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The Student Movement Volume 107 Issue 16: Soul Lounge, Self-Care, and Stripple Breakfast Burritos: There's Something for Everyone

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See next page for additional authors

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Soul Lounge, Self-Care, and Stripple Breakfast Burritos:

THERE'S SOMETHING FOR EVERYONE

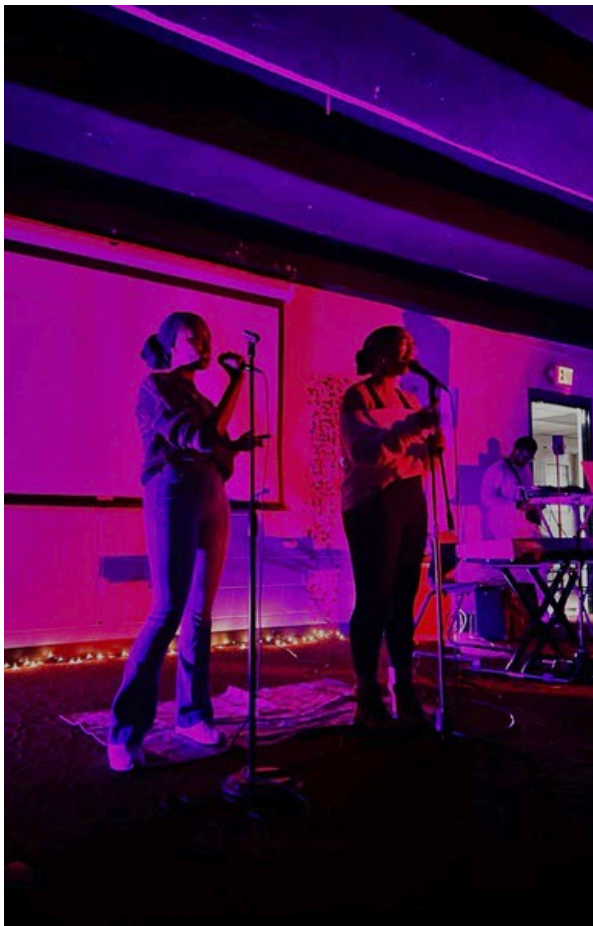


Photo by The Black Student Christian Forum

HUMANS

AU's Favorite Classes

Solana Campbell 02.16.23



Photo by M. Monk on Unsplash

This week, I asked your classmates about their favorite class they've taken during their time at Andrews. Their answers include everything from general education classes to more specific major requirements. If you're looking for cool classes to add to your schedule, see below!

Entrepreneurship with Armand Poblete

“My favorite class at Andrews is my entrepreneurship class with Professor Poblete because it has pushed me out of my comfort zone. I’ve learned a lot about how to be an innovative entrepreneur and use all the resources at hand (including a simple paper clip). It also motivated me to start a business with a friend and continue some projects for my future career.”

Paulette Velasquez (junior, management)

Digital Photography 101 with David Sherwin

“One of my favorite classes was Digital Photography 101. I loved the creative experience that it brought. I was able to express my interests through my work and the instructor was phenomenal.”

Andre Crayton (junior, exercise science)

Television Production with Everett Wiles

“I would say TV production. The class was really fun and informative. It showed us the ins and outs of what it would look like to be in production and be behind a camera. Sometime in the future, I would love to be in broadcasting, so learning more about the industry was fascinating.”

Timmy Duado (senior, marketing and communications)

Podcasting with Daniel Weber and Dr. Heather Thompson-Day

“My favorite class has been podcasting. We were able to create our own podcast and edit, produce, and script it. It was nice to experience it all and I loved how hands-on the class was.”

Arleny Aquino (junior, global studies and Spanish)

God and Human Life with Dr. Glenn Russell

“My favorite class I’ve taken at AU would probably be God and Human Life with Dr. Glenn Russell. Not only was it informative but I can truly say that his teaching style was definitely engaging as well. Learning about the various religions and worldviews throughout the world was also something that I was excited to learn about.”

Jacob Elanko (freshman, marketing)

Graphic Design 1 with Doug Taylor

“My favorite class that I have taken at AU has been Graphic Design 1. It was the first class where I was able to combine all of the skills that I had learned in past design classes, such as typography, intro to vector graphics, digital imaging, and others, to create artwork, logos, and designs that used all of the programs I had learned. It was a fun class, and I learned to use the creative cloud to make awesome

pieces! Also, my professor is the best! He was passionate about the subject and it really rubbed off on me. I loved learning from him!”

Karla Torres (junior, graphic design)

Fundamentals of Clinical Microbiology with Melissa Poua & Fundamentals of Clinical Chemistry with Dr. Christy Moss

“I LOVE my major and the classes that I’ve taken through it so far. I’ve found that clinical microbiology and chemistry have been some of the ones I’ve appreciated the most (even if I hadn’t at the time). They’re very hands-on and I’ve seen direct application while working in the hospital preparing for medical school.”

Jaden Leiterman (junior, medical laboratory sciences)

Western Heritage with Dr. Vanessa Corredera, Dr. Davide Sciarabba, and Dr. Amanda McGuire-Moushon

“My favorite class has probably been Western Heritage. Beyond the fascinating literature, philosophy and history, the class helped give me perspective. Through rich conversation and fantastic reading material, I learned beautiful, and horrible, things about the complicated world we live in.”

Chris Ngugi (sophomore, psychology and Spanish)

Childbearing Family with Jennifer Williams

“I would have to say my childbearing family class (it’s a nursing course). I was always interested in women’s health and newborns so I really got to learn more and it was very engaging. The professor made the course fun and easy to learn as well.”

Aya Pagunsan (senior, nursing)

Architecture as Craft Studio with Christopher Perry

“My favorite class that I've taken is Architecture as Craft Studio because it teaches me a lot about my career.”

Xochilt Romero (junior, architecture)

Values, Ethics, and Diversity with Dr. Curtis VanderWaal

“My favorite class at Andrews has been my Values, Ethics, and Diversity course taught by Professor VanderWaal. What was so unique about this course is that it was group discussion-based and instead of looking up at my teacher in the front of the classroom, we all sat in a big circle and just talked about the range of topics. It was an experience that was both fun and unique in a classroom setting.”

Patrice Robinson (junior, social work)

Intro to Film with Daniel Weber

“My favorite class was intro to film from Daniel Weber. It was one of the first classes I took in switching to a new major but being immersed in recording, editing, and hearing stories solidified my career choice in digital communication!”

Nigel Emilaire (senior, digital communications)

Organic Chemistry with Dr. Lisa Ahlberg

“My favorite was probably organic chemistry because it was like working through puzzle pieces, and as long as I had a foundational understanding, I felt like I could work my way through new concepts.”

Enlai Wang (senior, biology)

Interpersonal Communications with Dr. Lynn Caldwell

“My favorite class I've taken at AU was Interpersonal Communications. It was an interesting class and I loved the Professor. She made learning fun and I enjoyed stepping out of my comfort zone with presentations.”

Kayla Fitzpatrick (senior, sociology)

Introduction to the Old Testament with Dr. Rahel Wells

“My favorite class that I have taken so far is Introduction to the Old Testament from Dr. Rahel Wells. The class is a religion class but also a gen-ed. It deals with the misconceptions people hear about the Old Testament, leaves you with a better

understanding of who God really is, and the class itself is very informative and practical in a sense that we celebrate the biblical feasts while studying about them.”

Aseel Gill (junior, religion)

Biochemistry with Dr. David Nowack

“My favorite course was biochemistry since I like memorizing little facts and piecing them together in order to understand a bigger concept. It was also fun listening to Dr. Nowack lecture since he was very passionate about the field of biochemistry.”

Kwesi Tuffour (senior, biology)

Literature and the Arts with Dr. Monique Pittman

“My favorite class was an honors English class I took my freshman year called Lit in the Arts. Dr. Pittman is an amazing professor and she really pushed me to be a better writer. Her enthusiasm for her craft is infectious and I’m so grateful for all of her personal encouragement in my academic career.”

Reagan McCain (sophomore, history)

Advanced Drawing with Ryan Davis

“Advanced drawing was so intimidating at first but our professor made it super fun. I learned so much with only two classes a week. The class environment was inviting and non-judgemental, only encouraging.”

Mohamed El Sayed González (junior, architecture)

HUMANS

Becoming Multilingual

Gloria Oh 02.16.23



Photo by Public Domain

What does it mean to live as a bilingual or multilingual person? How is this experience manifested in the United States? Despite once proclaiming itself as a "nation of immigrants" (USCIS removed this phrase from their description five years ago) and having a history built upon the immigrants who either voluntarily or forcibly came to this country, the nation has operated in a manner that silenced many of the immigrants' language, and thus, their culture.

This week, I interviewed several students and a faculty member about their experiences being bilingual or multilingual in this country, where most multilingual individuals are often also multicultural. A defense of one's cultural roots often comes in the form of perfecting English, while reminding themselves of the family's language. Both have to happen. One must perfect English, or else it becomes easy to be judged according to prejudice against their background, but losing one's family's language often also means disconnection from home. This disconnection can be as immediate as not being able to speak with your grandparents or communicate in regions containing your family's history. We

hope this article will show you not only the benefits a person can reap for being multilingual, which we focus on most of the time, but also the life path the person went through to become a multilingual individual. We also hope you ponder what values we should instill in our communities to refrain from demeaning an individual's language or culture.

Please give us a brief introduction about yourself, and what languages you speak.

Brandon: I'm Brandon Alvarez (junior, biochemistry and business administration), and I speak English and Spanish.

Beaula: My name is Beaula Mangundah (freshman, MLS). The languages that I speak are English, Afrikaans, and Shona.

Dr. Sciarabba: My name is Davide Sciarabba, and I am a religion professor. I speak Italian since I was born and raised in Italy. I studied English in middle school and then learned French when I moved to France, where I met my wife. While I was learning French, I learned Spanish with my wife's family.

Kristina: My name is Kristina Kasap (senior, biology). I'm from Russia, although I've been in the U.S. for the past six years. I speak Russian, English, and some Ukrainian. Both Russian and Ukrainian language are similar enough for me to talk to someone who is Ukrainian in Russian, and understand them when they reply to me in Ukrainian.

