

An Analysis of the Author's Presence in Emily Dickinson's Selected Poems

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Abstract: A complex world of words and stories, literature is a fascinating mirror to the complexities of humanity. One of America's greatest and most celebrated poets, Emily Dickinson lived a largely contemplative and solitary existence and was known for her unconventional writing style. This study investigates Emily Dickinson's selected poems: "My Life had stood - a Loaded Gun," "It was not Death, for I stood up," and "They shut me up in Prose -," employing qualitative discourse analysis to reveal the author's presence reflected through the first-hand experience, symbolisms employ, and social milieu. The data attained are supported and examined by Samuel Johnson's Biographical Theory, Richard Simon's Historical Theory, Virginia Woolf's Feminist Theory, William Wordsworth's Expressive Theory, and Sigmund Freud's Psychoanalytic Theory. The findings of the study indicate that Emily Dickinson's selected poems reveal the author's presence. Based on the study's findings, the following recommendations are offered for future researchers: Analyze the author's first-hand experience through investigating the sensory details and imagery that are distinctive to the author's perception. Investigate the symbolisms employ through identifying recurrent themes, motifs, or personas that might contain personal significance for the author. Lastly, social milieu can be examined by drawing comparisons between past and contemporary communities to show how enduring social challenges impact people's lives and creativity.

Keywords: Emily Dickinson, author's presence, first-hand experience, symbolisms, social milieu.

1. Introduction

Literature is a crucial repository for the observations, experiences, feelings, and thoughts that mankind have had regarding various facets of life (Hudson, 2006). In the larger field of literature, poetry stands out for its focus on linguistic aesthetics and capacity to elicit strong emotional reactions while delving into a range of themes (Arcilla, 2024). Poetry based on personal experience is a potent medium for connection, self-expression, and personal development (Atieno, 2023). Emily Dickinson, one of the great poets up to this time, states that poetry is something that makes your whole body so cold that no fire can ever warm you, if it causes you to physically feel as though the top of your skull has been removed. Emily Dickinson lived a largely contemplative and solitary existence and was known for her unconventional writing style (Hoagland, 2020). The distinctive stylistic

developments in Dickinson's writing stand out together with her unique depiction of the universal subjects of love, suffering, human consciousness, mortality, and God (Trudeau, 2018). The extent to which her personal experiences inspired her poetry has been a subject of debate due to her solitude. With this in mind, the study chooses the poems "My Life had stood - a Loaded Gun," "It was not Death, for I stood up," and "They shut me up in Prose -." The first poem, "My Life had stood - a Loaded Gun" is one of Dickinson's most challenging and iconic poems because of the author's extensive use of metaphorical clues (LitCharts, n.d.). It explores the power of a woman who is controlled by a Master in a society where men predominate (Baldwin, 2020). While "It was not Death, for I stood up" is a powerful description of the gripping and paralyzing sensation of being overwhelmed, a devastating feeling (Tearle, 2017). "They shut me up in Prose -" on the other hand, is about resisting the notion that a woman can be restricted from exercising her poetic creativity (Spacey, 2023). While there are previous studies that delves into how Emily Dickinson views and interprets death, gender, and feminism (e.g., "A Thematic Study of Death in Emily Dickinson's Selected Poem" by Isra Hasan Jassim), the absence of a study about the author's presence in her selected works propel the researchers to investigate further. This study assumes that Emily Dickinson's selected poems reveal the author's presence. This assumption is supported by Samuel Johnson's Biographical Theory, Richard Simon's Historical Theory, Virginia Woolf's Feminist Theory, William Wordsworth's Expressive Theory, and Sigmund Freud's Psychoanalytic Theory.

