

43 Foglesong, 38.
before Wilson decided to send troops to Siberia, ostensibly to assist them in leaving.\textsuperscript{44}

It could be argued that intelligence during the time was unreliable and Wilson did not know of these facts, but when General Graves arrived in Siberia in September of 1918 and learned of the stability of the Czechoslovakian situation, he telegraphed Washington, saying, “Conditions are very satisfactory for Czechs in Siberia,” but he received no response or change of orders.\textsuperscript{45} General Graves also claims that American Consul General Poole sent a message to the Czechoslovakian legion in mid-June 1918 that congratulated them on their successes against the Bolsheviks and suggested that the United States would be in favor of their occupation of the Trans-Siberian Railway.\textsuperscript{46} It seems reasonable to extrapolate that the United States did not believe that the security of the Czechoslovakians in any way altered the purpose of the Siberian expedition, and potentially that the United States was fully aware that the Czechoslovakians were in no danger at all. This suggests that the true purpose of the expedition was never a rescue mission, and that the excuse of protecting the Czechoslovakians was always merely a diplomatic pretext for some other goal of Wilson’s.

Although the steps toward intervention have now been clarified, Wilson’s hopes for what intervention in Russia could accomplish have yet to be addressed. The president’s goals for intervention were never directly stated, and it is therefore difficult to see what Wilson intended it to accomplish. Only by carefully analyzing the usage of American troops in Russia can the outline of his goals be discovered. One of the most important documents in regards to the usage of troops in Russia is the Aide Memoir, a document drafted by President Wilson which outlined the acceptable use of American forces in Russia. Despite having agreed to intervention, Wilson sets an extremely conservative tone in the Aide Memoir, saying, “the only legitimate object for which American or allied troops can be

\textsuperscript{44} William Graves, \textit{America’s Siberian Adventure, 1918-1920} (New York: Jonathan Cape and Harrison Smith, Inc., 1931), 340-341.
\textsuperscript{45} Melton, 51.
\textsuperscript{46} Graves, 70.
employed, [we] submit, is to guard military stores... and to render such aid as may be acceptable to the Russians in the organization of their own self-defense.”

Wilson had no control over the Allied forces, and so his hopes that they would be used in this manner were in vain. Nevertheless, it is clear that Wilson did not intend for American troops to use force to achieve any particular objective. If this is so, why would Wilson send troops to Russia in an effort to destroy Bolshevism if they were not permitted to take any action against the government?

In practice, American troops in Siberia were sent to stabilize the region by assisting in operating the Trans-Siberian Railway and pacifying the people of Siberia, an expanded version of the same goals that Ambassador Reinsch advised Wilson the Czechoslovakians could accomplish. Wilson hoped these ostensibly benevolent goals, which he believed would not agitate the Bolshevik government in Moscow, would allow the Czechoslovakians to entrench themselves and gain local support. The Czechoslovakians’ nature as “cousins of the Russians” would allow them to gain the trust and respect of the Russian people, who could then “make Siberia safe for Russian democracy.”

Wilson never intended to use American troops as combat forces to bring down Bolshevism. It was his policy to use American forces as stabilizers to allow other groups such as the Czechoslovakians or later White forces under Admiral Kolchak to become nuclei for further resistance movements. These movements could then be encouraged to march on Moscow and oust the Bolshevik government. In this way the president could intervene without being accused of violating his own principles of self-determination, for ultimately it would be a Russian group that would oust the Bolsheviks and choose, ostensibly independent of any outside influence, their new form of government.

47 Graves, 8.
48 Ambassador Reinsch to Wilson, 13 June 1918, in Unterberger, 34.
49 In Unterberger, 35, and Foglesong, 164.
Wilson’s hopes for intervention did not match its reality. Almost immediately, the Allies attempted to expand the scope of their operations in Russia. First they suggested the Czechoslovakian legion move further west, which the United States protested as a hostile move toward the Bolshevik regime. After this, the French petitioned the United States to send commissioners to Siberia, which Secretary of State Lansing believed was an attempt to “impress our action in Siberia with the character of intervention rather than relief.”