How did you end up picking up those languages?

Brandon: It was natural for me. I grew up with two immigrant parents and attended a predominantly Hispanic school, so I think both languages came naturally to me.

Beaula: Shona is my mother tongue. My parents spoke it in the house, so I understand most of the detail. Speaking is tricky, but I can string a few words together if I need to. I picked up English, which I see as my first language, in my society, since I lived in the diaspora in Namibia that mainly spoke English. I picked up my third language in school, which required students to study a second language, which in my case was Afrikaans. That's how I became a trilingual person.

Kristina: Russian is my native language, and I picked up English since it has always been a dream of mine to study here in the U.S. I learned Ukrainian through my church members, and it came naturally since I spent so much time with them.

What purpose does each language serve, or what culture do you associate with each language?

Brandon: Spanish gives me a feeling of home mainly because of my grandparents and parents. It reminds me of moments sitting around the family table, eating and joking with my grandparents, or visiting relatives in the Dominican Republic or Mexico. Spanish lets me communicate with people I love and don't get to see frequently. English is more for social aspects and academics, and I also feel more confident in English since I grew up here, and attended English-speaking schools.

Beaula: I find the purpose or culture through different ways I use each language to connect. English is used to communicate with basically everyone, especially within academia. But when it comes to my mother tongue or Afrikaans, I find myself connecting with a distinct group of people that understand the word, jokes, proverbs, and the history of the language.

Dr. Sciarabba: When I was a teenager, I started learning English at school. I studied French for academic purposes, since I needed to understand and talk in French while finishing my theology studies in France. I learned Spanish with my wife's family, which helped me better understand her and her family's culture. My time in France taught me not only French, but that there existed a world beyond my country. It forced me to create a new mindset since it was my first time being in a different culture and facing challenges as a foreigner. It was a humbling experience that helped me relate and serve the needs of the immigrant members at my church while working as a pastor in Italy. And I think that it is the most vital aspect of learning multiple languages; you can relate with people you probably could not before. I call it building bridges.

Kristina: Well, Russian is my root, and I take pride in it. Actually, my current goal is not to forget Russian, so I sometimes force myself to write in Russian on a piece of paper to maintain my memory. English is obviously for education, but also for my daily and social life since I speak English while living here. I don't really have a specific purpose for Ukrainian in my life, but I love the fact that I can understand and have conversations with people in my church using their native language.

Do you see your personality, tone, or character changing when you switch between languages?

Brandon: 100%. My voice goes higher when I speak Spanish. I feel on the tip of my toes when I speak it and more relaxed when I talk in English. I think it's partly because I'm more comfortable with English.

Beaula: I don't think I switch my personality, but I think my character as a whole was changing in the process of learning a new language, since I was adapting to the culture that uses that language.

Dr. Sciarabba: I never paid attention to my tone, but I realized that in my daughter. She has an assertive tone when speaking English, but a softer tone when she speaks in Italian or Spanish.

Kristina: Yes, and I was thinking about this the other day. It's crazy how much I change tones, facial expressions, and emotions when I speak Russian and when I speak English; it's like two completely different individuals! For example, I become really loud when I talk in Russian but much softer when I speak in English. I think these differences arise because you adopt the culture as you learn the language.

Do you feel comfortable about the fact that you speak two or more languages? Were there any moments you felt like you had to hide them? Let us know your general experience of being a multilingual person growing up, before coming to Andrews, or during your time at Andrews.

Brandon: I don't think I felt like I had to hide them, but I think it depends on the environment. In a predominantly white setting, it doesn't help that you're speaking in Spanish, because it can make some people focus only on the fact that you are Hispanic. In those situations, my name, which is a pretty white-passing name, helps, since people would think I'm white most of the time. But then, if I go to places like Mexico, I have to prove that I'm Hispanic or Spanish-speaking, so that I'm not viewed as Brandon, but as Brándòn. Contrasting settings, but it's the same in both situations that I try to avoid people viewing me as foreign. I definitely feel appreciated being bilingual or multilingual at Andrews. I feel more culturally understood, and I think part of that comes from Andrews actively finding the beauty in the cultures present on campus.

Beaula: I don't feel the need to hide it, and I take pride in myself for being different. I don't think I had any bad experiences in the Andrews community about being multilingual. But I sometimes wanted to throw this ability away when I was

younger. When you're learning the language, people notice you're different by your accent. Since I did not have a pure African accent, one kid told me I sounded like a white person. Struggles like that in my journey of becoming multilingual or finding a place where I fit in, have not always been easy.

Dr. Sciarabba: I feel fortunate and blessed to speak four languages since I can communicate with many people. It's enriching to get to know more people and their cultures; this ability has been one of my biggest assets since coming to Andrews. I believe that speaking different languages is part of what diversity means. Diversity is not limited to ethnicity and gender but also to culture and language. I identify myself as a European with a Mediterranean culture. I think we have to see and acknowledge the diversity of languages and cultures within each of us to be able to welcome one another. To me, speaking other people's languages is to appreciate their diversity.

Kristina: Not really, because it means I can reach out and communicate with more people, so I never felt bad about being multilingual. I did feel a little uncomfortable revealing my nationality when the war started. Still, I can't do anything about it but accept that it is my country committing such a horrible thing.

Lastly, to tie everything up together, could you share with me what it means to be bilingual or multilingual to you personally?

Brandon: I think being bilingual expands my opportunities. It can give you an upper hand because you open yourself to a whole set of populations, especially on mission trips. You can do things like translating for doctors who don't speak Spanish for patients who only speak Spanish.

Beaula: Being multilingual is an opportunity to appreciate what is out there. Learning Afrikaans was one of the most challenging experiences since it was not something I learned naturally, but was forced onto me. But I later learned to see the value in my ability, and how it changed my perspective in the process of learning how to understand the different feelings words, jokes, and phrases evoke, which are forms of language that translation can not fully convey.

Dr. Sciarabba: Being multilingual has helped me grow and become more open-minded. I think learning languages forces you to think beyond your comfort zone and appreciate other cultures. When I speak a foreign language I feel vulnerable, but at the same time happy to address the needs of my neighbor.

Kristina: I think it means being committed to learning. You have to continue to learn throughout your life; it doesn't end in high school or college. Being multilingual is my commitment to learning to communicate with more people and their cultures, because there are always some cultural aspects you will never understand until you learn the language.

HUMANS

Greatest Gazebo Orders

Solana Campbell 02.16.23



Photo by Kayla-Hope Bruno

This week, I toured the Gazebo to ask students what their favorite order is. Personally, mine is either the iconic stripple breakfast burrito (sans chipotle sauce) or fries with string cheese [Grace No (junior, English) says it tastes like a fresh mozzarella stick!]. See below and you might find your new favorite Gazebo order!

stripple breakfast burrito

Zoe Oster (sophomore, biology)

classic breakfast burrito

Sammy Duany (senior, physical therapy)

burger with cheese

Judson Lall (sophomore, medical laboratory sciences)

beyond burger

Grayce Kim (sophomore, biology)

haystacks

Eunseo Cho (sophomore, biology)

crispy chicken sandwich with cheese

Gisselle Asij (junior, speech pathology)

fries with cheese

Laura Palacios (sophomore, social work)

stripple sub sandwich

Isabella Goncalves (junior, Spanish)

tacos de papas and a mango smoothie with coconut milk

Grace No (junior, English)

vegan breakfast burrito

Jack Proctor (senior, marketing)

egg & cheese croissant sandwich

Liz Polanco (junior, management)

classic burrito

Genesis Rivera (senior, marketing)

soft pretzel with cheese

Nehemiah Sitler (senior, communications)

soy chicken sub sandwich

Ruben Colon (sophomore, accounting)

quesadilla

Mike Owusu (graduate, seminary)

fries

Jordan Anderson (sophomore, elementary education)

flatbread pizza with jalapeños, onions, & pineapple

Jacob Kim (sophomore, psychology)

berry patch smoothie with apple juice

Joey Kim (sophomore, biology)

chicken sandwich with chipotle sauce

Bianca Loss (sophomore, elementary education)

beyond burger with stripples & chipotle sauce

Kevin Alba (sophomore, agribusiness)

HUMANS

Interview with VP Nixon

Caryn Cruz [02.16.23](#)



Photo by Dawson Par

I interviewed VP Michael Nixon for Black History Month to inquire more about his position and the celebrated months that his office strives to highlight. As Nixon revealed to me, moving to the Berrien Springs community in the late nineties provided him with one of his

first opportunities to get familiar with the diverse atmosphere that Andrews University cultivates on campus. He recounts feeling struck by the globally-represented nature of the university and how that facilitated an easy way to get to know people from various backgrounds. He further explained, however, how he noticed the difficulties with embracing diversity and inclusion on a campus that is so diverse. His observations at that younger age challenged him to consider how he would then fulfill the responsibilities of his office, by not enabling a specific mono-culture to dominate, and rather supporting the many communities that make Andrews University a unique, multicultural environment.

What is your university job here at AU? And what does it entail?

I'm the current VP of University Culture and Inclusion at Andrews University, as well as the Chief Diversity Officer for the institution. My office focuses on really championing the efforts of integrating equity and inclusion within the culture of the campus. My job entails varying roles, such as advising the president and other senior leaders in diversity matters. We host co-curricular events, other programs, we're involved in training and awareness, and we often collaborate with other offices and student-led clubs.

What does your office typically do during Black History Month and other months highlighting minority groups?

This year I served as the Black History Month planning committee chair. What we do is invite various student club leaders from the Black diasporic background (such as BSCF, the Caribbean Club, the African Club, as well as New Life Fellowship), and we bring these folks together to talk about a specific theme. We then also look through and see the events they had planned throughout the month, and determine if there's some way to find some synergy between the events that have been planned. For the other heritage months, our support varies, whether it's Hispanic Heritage Month, Native American Heritage Month, or Asian American and Native Hawaiian/Pacific Islander (AANHPI) Month. We also try to support other special moments such as Women's History Month and Sexual Assault Awareness and Prevention Month. Our approach is to partner with folks within our community that are from these various different people groups and see how we can support and empower a celebration of that culture. Our hope is to see how we can expand going forward so that we can continue to have these beautiful celebrations throughout the year, because I think it's such a great part of our campus culture.

