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## The Grizzly, September 28, 2017

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Johnny Myers

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*See next page for additional authors*

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**Authors**

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Photo courtesy of Robert Varney

Poet Marilyn Chin performs a reading of her work in Bomberger Auditorium.

## Chin brings “sexy bad girl Haikus,” Asian American blues poems and elegies to Ursinus reading

*Award winning poet Marilyn Chin speaks on truth and identity*

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Seventy plus students and faculty gathered together in the wooden church pews of the Bomberger Auditorium last Thursday, Sept. 22 to hear prolific writer and translator Marilyn Chin. A feminist and Asian American poet, Chin has won numerous awards for her work. Her most recent volume of poetry, “Hard Love Province,” won the Anisfield-Wolf Book Award, an award that honors written works that have made significant contributions to the understanding of racism and diversity. An animated reader, Chin captivated her congregation with a mix of free verse, blues, elegies and “sexy bad girl haikus.”

Chin was born in Hong Kong and immigrated to Portland, Oregon with her family at seven years old. She studied Chinese language and literature as an undergrad at the University of Massachusetts, Amherst.

She later received an MFA from the University of Iowa and served as a professor in the San Diego State University MFA program in Creative Writing for twenty-three years. Chin first began writing poetry in high school, encouraged by a love for Sylvia Plath.

However, Chin’s relationship with poetry began much earlier. Said Chin, “My grandmother used to sing, used to chant Chinese poetry. She used to carry me on her back and sing Chinese poetry. She was illiterate but she . . . had a great memory and she memorized hundreds of poems and classical sayings, so I heard Chinese poetry when I was very young. So, that’s how it got started.”

Chin’s writings are often biographical and span many different genres and themes. Chin began her reading with an immigrant anthem, “How I Got That Name.” She then transitioned to a plaintive dirge for a deceased lover, “Formosa Elegy,” got some laughs with

the innuendo filled “Twenty-Five Haiku,” and even touched on the political with “Black President.”

“I always begin with the self, and the poem . . . opens up to a larger vision. They open up to larger issues or political issues or spiritual issues and those grand old themes of love and death and history,” said Chin of her writing.

Chin’s identity as a feminist and an Asian-American woman plays an important role in her work. Said Chin, “I celebrate my brownness, I celebrate my Chinese-ness, I celebrate all of it.”

She elaborated, “I think it’s very important that I write about issues and ideas with a feminist and women of color point of view . . . I write all kinds of poems, but I think it’s important that we write about the world that we live in, that

See **Chin** on pg. 2

## Constitution Day sparks student discussions of free speech

*Professors held an open discussion on the First Amendment in honor of the holiday*

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Last week, the Ursinus History and Politics departments held a public discussion moderated by Dr. Gerald Fitzpatrick and Dr. Lori Daggar about the nature of free speech called “The Constitution under Pressure: Debating and Defining Free Speech in the 21st Century.” This panel occurs annually on Constitution Day at Ursinus.

This year, the focus of the discussion was on free speech, specifically its relation to hate speech. Fitzpatrick, whose specialization is in the Constitution and the Supreme Court, opened the conversation by explaining that the goal of the discussion was to answer questions, such as: Why do we have the First Amendment? Are there limits to freedom of expression? What is the role college campuses in the debate over free speech?

He asked at the start of the panel, “What should we do as a college campus?”

Students thoughtfully deliberated over the Constitution’s shortcomings and the nature of free speech. Students at the panel voiced a number of varying opinions.

Junior Ben Klybor said, “The minute you start saying that some ideas can’t be discussed in public is the minute that [those ideas are] driven underground. Ideas should be discussed in the open.”

Junior Sarah DeFelice disagreed, saying, “Ideas that actively endanger other people’s rights shouldn’t be permitted. Hate speech isn’t free speech.”

Said Junior William Wehrs, “I think part of the problem counteracting hate speech is, how do we know the counteraction will be listened to? The issue is, how do we actually make our condemnation resonate with those whom those ideas appeal to?”

It wasn’t long after Wehrs’ comment that the conversation steered towards white supremacist groups.

“They’ve recruited at colleges across the country. It’s a very timely issue,” noted Fitzpatrick.

After the event, Dr. Daggar noted that debates over the nature of free speech can leave certain people vulnerable. She said, “I think that that pushback [against white supremacy as free speech] was a good thing because, for one thing, the pushback forced us--forces us--to discuss these issues (not only free speech but the ongoing existence of white supremacist ideas) as a nation and as a community. . . . A key problem with this line of thinking is, however, that such debate can leave some vulnerable to being targets of hateful speech in the meantime, and that is something which we all need to think very carefully about.”

See **Speech** on pg. 3



Photo courtesy of Madison Bradley

Madison Bradley saw Dunrobin Castle in Sutherland, Scotland during their study abroad experience.

# Next year's study abroad application opens next week on October 3rd

*Four seniors share their experiences with study abroad in advance of the 2018-2019 application opening.*

**Haley Zorger**  
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Study abroad is what you make of it. It's individualized and tailored to students' interests and academic, personal or career goals. It also gives students the chance to immerse themselves in a culture, to explore new cities and universities, enjoy classes, and make lasting friendships. Four seniors who travelled abroad last year discuss the realities they faced in leaving the U.S. and how they made the most of their experiences.