In Samuel Johnson's Biographical Theory, a writer's biography is examined to show how his/her life and literary work are related. Therefore, biographical theorists believe that one must look at the author's life in order to completely understand the work of literature (Long, n.d.). This form of literary criticism is often associated with Richard Simon's Historical Theory in which the text is analyzed based on the historical and social setting of the period the work was written, as well as details about the author's biography (Encyclopædia Britannica, 2014). Accordingly, applying feminist theory to an analysis of Emily Dickinson's poems enables a more thorough investigation of the gender dynamics, social mores, and female

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views expressed in her writing. Virginia Woolf's Feminist Literary Theory traces how power dynamics in society are reflected, reinforced, or questioned by literary texts and expression, starting with the premise that societal structures are patriarchal—organized to favor men (Mambrol, 2022). Furthermore, William Wordsworth's Expressive Theory describes that a literary work is the overflow, expression, or projection of the author's thoughts and feelings; in other words, the work itself alters and develops the author's ideas, feelings, and images (Abrams, 1971). Another critical approach influenced by Sigmund Freud's work on the unconscious and human behavior is used in this study. Freud believed that the existence of three competing impulses in the psyche—the ego, id, and superego—and the conflict inherent in child-parent relations structured human responses to the world. Factors like early father influence, the poet's seclusion, self-observation, and ambiguous sexuality in Dickinson's poems warrant psychoanalytic interpretation (Tanner, p. 6). Thus, the study investigates the author's presence in Emily Dickinson's selected poems: "My Life had stood - a Loaded Gun," "It was not Death, for I stood up," and "They shut me up in Prose" – by delving into the first-hand experience, symbolisms, and social milieu.

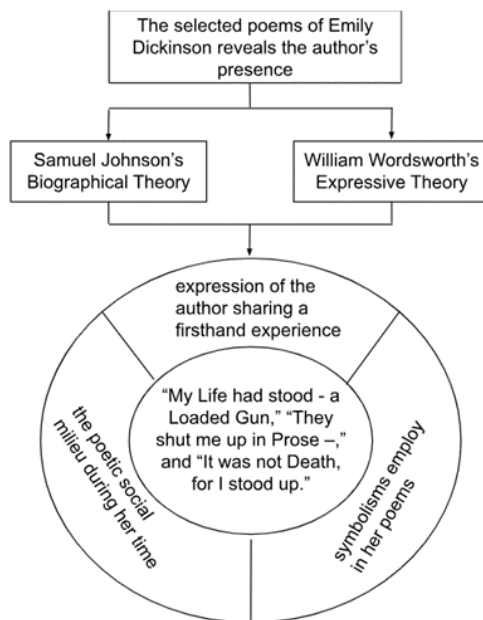


Fig. 1. Schematic presentation of the theoretical and conceptual framework of the study

2. Literature Review

People often draw inspiration from their own experiences. One can introduce their work with sincerity and depth by sharing a glimpse into their own lives. One can establish a connection with their emotions and go via personal experiences. Their ability to connect with their readers—who find solace and inspiration in these verses—is further enhanced by their personal experiences. Poetry based on personal experience is a potent medium for connection, self-expression, and personal development (Atieno, 2023). Symbolism, on the other hand, is the representation of concepts or meanings through symbols.

They are endowed with certain characteristics that are frequently only understood in context (Baldwin, 2020). Daisie Team (2023) also states that symbolism is the secret component that gives a story depth and increases its appeal and impact. It can transform a straightforward tale into an in-depth investigation of life, society, and human nature. It's a subtle approach for authors to convey intricate concepts without explicitly stating them. Meanwhile, in an article written by Keith Jacobs and Jeff Malpas (2022), the "social milieu" is defined as the social setting of a person that is directly open to his personal experience. It is the magical framework that gives a story life and creates a rich outlook and context that enhances the reading experience. The setting enables readers to enter a realistic world that exists outside the confines of the written word and engages their senses and emotions along the journey through the skillful description of time, place, and social milieu (Ezra, 2023).

Emily Dickinson's enigmatic nature of writing makes her stand out among other authors. Unlike any other literary writers of her time, Dickinson's poetry is a form of her personal expression rather than just storytelling. Not only does she have a profound poetic style, but her lyrics also have an enigmatic profundity that makes her literary contribution revolutionary. The relevance of Dickinson's poetry on subsequent generations of writers and readers makes the study of her presence in her poems significant.

3. Methodology

This section discusses the methods and procedures used to address the problems and subproblems under study through literary investigation.