What does BHM mean to you and your office?

To my office, we believe in supporting, honoring, and celebrating the various

different members that are within our community. We draw a lot of that inspiration from 1 Corinthians 12, which talks about the body of Christ. It's important to consider when one part of the body hurts, and also when one part of the body is honored and then everybody is celebrated. Our office tries to pay special attention to the particular pain points within the body as well as celebrate them, and these cultural celebration months are a part of that.

For me, Black History Month is always a reminder of the importance of telling our story. The Black tradition is a strong one. It's rooted in storytelling and narrative sharing. For Black people, there were so many efforts to strip us from our narrative. This is a reminder of how important this celebration is.

How do you think AU differs from other colleges in its approach to BHM and other diversity initiatives?

I think I may be biased, but I don't think we see this sort of Black History Month celebration anywhere else. I think sometimes we forget how diverse we are, and so it makes sense that you won't really see these celebrations on other campuses like this one. It's one of our strengths. Our celebrations really rank up there with anyone else's.

What do you find to be the most challenging aspect of your job/office?

I think it's probably sometimes the distance that exists between the way the conversations that can be had on our campus, as compared to the way that the conversations are being had amongst our students. We're trying to bridge that gap—the generational and cultural gap between the campus population. It's hard to represent everyone's voice, with over a hundred countries represented on our campus. What I've learned is to try to be spirit-led in our work, make ourselves available, and try to impact as many spaces on campus as much as possible. By striving to implement the principles of equity and inclusion, even though you don't touch everyone, hopefully they still feel it on some level.

Has your office ever seen any backlash over the initiatives that you are leading, and if so, how have you dealt with that?

Yeah, definitely. I think it really boils down to how someone is intending to have the conversation. Sometimes we may not get something right, so it's important for us to listen and see how we can improve. We always invite folks to come and have conversations with us. If they have frustrations or need clarification, we encourage them to have an in-person conversation with us about it. I'm really down to engage

in-person, over social media, or through email, in order to possibly come to some sort of resolution.

How can we as a diverse campus continue to create a welcoming and inclusive environment despite the various cultures represented?

Everyone has a part to play. “Treat others as you'd like to be treated” is a good place to start. I try to tell people to try to assume a positive intent when in conversation with someone else. It's also important to understand that none of us see the world exactly as it is, we see it as we are. It's shaped by our experiences. Whatever is said may not be a personal attack on us. Also participating in learning and growing, which is considered a journey, not a destination. I don't know if we'll ever fully arrive. Every week there's more to do, more to learn, and more to see. We must feel humility and empathy to the best of our ability.

Any parting words?

If anyone wants to chat about anything, feel free to shoot me an [email](#)—if there's some way you may want to see your culture celebrated, or an idea someone may have regarding helping us improve or to include something we're not doing. We're open to ideas considering how a lot of our strong initiatives have been moved by student ideas and partnering.

Arts & Entertainment

ARTS & ENTERTAINMENT

Currently: Babel

Terika Williams [02.16.23](#)



Photo by Kayla-Hope Bruno

This week on Currently, News editor Terika Williams (senior, English and Spanish) reviews a book that has slowly started gathering more and more attention over the last few weeks. Enjoy!

Since its release in August 2022, “Babel: Or the Necessity of Violence: An Arcane History of the Oxford Translators' Revolution” by R.F. Kuang (Rebecca F. Kuang) has garnered much attention, both good and bad. The book debuted at the number one spot on the New York Times bestseller list, spending many weeks on the list, and won multiple awards such as Blackwell’s Book of the Year for Fiction in 2022. Online communities such as Booktok, Booktube and Bookstagram have lauded the book for its unique look at the issues within British colonialism and imperialism. But of course, with praise comes criticism. Many have said that the novel lacks

nuance, and [is an ambitious epic that doesn't trust its audience enough](#). That being said, I'm going to share with you my opinion about "Babel" and R.F. Kuang.

Kuang is a big name in the niche world of Booktok, Bookstagram, and Booktube. In all honesty, I think she is a genius. She attended Georgetown University, then earned an M.Phil in Chinese Studies from University of Cambridge and an M.Sc in Contemporary Chinese Studies from the University of Oxford. Now she is working towards a PhD at Yale University in East Asian Languages and Literatures. She is a translator of Chinese literature along with being a New York Times Bestselling author. As a Chinese American herself, it's safe to say that R.F. Kuang knows what she's talking about when it comes to portraying Chinese identities. All of Kuang's work, from the "The Poppy War" trilogy, to "Babel," and the soon-to-be-released "Yellowface," center around Chinese individuals as they navigate a colonial or postcolonial world.

"Babel: Or the Necessity of Violence: An Arcane History of the Oxford Translators' Revolution" is a work of speculative fiction, set in England during the 1800s at the height of the British Empire. Speculative fiction, a subgenre of fantasy, gives Kuang the leeway to come up with possible impossibilities. Essentially, "Babel" follows a young Chinese-English man, Robin Swift, and his friends Ramy, Victoire, and Letty, and their experiences in the fictitious Babel program at the University of Oxford. The Babel program trains scholars, Babblers, that excel in multiple languages to use their talents for harnessing the magic of silver. In this world crafted by R.F. Kuang, silver can carry the lost meaning between languages to make magic. For example, the word *mingbai*, 明白, in Mandarin means to understand—but in the Chinese characters, *mingbai* alludes to a visual white light that is *not* translated to the English word "understand." Therefore, silver is able to take this lost meaning and become a flashlight or maybe something else that illuminates the darkness. As you can imagine, the silver in this speculative world can be used to enhance the life of those who can afford silver and to aid England in imperialistic endeavors. In "Babel," England takes silver from around the world to suppress slave revolts, colonial revolutions, and to win wars against the "other," a term used to describe anyone who isn't them. Ergo, the Institution of Babel uses language and translation as a means for subjugation of the poor and those of color. The novel shows how Robin and his friends come to terms with that. Please note that I am withholding information from my summary of the book due to its multilayered and profound plot points. I don't want to spoil anything.

It is abundantly clear that Kuang did her research for this project. No one can argue about that. Each character, a part of Babel, is fluent in Latin, English, and Greek. On top of that, they specialize in a language of their choosing. Robin works with Mandarin and Cantonese, Ramy with Arabic, Letty with German, and Victoire works with Haitian creole and French. Not only did Kuang incorporate all these languages into her book, but she conducted extensive research on the time period by reading Charles Dickens and James J. Moore. Almost every page contains footnotes about the history of the 1800s and context for the institution of Babel. Kuang does an awesome job of portraying the found family trope in Robin's friend group. As students studying in a city far away from their families, they band together during the numerous grueling finals seasons and strenuous work of studying multiple languages. She represents the communities that can form between multiple people groups with the same oppressor.

There are a lot of people who hate this book. Some say that, "everything in this book is painfully obvious from start to finish," and that "Babel" "[reaches its intent by promoting racism to fight racism and violence to obtain positive social change](#)". They claim that it's too hard to relate with the protagonist, a Chinese young man, who experiences racism. These reviewers also feel as though Kuang created caricatures instead of characters, who do not have an arc or transformation. All in all, some do not think Kuang allows them to read with the freedom to make their own opinions.

But, for me, "Babel" is a work of art.

In fact, I give "Babel" a 5/5. To those who say that the book is overly educational, I say, "As it should be." The work of decolonization through literature must be dealt with head on. There is no room for nuance or subtlety when declaring the wrongs of oppressing others. I think many readers are missing the true objective of "Babel." Not only does the book call out institutions that perpetuate colonialism but it queries the methods for dismantling these systems. Kuang is very clearly conversing with the works of Frantz Fanon. [Fanon](#) and others have advocated for decolonization through violence. Their reasoning is that colonization is a violent effort so therefore it must be undone through violence. Others call for a different approach similar to [Audre Lorde's](#) saying, "The master's tools will never dismantle the master's house." In other terms, those who fight against colonialism, or any repackaged version of it, must utilize strategies that diametrically oppose the ones of the colonizers. Kuang explores both of these approaches in "Babel." Personally, I think Kuang takes an incredibly ambitious idea and aces it in "Babel." The full title

of the book, “Babel: Or the Necessity of Violence: An Arcane History of the Oxford Translators' Revolution,” uses the word arcane to describe the store. [Arcane](#) means mysterious or unknowable by some. The truth of the matter is that if you’re not going into “Babel” with an open mind, then you’ve already lost.

I highly recommend “Babel” and hope you enjoy it. Please feel free to reach out to me if you want to discuss this further. I would love to hear your thoughts.

ARTS & ENTERTAINMENT

That 90’s Love: BSCF Soul Lounge

Skyler Campbell 02.16.23

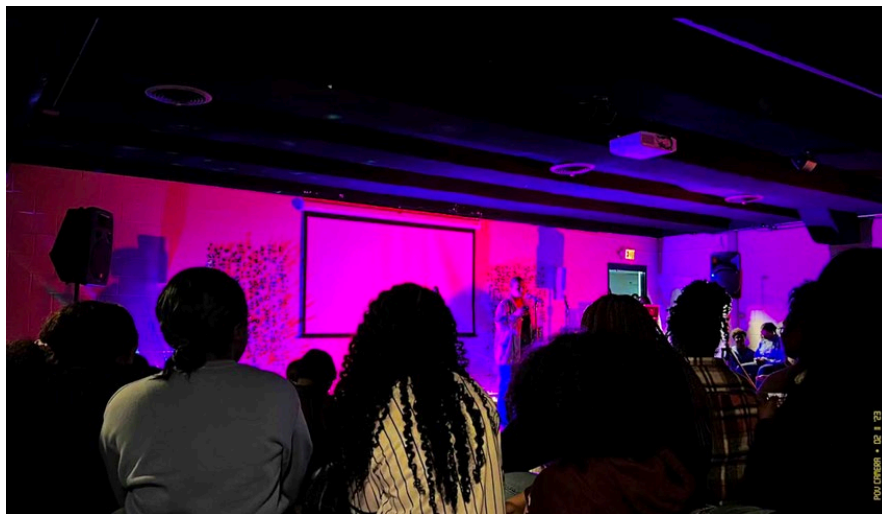


Photo by The Black Student Christian Forum

Have you ever heard the saying “They don't make ‘em like that any more”? Well, it is a statement I wholeheartedly agree with, especially after a night of music and poetry. Last Saturday night, February 11, BSCF held an old school soul lounge to remind us what love should really be like. Titled “That 90’s Love,” students participated in this chill night enjoying good vibes and love. With student acts and intermittent jam sessions with DJ Eazy [Esmond Appiah-Mensah (senior, nursing)] the event was a great way to end off a stressful week. The 90’s is an era known for

its classic rom-coms and numerous boy and girl groups—and you can't forget to mention the fact that the poetry scene was at its peak at that time as well. Sadly, I'm three years shy of being able to claim what was arguably the best era in pop culture, but a girl can dream.

