



2-11-2016

The Grizzly, February 11, 2016

Brian Thomas
Ursinus College

Deana Harley
Ursinus College


Courtney A. DuChene
Ursinus College, coduchene@ursinus.edu

William DiCiurcio
Ursinus College

Johnny Myers
Ursinus College

See next page for additional authors

Follow this and additional works at: <https://digitalcommons.ursinus.edu/grizzlynews>

 Part of the [Cultural History Commons](#), [Higher Education Commons](#), [Liberal Studies Commons](#), [Social History Commons](#), and the [United States History Commons](#)

[Click here to let us know how access to this document benefits you.](#)

Recommended Citation

Thomas, Brian; Harley, Deana; DuChene, Courtney A.; DiCiurcio, William; Myers, Johnny; Abraham, Lisa; Shimanuki, Mami; Osborne, Valerie; Arsenault, Tyler; Jolly, Emily; Jones, Joy; and Farrell, Jay, "The Grizzly, February 11, 2016" (2016). *Ursinus College Grizzly Newspaper*. 689.
<https://digitalcommons.ursinus.edu/grizzlynews/689>

This Book is brought to you for free and open access by the Newspapers at Digital Commons @ Ursinus College. It has been accepted for inclusion in Ursinus College Grizzly Newspaper by an authorized administrator of Digital Commons @ Ursinus College. For more information, please contact aprock@ursinus.edu.

Authors

Brian Thomas, Deana Harley, Courtney A. DuChene, William DiCiurcio, Johnny Myers, Lisa Abraham, Mami Shimanuki, Valerie Osborne, Tyler Arsenault, Emily Jolly, Joy Jones, and Jay Farrell



Campus Safety officers to increase Reimert presence

Deana Harley
deharley@ursinus.edu

Reimert will welcome a new guest on weekends, but the visitor won't be attending the parties.

Last week, Melissa Sanders Giess, assistant dean of students, informed the student body that a Campus Safety officer will begin having "greater visibility" in Reimert this semester.

Giess explained that the decision to add the officer was made following the recent snowstorm. Because the storm made travel challenging for emergency personnel a couple of weeks ago, Ursinus staff decided to end social events at midnight. Giess said students did not comply and at times became disrespectful.

"These behaviors are unacceptable," Giess wrote in the email to students and staff. "Social events on campus are a privilege, not a right."

Kim Taylor, director of campus safety, said the officer in Reimert will serve as a resource to students while they are in the

area.

"We received feedback from students that many of the problems which have occurred in the past were due to unwanted visitors," Taylor said. "Having one officer with a strong familiarity with the building and the people in the building, we hope, will help identify problem areas faster and provide a 'go to' person at all times."

As with all programs, Taylor says that faculty and staff are seeing what works best and will improve programs as they see fit.

Taylor says having an officer in Reimert does not mean event directors are off the hook, though.

"We still want event directors managing their own parties," she said, which means enforcing crowd control, closing down at designated times, and executing the other duties of an event director.

The officer will be around to help event directors if they need it, though. The officer will check in with RAs and event directors and respond to incidents as necessary.



Photo courtesy of Alexis Primavera

The Collegeville area has already experienced an exceptionally large blizzard this year. Students and members of the campus community are trying to figure out the best ways to cope in the future.

Preparing for more snow

Courtney DuChene
coduchene@ursinus.edu

Ursinus College students will not soon forget the blizzard that struck campus two weeks ago. The campus got almost 30 inches of snow the weekend of Jan. 23. The snowstorm made it difficult for Wismer and Campus Safety staff to reach campus and kept students trapped inside their dorms and houses.

"We did no shoveling," said sophomore Sarah Gow, a Zwingly resident. "The only shoveling we did was me opening the door and it moving snow."

Fortunately for Gow and other Ursinus students, the campus facilities office has a plan for clearing snow. "Each storm's different," said facilities staff member Dave Bennett. Bennett is in charge of the campus snow removal team. In order to prepare for the storm Bennett monitors the weather.

"You never know if you're getting four inches of light fluffy stuff or thirty like we got," Bennett said. For this storm, facili-

ties brought in subcontractors to help with shoveling. "I have a good team," Bennett said. "Everyone was able to make it into work. Some were late, but they still made it." The facilities staff started shoveling on midnight Friday night. Two members of the staff even slept on campus during the storm because they were unable to drive home. "It was difficult to keep up with it," said facilities director Jason Van Buren. "You would shovel a walkway and come back and it'd be full of snow again."

During the blizzard the Pennsylvania Department of Transportation even had to shut down its plowing efforts for a while. The campus facilities department says it is still dealing with the aftermath. "It's been a week-and-a-half storm," said Bennett.