A. Research Design

This study employs a qualitative method, specifically discourse analysis, to understand ideas, opinions, and experiences through non-numerical data (Bhandari, 2020). Discourse analysis helps determine the true meanings and messages of language in various contexts, shaping social interactions and cultural norms (Hassan, 2023).

B. Sources of Data

The primary source of data is taken from The Complete Poems of Emily Dickinson edited by Thomas H. Johnson. Copyrighted 1960 and published by Little, Brown and Company in 53 State St. Boston Massachusetts, U.S. 02109. Contains 770 pages and soft-bound. The poems are taken from pages 248-249, 302, and 369-370. The secondary sources of data are taken from electronic sources, published theses, and dissertations.

C. Data-gathering Procedure

The study follows four phases: Phase 1. First-hand Experience, Phase 2. Symbolisms, Phase 3. Social Milieu, and Phase 4. Creative Write Back.

Phase 1 uses a table which focuses on first-hand experience, examined through Samuel Johnson's Biographical Theory, Richard Simon's Historical Theory, Virginia Woolf's Feminist

Theory, William Wordsworth’s Expressive Theory, and Sigmund Freud’s Psychoanalytic Theory. It presents the author’s presence by analyzing significant lines from the poem.

Phase 2 utilizes a table to analyze the symbolisms using Samuel Johnson’s Biographical Theory, Richard Simon’s Historical Theory, and Virginia Woolf’s Feminist Theory. It examines the author's presence through the symbolisms employ by the author.

Phase 3 shows a table which examines the social milieu using Richard Simon’s Historical Theory and Virginia Woolf’s Feminist Theory. It scrutinizes the lines from the poem to reveal the author's presence.

Phase 4 showcases the creative write back of the researchers in response to the analyzed poems of Emily Dickinson which exhibits the same writing style and theme.

Furthermore, this study is approved by the CNUIRB panel for ethical considerations, confidentiality, risks, benefits, and notification in case of research inquiry.

4. Results and Discussion

This chapter provides an extensive analysis and discussion on the findings of the study. The discourse examines the implications of the findings, thereby making connections to existing literature and offering insightful analysis on theory, practice, and future research in the field.

A. First-hand Experience Analysis

The analysis of Emily Dickinson's poems and her biography at the time of writing highlights the influence of personal experiences on her work. According to William Wordsworth’s Expressive theory, a literary work is the author’s overflowing thoughts and feelings that are expressed and projected. Dickinson used the selected poems to express her first-hand experience.

The poem “My Life Had Stood - a Loaded Gun” expresses the author's anger at 19th-century social conventions, questioning women's submissive positions and expressing a desire for independence and self-determination. In line 1, Dickinson’s poem has been interpreted in the Christian and Feminist way, creating a spiritual haven, challenging gender stereotypes and expressing her devotion and self-pursuit (Kue, 2020). Emily wrote in a patriarchal society with the goal of becoming an awakened poet, addressing women's longing for freedom and independence (Zou, 2023). In a feminist context, the line emphasizes the unrealized potential of women, reevaluating the constraints and expectations of 19th-century society (Yao, 2018). On the other hand, through a Christian perspective, she declared herself an outsider from Christianity at sixteen, facing a religious crisis (Habegger, 2023). Line 9 shows Dickinson’s first-hand experience over her freedom of expression. She depicts the natural world as a more divine proof than religious texts and establishments, which were frequently delicate and brief (Khan, 2016). Dickinson's private life, which started in her late teens, provides insight into her creative output. Love, respect, and a peaceful alternative are portrayed in her poems, Valentines and Two More Poems from the First Half of the 1850s. Until her mid-20s, she wrote primarily in letters, many of which are still extant. Her letters to her brother Austin or other acquaintances are full of humor, anecdotes, inventiveness, and serious reflection. The "smile" suggests a sense of pride or satisfaction. While the term "cordial" character suggests a sincere emotional reaction to the speaker's achievement. Means that the speaker is finding freedom and happiness in her artistic endeavors. Emily Dickinson, a satirical writer, wrote an average of 35 poems annually over 15 years, primarily for social life (Habegger, 2023). Her poetry was shared by family and friend some of whom helped publish some of them.