Madison Bradley described the difference between expected challenges and the unexpected difficulties they faced during their semester at the University of

Glasgow. They expected emotional struggles such as homesickness to be the biggest challenge. What wasn't as expected was the financial difficulties. They said, "[I was not prepared for] financially getting funds for the plane ticket and other unexpected fees."

They continued saying that, "It was challenging to see friends and roommates getting to travel every weekend [and that led to] a sense of alienation by [social] class." They said that these topics are covered inside the pre-departure classroom, but not in enough depth.

When asked about the advantages of being abroad and how they made the most of their experience, Bradley said, "I stayed in my city. There were some good

aspects to that. I got to explore the city, to understand the locals more."

Solana Warner, who spent their 2017 spring semester in Japan, also enjoyed getting to know the people who lived and studied with them. Warner said, "I think it was a really unique experience because it was an international university, so like half the students were Japanese and a significant portion were international students, so I got to meet people from all over . . . [and] I made a lot of really good Japanese friends who may not have like been open to befriending foreigners if they hadn't had the mentality to go to

See **Abroad** on pg. 3

**Chin** continued from pg. 1

we write about what upsets us in the world and what we love and what we need to be agents of change, agents of hope."

Creative writing professor and poet, Anna-Maria Hong, organized Chin's reading. Hong was first introduced to Chin's work in an Asian-American literature class at Yale. Hong immediately became a fan. Said Hong, "[Chin was] somebody actually speaking to my experience which at the time was really unusual."

Hong later met Chin in person during the Race & Creative Writing Conference at the University of Montana. Hong recognized Chin in a local café and introduced herself. Hong then got to hear Chin read at the conference and was amazed by her dynamism and spirit.

Hong was excited to bring Chin here to Ursinus' campus. Said Hong, "I knew students, faculty, and people in the community would enjoy hearing her read and talk about her writing. She's paved the way for other writers of Asian descent and other female and feminist poets and writers. Her work and person are fearless in terms of contending with difficult issues: racism and misogyny and the intersections of those phenomena among many other things . . . I think our students will find much to admire and emulate in Marilyn Chin's poems and hearing her speak."

Senior Madison Bradley was one such student who gained a sense of admiration for Chin at the reading. Said Bradley, "I was really in awe [of Chin's] haikus, and especially the erotic and provocative ones . . . She mentioned how you can't escape your truth, heritage, and your iden-

tity. I felt like her poems spoke to that message of deep truth and acceptance of one's self."

Chin spoke of the importance of truth in her work during the Q&A segment of the reading.

"You can't escape the truth, that's the thing . . . the muse will set you straight if you're trying to hide or trying to deny your heritage . . . I try to be funny, but then the sadness comes through, the heartbreak comes through, you can't hide from the truth and your identity . . . in art we have to be fearless," she said.

And along with that fearlessness, Chin would encourage students to be bold in their roles as growing poets and writers. "Go for it, do everything . . . don't be shy, you have one life to live, [so] write your heart out."

## WRITERS WANTED

Lend your voice to The Grizzly

Join us for our weekly news meeting

Mondays,  
6 p.m.  
Ritter 141

## THE GRIZZLY

VOLUME 42 ISSUE 4

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**Speech** continued from pg. 1

Daggar believes the answers to these questions can be found through ongoing public dialogue. She said, “we need to continue to ensure that we continue public dialogue, and it is why we need to listen to and hear as many diverse viewpoints, perspectives, and experiences as we can gather...just as we did on Wednesday.”

In addition to the free speech debate, the Young Americans for Liberty club hosted a Constitution Day free speech wall to foster discussion on the first amendment. The free speech wall sat outside Upper Wismer and students have the freedom to write whatever they want on the board.

Senior, Hannah Engber, the president of the campus chapter of Young Americans for Liberty, discussed the importance of celebrating Constitution day and described what the holiday means for her. Engber said, “The Constitution represents the essence of America, and the fight

it took to take our nation for ourselves. We celebrate Constitution Day as the true beginning of the American experiment.”

Engber also discussed the importance of events like the discussion and the free speech wall in educating students about their rights. She said, “The Constitution is the basis for all of the freedoms we have as Americans. Many people today don’t know the amendments or the Bill of Rights. We must protect [them] or else we lose sight of where we came from and we risk giving our basic civil liberties to the government.”

Many students choose to participate in both the wall and in the free speech debate. For Dr. Daggar, student participation in debates is a great way to honor the fundamentals of The Constitution. She said, “I would like to see more conversations like the one that took place on Wednesday during the Constitution Day discussion--conversation, disagreement, and debate was, after all, what built the U.S. Constitution.”

**Abroad** continued from pg. 2

an international school.”

Melissa Hardin, the Assistant Dean for International Studies, described how living in another country and meeting people of different cultures benefits students. Hardin said, “Students overwhelmingly cite an increased sense of confidence and independence as the greatest gain from their experience abroad . . . They relate stories about their ability to put their personal experiences and beliefs into a much larger context and to appreciate and work better with others, especially those who come from backgrounds different than their own . . . they say they feel more ready for life after graduation.”