The night started off with a spoken word titled “I Want Luv,” read by Julaine Phillips, written by yours truly. This was followed by a rendition of “Weak” by SWV, performed by Jeremy Samuel (freshman, nursing) and friends, and shortly after, a poem by Jea Erazo (junior, psychology) titled “From Here to Here.” The night got better with musical performances by Sarah Coleman (junior, nursing) and Moriah Coleman (sophomore, exercise science), Jordan Anderson (sophomore, elementary education) and Jayssie Badette (freshman, speech pathology & audiology), Samantha Woolford-Hunt (freshman, graphic design) and Caleb Braswell (sophomore, exercise science), and more.

The amphitheater of the rec center was transformed by mood lighting and vibey music. Students sat on blankets on the floor, munching on croissants with friends and humming or swaying along with the music. Each performer got appreciative snaps and claps after their performance. Stress melted off shoulders and smiles were on all faces.

“Soul lounge was such a fun event to attend. It was amazing to see all the talent within the BSCF club and on the Andrews campus as a whole. It was such a wholesome and beautiful experience,” says Kayla Brathwaite (junior, psychology).

As a lover of 90's R&B, I was very excited to hear some of my favorites played on Saturday night. Music has always been a big part of my life, and as I started to come into my own, the 90's was where I wanted to be. The 1990's are the height of Black Excellence in America. During this time our rich culture was represented for us in many different mediums—whether it be clothing, hair, art, activism, movies, or music. Even love seemed better back then too. No unsolicited Tinder pics or the constant ghosting most of us experience these days. Instead, just the pure love that can only be experienced without the barrier of a phone.

“The Soul Lounge was a great event for Black students to show off their talents and pay homage to the nineties. I also enjoyed the cozy vibes and jam session with DJ Eazy.” says Malaika Ferguson (junior, nursing). I am grateful to the BSCF Officers for putting this event together and making it such a special place for us to decompress. I am so excited to see what the future holds for the other events this Black History Month, as it has been a joy to celebrate my culture thus far. No

matter where you go or who you are, always remember “That 90’s Love” is something you can have, too.

ARTS & ENTERTAINMENT

The Therapist

Marcel Mattox 02.16.23



Photo by Public Domain

“I am happy.”

The words felt more forced than anything, if not well-rehearsed. I’ve said those words to appease each of my previous therapists, and this one was next in line.

She glanced up from her notebook and looked me in the eyes. Straightening her glasses, she was surely about to attempt to prove me wrong, much like her past colleagues. I prepared myself to break this poor soul with my wits alone.

“What makes you happy?” she asked, her eyes unwavering.

This statement was an unexpected parry to any remark I’ve used before. It wasn’t a fact of how anxiety, depression, and other mental health conditions are all the groove in youth today. It also wasn’t an accusatory question, trying to discover what “caused” me to be here.

It was just a simple question.

Exasperated, I blurted, “Music, I guess.”

“Music? What kind?” she said through a small laugh.

And that is how most meetings would go. I’d educate her on all of the reasons I shouldn’t be here, and without fail, notebook in hand, she’d always ask a variation of her favorite question: “What does it mean to be happy?” or “What do you do when you’re happy?” and so forth. For the sake of filling up time, I’d answer the questions as she jotted down who-knows-what in her notebook.

Occasionally when I opted out of answering, she’d mention some of the things that made her happy—random little things like walking in parks, yoga, her stupid chihuahua named Beany, sunsets, sunsets with Beany and pizza. For the most part I’d let it slide, because who could hate things like pizza? She even brought some once or twice. It definitely felt like a bribe, but at least it was a delicious one.

One day as I walked in the office ready to debate my freedom, I sensed an upcoming violation to our daily routine. The therapist's notebook was not in its assigned place, but on a desk near my seat. I wondered if somehow I’d broken her will with all of my sarcasm over the past few months, and this was her signing off. But then she asked, “What makes you happy?”

Sarcastically, I shrugged, “I dunno,” so we could move on to our regularly scheduled events.

But then she said, “I think you do know,” and pointed at her notebook.

Unsure if it was kryptonite or worse, I looked her in the eye and slowly picked it up as she nodded. I opened that notebook. All I could do was slowly leaf through those pages as I saw my own words appear before me.

She hadn’t been writing down ways to fix me. No criticisms of my attempts at humor, either. The whole notebook was on what I said made me happy. Some notes spoke of the few moments in our sessions where she saw me happy—in between the rants where I started to let myself go—talking about my favorite songs, foods, people, and even things I’d like to do someday.

Soon enough, I reached the end. On the bottom page, she had left one last note.

All it said was, “It's ok to be sad too :)”—and at that moment, I let something break in me in the best of ways. Tears welled up from emotions I'd long-locked down.

Smiling, all I could manage to say was, “I am sad.”

Those words felt lighter than anything.

This is a short story from an Andrews University student. If you'd like your own narrative, creative work, or art piece to be considered for publication, please send it to tjhatra@andrews.edu.

News

NEWS

Experience Andrews University's Community Adult Education

Gloria Oh [02.16.23](#)

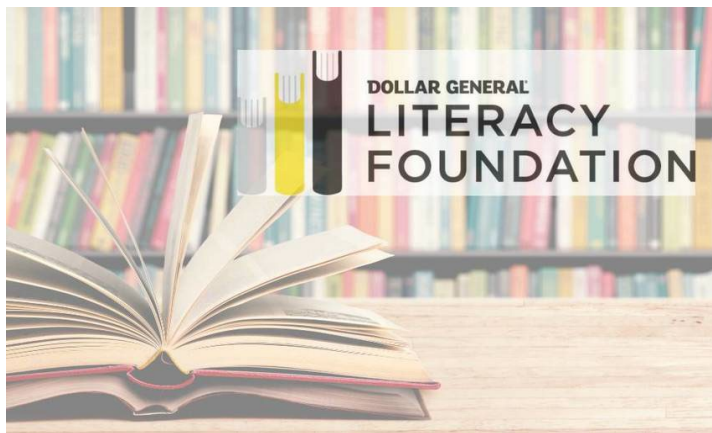


Photo by Public Domain

From spouses of Andrews University students to workers in the community, the need for ESL and adult basic literacy is evident. Mr. Carlisle Sutton from the Office of Research & Creative Scholarship, Ms. Lucy Randal from Neighbor to Neighbor,

and Ms. Paulette McLean Johnson from the James White Library noticed there was a population within the Berrien Springs Community that could benefit from Adult Basic Education. To fill this need, the three wrote a grant proposal to find support for their Adult Basic Education (ABE) and English as a Second Language (ESL) [programs](#). After a review, the Dollar General Literacy Foundation [approved](#) the grant and awarded \$10,000 to the ABE program last summer. Since then, many volunteers, like Gary and Athina Wood, have worked hard to provide a quality education for the Berrien Springs community members.

When asked why they joined the program, Junqiao Zhang and Marisol Alvarez explained that they wanted “to improve [their] English” and speak it fluently. Aina Narivowy and Dagmaris Salina, other participants in the ABE class, agreed with Zhang and Alvarez, and added that they had a more specific reason for trying to improve their English: career. Narivowy shared that she wants to attend nursing school in the future, so she has to practice her English to meet the TOEFL (Test of English as a Foreign Language) test requirements. Thus, she found this a valuable opportunity to speak and practice English.

The participants also said that, through this education, they “learned a lot of new words and grammar” and found themselves speaking and understanding better in English. Salina added that she already finds herself “understanding and communicating more” in English in her daily life. However, all of them pointed out that it is the people who make all the difference. Many of them found meeting people that support them or share similar goals an essential part of their learning journey. Alvarez said that she loved “everything” about the program, but especially “the patience, friendship, and love from Ms. Lucy and Ms. Polly [Paulette].” Zhnag added that she also appreciated the “prayers before class” and “inspirational short stories” shared by the instructors.

Ms. Teresa Latino-Adams, who has been an active volunteer since day one, also agreed that friendship was a huge part of the experience. Although she initially joined “to provide help to the non-English speaking community by removing language barriers as much as possible,” Ms. Latino-Adams saw the community was adding “joy and purpose” to her life through “the close company and camaraderie.” Ms. Latino-Adams also shared that she made personal accomplishments by creating “new connections, staying busy with a good purpose,” and teaching “English to my newly arrived family members.”

Behind all the positive feedback was the hard work of trying to implement and lead a new program. To run this curriculum successfully, utilizing the CASAS English standardized tests was essential in figuring out each student's English ability, adjusting the program accordingly, and measuring the degree of improvement after several weeks of instruction. Ms. Johnson, however, found another challenge during this process as she found students' English-speaking levels varying greatly. She explained, “we would have some students who have had ESL instruction before. But you also have those who have had less exposure. So it was hard to find the middle ground. For the remaining time, with the help of volunteers, I would like to do more small group interactions to minimize that gap.”

Similar to what many participants and volunteers have shared, Ms. Johnson shared that seeing students helped her stay motivated and find this as a great learning opportunity. “The students who come are really eager to learn, and they provide an energy that makes you want to come back. It has been a lot of hard work, but the experience they share with us and the passion for learning encourages me.” In fact, Ms. Johnson finds the value of this program not just in “providing the information and sharing the knowledge” but also in the “community and friendship building.” Having students coming from diverse places, countries like Russia, Madagascar, Nicaragua, Cuba, Mexico, Brazil, and China, “students and instructors are forming multicultural friendships within our community. I go to church or the supermarket and recognize people, and there's already a smile on our faces because we share a common experience. So that's been really good.”

