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Editor's Foreword and Students' Foreword

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Editor's Foreword

The best part of serving as editor of *Horizons* is the interactions it allows me to have. We have all experienced a new kind of distance this year. These weeks or months of separation may have served to make us close down, retreat into our new, smaller worlds. Instead, with the student and faculty editorial boards and our artists and authors, I have seen a renewed commitment to learning and sharing. Our authors and artists have engaged heavily with each stage of the process, from initial submission, to review, and revision, revision, revision.

An undergraduate journal is an inherently tricky thing, balancing the accepted norms of publishing in academia and the emerging styles, ideas, and forms of our young scholars and artists. While our entire faculty review board are a remarkable reflection of the value our campus community places on undergraduate education, several of them have gone above and beyond, volunteering to guide authors through the process of revision or giving our office feedback on ways we can continue to improve. This dedication, particularly in this strange year, has been invaluable to the production and publication of this volume.

Without question, the most rewarding part of my role this year has been working with our Student Editorial Board, formed by the members of the Honors 340, The Publication Process, course in Spring 2020. This diverse group of students included first years through seniors, microbiologists and historians, artists and chemists. For the first half of the semester we met in a Sakamaki Innovation Zone classroom—my first experience teaching in that space. The lack of boundaries in this unique physical environment allowed us to develop a strong and open sense of community, fostering tough discussions about the types and forms of knowledge we promote within the university and the impact of this on society; a great precursor to many of the discussions and actions around systemic racism and social justice work that took hold this spring and summer.

Like everyone, we converted into an online environment for the second half of the semester. I was initially worried—the work I was asking these students to do required high level communication, with each other and with the *Horizons* con-

tributors they were assigned to mentor. Yet these students blew me away! As a result of this remarkable team of student editors, there was a record number of pieces submitted for consideration to be published in *Horizons* volume 5, and a record number who followed through on requested revisions to be accepted for publication. The editors maintained their connection with each other through engaging discussions online, through FlipGrid, and using shared documents or emails. Please make sure you turn the page and read their Foreword, and if you know them please congratulate them on their great work!

In this volume, many pieces unpack issues of power and provide timely social commentary, such as Sarah Hamid's oral histories, "The Power of Pu'uhonua o Pu'uhuluhulu: Intersections of Gender and Justice Work on Mauna Kea," shining light on the work of wāhine kia'i on Mauna Kea and their meaningful leadership in an environment of struggle, Ezzio Lavarello's poem on Dyslexia, detailing the challenge in getting such a diagnosis with a minoritized background, and the impact of language choice in creating a local identity in Asako Moody's "Construction of a Localist Hong Kong Identity using Cantonese."

We also have a new submission type in a series of pieces from one class—students from LLEA 353: Russian Fairy Tales submitted "Fairy Tales: A Compilation," stories inspired by the fairy tales of various traditions that they read and studied in the course. These stories address themes such as government overspending and underproduction, greed, independence, and interdependence.

You will also see several pieces on COVID-19, showing our students' ability and willingness to connect their own work with emerging areas of concern, truly positioning themselves as scholars. Jolie Ching and Shane Nakamura provide a thorough primer on COVID-19 in "A CRISPR Look at COVID-19," with the use of CRISPR technology for detection purposes while Gabriele Jamain goes into detail on the multiple strains of the virus and the resultant possibility for a need for multiple types of vaccine in "The Mechanism of SARS-CoV-2 Entry into Human Cells and the Discovery of Multiple Viral Strains."

My wish is that this continued growth in submission style will inspire faculty to incorporate submission to *Horizons* into their syllabi, and students to submit pieces they are proud of for review. We are working to lower barriers, real and perceived, to publishing, and seek to provide an output that reflects and

respects the many cultures, identities, and perspectives found in our campus community. I hope that you will find this to be true as you read on—enjoy!

Jayme Scally
Jayme Scally, Editor

Student Editors' Foreword

As we put “pens” to “paper” to write this foreword, it signifies the end of the beginning. In January, the seven of us got together in Sakamaki D101 with Dr. Jayme Scally for the course Honors 340, The Publication Process. As part of this course we were to serve as the student editorial board for the *Horizons* undergraduate journal, helping with a variety of tasks for this fifth volume, whilst expanding our knowledge of all things publication. Coming from a variety of academic disciplines, the success of the class represents a collective effort by us all to engage with the journal and the publication process to the best of our abilities—with the ultimate goal of compiling an exceptional volume, grounded in academic and artistic excellence.