Study abroad can also give students an opportunity to try out activities they had not participated in at Ursinus. During his semester in Hong Kong, Brandon Carey began playing rugby. He described a memorable experience from his time on the team saying, “The last tournament we had, we did not win our first game, but we

won our second game . . . That was very close [and] super fun.”

Romina Kalameijer spent her fall semester in Chile. A big challenge she had to overcome was the issue of culture shock. She described culture shock as something students cannot understand until they are immersed in a new culture.

Kalameijer said, “You can’t teach culture shock, but you have to adapt to these changes.”

To make the most of her experience Kalameijer had to overcome this obstacle. When asked specifically how she challenged her fears, she said, “Being adventurous, taking every day as it comes, not planning, just trying to spontaneously do things.”

Warner described how an unexpected experience ended up making their time in Japan really memorable. They said, “There’s this break called Golden Week in Japan, it’s like a week-long vacation in May, and I was looking for someone to go somewhere with and I ended up talking to this girl, Luna, who I had vaguely talked to before, and she was like, ‘Oh, I’m

going home to Okinawa,’ and I was like, ‘Oh, that must be cool,’ and she was like ‘Yeah, come home to Okinawa with me,’ and I was like ‘Okay!’ and scheduled my plane ticket that day and I went to Okinawa with her. And that was really cool because we became like really, really good friends.”

Carey agreed that being open to unexpected opportunities and not fearing culture shock were keys to successful study abroad experiences. He said, “Keep a very open mind. Things will go the way you want them to; [however], they will also fall apart at times . . . I think especially for Americans, the world is way, way bigger than you think it is.”

The advising and application process for all 2018-2019 study abroad experiences will begin on October third. Students interested in learning more can check out the study abroad page on the college website: <https://www.ursinus.edu/offices/international-programs/study-abroad/apply/ew-start/>

# Armstrong Lecture brings Columbia University historian Dr. Joshua Batts to Berman Museum

*Batts will speak on Japanese-Spanish relations during the time of the Spanish empire*

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Historian Dr. Joshua Batts of Columbia University will be delivering the annual Armstrong Lecture in History this Thursday from 5 to 6 p.m. in the Berman Museum. Batts will be speaking on the trade relations between Japan and Spain during the early modern period.

The Armstrong Lectures, which began in 2005, are given in honor of Dr. Maurice Whitman Armstrong, who taught History at Ursinus from 1945 until his death in 1967. The funds for the lecture were donated by alumnus Roy Hamilton ‘67. Chair of the History Department Dr. Susanna Throop described the philosophy behind the lectures.

Throop said, “The goal really, is to bring outside historians to campus because I think sometimes there can be an idea that history is sort of this dead thing . . . That you go to history class and you study names and

dates and it’s all done and it’s all set and the role of the historian is simply to study what has already been established. In fact, history is entirely the opposite. It’s dynamic: It’s always in a state of being recreated and re-envisioned and studied in news. The goal of the lecture series is to bring historians, especially younger historians who are doing this kind of work, to campus.”

Assistant Professor of History Dr. Glenda Chao, a colleague of Batts’, proposed that they bring in Batts for this year’s lecture because she felt his work fit these criteria perfectly.

Chao said, “One of the things we want to try to promote and focus on this year is talking about the premodern world and talking about things like empires and transnational connections and interdisciplinary studies and sort of multicultural new ways of looking at the ancient world that some people who might think of history as somewhat

boring, might not think of and might get interested in . . . I thought Dr. Batts’ work . . . fit the criteria really well. I also knew he was an excellent speaker and has a very keen ability to make history sound interesting to a wide audience.”

Batts’ talk, titled “Partitioning the Pacific: Rethinking Japan & Spain’s Oceanic Ambitions, 1600-1625,” will focus on Japanese-Spanish relations during the time of the Spanish Empire.

Chao described the topic a bit further. “He looks at a very interesting ten year period in which, as he says in his dissertation, Japan had the potential to enter in on the maritime age of exploration, but that didn’t end up happening. He’s sort of exploring the ways in which that process happened . . . why Japan didn’t end up entering into it [and] also what this particular moment in history tells us about the operations of early modern empires.”

Chao is excited to see how students respond to Batts’ talk. She said, “I’m excited to see how students respond to a story about global history from a perspective that they might not be used to. I am also interested in seeing students react to what I know to be a historian who might not fit the traditional mold of history and to actually hear history be told in a way that is an exciting story . . . [Batts] is the type of historian who thinks of himself first as a storyteller, rather than a sort of analytical . . . constructor of critical narratives. He wants to take . . . documents and evidence about the past and weave them into stories that will interest people. That will make people want to read it, [but] that will also still educate.”

Both Chao and Throop encouraged students from all disciplines to attend the talk.

Throop said, “Come because Dr. Batts is an interesting and dynamic speaker. Come to either

learn or have reinforced the fact that history is a dynamic and continually evolving discipline with implications for the way in which we engage in our own world. Come to learn things you didn’t know before.”