The ABE class will officially end on Mar 30, 2023, and it is unclear whether there will be an extension for the upcoming years. Ms. Johnson shared that the problem her group is “wrestling with right now, because Dollar General does have a similar grant, but they have expanded the requirements for the grant, and the amount is the same. Can we maintain without the grant? Not sure. But for that to happen, we would need a more standardized curriculum along with more materials, teachers, and classrooms, which require money.”

But regardless of how things turn out, Ms. Johnson pointed out that “there are many services that the university offers to the community,” including educational opportunities. James White Library is open to community members at only \$35 for an annual membership, and the University Center for Reading, Learning & Assessment ([UCRLA](#)) provides math and reading tutoring. She also added that community members can always consider continuing their education by enrolling

at Andrews University, like “one of our students from last semester who is now enrolled at Andrews University.”

NEWS

Joyful Resilience: An Art Experience at AU

Solana Campbell 02.16.23



Photo by Solana Campbell

Most students at Andrews come to the library to study. Perhaps they peruse the periodicals downstairs for the perfect article or gather around one of the wooden tables upstairs for an organic chemistry group study session. Either way, the library is a quiet space with free computers, comfy chairs, and friendly staff. However, for the next two weeks, from February 15 to 28, the library is doing something a little different. Aside from the vast collection of books and resources

available to students, they have also begun the first step in their “Human Library” experience, an art exhibition.

“Joyful Resilience” is a collection of paintings, showcased on the main floor of the library. They comprise works created by mother-daughter duo Jasmin and Alyssa Hislop. Jasmin is a former staff member at Andrews and Alyssa is an alumnus of the seminary program (2022). The dean of the library, Paulette Johnson, discovered Jasmin’s art when her piece “Pearl of Great Price” was exhibited at the Krasl Art Center in St. Joseph. Immediately, she knew Jasmin’s art was something that could benefit the student experience here at Andrews University. The two began chatting about an art exhibition, and several months later, “Joyful Resilience” was born.

Jasmin and Alyssa’s paintings utilize multiple mediums, from traditional paint to sharpie when highlighting specific lines. The paintings also range in style, from more abstract pieces to others that illustrate a specific item or feelings. My personal favorites are “Bone of My Bone,” a piece that seems to illustrate the creation of Eve and “Shekinah,” a piece that I think embodies the mysterious glory of God. The works illustrate an impressive grasp on the more technical aspects of art as well.

You may wonder why the library, instead of Harrigan Gallery, is hosting this exhibition. Dean Johnson explains why: “I think it’s making art accessible to our students who are not necessarily art majors. It’s readily accessible because the library is a neutral space and invites everyone to engage with art in a meaningful way. The library space is a third space, a place between home and work. It’s not where you sleep, or the classroom where you study. The library is dynamic, and we want to have different experiences in addition to the traditional ones.” This push for the library as a “third space” is part of this “Human Library” experience, which includes several other events in the upcoming months. Next month, March 28-30 will feature a “Living Library” event, hosted by Kevin Burton and will offer community individuals, including students, a chance to become living books and get the opportunity to tell their stories. In April, Christopher Mwashinga (doctorate, religion) will be holding a poetry reading comprised of his own original works.

So why this focus on art and poetry? Well, the “Human Library” experience requires hearing from first hand sources and perspectives, speaking to people themselves instead of just reading or viewing their works. Margaret Adeogun, head of Patron Services at the library, says, “We want to increase the student’s

perspective of life. Education is the development of the whole person and classroom activities are just a small fraction of a person's educational experience. The other stakeholders in the university have a responsibility in developing the student into a whole person. We want to focus on broadening your perspectives and give you the opportunity to learn from other people's rich experiences." After all, "The library is a neutral ground where students learn outside the classroom and what you learn outside the classroom often stays longer with you."

In fact, to emphasize the importance of hearing other's stories and learning about their experiences, not only is the library showing the Hislop duo's art, they are also giving students and community members the opportunity to chat with Jasmin herself, next Thursday, February 23, in the library from 2 - 4 pm.

NEWS

Students Share Their African Heritage at Short Course

Andrew Francis [02.16.23](#)



Photo by Julaine Phillips

Andrews' students went into this past week excited to continue learning about and experiencing more Black culture through the various Black History Month events and presentations that have been occurring around campus. On Tuesday, February 7, the Black Student Christian Forum (BSCF), in partnership with the African Student Association (ASA), collaborated to put together an instructional African short course. Offering co-curricular credit to undergraduate students, several students who were part of either organization and of African nationality or descent put together a presentation of their respective African cultures. Andrews students packed into a Buller Hall classroom, where they embraced different variations of African art, fashion, food, music, dance, and geography.

Starting off the presentation was Thandi Dewa (senior, biology and Spanish), who presented on her Zambian and Zimbabwean heritage. Thandi displayed several different pieces of fashion in her PowerPoint presentation and identified adaptations of Zambian culture in pop culture today. For example, the headpiece used by Angela Bassett's character, the Wakandan Queen Ramonda in the film "Black Panther," borrows from the typical headpiece of a married Zambian woman or one of high status. Although rich with culture as well, Zimbabwe suffered from immensely fast-paced inflation. Hyperinflation got so severe that Zimbabweans "became billionaires and trillionaires overnight" with the ever-decreasing value of the Zimbabwean note. Zimbabwe had dollar notes that were valued up to 100 trillion Zimbabwean dollars, yet that only equals 40 US cents. The nation has since switched over to primarily using the US Dollar to combat inflation and regulate market prices—which, coupled with its heavy usage of English, has caused growing "Americanization" in the nation.

Michelle Larbi (senior, international business) a Ghanaian student, spoke on kente fabric and fashion. Kente is a heavy, woven fabric. Each kente is meant to be unique to each person, family, or context. Kente cloths have been woven into contemporary clothing and modern fashion. Michelle stated that some argue that this use of the kente cloth diminishes its value—however, she believes that the modern uses of kente cloth just put the pride of her culture more on display.

Tsitsi Pazvakawamba (junior, nursing) was able to share with the listeners her country's unique culture and climate. Namibia is the least densely populated country in the world for its size, largely due to its vast deserts. An average temperature of 104° Fahrenheit in Namibia is a stark contrast with even Berrien

Springs's warmest days. When it comes to its food, meat is a wide-ranging staple, especially with an abundance of seafood accessible amongst their Atlantic Ocean coastline. As an effect of globalization and Americanization, English is commonly used in business environments and conversations, while Afrikaans is used in casual contexts.

Semhar Hailu (sophomore, computer science) spoke on Eritrean history and culture. Eritrea's history spans all the way back to Biblical times. Eritrea has changed hands between Italy, Ethiopia, and other colonizing nations, but now celebrates its thirtieth anniversary of its independence this year. Because of colonization, Ethiopia and Eritrea share some cultural similarities. The Eritrean-Ethiopian conflict ended recently in peace, and several musicians and celebrities have originated from, or are descendants of, Eritrea and Ethiopia, such as The Weeknd and Amine. Ethiopia on its own is known for inventing early iterations of coffee, as well as largely utilizing a calendar that runs eight years short of the modern North American calendar. Ethiopia largely holds the religious belief that Adam and Eve lived in the Garden of Eden for seven years before sin entered the world in the eighth year. Because of this conversion, an Ethiopian New Year starts on September 11th.

Lastly, student Ntakirutimana Francine (junior, biology) spoke on Tanzania and the Democratic Republic of Congo. Tanzania has made recent news for having its first female president. Despite this, a lot of internal tribal conflict still occurs in Tanzania, which can make it unsafe for Tanzanians to divulge too much personal information regardless of where they may be.

Through the several presentations, the interest and inspiration of many students were sparked. To end off the event, students were treated to Kenyan tea, creating excitement for all the other Black History Month events to follow.

Ideas

IDEAS

The Future of Self-Care

Katie Davis 02.16.23

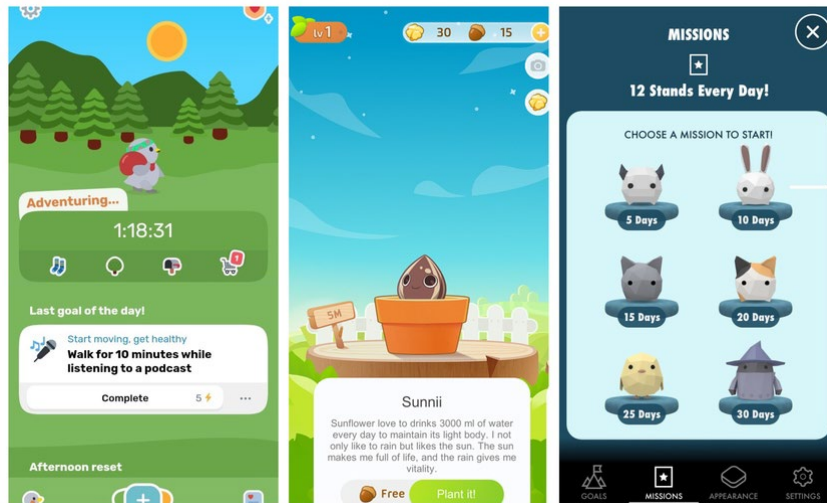


Photo by Katie Davis

As college students we hear a lot about self-care. Professors, therapists, friends, and peers suggest self-care tools like journaling, practicing mindful breathing, going on walks, and watching your food intake. However, it is hard to maintain accountability when we do these self-care exercises. To make sure you maintain your self-care practices, you need daily or even hourly reminders to practice them. This is one reason why apps like Finch, Plant Nanny Water Tracker Log, and Standland are great apps to use to apply your self-care tools. The app and yourself both have to keep each other accountable to maintain your self-care throughout the day, week, and month.

If you are someone who loves pets and helping animals, then Finch is the perfect self-care app for you. You [hatch an egg](#), name it, and build mindful habits to help your new pet thrive. Finch's [features](#) consist of mood tracking, goal settings, and

practicing gratitude; this is all done by taking care of an adorable pet. Finch is a great app to help you take care of yourself by giving you daily tasks to complete, especially when your motivation levels are low. Even though these tasks may seem mundane, they can make a big difference in your mood and well-being. When we pack our days with too many things to do, we often forget to take care of ourselves. I have definitely experienced this in college. This self-care app changes your tasks and turns them into a fun game. When you have finished your task, you can “level up” your pets and even customize them! This five-star app is free but can be upgraded for \$4.99 per month. When comparing this app to other self-care products such as face masks, candles, and journals, this app is quite cost effective.