Looking at the first line of the second poem, "It was not Death, for I stood up," one can sense the author's emotional turmoil as she describes a terrible feeling that she never directly names. The purposeful lack of a name for this profound emotion highlights how enigmatic and strange the speaker's inner experience is. As the poem goes on, Emily grapples with this nameless experience, the reader comes to understand that she is describing some sort of profound hopelessness and despair (LitCharts, n.d.). Emily was extremely a sensitive person she was constantly traumatized by the death of close relatives or friends and at times hoped that she could die as well. In the thirteenth line of the poem, the author expresses suffocation. The speakers in her poems are mostly in a state of want which reflects Dickinson’s loneliness. The poet's social seclusion that followed calls for a psychoanalytic analysis in which we examine the circumstances that led to her total disengagement from the outside world (Tanner, 1987). In her hometown, Amherst, Massachusetts, Emily Dickinson led a reclusive life at the time she wrote "It was not Death for I stood up." John Cody's psychobiography of Emily Dickinson titled “After Great Pain”, states that the poet felt she was too sick to go back to school in response to a strong undercurrent of grief from her father. First, she stopped going on dates, going to social events,

Table 1
First-hand experience analysis

Poem Title	Lines	First-hand Experience	Author's Presence
My Life had stood - a Loaded Gun	1	Speaker's power	Rebellion against social conventions
	9	Speaker expresses freedom	Pursued writing
It was not Death, for I stood up	1	Speaker's emotional turmoil	Grievance over family and peers' death
	13	Speaker expresses suffocation	Social seclusion
They shut me up in Prose –	1	Speaker feels confined by social conventions	Restricted to write poetry
	2	Speaker's limitations	Restrained from creative expression
	4	Speaker's compliance on societal expectations	Forced to adhere to norms
	7	Speaker cannot be confined	Wrote 1800 poems in her lifetime

and staying over at friends' houses. Then she retreated into her father's house—the garden by her residence. In the end, she retreated into her room and often skipped family dinners (Cody, p. 288). Although the poet's isolation served as a safeguard against further interactions with people and helped her avoid experiencing more loss, it also turned into a self-imposed jail where the poet's ability to express herself creatively was dependent on repeatedly recreating her agony of abandonment in poems. The act of reenactment itself appears to have fueled the creative impulse, which in turn led to the protection of the state of solitude as a means of expressing one's needs (p. 29).

In the first line of the last poem "They shut me up in prose –," the author evokes a powerful beginning image that conveys extreme constraints, censorship, punishment, and deprivation (Spacey, 2023). This was examined through Richard Simon's historical theory which considers the author's biography and the historical and social context at the time the work was written. In 1862, Dickinson wrote "They shut me up in Prose—" at Amherst, Massachusetts, a small, conservative, religious New England town. It was expected of women in this period to be quiet, still, and well-behaved. It would be expected of women to get married and start families, not pursue poetry (LitChart, n.d.). Dickinson, who was born in a society that was strictly governed by gender norms, was acutely aware of the limits placed on her throughout her life. She longed for a freedom of expression that went beyond the confines of traditional prose, even though she lived alone in the comfort of her own house. Dickinson feels that the term "prose," which categorized her writing, is too restricting. She wrote poems expressing her feelings and thoughts that transcended social conventions throughout the 1850s and 1860s (Habegger, 2023). Following the first line, the author discloses that the speaker is, in fact, a woman which makes it evident that this was a reality in the life of Emily Dickinson. Tearle (2016) claims that Dickinson wasn't just drawing a comparison between gender and writing; rather, she was asserting that female writers face a whole different set of difficulties than their male counterparts. Girls were frequently told they weren't cut out for writing. Dickinson's own early years were undoubtedly uninspiring; her parents were not creative and she must have been restricted from the beginning by her strict religious upbringing. Dickinson, a self-described "revolutionist of the word," set out on a journey of self-discovery that allowed her to live a life of self-imposed exile and free herself from the confines of traditional existence (Kue, 2020). The fourth line of the poem is a compelling expression of the author's forced adherence to the norms of her time. Emily Dickinson's presence is evident in this line because of her imaginative use of the object pronoun "me." The term "still" conveys an expectation for the speaker to remain silent, collected, and obedient, which is in line with the social norm that expects women to exhibit traits of gentleness and submission (Palmer, 2018). The next line from the same poem, talks about the 1800 poignant lyrics of Emily, examining themes such as suffering, loss, joy, love, and nature. Although Dickinson did not receive compliments and fame in her lifetime despite being one of the finest poets, she managed to write 1800 poems but only 10 were published in her lifetime. Despite being

ridiculed for her views, she exulted her freedom and used her gift of language to defy and question the people and ideas of her time (Kue, 2020).