Chao added, “If you’re interested in, at all, what East Asia is about and the history of East Asia and trying to look at East Asia in a way that goes beyond stereotypes, these types of lectures are where to go. If you want to think about the premodern world from a perspective that you’re not used to you should definitely come and attend this lecture, and if you have any interest at all in maritime history—the history of ships, boats and imperial warfare—you should definitely come attend this lecture as well. It gives you a really great perspective on I guess what would be the third Ursinus question, which is ‘How do we understand the world?’ It’s very much related to that question.”

# Home is where the bear is

*John S. Bera is excited to be back at his alma mater as the new director of campus safety*

Emily Jolly  
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There's no place like home for John S. Bera, who has returned to his alma mater as the new director of campus safety at Ursinus College.

Bera graduated from Ursinus in 2006 with a degree in political science and a minor in international relations. During his time at Ursinus, Bera worked as a Resident Advisor, a campus safety dispatcher, and a member of SERVE, which is now UC EMS. He also volunteered at the Collegeville Fire Company, and was involved in the pre-legal society. Little did Bera know that these experiences would one day prepare him for his new position.

Said Bera of his time at Ursinus, "You don't really value or understand the value of your education right when you get out. It takes a couple years and then you really realize how it broadens your horizons, how incredible your experiences are here."

After graduating, Bera continued his work as a fireman in the District of Columbia for a couple of years, during which time he married his wife, an Ursinus graduate from the class of 2005. As a fireman Bera received few health benefits and since he and his wife wanted children, Bera decided to take a job with the Haverford Township paramedic department. There he worked in emergency management and planning. After the birth of his first child, Bera became a stay-at-home dad for several years. During this time, he worked as a part-time fireman, got his master's in emergency management, and started his own consulting business.

"And then I saw this job come up, so I put in for it to see if I could try to come home," said Bera.

Sophy Gamber, the senior associate in the Campus Safety Office and a long-time dispatcher, acted as a student representative on the selection committee

for the new director of campus safety.

According to Gamber, "The search committee chose to bring John on the team because he demonstrated a true dedication to cultivating and caring for the Ursinus family . . . The search committee was also really invested in hiring someone with a demonstrated commitment to diversity, inclusion, and equality. The Campus Safety Office knows that students need someone who is truly dedicated to these core values . . . Right off the bat, John spoke to these values and offered concrete ideas for promoting initiatives promoting inclusion and equality from within the Campus Safety Office."

Bera is excited to have opportunities to make a difference behind the scenes, from sitting on the Safety Committee to working with the Homecoming Committee.

Said Bera, "My wife and I are Disney people, so I guess you could say behind the magic . . . I just want to interact and impart a little knowledge, and hopefully experience some really great people."

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**"He demonstrated a true dedication to cultivating and caring for the Ursinus family."**

— Sophy Gamber  
Senior Associate in the Campus  
Safety Office

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Despite his enthusiasm for the new job, Bera admits there is a bit of an adjustment period.

"It's been an interesting transition, and it's a welcome transition . . . but the biggest hurdle . . . I went from being a fireman to being a stay-at-home dad to running my own business and being solo to coming and having a staff and being in an office every day. You know, it was just a transition from my children also, because I have two children; it was a big change to go from seeing them every day and spending the day with them," said Bera.

Amanda Otto, a senior at Ursinus who works as a campus



Photo courtesy of Sydney Cope

Students are encouraged to visit new campus safety director, John S. Bera, in his office in the Campus Safety Office.

safety dispatcher and was also a part of the selection process, said, "I think he's doing pretty well for being thrown into it. His position has a ton of responsibilities and he's handling them well. And when situations come up I think he's very professional in his crisis management."

"I truly admire the way John approaches the challenge of learning the ropes. He approaches this transition with a lot of goofy good humor and so much energy," said Gamber, who greatly admires his killer dad jokes and puns.

Bera appreciates the learning curve his own history at Ursinus has given him while adjusting to the new position. Said Bera, he has the advantage "of knowing exactly where Thomas Hall [is], or knowing where Reimert [is] or 201 9th Ave."

Despite the fact that his years as a student has given him an advantage over other new employees, Bera is currently still taking an "observe-and-report" approach to the job.

"I want to see how things are going as far as how the semester works and how the officer scheduling is working, and how everybody is interacting with the students, and get positive, hopefully positive, feedback from the students, so I can begin to make some modifications, if there's things that need to be changed," said Bera.

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**"We're here not only for the physical safety of the campus, but their emotional safety as well."**

— John S. Bera  
Director of Campus Safety

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According to Bera, his number one priority is "to make sure the student body understands that we're here not only for the physical safety of the campus but their emotional safety as well."

Bera is very focused on the idea of an open-door policy, and wants to "encourage everybody to sit down and chat with the safety officers when they see them."

"If you need to chat, if you have a concern, I want you to bring it to me. If you don't want to bring it to me in person, send an email. If you ask me to keep it confident[ial] and you have a concern, I can do my best to address it," said Bera.