An article from Fresh H2O [suggests](#) that “drinking water is one of the key components of practicing good self-care. Water is an essential element needed for your body and brain to achieve a happy and healthy you. Self-care is about taking steps to improve your overall well-being. By making a better choice of what you put in your body, you are practicing self-care.” Plant Nanny Water Tracker Log app is a great way to keep track of how much water you drink throughout the day. If you also love plants, this is the perfect app for you. [Whenever](#) you drink water, your plants also get to drink water. Every day you can collect and take care of your little plants by hydrating them! The more water you drink throughout the day, the more your plants will thrive. There are a variety of adorable and lively plants that you can choose from. You can also customize your pots and containers, develop a cute plant family, and unlock and collect a variety of different plants. The app gives suggestions for appropriate amounts of water to drink on a daily basis based on the user’s body data and exercise habits. However, you are able to customize how much water you want to drink in a day. By giving you reminders throughout the day, this helps establish a regular habit of drinking water, and you and your plants will be able to be healthy together on the Plant Nanny app. This app has an \$8 monthly subscription, which is unusually high. But if you put self-care first, then it is totally worth it.

Just as drinking water is beneficial for our emotional, mental, physical, and spiritual health, standing up throughout the day has the same effects. As a college student, I find myself sitting for hours in class and doing homework. Sitting down for long periods of time can be detrimental to our health. [Research](#) has demonstrated the connection between prolonged and unbroken periods of sitting and weight gain, obesity, unhealthy blood-sugar levels, Type 2 diabetes, and a greater chance of obtaining heart disease, along with increased risk of depression.

The [Standland](#) app helps break a sedentary habit by getting you to move every hour. This app is dedicated to breaking sitting habits with any age group or population. With this app, you collect adorable 3D creatures by standing up and frequently moving. Standland has the option of selecting missions throughout the day, and once you finish the mission, you can collect more stands. Stands are like coins and you can use them to buy 3D creatures and other features. This app is free, with in-app purchases available. Standland is a very simple and straightforward app that brings more awareness to your sitting habits. You will need to grant the app access to your Health data to measure your stands for the day. If you feel like you sit too long studying, writing essays, or watching TV, then this app is perfect for you.

Free or not, self-care habits and tools are vitally important as college students. Some of us may need people to keep us accountable for making sure that we are taking care of ourselves through self-care habits. Having a group of friends helps us keep each other accountable for making sure that we are practicing self-care. However, some of us may not like the idea of accountability sharing with our friends and find it easier to rely on the self-care apps mentioned above. Taking care of yourself is very personalized to whatever you think needs to be taken care of. Either with apps or friends, self-care should be prioritized on a daily basis.

IDEAS

The Straw that Breaks the Camel's Back? Beyoncé and the 2023 Grammys

Alexander J. Hess [02.16.23](#)



Photo by Public Domain

“What the f*** does [Beyoncé] have to do to win album of the year?”

[Spoken](#) by British singer/songwriter Adele following the 2017 Grammys, these words (unfortunately) ring even more true in the year of our Lord 2023 when Beyoncé’s record-breaking and culture shifting “Renaissance” was snubbed for Album of the Year, making Knowles-Carter's fourth loss in this category. As to be expected, this year’s loss for Beyoncé has provoked discourse and conversations about the Recording Academy’s rampant racism and inability to reward art from minority artists. But first, a little bit of context.

As many of you may know, Beyoncé made headlines last Sunday by becoming the most winningest Grammy artist of all time—with a total of [thirty-two wins](#). While extremely deserving, this record only shows half of the story. Despite this grand

total, Billboard [points out](#) that only “one of those 32 awards has come in a Big Four category (album, record and song of the year plus best new artist)” despite being “nominated in Big Four categories 18 times.” Additionally, the vast majority of Beyoncé’s wins were achieved within RnB or RnB-adjacent categories—which historically contain music from Black and other artists of color—while only [eight](#) of those wins have been from broader, pop categories. I say this not to invalidate Beyoncé’s wins in these categories or to belittle their prominence, but rather to tease out a pattern that I, other Beyoncé fans, and music critics have begun to see with how the Grammys gives out their awards. Combining this with the Grammys [historically shutting](#) out or refusing to award artists of color in major categories, the results only become more troubling.

During her twenty-six year career in the music industry as a singer/songwriter, Beyoncé Knowles-Carter has been nominated for Album of the Year just four times: the first being 2010 for “I Am. . .Sasha Fierce,” followed by “BEYONCÉ” in 2014, “Lemonade” in 2017, and now for “Renaissance” in 2023. Each loss in this category was more infamous and discourse-generating than the last. “I Am. . .Sasha Fierce” contained her smash hit “Single Ladies” and is to this date her highest-selling album. “BEYONCÉ” re-shaped the way that artists release music by popularizing the now commonplace [surprise drop](#); additionally, this album also changed the day of the week new music is released from [Tuesdays to Fridays](#). Her second surprise drop, “Lemonade,” considers the impact of enslavement on Black love and poignantly speaks to on-going conversations about Black Lives Matter and police brutality. Finally, her most recent album, “Renaissance,” reclaims the modern genres of dance and electronic pop and [celebrates](#) the [Black and queer originators](#) of these genres. However, each of these more than deserving albums lost to a white artist: Taylor Swift for “Fearless” in 2010, Beck for “Morning Phase” in 2014, Adele for “25” in 2017, and Harry Styles for “Harry’s House” in 2023. Each of Beyoncé’s nominated albums not only cemented her as one of, if not the, greatest musical artists of all time, but also affirmed her ability to shift both pop culture and the music industry. Every reason used to justify her loss—whether chart and sales, cultural relevance, or industry impact—was fulfilled by one or more of these albums, yet still Beyoncé lacks the Grammy’s biggest award. The Grammys are still unwilling to give Beyoncé her flowers.

However, as I alluded to earlier, Beyoncé’s snubs fall within a pattern of denying Black creatives, and more specifically Black women, access to major categories. According to [Time Magazine](#), “Only three Black women have won Album of the

Year in the ceremony's 65-year history, the last time being when Lauryn Hill won for 'The Miseducation of Lauryn Hill' in 1999. Before Hill, Natalie Cole won for 'Unforgettable...with Love' in 1992 and Whitney Houston won for the soundtrack to 'The Bodyguard' in 1994." Adding to these three wins, Black men or male groups have won Album of the Year [seven times](#), bringing the grand total to eleven awards in the Grammys' sixty-five year history.

With this context, you can understand how many (myself included) were enraged when Harry Styles accepted Album of the Year for "Harry's House." Don't get me wrong, like many of my peers, "Harry's House" was a staple in my Apple Music collection last year. And while many have nitpicked his [tone deaf](#) acceptance speech that evening, I would echo my [peers](#) in saying that, by focusing on Harry Styles instead of the broader, racist systems that refuse to celebrate minority creatives, art, and culture, we allow these institutions to remain complacent and complicit in their bigotry. In an article for [Teen Vogue](#) written before "Renaissance" lost, Rolling Stone writer Larisha Paul contended that "If 'Renaissance' doesn't win, I think it will be a massive blow to what little credibility the Recording Academy still has as an institution that engages with Black music on any meaningful level." More broadly, if the Grammy Awards, "the supposed champion of recorded music," and other ceremonies that celebrate and reward art like them, are unwilling to celebrate the work of minority creatives, "what purpose [do they] serve?"

Stepping away from Beyoncé and the Grammys for a second, and taking Paul's query seriously, what might it mean for both viewers and artists if award shows continue to shut out work that shines a spotlight on minority experiences and culture? Having received pushback from both creatives [within](#) and fans outside of these institutions, what if they continue to do nothing? Many have already spoken about the "[death of the award show](#)" as they continue to fall out of prominence and increasingly out of touch with general audiences, but what if creatives simply refuse to submit their work—like The Weeknd, Drake, and Jay Z [have done in the past](#)? Would it be such a bad thing if we allowed these institutions to die if it meant the potential for minority creatives and stories to achieve the recognition they deserve? Because ultimately, these institutions are not *really* saying that Harry Styles is better than Beyoncé; instead, they suggest that the Black and queer voices, histories, and identities represented within "Renaissance" are not worth celebrating or uplifting.

In conclusion, again returning to Kaitlyn McNab's article for [Teen Vogue](#), "The 2023 Album of the Year decision [holds] less significance for Beyoncé and more for the Grammys. The choice will undoubtedly signal a shift for the Recording Academy, either towards change...or obsolescence." Now a week after the 2023 Grammys, the Recording Academy finds itself at the edge of a precipice. Will this be the straw that breaks the camel's back and forces them to finally reconsider their racist and misogynistic practices, or is this the year that the Grammys become obsolete? The ball's in your court, Recording Academy.

IDEAS

Death Toll Passes 41,000: Turkey and Syria Earthquakes

Abby Shim 02.16.23



Photo by Public Domain

TW: Distressing images, themes of death and distress

Last Monday, February 6, 2023, [a magnitude 7.8 earthquake struck Turkey and Syria](#), killing thousands and leaving even more buried beneath the rubble.

In the image above, a father holds his dead daughter's hand in the rubble of the earthquake that hit Turkey this past Monday (February 6). Mesut Hancer, the grief-stricken father, refused to let go of his 15-year-old daughter Irmak's hand, who was sleeping peacefully when the earthquake struck. The photographer who took the photo, Adem Altan, snapped the painful picture and [ended up conversing briefly with the father](#), who had difficulty speaking yet still insisted that the photographer capture his grief.

A plethora of heartbreaking stories such as the one depicted above have circulated throughout the media for the past week now, as rescue workers race against time to search for survivors.

This is the deadliest earthquake to strike Turkey in more than 80 years. Millions of Turkish residents and Syrians have become homeless overnight. Those who survived now face imminent peril as they go without food and water in the cold. Many have died of hypothermia as rescue workers struggle to reach victims. Helpless families watched their loved ones die as no help came. This past Thursday, the first UN humanitarian aid group crossed the north-western border of Syria through Idlib's Bab al-Hawa crossing, [which is the only route the UN can take to reach the affected region without traveling through areas controlled by Syrian government forces](#). Even then, many of these rescue groups do not possess the specialized equipment necessary to free people trapped underneath the rubble.