The author's presence in terms of expression of the author's first-hand experience are rebellion against social conventions, pursued writing, grievance over family and peers' death, social seclusion, restricted to write poetry, restrained from creative expression, forced adherence to norms, and wrote 1800 poems in her lifetime.

B. Symbolisms Analysis

Symbolism, according to Baldwin (2020), is the representation of concepts or meanings through symbols. A table is utilized below for the analysis of the symbolisms employed in her poems through the lens of Samuel Johnson's Biographical Theory, Richard Simon's Historical Theory, and Virginia Woolf's Feminist Theory.

In line one of the poem "My Life had stood – a Loaded Gun," Dickinson uses a variety of images, the gun being the most significant. Whatever one believes to be the proper reading of this piece, the "gun" in question will always stand for power. They are inherently dangerous, and in this instance, that danger is meant to represent Emily's life and the power she possesses over her worlds (Baldwin, 2020). Next, line two of the same poem emphasized how men ruled society, the reason for her "inferiority" as a woman. They established an environment in which women were dependent on men for financial support. Men built an economic civilization that benefited mainly men for this very reason, implying that women's only remaining means of securing financial stability was through marriage (Kelly, 2023).

In the poem "It Was Not Death for I Stood Up," Dickinson frequently discussed her deep psychological suffering and sorrow in her writings. The employment of despair as a symbolism in the poem shows how Dickinson was affected by the death of those people who are dear to her heart (Emily Dickinson Museum, n.d.). The third line tackles about author's life in a Calvinist household. The young Emily Dickinson attended religious services with her family at Amherst's First Congregational Church. During Dickinson's time, the religious landscape diversified to include baptists, unitarians, and eventually catholics. The representation of the bell depicts Dickinson's relationship to the church, and to God. Dickinson struggled with her relationship to God, but in the end, she chose to stay true to herself and avoid church membership, not out of disobedience (Emily Dickinson Museum, n.d.). In the 5th line, Dickinson inhabited space in uncommon, unorthodox, even whimsical ways. She chose to be socially isolated for twenty years, by her own choice (Fuss, 1998). George Dillard's *How to Live with Social Distancing*, it highlighted the relevance of the poet as the nation's most well-known recluse, which adds to the fascination of her sparse and mysterious lyrics for many. Her detachment to the public resonates with the symbolism of the cold as it evokes loneliness, separation, and emotional detachment. Furthermore, the 14th line of the poem depicts how Emily Dickinson demonstrates her acute awareness of the social norms that shaped her solitary existence in Amherst,

Massachusetts. By the use of the cage as a symbol, it implies her feeling of confinement and the limitations imposed by external conventions. Dickinson's seclusion, in spite of her surroundings, gave her the privacy needed for introspective contemplation and creative exploration. The cage effectively conveys her sense of imprisonment and the restrictions placed on her by outside norms.

Table 2
Symbolisms analysis

Poem Title	Lines	Symbolisms	Author's Presence
My Life had stood - a Loaded Gun	1	Loaded Gun	Rage and restraint for freedom
	2	Corners	Forced into the conventions of patriarchy
	17	Foe	Male dominated society
It was not Death, for I stood up	1	Despair	Personal losses
	3	Bell	Daily religious observances
	5	Frost	Stayed behind closed doors
	14	Frame	Restrictions as a woman
They shut me up in Prose -	1	Prose	Gardener
	3	Closet	Received books on conduct and manners
	7	Bird	Freedom through poetry
	10	Star	Passiveness of social norms