According to Otto, this goal is on its way to being met. "I think my fave[orite] aspect of him is that he's open to having conversations with students regarding problems—we feel more like actual adults than reprimanded children . . . He's listening to the dispatchers and the officers and trying to accommodate our needs or suggestions."

Said Bera, "I want to ensure that everybody feels safe when they're sitting in class, when they're traveling to and from class, when they're sitting and living in their dorms, because that's your house, and I want to make sure that [students] overall feel as though they're physically and emotionally safe here on our sixteen-acre home."

# A new species comes to Ursinus

*The Grizzly staff conducts a Q&A with a new species of student at Ursinus: the Ursinusaur*

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*The Cretaceous-Tertiary extinction event has yet to come to Ursinus College, home to its very own dinosaur. Ursinus' local dinosaur is a T-Rex known as the Ursinusaur. The Ursinusaur continues to roam the halls and football fields of Ursinus long after many of its fellow Jurassic relatives have died out. A popular figure on campus, The Grizzly staff recently had the chance to interview Ursinus' resident reptile.*

**What inspired you to become the Ursinusaur?**

Well, I originally wanted to buy a bear costume to mess with the mascot but found they are really expensive. I then found that dinosaur costumes on Amazon are not that expensive, so I bought one and then decided to make an Instagram for it.

**Do you have any sidekicks?**

I did, but they are all extinct now.

**How have people reacted to your presence at events?**

They laugh, take pictures, and come up asking for pictures with me. So, all and all, I think they have enjoyed my presence.

**What do you do when you go out in costume? How often do you plan to make appearances?**

I usually go out to whatever events are going on that have the most people, and I try to come out on the weekends.

**What are your future plans?**

To continue to grow the [Instagram] account and to head to Reimert this weekend to meet

some new people.

**What is your major/minor?**  
History and archaeology.

**How do you hope your services will contribute to the Ursinus community?**

I just hope to make people laugh and [lessen] any stress people may have. [I] just [want] to have a good time too, honestly.

**What do you enjoy most about Ursinus? What criticisms do you have?**

I enjoy the people. I feel that Ursinus should have more dinosaur-friendly sports. It's hard to play the many sports the school provides with my short arms.

**What is your favorite part about being the Ursinusaur?**

Honestly, just making people smile [and] laugh and just getting well-known.

**What's the worst thing about being the Ursinusaur?**

The costume gets really hot. So, I can only stay in the costume for a max of about 30 minutes. That's probably the worst part, [though].

**Why do you want to remain anonymous?**

I think the concept that no one knows who I am makes it more fun when people see me.

**How do you think that dinosaurs benefit from a liberal arts education?**

Dinosaurs like to be revered as well-rounded individuals. Also, dinosaurs [want] to know how to survive the next meteor strike.

**How would you, as the Ursinusaur, answer the four CIE questions: What should**

**matter to me? How should we live together? How can we understand the world? What will I do?**

Well, what matters to me is how my presence affects people, hopefully it's in a positive way. And I feel we should live together as [peacefully] as possible. As for how to understand the world, I say look towards the past and try to engage in other cultures. And I will just keep continuing what I have been doing so far, trying to bring amusement to people.

**How do you feel about the Ursinus bear mascot? Are they doing a good enough job at representing the school?**

Yeah, I do believe they are doing a good job. I would like to someday have the job of being in the bear costume, but oh well.

**How do you feel about the portrayal of dinosaurs in Hollywood blockbusters such as "Jurassic Park"?**

They portray us as uneducated monsters and I feel that they gave us a really bad reputation. The human race also flatter[s] themselves by thinking that we would enjoy having them as a snack.

**How do you hope to push back against these stereotypes?**

To be a successful dinosaur. I will push back these stereotypes by completing my college education. Oh, and by not snacking on humans.

**Why do you think there is such a stigma surrounding dinosaurs?**

The human race attacks things they are scared of and smaller than. So, it is only natural for

them to create a bad image [of] dinosaurs.

**Do you have any political aspirations?**

I believe in a society governed by dinosaurs. With no political parties. Every dinosaur has its own voice and are all equal.

**What is your motto?**

Big dreams, little arms.

**Do you have any words of wisdom for your fellow students?**

To go study hard and to have fun!

*Students can follow the Ursinusaur on Instagram @the\_ursinusaur.*



Photo courtesy of the Ursinusaur

The Ursinusaur giving a thumbs up in his natural habitat.

## Happening on Campus

Thursday	Friday	Saturday	Sunday	Monday	Tuesday	Wednesday
Scene/Unseen Tour and Reception 5 p.m. Berman Museum	Christie's Education Information Session 12 p.m. Olin 107	LGBTQ+ 101 and ALLY Training 12 p.m. - 3 p.m. Bear's Den	Board Game Tournament All Day	Road Map for Graduate School 7 p.m. - 8 p.m. Musser Auditorium		Art Tour 6:30 p.m. Kaleidoscope



Fringe Festival -  
Launch Party &

## Consciousness raising can combat rape culture on campus

**Robin Gow**  
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In my Gender and Women's Studies 200 class, we recently discussed consciousness raising circles and their role in second wave feminist movements. A consciousness raising circle is a group of women who would meet and talk about experiences in their lives regarding gender. These women would ideally not know each other outside of their circles and they would strive to maintain equality among members. As the feminist movement progressed, the first consciousness raising circles eventually disbanded, but through these groups many women were inspired to act against injustice and gender inequality.