Although much debate has erupted [over the governments of Turkey and Syria and their preparation for natural disasters such as these](#), what is more pressing is to provide immediate help to those stranded and displaced by the earthquake. This moment should not be politicized or exploited to cause division—it should be a time to come together as an international community. To cut to the chase, here's how you can help:

Before you donate, do some research. There are many sites seeking to exploit this crisis and scam well-intentioned donors. To check the reputability and effectiveness of an organization, you can utilize sites like [Charity](#)

[Navigator](#) and [Guidestar](#). As always, be careful about providing any personal information, and ensure the validity of any donations you make.

Listed below are some organizations actively accepting donations and providing medical assistance, food, shelter, cash grants, and other basic humanitarian needs to those in need:

[UNICEF](#)

[Doctors Without Borders](#)

[The International Federation of Red Cross and Red Crescent Societies](#)

[Islamic Relief](#)

[The Syrian American Medical Society](#)

[Oxfam](#)

[The International Rescue Committee \(IRC\)](#)

And our very own [ADRA](#)

In addition, please consider sharing this story and other information about the earthquake as the timeline unfolds. Even if you are not able to make a monetary donation, spreading awareness helps the people of Turkey and Syria during this devastating time.

From the Student Movement, our prayers go out to the people of Turkey and Syria.

Pulse

PULSE

A Conversation with an NBA Physician

Reagan McCain [02.16.23](#)



Photo by Public Domain

“This is a good turnout,” Dr. Daniel Bedney said while the last student got situated in their seat among twenty or so of their peers, “I’m glad you guys showed up.”

Dr. Bedney currently works as the NBA physician for the Lakeland Magic, the affiliate team of the Orlando Magic, and recent 2021 G-league champions. The Career Center & Office of Innovation and Entrepreneurship invited Dr. Bedney to

give a talk for health sciences majors and students interested in careers in sports medicine. On the afternoon of February 7, in a Buller Hall classroom, he gladly took a break from his busy schedule to give interested students a chance to learn more about his exciting career. Bedney comes from a thoroughly Adventist educational background. A proud alumnus of Andrews Academy, Bedney still carries a soft spot for the Michiana area. He fondly recalled playing pick-up basketball games on the courts near Meier Hall during his teenage years. While not a serious athlete himself, he always loved being around sports and began his penchant for caring for athletes by tutoring multiple athletes throughout high school. Excited for a change in scenery, he decided to attend Oakwood University, where he majored in biology. His roommate was on the basketball team, and he jokingly told us that he preferred to be the “water boy.” In this capacity, he also helped wrap ankles and began to take a serious interest in sports medicine. After undergrad, he felt called to attend Loma Linda University, where he met his wife and the mother of his two young sons.

But amid the joys of meeting and marrying his wife, he experienced a professional setback. He had believed that the board exam he’d have to take to apply for a residency would be a “piece of cake” but had sorely miscalculated. “I failed,” he told us, “I had dropped the ball, and I had no one to blame by myself.” While applying for residencies, he feared that his dream of being a doctor was damaged beyond repair. He couldn’t sleep the night before he was supposed to learn whether or not he had matched with any residencies, “I’d never experienced stress and anxiety at that level before.” He anxiously paced around until he noticed the Bible sitting on his bookshelf. Drawn to it, he opened it to Philippians 4:6 and read, “Do not be anxious about anything, but in every situation, by prayer and petition, with thanksgiving, present your requests to God.” Overwhelmed with emotion, he fell to his knees in prayer, thanking God for bringing him this far and trusting that he’d take him all the way. When he finished, he felt calm like he’d never known before. The next morning he learned he had been matched with Meharry Medical College. His dream was back on track.

After finishing his residency, he passed his last board certification and started practicing family medicine as a doctor. While he enjoyed family medicine, he knew his real desire was to work with athletes. During his time at AdventHealth Family Medicine in Florida, the practice got a contract to provide physicians for Lakeland Magic. In 2017 the hiring team approached him with a job offer, he recalled, “they asked me if I wanted to work with NBA players. And I said, ‘wow, do I want to fulfill

all of my dreams? Duh,” he laughed, “it was a no brainer for me.” He readily accepted, and now, six seasons later, he’s still loving his career. “I tell people I get to watch sports for a living,” he joked. In his position, he attends games and has to be ready on the side in case any player is injured. Off the courts, he does regular physicals on professional athletes. It’s just like taking care of anyone else, he told us, only the people are *much taller*. On his first day, he had to do a physical on someone who was 6 9’! He laughed as he mimed, putting a stethoscope above his head as if reaching for an invisible giant’s heart.

Looking back on his career journey, he’s proud of how hard he worked to be where he is today. His interest in sports and medicine started when he was just a teenager; now, all these years later, he gets to care for professional athletes for a living. While his path came with difficulties and setbacks, he doesn’t regret his mistakes because, ultimately, he ended up where he wanted to be. He compares it to a GPS; if you take a wrong turn, “the GPS doesn’t give up! “As long as it has a programmed destination, it will reroute you onto a new path. Because of this, he encourages us all to dream big when determining our life and career “destinations.” His career started right here in Berrien, and he didn’t need to go to any large, prestigious school to end up where he wanted to be. As long as we are faithful in the small things, he assures us, and we work dutifully for what we want to accomplish; we can achieve anything we set our minds to.

PULSE

Nick Bishop and Honduras

Interviewed by Abraham Bravo 02.16.23



Photo by Nick Bishop

Hoping to spotlight this Andrews University student and the incredible story he has to tell, I sat down with Nick Bishop (junior, psychology) to discuss the recent mission project he has been promoting/working on.

Tell me a little bit about yourself. What motivates you? Do you have a final cause that you hope to strive for? What do you wish to accomplish after all is said and done?

First off, I love my friends and family. I love fishing, working out, playing soccer, basketball, and working on cars. However, I am obsessed with missions or any type of humanitarian work. My biggest motivation in life is to reach my goal of becoming a missionary doctor. The final cause I hope to strive for is making access to high-quality health care a reality in developing countries. I hope to continue

doing my best to find and assist the needs of the communities until God moves me somewhere else. I plan to devote my life to working as a humanitarian, and I plan on attending medical school to become a doctor. I hope to get the training I need and head directly to the mission field, using medicine as a way to provide access to quality health care all across the world—especially in at-risk and hard-to-reach communities like that in Honduras.

What caused you to want to become a missionary?

As a high school senior, I struggled to find my calling. Every few months, I was drawn to a different career path—all sounded appealing: firefighting, social work, law enforcement, and even the military. At last, I settled on becoming a mechanic and worked at a local garage for two years. That all changed when I took a mission trip to Lima, Peru, during one spring break. I had the chance to translate for a surgeon and witness his profound impact on patients' lives. The experience sparked a new passion in me: to become a missionary doctor and make a difference in the world.

Tell me about the work you want to do in Honduras.

I volunteered in a children's home in Honduras called "Hogar de Niños." I fundraised to ensure each child had a Bible and the girls had crocs; I came with crayons, coloring books, cooking supplies, and games. Spending three months volunteering in Honduras at a children's home made me fall in love with the place. The summer I spent there taught me the appreciation of family, gratitude for the moment, and the abundance of the universe. There I realized that the children had never been to the beach, and reached out to fundraise for a trip to take the 50 kids of the children's home. Through the support of my family, friends, and Andrews community, that trip was made possible.

In my recent return to Honduras during Christmas break of this year, I had the idea to step up the fundraising a little bit and attempt to complete several projects. Near the children's home is a very poor neighborhood called "Buenos Aires" where many homes are one storm away from being swept up, with many homes not having access to running water. I learned about conducting a needs assessment, and I went around asking what the neighborhood's needs were. Through prayer and careful thought, I was able to come up with a couple of projects that took top priority: a kitchen, a house, a clean water system, and a roof for a house that doesn't have one. When I came back to Andrews with the support of my friends and my mom, we made a GoFundMe page to finance these projects. Then my nine

friends and I will head down to Honduras in March during spring break, and we will work to complete those projects, God willing. While I am down there I plan to keep finding and attacking the needs in that neighborhood. In terms of Honduras projects, I hope to continue doing my best to find and assess the communities' needs until God moves me somewhere else.

There are hundreds of missionary projects throughout the world. My question is, why Honduras?

The Hogar de Niños is a place that I have fallen in love with; it is a place that I call my second home and I consider the people there my family. I used to think missions were about going to as many countries as possible, but once I went to Honduras, I realized missions are about connection and relationships. To me, missions are about making relationships, and in Honduras, at the children's home, I considered them to be my best friends and family. I want to take care of my friends and family, so that is why I chose Honduras, until God calls me elsewhere.

What are some of the ways the students reading here can get involved and help with your mission project?

Students can get involved by donating and sharing my mission; a donor said they would match whatever was fundraised, so if any of you feel like God is pressing on you to donate after hearing my story, please visit my [GoFundMe](#).

Lastly, trips to Honduras will keep happening 'till God calls me elsewhere, so reach out to me if you want to donate money to the projects or send items to the kids.

I would like to add that people have told me I shouldn't be distracted so I can finish college and become a doctor. I'm often told, "Wait until you have something to offer (implying medical care)." However, I can't wait. I can't wait to become a doctor to start the work God has called me to do. Therefore, don't let anyone tell you that you have to wait; start now.

If you would like to contact Nick Bishop and hear more about his future plans, please contact him at: nicklaus@andrews.edu

Last Word

LAST WORD

Intelligence, Artificial and Otherwise: A Reflection on Extended Cognition, ChatGPT, and Neurodivergence

Lily Burke [02.16.23](#)



Photo by Gaspar Uhas on Unsplash

Hi, welcome to the Last Word, the weekly essay by members of our editing staff! Here's my contribution.

Go to ChatGPT and type this in: Please write an editorial for a Seventh-day Adventist university newspaper about embodied and extended cognition, ChatGPT, and neurodivergence.

Then read that.

The end.

Kidding!!! But wouldn't that be interesting if I had actually done that?