In the poem “They Shut Me Up in Prose”, the first line shows that as a woman, Dickinson would rarely be free to pursue anything without pushback from her family and society. Emily Dickinson used feminism as a form of mentality to help her experience and comprehend reality and come to terms with the independence of her spirit and personality (Yao, 2022). In another line of the same poem, Dickinson took a moral stance against societal norms in her writings. She utilized her poetry as a means of resistance, defying expectations of gender, religion, and marriage. Her voice is ageless, capturing the essence of resistance and poetry's capacity to express it. Poetry gave her the greatest sense of liberation (Robertson, 2022). They put her in the closet because "they" like the little girl to be "still". They want her to be ordinary, not troublesome. The bird in the poem symbolizes the freedom and the power of the speaker's imagination as shown in line 7. Drawing from Samuel Johnson's Biographical Theory where a writer's biography is examined to show how his/her life and literary work are related, Emily uses an analogy to compare her own confinement to that of a bird in a “Pound”, a kind of fenced enclosure without a roof. The speaker envisions the people around her foolishly attempting to convict the bird of "Treason," or disloyalty to the government. Lastly, in the 10th line, the star in the poem symbolizes distance and perspective (LitCharts, n.d.) Set far up in the sky, it introduces a new point of view into the poem.

Looking down on earth from such a height, all human activity—including those societal norms that confine the speaker—would appear small and even inconsequential. In the poem, the speaker describes escaping her confinement through her imagination. She compares this ability to escape to a bird flying away, and then compares the bird to a star.

Rage and restraint for freedom, forced into the conventions of patriarchy, male dominated society, personal losses, daily religious observances, stay behind closed doors, restrictions as a woman, gardener, received books on conduct and manners, freedom through poetry, and passiveness of social norms are the author's presence in terms of the symbolisms employ in her select poems.

C. Social Milieu Analysis

According to Jacobs and Malpas (2022), social milieu is the social environment of a person that is directly open to their personal experience. Shown below is table 3 for the analysis of the social milieu using Richard Simon's Historical Theory and Virginia Woolf's Feminist Theory.

Table 3
Social milieu analysis

Poem Title	Lines	Social Milieu	Author's Presence
My Life had stood - a Loaded Gun	2	Behind the curtains	Secluded society for women
	8	Environmentally Attuned Community	Lived in a place surrounded by nature
	13	Quiet Corners of the Room	Reclusive lifestyle
It was not Death, for I stood up	14	Quaint home	Constraints
	21	American Civil War	Keen sensitivity to human suffering
	24	Secluded room	Bereavement
They shut me up in Prose -	1 - 2	Patriarchal Society	Restrained by social expectations
	4	Conservative New England	Adherence to traditional roles
	5 - 6	Era of Radical Social Change	Male dominated society

In the poem “My Life had stood - a Loaded Gun,” line 2 presents Dickinson's most well-known characteristic, her domestic lifestyle (Ehmcke, 2019). As seen in the lens of Virginia Woolf's Feminist Theory, it is evident how Dickinson stood up for women during her time as they were surrounded by a patriarchal society. Dickinson broke these social conventions with her unique poetry and writing, speaking out on the women's role and feminist aspects (EduBirdie, 2021). In line 8, it is evident that the natural world played a significant role in shaping Dickinson's poetic voice. Emily Dickinson possessed a profound respect for the natural world. In comparison to religious writings and organizations, she believed that the natural world offered more compelling and straightforward evidence of divine will (Khan, 2016). The poet's environments offered material that was extremely appropriate for her unique perspective and powerful symbols

for her internal conflicts (CliffNotes, 2023). The 13th line of the same poem shows Emily Dickinson's reclusive lifestyle. Emily Dickinson's life is considered as a deliberately secluded one, away from the mainstream of the society. Dickinson addresses the issues of the self's physical location, one's connection to the self, and the interaction between the body, mind, and self on multiple occasions. Emily employs profound emotions to portray her inner world, as seen by her description of the dangers of loneliness she encountered (Lombardi, 2019).