What does this have to do with sexual assault education? I want you to suspend your disbelief for a moment and imagine that Ursinus had consciousness raising groups. Pretend that you

would have the time to sit for a few hours a week to talk about your experiences with people of all genders, people that you might not usually interact with, people from all different majors, classes, races, sexual orientations and so on. Imagine that you could openly share your experiences and actively listen to others. No cell phones. No laptops. No distractions. Just listening. An experience such as this could help students change their perceptions on what sexual assault education can and should be: a constant conversation rather than just a one-hour long consent program.

The Peer Advocates have worked to develop our campus' sexual assault education program into a new co-ed presentation for freshman orientation this year. This semester, they have also been doing a new "Upstander" programming called 3D Thursdays every Thursday at 7pm.

However, sexual assault

education programs on campuses often don't fully address the issue of rape culture that's so embedded in our everyday lives. Rape culture is subtle. Rape culture is when a student walks out of his bio exam and laughs that the test "raped" him. Rape culture is when men joke that they "scored" with some girl last night. Rape culture is being catcalled on Main Street.

I talked to Jessica Oros, the Prevention and Advocacy Educator/Deputy Title IX Coordinator, about the lack of listening in sexual assault education programs.

Oros said, "We come at sexual assault prevention like 'don't be a rapist' which isn't really effective because no one thinks they're a rapist. We're working on shifting the campus conversation to how we are being respectful in sexual and intimate relationships."

Oros agreed that consciousness raising groups would be beneficial because "the more you engage

with people who are different than you, the more you get to understand if your beliefs are true to your value system."

The Peer Advocates aren't just working against rape culture. They're working against a community of people of all genders who don't want to listen and learn about sexual assault as an issue that affects their lives. This cannot be corrected without active and empathetic listening to people who are like you and, more importantly, people who have different life experiences.

For example, my Gender and Women's Studies class had a student-led discussion on consciousness raising texts that turned into a consciousness raising session about Reimert. Individuals shared their own experiences with Reimert and the whole class stopped to listen. As a class, we became collectively more aware of what rape culture means and looks like from different perspectives.

I interviewed some of my classmates after class. A sophomore, Kiley Addis, said, "You don't talk about the party culture outside of the party. It's not something this campus takes seriously enough to [understand] how much of a problem it really is. The way we talk about rape culture, you listen once and then never talk about it again."

Another member of the class, junior Samantha Hayslett, commented on the few minutes we spent talking about Reimert culture. Said Hayslett, "It was nice to sit down and talk to other female-bodied people and relate and know that other people feel the same way—not exactly the same—but to understand what you're going through."

When we share experiences and, more importantly, when we listen to other people I think we start to see the connections which can truly spur us to take action and make our campus a safer place for people of all genders.

## Is this Sufjan Stevens song gay or just about God?

**Kevin Leon**  
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Over the past few years meme pages on social media sites have become increasingly popular. One particular music-themed meme page, "Is This Sufjan Stevens Song Gay or Just About God?" is one of the latest on that trend. The title is coined as a playful joke, but it brings up a valid question. Sufjan Stevens is a singer-songwriter and multi-instrumentalist originating from Detroit, Michigan. His genres range from lo-fi folk and indie rock to electronica. He has released seven full studio albums since the year 2000.

Stevens has been explicit about his religious beliefs in the past; he is known for incorporating references to Christianity in his music. He often writes about a "He" in his music. Due to the religious imagery that permeates his music, many people believe this "He" refers to God. However, as many fans have pointed out, there is definitely a homosexual vibe in many of his lyrics. Stevens himself has never

hinted at being personally gay. He has managed to keep much of his personal life separate from his life as a musician, but that doesn't completely rule out the possibility of homoerotic undertones in his music.

For example, take the song "The Predatory Wasp of the Palisades is out to Get Us!" from his most well-known record, *Illinois*. In it, he sings of being at a summer camp with a boy. The first intimate lines are, "Oh how I meant to tease him/Oh how I meant no harm/Touching his back with my hand I kiss him." He then repeatedly chants "We were in love" before ultimately closing the song with the internal conflict he faces when confronting his feelings for his best friend, "I can't explain the state that I'm in/The state of my heart." The song is clearly about a love he felt for his male best friend. Some have interpreted the kiss and the love as strong feelings of friendship, but that stance seems too conservative. The song presents these emotions in a romantic setting. If he were singing of a woman, these claims

would appear significantly less because of greater acceptance of a heteronormative narrative.

"All for Myself" off Stevens' electronica album, *The Age of Adz*, has some of the most blatant homoerotic lyrics of any Sufjan Stevens song. It also fails to make any clear reference to God that could be used to disguise them. The song focuses on what is clearly a date between two men: "We set out once with folded shirt/With hairy chests and well-rehearsed." The song continues to express the speaker's desire for their partner by repeating, "I want it all/I want it all for myself," and finally culminating with, "Out in the Earth I smell of you/Of bathing boy, amazing you." The speaker is talking about a male partner, with no other references that would allow the lyrics to take on a different meaning.