Although I'm not quite as audacious as my opener would lead you to believe, this article still is an experiment in three ways. I'll tell you the ways as we go along together.

I'm involved in a lot of the writing that happens on the Andrews University campus. I have worked as Copy Editor for the Student Movement for three years, which means I have been involved in editing every single article we have published in the past three years. I also work in the Writing Center and help coach writers to improve their writing. I also do some freelance editing of resumes, cover letters, and important documents. You know that saying, "Those who can't, teach?" Well, take it from me, those who can't write can definitely edit and coach. Okay, okay, I *can* write—one of my majors is English literature and I do write a *lot* of papers—but I don't necessarily seek out opportunities to write things. If I have a choice between a creative project or an analytical paper, believe me, I'd sooner be meticulously creating and justifying Spotify [playlists](#) for characters in some 20th century novel than making an outline, collecting evidence, assembling my arguments, putting it all together, doing peer reviews, professor conferences, proofreading, editing, ahhh!! But now I have to write this Last Word. Or do I...

A big cause of my struggles with writing comes down to the fact that I have been diagnosed with ADHD—attention deficit disorder and hyperactivity. This means a lot of things for me. For one, just to set the scene, sometimes, for my mind to be distracted enough to focus (those who get it get it), such as the way I’m trying to make it right now as I write, I need to be with [another human](#) (physical or [virtual](#)), and have a playlist of not too soft, not too loud music, some [ASMR](#), and some [brown noise](#) playing all at once, at a medium volume, in headphones. Open those tabs, play the sounds, try it for yourself! I can jump between conversation topics, general vibes, and skills faster than you can say squirrel. I can make insightful connections between seemingly unrelated topics, construct complicated arguments, engage with layered theories, weave together evidence, analyze details that others don’t even notice—I love all these traits of my mind.

However, these funky mental traits of mine aren’t all sunshine and squirrels. Many of the ways academic papers are typically created don’t fit my patterns of thought or methods of creation well. Further, I am unwilling to completely change the way I structure my own thoughts or my creative process simply to produce papers in what I perceive to be conventional ways. I also doubt that this mental surrender is possible or would be a positive change. Further, if I have a large, stressful project or paper looming, such as writing this editorial, even though I recognize the importance and have calculated the impact on my grades or job, I quite literally physically and mentally cannot begin the work until I am ready. And I don’t have all that much control on when that is. And when I begin working, if I end up disengaged, pulling my focus back often seems insurmountable. Having ADHD doesn’t necessarily mean that I have a deficit in focus, I just don’t have the ability to *regulate* my focus. It’s like I’m looking through binoculars but someone else is aiming them, and that person doesn’t care about my due dates and GPA. The person is also juggling. While riding a unicycle. And playing the bagpipes. Blindfolded. You get the picture.

However, once I am able to focus on the project, once I hit that magic hyperfocus, I can accomplish weeks of work in a matter of hours. Hours during which, to the untrained eye, I may appear to be not remotely sane—but hey, the work gets done. I do it. The process is the interesting part. These patterns of thought, which make me who I am, are not conducive to creating the content, or the time frame, with the methods that are often expected of me. So what can I do?

You know the feeling of when you learn a concept and it changes your whole worldview? Well, last semester, I took an Honors elective class called Cognitive

Science and Faith, taught by the illustrious Dr. Karl G. D. Bailey. We learned about the concept of embodied cognition, among other things. Embodied cognition, [explained](#)¹ simply, is “a theoretical approach to understanding human cognition that emphasizes the role of the body and its interactions with the environment in shaping our thinking, perception, and action. The basic idea is that our cognitive processes are not just carried out in the brain, but are deeply intertwined with the physical and sensory experiences of the body.” Instead of our brains being the juicy jelly-bean-ish-shaped place where all our thoughts are produced, alternatively, our bodies are part of our ‘minds.’

Beyond this recognition of the role of the body in the body + brain collaboration that creates the ‘mind,’ cognitive scientists also explore the concept of [extended cognition](#). As researchers Warren S. Brown and Brad D. Strawn found, “intelligent mental processes often include things outside the brain and body, involving interactions with other persons or external artifacts that significantly enhance cognitive capacities.” So instead of my ‘mind’ just being my brain, or even my mind being just my brain + my body, what I think of as my ‘mind’ also incorporates tools and the ‘minds’ of other people. Think of when you use your notes app or an old-school pen and paper to write a reminder to yourself. Your own brain no longer has to carry the cognitive load of remembering whatever it was you wrote down, because you have extended your cognition to include the note. Think [also](#)² of a calculator—an external tool that extends our cognitive abilities beyond what our brain is capable of doing on its own.

But in this day and age, our tools aren’t just pens, papers, and calculators. And our social connections aren’t just in-person conversations with friends. Brown and Strawn, the researchers who study cognitive extension, also [point out](#), “while intelligence was once thought to be an attribute of a single individual’s brain, it is now understood to extend into processes outside the person within immediate interactive space.” So intelligence, it would seem, isn’t just how well you can think in your own brain. Intelligence also incorporates how well you can use tools and social connections.² When we incorporate new tools into our processes of mind, we’ve expanded the available resources that our brain can use. And just as when people get new resources, they consider new solutions, extending your cognition to involve new tools means that we can solve tasks in ways that one brain by itself could never. So I suppose it makes sense that the more devices and objects there are available to foster better ways of thinking, the [better](#)!

I bet you can guess where I’m heading with this! ChatGPT!

Recently, there has been an immense rise in popularity and common usage of tools like ChatGPT and other large language models, which [use](#) natural language processing and machine learning algorithms to understand and respond to questions. You have a question? Ask away! Need an essay? Want a recipe? Lesson plan? Cover letter? Breakup text? What you desire is a few typed words and pressed enter key away from being yours. In light of these new tools available to us, and in light of the research that informs us that our minds involve our bodies, tools, and social connections, it seems that if I struggle with my writing process, and maybe you struggle with forming arguments, and perhaps your friend struggles with remembering things, we should all go drop out of college, forget anything we've learned, any skill we've developed: ChatGPT is my—no, our—new brain!

But wait! Ethics! Copyright laws! Robot overlords! There are many [ethical](#) and [privacy](#) concerns with the use of these large language models, let alone the plagiarism concerns and philosophical rabbit holes that still remain largely uncharted territory. Human history and my personal experience with any new piece of technology teaches that the use of a new tool requires careful, deliberate, well informed research and an evolving, attentive mindset. The arrival of these tools perhaps doesn't signal the end of society as we know it. Hmm, this paragraph isn't as well thought out as it could be. What resources can I use to improve it? I can sit and think about how to improve and add to my arguments. But with my brain, I'll likely end up on a Wikipedia spiral learning more about that [one war Australia lost against emus](#). Yes, the bird. Maybe I could contact a theologian friend to outline the spiritual concerns with using AI. I've got friends who study computers and even friends who study artificial intelligence! I could ask them. My primary major is anthropology, the study of what it means to be human. I could ask my professors to help me list some challenges and add some nuance to my enthusiasm for the potential of ChatGPT. Or, I could ask another [source](#)³...

“While ChatGPT and other similar language models have made significant advancements in natural language processing and understanding, there are still some challenges associated with using these models. Some of these challenges include:

1. Bias and Fairness: Like all machine learning models, ChatGPT can be susceptible to bias and unfairness in the data that it was trained on. This can result in problematic outputs that perpetuate stereotypes, discrimination, and other forms of harm.

2. Accuracy and Consistency: While ChatGPT is generally accurate and consistent, there are still some cases where it may provide inaccurate or inconsistent responses, particularly if the input is ambiguous or if the model has not been trained on a particular topic.
3. Ethical Concerns: There are ethical concerns associated with the use of ChatGPT and other language models, particularly around issues such as privacy, security, and the potential for misuse.
4. Limited Contextual Understanding: While ChatGPT has made significant strides in understanding natural language, it still has limitations in its ability to understand context and interpret non-literal language, such as sarcasm or irony.
5. Dependence on Training Data: ChatGPT's performance is dependent on the quality and quantity of training data it has been exposed to. If the data is limited, biased or inaccurate, the model may not perform well, and it may be difficult to generate high-quality responses. Overall, while ChatGPT has the potential to be a powerful tool, there are still some challenges that need to be addressed in order to ensure its effective and ethical use.”

There we go—an improved paragraph about the cons of dependence on ChatGPT.

Clearly, there are pros and cons to these new tools that we can incorporate into our cognition. But when I consider that perhaps my intelligence—or in this specific case, my ability to write—isn't just my ability to come up with and organize my own ideas, I am filled with hope. Because of the time period I exist in, my writing ability also depends on how well I can use the tools at my disposal, how well I can fulfill the full potential of what my cognition can extend to incorporate. My challenges aren't the end of the story.

I'm curious, *how do you think?* I love asking people this question, and watching the space between their eyebrows as they answer. People often look up while they answer this question, I've found; I wonder if you'll find that out too if you ask people. Do you think in images? Fully formed sentences? What language do you think in? Do you not really consciously think at all? I'm sure the answers to these questions all depend on the context and topic of the thoughts. What tasks are you good at because of your mental patterns? What do you find challenging? Knowing about embodied cognition, extended cognition, and the potentials of ChatGPT, will you [ameliorate](#) your mental processes?

I used the tool of ChatGPT for the first time on Tuesday. It's now Wednesday, and I've used the tool to significantly impact and contribute to the creation of this piece of writing. Here's one of the experimental aspects of this essay—I used ChatGPT!

When I got stuck, instead of disengaging, I asked the question or topic I was stuck on to ChatGPT, and then used the direction it gave me to move forward. Here's a quick key to the moments I used ChatGPT, with the reason why: at superscript 1, I couldn't think of a way to describe this concept simply, nor could I remember the most important components, so I asked ChatGPT "can you explain embodied cognition?", and then quoted the answer it gave me. At superscript 2, I couldn't think of another example of cognitive extension, so I asked ChatGPT "what's an example of cognitive extension?" and was given several examples. And the most obvious is at superscript 3, where I asked ChatGPT "what are some challenges to using ChatGPT?" Humans ask questions, humans answer them. Humans create and use tools. I asked a question and got an answer. I used a tool. Doing this felt so surreal—doing this felt so human.

Tldr: using tools can help your thinking