When the United States proved unwilling to expand intervention diplomatically, the other Allies began to act of their own accord. General Graves regularly wrote of the divisions of the Allies in Siberia, often stating his belief that the Japanese funded the disruptive and brutal regimes of the Cossack chiefs Kalmikov and Semenov in the hopes of discrediting the White movement, in effect disrupting the work of all the other Allies. General Graves held a decidedly negative opinion of Allied operations in general, holding the personal belief that it was Japan’s goal to “occupy Eastern Siberia,” and that the Allies overtly attempted to destroy Bolshevism contrary to the spirit of Wilson’s agreement to intervene in Russia. While Wilson wanted the Bolshevik government to be toppled, he believed that the Russian people should be the ones to do so, and that the only duty of the Allies in Russia was to make the nation stable enough for the Russians to accomplish this on their own. Wilson miscalculated in believing the Russian people would fight for a democracy, and the gross excesses and reactionary natures of Kalmikov and Semenov prevented any Russian democracy from ever forming in Siberia.

In the northern Russian theater, the Allies deviated even further from Wilson’s plans, and events there seem to support Graves’s belief that the other Allies were not inclined to follow Wilson’s ideological approach to intervention. American troops in the

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50 Lansing’s Memorandum of 20 August 1918, in Unterberger, 43.
51 Lansing to Wilson, 22 August 1918, in Unterberger, 43.
52 Melton, 55-58.
53 Graves, 62, 194.
northern port of Archangelsk, which were under the command of British General Poole, were actively used in fighting the Soviet regime rather than merely guarding the supplies at Archangelsk as Wilson had ordered. Although Wilson had entered Russia with the hopes that no Allied soldier would need to raise a weapon to end the Bolshevik regime, this was not the same mentality that the other Allies held. Japan’s interests in Siberia were expansionist in nature, while the French and British still believed an eastern front could be reconstituted and were willing to topple the Bolshevik government by force to see it done. The Allies did not respect Wilson’s wishes for intervention in Russia, and thus his hopes were dashed. The Czechoslovaksians and the regime of Admiral Kolchak both failed to unite Siberia into a force strong enough to fight the Bolsheviks, and the disastrous Archangelsk campaign failed to even recover the supplies they were sent to retrieve. War-weary and disillusioned, Admiral Kolchak’s government collapsed in December of 1919, and Secretary of State Lansing promptly suggested the withdrawal of American troops. America’s Siberian adventure had failed.

Even in failure, President Wilson’s policies of intervention and democratization had long-lasting, and unintended, effects. A British attaché in Moscow in the fall of 1918, Robert Lockhart, held the view that the direct effect of the Archangelsk landing and General Poole’s subsequent decision to attack with such a small force “was to provide the Bolsheviks with a cheap victory, to give them new confidence, and to galvanize them.” Lockhart believed that the Allied policy of intervention assisted the Bolsheviks to consolidate their control over Russia, in effect reversing its goals.

Even if Lockhart’s summation of the situation is exaggerated, the intervention in Russia had other profound effects, particularly diplomatically. The Bolsheviks saw intervention as capitalism’s inevitable attempt to crush socialism and viewed the powers that participated as hostile. This mistrust did not dissipate with time, and

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54 Foglesong, 211-219.
55 Lansing to Wilson, 23 December 1919, in Unterberger, 50.
56 Robert Lockhart, as quoted in Foglesong, 221.
57 Foglesong, 272.
indeed it can be viewed as a major factor in the relations of the cold war. Speaking in America in 1959, Soviet Premier Nikita Khrushchev said, “armed intervention in Russia was the most unpleasant thing that ever occurred in the relations between our two countries.”

Clearly there was a continuity of mistrust between Russia and the West over this infringement upon her sovereignty, even though Wilson attempted to achieve it in the most diplomatic and peaceful way possible.

Although Wilson succeeded in satisfying his allies by agreeing to intervene in Russia, he did not succeed in restoring democracy to the country, and indeed he can be viewed as accomplishing nothing more in Russia than setting the stage for the later and greater mistrust of the Cold War Era.

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58 Nikita Khrushchev, as quoted in Foglesong, 7.