Another song that features debatable lyrics is "To Be Alone With You." In this song, Stevens spends the entire first half singing about what he would do to be alone with this one person. In the last line, he states, "I've

never known a man who loved me." This clarifies that the song is dedicated to a masculine figure. The lines, "You gave up a wife and a family/you gave your ghost/ To be alone with me" can be read in two ways. *Seven Swans* is a very religious album, so it can be a reference to Jesus and his crucifixion, but it can just as easily be about a man who chose to be with the narrator.

Some contributors on the music lyric site Genius go to great lengths to avoid admitting that there are homosexual undertones in Stevens' music. One contributor claimed that Stevens was singing about a murder in "All for Myself." Of course, it is never explicitly stated that the speaker is Sufjan Stevens himself, but it is easy to assume that the narrator is at least male, since that's the perspective Stevens is familiar with. His songs are often autobiographical, most notably *Carrie & Lowell*, an album dedicated to his late mother.

Sufjan Stevens has put out seven albums and numerous EPs with varying sounds that are all worth a listen. His expansive discography

features more songs that could be analyzed under this microscope. It would be limiting to say that all the songs are just about being gay. However, it would be equally restricting to completely dismiss that idea in favor of a completely Christian interpretation. Stevens' music is full of references to God, but his writing ability allows for his words to take on multiple meanings.

His lyrics provide evidence that homosexuality and Christianity can coexist, even though they are often seen as mutually exclusive. People who find themselves torn between the two find comfort in knowing that they can be paired together. More openly gay musicians would give people struggling with their sexual orientation someone to look up to, but to demand any musician take on that role is unreasonable. Artists, just like any other person, have a right to privacy. The ambiguous songs Stevens crafted matter because they show that there is no pressure to pick between the two; one can both love God and someone of the same sex.



**Football** continued from pg. 8

tered most. If my coaches and team believe in me then I believe in myself even more.”

A few more turning-point plays were able to ice it for the Bears. An 18-yard rushing touchdown from first-year player Sam Ragland put Ursinus up 26-21 and then a key two-point conversion rush from the quarterback, Garlick, put the Bears up seven points.

A fumble recovery by sophomore defensive lineman Noah Thomas gave UC another possession with 11 minutes to go. Sam Ragland would emerge with an impressive 27-yard touchdown run, giving the Bears

a 35-21 lead and capping a two touchdown, 85-yard day for the young running back.

*“If my coaches and team believe in me, then I believe in myself even more.”*

— Jake Clifford  
Junior, Wide Receiver

Juniata scored one more time. They threatened once more on the final drive of the game, but another first-year player made their mark for Ursinus. Danny Freeman came up with the interception at the five yard line to stop the drive. The Bears ran the final minute of clock time out, completing the game with a final

score of 35-28.

On the great start to the season, Clifford said, “Starting off so hot as a team has been awesome. Especially since the past two seasons we haven’t had much success, so starting off [undefeated] is a good change.”

He added, “The plan for maintaining this success throughout the season is to just keep practicing hard, playing fast, and eliminating mistakes.”

After spoiling Moravian College’s homecoming with a decisive victory, the 4-0 Bears will take on fellow undefeated team, Johns Hopkins, in a crucial Centennial Conference matchup on Saturday, Sept. 30 at 1 p.m. at Patterson Field.

donaro, explained, “We set up the coolers and make ice bags . . . [later,] we dump and clean out the coolers, empty the ice bags, and clean up the SMC as well as we can.”

Senior Sarah Berardo is in her second year working in the SMC and added that this can be quite the challenge. “[We make] a ridiculous amount of ice bags.”

*“You always have to anticipate an emergency.”*

— Mikaela Bordonaro  
Junior, SMC

However, there is more that goes into the setup than just ice bags and water coolers. In the preseason, the student workers of the SMC do a litany of things beyond cleaning and setting up for practice. They can often be hit with tasks in which they get to interact more directly with the players. Sometimes their job includes collecting heights and weights of the players. Other times they must collect some baseline vital signs of the athletes for the trainers, such as blood pressure or pulse rate.

Bordonaro elaborated, “Sometimes we [end up] just scanning their insurance cards, but the other stuff is pretty fun!”

Berardo and Bordonaro explained some of the training process that they must go through before they can begin working.

“I shadowed the Head ATA for set-up and clean-up,” said Berardo.

Bordonaro added, “If you are going to work football games, you also need to be CPR and first aid certified.”

They also do a lot on game day aside from the usual set up

and helping the athletic training staff with preliminary injury treatments.

Said Bordonaro, “The toughest part of the job has to be the fact that you always have to anticipate an emergency, especially during football games, with that being such a dangerous sport.”

However, despite the challenges, the job has its benefits.

“I like being involved with athletics and learning about the Athletic Trainer’s component of sports,” said Berardo.

Bordonaro added, “Easily my favorite part of the job is getting to interact with our athletic trainers and learning from them what it is like to be an athletic trainer.”