In the 14th line of the poem "It was not Death, for I stood up," it explores the gender dynamics, societal conventions, and female viewpoints that are present in Emily Dickinson's poetry (Mambrol, 2022). Dickinson's poems often spoke of individualism and a rejection of societal norms, a sentiment reflected in her own life choices. Uninterested in the traditional roles expected of a woman in her era, she chose to dedicate herself to her art (Martin, 2012). Another line from the same poem indicates the chaos that was happening during Emily Dickinson's time. The Civil War affected Dickinson in a profound way. The poet used her poetry to explore the horrific effects of war (Murphy, 2006). Dickinson not only feels the loss of her acquaintances, but also recognizes the human suffering and tragedy that is being experienced by the entire nation (Marcellin, 2003). In line 24, Emily Dickinson's thoughts of bereavements began to appear. Dickinson's writing declined to about 35 poems a year as she dealt with loss and her caretaking responsibilities. Emily experienced a lot of tragedy in her early years, and these tragedies may be the reason she decided to live in seclusion (Mendelson, 2022).

Another poem entitled "They shut me up in prose –," lines 1 and 2 alludes to the patriarchal system of the nineteenth century when women's literature were restricted and women were urged to write with restraint and to avoid expressing anger, sexual desires, or ambition (1). The speaker, identifying herself as a "girl," is "shut up," which has two meanings: it could allude to the common expectations placed on women in her small town, which include subservience, domesticity, and humility, or it could allude to the denial of her intellect (WhiteHeat, n.d.). In line 4, Miller (2020) states that the cult of domesticity in 19th-century New England permeated white upper- and middle-class society. Dickinson, to some extent, exemplified the virtues of so-called "true womanhood," devoting herself to the activities of baking, gardening, letter writing, and piano playing. However, the poet concurrently rebelled against the domesticity cult in a significant way: she declined to be married (p. 1). Her independence refused to be ceded to any man; instead, she was driven by her own intellectual goals (p. 2). The 5th and 6th line of the same poem shed light on Emily Dickinson's private and reflective thoughts within the context of her writing. Dickinson's poetry usually expressed her inner conflicts and aspirations since she lived in a time when social constraints, especially those related to women, restricted artistic expression (Spacey, 2023). From the standpoint of her historical context and life experiences, Emily Dickinson may not have studied feminism's theories, but she did live in a time of profound social change during which women's rights attracted the attention of the general public (Zuo, 2023).

In social milieu, the author's presence are secluded society for women, lived in a place surrounded by nature, reclusive lifestyle, constraints, keen sensitivity to human suffering, bereavement, restrained by social expectations, adherence to traditional roles, and male dominated society.

D. Creative Write Back

The poems below are written as creative write backs in relation to Emily Dickinson's selected poems that reveal the author's presence. These poems were made as dedications to Emily, for her bravery and creative mind. Although not accepted in a society that often discourage artistic expression, Emily's work remained influential to this day, inspiring generations of readers and writers alike.

Immortality of the Soul
by Shammah Grace S. Silva

Immortality of the Soul –
that Lingers in the Wind –
passing Unbeknownst to me – yet –
Eternal in its whole –

Transcend – oh my Soul this trifling
Reality! Brought forth –
to mourn this Damning Tragedy –
to Everlasting peace –

Untethered – by the Worldly goods –
Unbothered – evermore
Death is but death, and if I live –
a Life I'd ne'er regret –

In the Fields of Green
by Mikely Mondoñedo

In the fields of green –
The gentle breeze –
The wind – the hills –
The green green grass –

No one knows me –
Other than nature –
By nature's grace –
Embraced my solitude –

Silence thriving –
I hear the breeze whispers –
Dance like nobody's watching –
In nature's arms, I was able to fly –

Wander – by the green
Quietly –
Peacefully –
Nature is home – indeed it is –

In quiet spaces
by Unaizah Marie Magdalera

In quiet spaces,
They believed we remained imprisoned –
but thoughts like birds,
breaking freely like hurricanes –

Spirit fully alive
nobody is able to stops –
Take aim high,
Like birds do –

We breaks chains
Dreams- shining like stars
Elude the restraints –
that aim to confine.

5. Conclusion

Based on the findings, the paper concludes that the selected poems "My Life had stood - a Loaded Gun," "It was not Death, for I stood up," and "They shut me up in Prose" of Emily Dickinson reveal the author's presence.

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