Although much of the snow has melted, facilities is still concerned about ice on campus. Before facilities staff members leave, they salt the walkways and the parking lots for students and they arrive at 6 or 7 a.m. each morning to lay down additional

salt. They also respond to concerns about icy patches during the day. "The primary focus is to provide a safe environment for faculty, staff, and students," said Van Buren. "In order to provide this sort of environment, facilities tries to clear ramps, walkways, emergency exits, and fire hydrants first," he stated.

Although the weather was nasty during the weekend of Jan. 23, students still ventured outside of their dorms to attend campus parties and events. Sophomore and Reimert resident Brandon Carey expressed concerns over event safety that weekend. Due to the snow, students were unable to gather in Reimert courtyard and instead congregated in suites. "You get an overflow of people coming in," said Carey, "and that makes it hard to get help for someone who needs it." In order to address these concerns, the Office of Residence Life required that all registered parties and events close at midnight during

See Snow on pg. 3

Ursinus hires new VP of admissions

William DiCiurcio
widiciurcio@ursinus.edu

Ursinus College now has a new vice president of enrollment. Dave Tobias officially began his duties in that position on Jan. 25.

Tobias comes to Ursinus from Stonehill College in Easton, Massachusetts, where he served as dean of admission. Prior to Stonehill, Tobias served as direc-

tor of freshman admission at the University of San Francisco and also worked in the admissions office at University of Miami and Xavier University.

Tobias earned his undergraduate degree from Xavier as a scholar of theology. In addition, he earned his master's in higher education administration with a

See Tobias on pg. 2



Photo courtesy of Henry Gustafson

Improv-ers Courtney Duchene, Chris Fraker, and Bethany Siehl play an improv “game” called “Good, Bad, Ugly.” In this game, the players give good, bad, or ugly advice for a problem proposed by the audience.

Improv troupe set to perform

Jonathon Myers
jomyers@ursinus.edu

Ursinus College’s “Bearly Funny” improv troupe will be performing for free on Feb. 14 in Lower Wismer. The group of 15 individuals regularly performs around campus and hones its improvisational skills

Courtney Duchene ’19 said that she joined Bearly Funny because it’s a “low-pressure, kind of funny performance group on campus.”

“Everyone’s friendly, and we eat dinner together afterwards,” said Duchene.

The group has been an important part of Ursinus performing culture for years. Originally, the group was called “ZBS,” which stood for **Z**ombie [**E**xpletive] **S**lap. With quick, executive decision, the group changed its name to Bearly Funny; a safe name that pokes fun at itself and incorporates the Ursinus mascot.

Bethany Siehl ’16, the troupe’s Head Banana (the group’s term

for leader), explained that “there were a couple of issues with the previous name. It sounded like it was a Greek organization, which we are not.”

Other Head Banana Emmett Goodman-Boyd ’17 said, “We felt like the terminology was confining and not representative of what we wanted to do. We wanted our comedy to be open to as many people as possible, so we felt like the name change was necessary for that to happen.”

So what actually happens in this mysterious, small group of entertainers in a small, corner room in the Kaleidoscope?

DuChene explains, “We start off with an easy warm-up game, and then we do games that usually involves short scenes, and other people can enter the scenes that we just make up as we go along.”

As Siehl explained, “Improv, just the word itself, is short for improvisation. So improv isn’t necessarily comedy, even though it’s associated with comedy, it

can be like going in front of a group and giving a speech. A lot of speech classes use improv in their speech process. But improv in the sense of how we use it is more of a comedic form, so we basically go up on stage, we have no script, we have no preparation aside from the practices we do. We’re generally given a word of inspiration from the audience and we just go with it.”

“Improv is about having nothing but what you’ve learned your entire life and creating humor and comedy with the energy from other people,” said Goodman-Boyd. “There are rules that you improv within, and you improvise what those rules mean. You’re really building characters, you’re building an environment, you kind of start from nothing and build it up.”

So why do people participate in improv? Bethany explained, “I was invited in by a friend. I’m

See **Improv** on pg. 3

Tobias continued from pg. 1

focus in enrollment management from the University of Miami.

Tobias described his academic career as “not being a direct path”.

His undergraduate work in theology was really centered on the concepts of social justice and the greater social impact of religious movements, according to Tobias.

After he graduated, Tobias worked at a nonprofit before returning to his alma mater, as an admission counselor. Tobias stated that he always knew higher education was for him and the path that he wanted to pursue. Tobias was a first-generation college student himself and he flourishes in an environment focused on access and opportunity. Being able to bring students to higher education is something that he cherishes, according to Tobias.