Any students interested in joining the team in the Sports Medicine Clinic can email Licensed Athletic Trainer Jeff Wolfe at [jwolf@ursinus.edu](mailto:jwolf@ursinus.edu).



Photo courtesy of Suzanne Angermeier

The Sports Medicine Clinic oversees more than 550 student athletes at Ursinus College every year.

## Student workers of the SMC

**David Mendelsohn**  
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Each week several students dedicate thier time to working in the basement of the Floy Lewis Bakes Center

in the Sports Medicine Clinic (SMC). While many teams on campus can be recognized by their uniforms, what Reimert suite they live in, or what table they sit at in Wismer, the student workers of the SMC, and

the athletic training staff as a whole, are an important part of the sports community that is not as obvious to most students.

One student who works in the SMC, junior Mikaela Bor-

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Mondays, 6:30 p.m. Ritter 141

## Scores as of Monday, September 25, 2017

Football (4-0)	Volleyball (4-9)	Field Hockey (4-4)	M. Soccer (2-5)	W. Soccer (0-7-1)	M. Cross Country	W. Cross Country
September 23:	September 19:	September 20:	September 20:	September 19:	September 16:	September 16:
Ursinus: 35	Swarthmore Coll: 3	Swarthmore Coll: 0	Kean U: 3	#6 Swarthmore: 1	Bill Fritz Invitational @Rowan University Glassboro, N.J.	Bill Fritz Invitational @Rowan University Glassboro, N.J.
Moravian Coll: 17	Ursinus: 0	Ursinus: 7	Ursinus: 1	Ursinus: 0		
	September 23:	September 23 (2OT):	September 23:	September 23 (OT):	4th of 14	7th of 13
	Ursinus: 0	Ursinus: 1	Washington Coll: 1	Ursinus: 2		
	Gettysburg: 3	Gettysburg Coll: 2	Ursinus: 0	Gettysburg Coll: 3		



Photo courtesy of Stylish Images/David Morgan

The 4-0 Bears will battle the seven-time defending Centennial Conference Champions, Johns Hopkins, at Patterson Field on Saturday Sept. 30 at 1 p.m.

# Pair of wins put Bears in good position

**David Mendelsohn**  
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Ursinus College football defeated Moravian on Saturday, Sept. 23. This was just one week after they prevailed in another thrilling matchup against Juniata College in a nail-bitingly vacillating homecoming game on Saturday, Sept. 16, starting the season with a remarkable record of 4-0.

The Bears opened up the scoring on homecoming early in the first quarter with a 26-yard

rushing touchdown from Tommy Garlick, capping off a six play, 65-yard drive. However, a missed extra point attempt from Alex DeSpirito, his only miss on such kicks this season, helped to set the tone for the rest of the game. The score would never again be tied.

Juniata soon responded with a 68-yard touchdown drive of their own, sinking the extra point, and going up on the Bears, 7-6 with just over six minutes left in the first quarter.

Despirito got on the right

track for the rest of the game, adding the extra point on the Bears' three yard touchdown run from sophomore Stacey Gardner with 12 minutes and 56 seconds to go in the second quarter.

Juniata answered loudly with a 66-yard catch-and-run from AJ Brocato, with Juniata kicker Joel Reighard knocking down the extra point to put the Bears behind 14-13, which would stay the score for the remainder of the first half of the game.

The second half continued the pace of the first with a 64-yard

rushing touchdown from junior Asa Manley, followed by a nine yard touchdown run from Juniata just a minute and a half later. This set the score at 21-20 in favor of Juniata to end the third quarter.

One of the key plays came as the third quarter concluded on a 40-yard pass to junior Jake Clifford, setting the Bears up past midfield and giving them the momentum they would need to complete the game. Clifford has come up big for Ursinus on a few occasions this season, includ-

ing catching the game-winning touchdown against Gettysburg in the second game of the season.

Said Clifford, "I'm just happy to be able to make some plays! I think just the trust I have with my quarterback, Tommy Garlick, makes these kinds of plays happen. I trust him to get me the ball when I'm open and he trusts me to make the plays. It is definitely humbling to know my teammates and coaches have trust in me in the times that have mat-

See **Football** on pg. 7

## Upcoming Games

Wednesday	Friday	Saturday	Sat. Cont.	Sat. Cont.	Sat. Cont.	Tuesday
Men's Soccer: 7:30 p.m.: vs. Swarthmore Coll.	Men's & Women's Cross Country: Paul Short Run @Lehigh U (Bethlehem, Pa.)	Volleyball: 11a.m.: @Dickinson Coll. 1p.m.: vs. Lancaster Bible Coll. (@Carlisle, Pa.)	Women's Golf: Gettysburg Invitational @Hanover C.C. (Abbotsville, Pa.) Men's Tennis ITA Championships @Fredericksburg, Va.	Field Hockey: 12 p.m.: @Dickinson Coll. Men's Soccer: 1p.m.: @Dickinson Coll.	Football: 1p.m.: vs. Johns Hopkins U	Men's Soccer: 8p.m.: @Stockton U