Horizons is a journal that seeks innovation and creation from undergraduate students at the University of Hawai'i at Mānoa. We encourage students to push their knowledge beyond the limits of what they have already been taught; to expand their horizons, if you will. Our goal is to invite students to think critically, outside of their traditional lecture hall setting, and inspire them to create, whether that be through poetry, visual artwork, or traditional research, addressing some of today's toughest issues.

Through our collective engagement with this fifth volume of *Horizons*, we have been fortunate to be included in the process of academic knowledge production every step of the way. From reaching out to our departments for submissions, writing in-depth reviews, to aiding our peers through their final revisions, we have learned well that the process to publication is time-consuming, tedious, and really just a lot of hard work. The amount of effort and coordination required by so many different parties to produce a single volume of a journal—whether they be the authors, editors, reviewers, or publishers—is really quite a feat. As temporary student editors, we have a lot of respect for all the time and effort that have gone into this publication and others like it. In the process of engaging with the editorial process, we like to think we've all become much more adept scholars and writers ourselves.

As an editorial team studying the ethics of the publishing process, we found many examples from all types of journals. Some lacking certain ethical standards. Some using loopholes. Some manipulating data for the ulterior motive of personal

gain. As a community we were able to share ideas of all types in this collective journal. There is something to be said about the importance of diversity. It opens our eyes to new perspectives. We don't have all the answers, but what we do have is opinions about what the truth may be. For instance, who has ownership of scholarship in the field of publication? Is it the right of students to have open-access to journals? Or should the author and publisher ask for fellow scholars to pay a fee to reimburse them for their works? It is not necessarily important what your answer is to this question, it is what is your reason for believing so. That is the concept of our community.

We have truly begun to recognize the publishing process as a necessity for society. Working with students from different departments and with different passions has shown us how little we really know of the world and how much more there is to discover. In times like these, we are reminded of the humanity that exists inside of us: we research and educate in order to save ourselves and the people we care about, not the projected fame; we write creatively because we want to let the world know how we feel, not because of the capitalist gain. Within Volume 5, you will see stories coupled with scientific research, you will experience the growth of a child with an internal struggle as well as how they overcame it, and you will learn things you can do as a reader in order to help improve the planet we live on.

For us, being a part of this journal means mentorship, reflection, cooperation, community, creativity, and independence. We were able to give our ideas, edit and annotate those of others, dig deep into research, learn new concepts, and collaborate with other undergraduates. It is about excelling in something greater than ourselves, for a purpose that serves the long-term success of others. It is not rare that we find ourselves in classes with great emphasis on group assignments and tasks related to team building. Yet taking on the role as a member of the *Horizons* Editorial Board is one that went beyond a daily objective. This commitment caused us to find ourselves constantly improving, becoming better versions of ourselves for class preparation, idea input, and in readily aiding our mentees to produce their most improved work.

A large part of our position also involved responding to and working with the creators of these submissions; before

the effects of COVID-19, we had just reviewed all of the pieces and were connecting with the students in efforts to review and edit their work for resubmission. As we switched to the online classroom, we continued to stay in contact with the students and lent a helping hand in any way we could despite the distance, time, and other obstacles between us. The perseverance the prospective authors showed and the ways they adapted to this unique situation speaks very strongly to the character and drive of undergraduates at the University of Hawai‘i at Mānoa. It has been a privilege to be able to work closely with our peers on their submissions, and we may have learned as much from them as we did from the process itself.

If the publication process has taught us anything, it is that community and collective effort is what drives the production of the best work. Through our time as editors, we believe those presented in this volume exemplify the ideal of community that is so desperately needed right now, both at the university and in all other areas of our lives. This journal is a culmination

of learning, and an attempt at collecting and presenting some of the University’s best; no matter the distance, limitation, or complication that we and the world are facing, it is the purpose of a journal to share knowledge, and we hope we have helped to do that.

Academic scholarship, and all that it entails, is not an easy thing to attain. It is an investment of time, money, brainpower, and heart. Each of the following authors and artists have not only achieved this scholarship, but have worked to make it their own. So to our contributors, we owe a thank you—not only for your hard work but for the individuals you will inspire. It has been a privilege to be able to work closely with our peers on their submissions, and we are so excited to now share their brilliant work with the rest of our community at UHM. We hope that the readers of *Horizons* will appreciate the work put into these submissions and that something in this journal stands out to you, inspires you to go deeper, and influences new action as it has done for us.