The people who Tobias met through the interview process really made a lasting impression on him. Tobias is very excited to work with the professional staff in admissions, financial aid, and across the Ursinus community.

“Ursinus’ commitment to its students coupled with her transformative liberal arts philosophy are the perfect fit for me. Add being a member of Colleges That Change Lives and outstanding student opportunities like Watson Fellowships and a Peace Corps Prep Program, and Ursinus stands out among a crowded higher education landscape,” said Tobias.

Tobias is also excited to work with the Ursinus students.

“I was taken by the curiosity, creativity, and wit of those I met, and am confident that each student will add a unique voice to my Ursinus story,” said Tobias.

Olivia Keithley, a senior, gave Tobias his tour when he first came on campus, during the interview process.

“I could tell then that he was

a perfect fit for the Ursinus community. He cared about student perspectives and asked thoughtful questions. I’m excited to see how he shapes the college,” said Keithley.

Tobias stated that Ursinus’ most valuable feature is the unique character of the college. He believes that the campus allows students to thrive and when they graduate they leave more engaged, more excited, and more prepared to tackle the challenges of the 21st century.

As vice president of enrollment, Tobias has a number of responsibilities. They include overseeing the teams in Admissions and Financial Aid, and serving on the president’s cabinet.

“The hope is that we can foster a view of enrollment management as a process, where we, as educators, recruit, enroll, and retain right-fit students here at Ursinus,” said Tobias.

PODCASTS WANTED

Lend your voice to The Grizzly

Have an idea for a podcast? We’d love to hear it! Email us at:

grizzly@ursinus.edu

THE GRIZZLY

VOLUME 40 ISSUE 14

The Grizzly is a weekly student-run publication that serves the Ursinus community. Views expressed in The Grizzly do not necessarily reflect the views of the staff or college.

Ursinus Grizzly
601 E. Main Street
Collegeville, PA 19426

EDITORIAL STAFF

BRIAN THOMAS	Editor in Chief
DEANA HARLEY	News Editor
KRISTEN COSTELLO	Features Editor
SOPHIE SNAPP	Opinion Editor
BRYCE PINKERTON	Sports Editor
ALEXIS PRIMAVERA	Photo Editor
MADDIE MATHAY	Web Editor
BLAISE LARAMEE	Copy Editor
LISA ABRAHAM	Copy Editor
BRI KEANE	Social Media Editor
CHARLIE BUTLER	Adviser

Letters to the Editor (grizzly@ursinus.edu)

All letters submitted to The Grizzly must not exceed 250 words in length, must be emailed, and must be accompanied by a full name and phone number to verify content. The Grizzly reserves the right to edit all material for length, content, spelling and grammar, as well as the right to refuse publication of any material submitted. All material submitted to The Grizzly becomes property of The Grizzly.

Staff positions at The Grizzly are open to students of all majors. Contact the adviser for details.

All content Copyright © 2015 The Grizzly.

UC hosts Title IX meeting

Lisa Abraham
liabraham@ursinus.edu

Last Friday, Ursinus College hosted a meeting with Title IX coordinators and vice presidents of student affairs from Pennsylvania liberal arts colleges. The meeting, which was sponsored by the Pennsylvania Consortium of Liberal Arts Colleges (PCLA), was the second in which colleges came together to discuss issues about Title IX.

The PCLA's unifying goal is to "enhance cross-institutional knowledge among our members in order to improve the quality of our institutions and programs," according to its website. These meetings are part of a series of meetings of PCLA schools to discuss approaches to awareness, training, education, policies, support, and advocacy specifically for Title IX issues. An overarching theme at these meetings is how to improve the way the society students live in responds to sexual misconduct.

In the last meeting at Gettysburg College in November, administrators discussed approaches to current issues and proper compliance procedures. They also discussed campus advocacy and support resources.

Debbie Nolan, vice president of student affairs and dean of students, and Kim Taylor, Title IX coordinator, associate dean of students, and director of campus safety, described Ursinus' Peer

Advocate program to the group and invited them to come to Ursinus.

"Our colleagues at other schools were quite interested in learning more so we offered to host this meeting and have our Advocates present the program," Taylor said in an email.

"We are extremely proud of the Peer Advocates and the positive impact they bring to our campus community so we are eager to show them off a bit and to provide guidance if other schools would like to implement a similar program."

The Peer Advocates were showcased to provide an example and to spread their message to local schools, and to refine their message on campus.

Although the turnout was slightly lower than anticipated, representatives from Franklin & Marshall, Dickinson, Muhlenberg and Gettysburg arrived. The morning portion of the program involved the schools discussing training and awareness programs.

In the afternoon, the Peer Advocates presented their First Year Orientation Program, titled "My Story Does Not Have to be Your Story," then led a panel discussion. The Peer Advocates wrote the program script and provided an example of how students affect their peers every day when discussing sexual misconduct.

"The program was very well received, and the other schools have asked if they can send some of their student leaders here for a

workshop led by our Peer Advocates to create their own training programs for their respective orientations. Ursinus advocates represented UC well and we should all be very proud!" Nolan said in an email.

The Peer Advocates have two main goals. According to their website, they "strive to educate the campus as a whole about the issue of sexual misconduct," and they also "hope to be a presence on campus that students can turn to for either general information regarding sexual misconduct or assistance with any part of the reporting process."

By sharing their knowledge and ideas with other schools, the Peer Advocates are helping stimulate discussion about sexual misconduct and how students can be advocates for each other in trying situations.

Kelsey Knowles, Title IX education associate, and the head of the Peer Advocates, wrote in an email that she hoped that these meetings would help forge, "A closer relationship with surrounding schools and a more fervent, unified spirit to address issues of Title IX and help people."

"Events like this are always beneficial because they bring a lot of great minds and energy together in one room. We all have the same goals—educate our respective communities about sexual misconduct, and provide advocacy and support for victims," wrote Taylor.

International Perspective

School vs. work

Mami Shimanuki
mashimanuki@ursinus.edu

Which is important, study or work?

Several months have passed since I came here. I am getting used to life at Ursinus College. I was confused at the start of this semester because everything was new for me. Especially, I was really surprised that students here really study hard. To catch up with my classes, I am working harder than when I went to my home university. It is because I need to work twice as hard compared to other students to cover my lack of language skill.

I am a senior at Tohoku Gakuin University in Sendai, Japan. At my university, most professors give us grades based on attendance, a few papers and a final test. Also, we have fewer assignments compared to here. Thus, most Japanese students get a part time job in their free time. In Japan, I also had a part-time job and I worked in a cram school as a teacher. Cram school is a small class where students come after school and it is called "JUKU" in Japan. Teachers there help students catch up with the regular school curriculum or prepare for end of semester tests. I was really busy working during the exam terms because students in middle school needed my help to study for their tests. I worked five days a week in the busy terms. I have often wondered why students in the U.S. mainly focus on their studying while those in Japan prefer to do their part time jobs off campus.

I was really curious about this and I searched on the Internet. I found interesting material about it. One article (gaishishukatsu.com) clearly shows the difference of getting jobs between the U.S. and Japan. According to the story, companies in the U.S. think that school grades (GPAs) are valuable. For example, some banks require students to have more than a 3.0 GPA. These companies need a person who has academic knowledge in the specific field. On the other hand, many com-

panies in Japan mainly focus on experiences outside of class when they judge the students. We consider a part time job to be one of the processes of becoming a member of society. Students can learn sociability and manners by working as part-timers. Companies seek a person who makes an immediate contribution to the company. Therefore, we are able to get used to our jobs easily since we already experienced work when we were students. In my case, I learned about teaching styles and communication with children throughout my job. I am sure that this experience absolutely will help with my future job since I want to be an English teacher in a junior high school. That's why we take advantage of our part time jobs.

These comparisons show why college life is different between the U.S. and Japan. As a Japanese university student, I have enjoyed my part-time job. However, I think that studying and other experiences also have value. I suppose that students should try everything they want through their college life. I believe that college life is a good chance to "challenge" oneself through things such as studying abroad, clubs, traveling, working etc. We have a lot of possibilities in ourselves even if we cannot find them yet. Thus, the most important thing is to notice our potential and get new skills for four years. I think that these experiences help us to get our jobs because they can be strong and appealing points for us. In fact, I came here because I want to find the "new side of me". I am willing to try hard at everything for the whole year. Let's journey to discover the "new sides of us" together!

Author's bio:

Mami Shimanuki is a senior at Tohoku Gakuin University. Her major is English linguistics and she likes to exercise in her free time.

Improv continued from pg. 2

on the cheerleading squad and I didn't have time to join theater productions in the fall, so I tried improv because it's low-stress, it only meets twice a week, I don't have to be in the shows if I don't want to, and I stayed because of the people, because they're abso-

lutely fantastic."

Goodman-Boyd said, "[I] did a little bit of it in high school. I just fell in love with the form; I fell in love with the concept. It was just really freeing. There were no rules. You kind of make the rules that you operate in. And I really like that. I just like making people laugh, and I enjoy the people as well. They make it a re-

ally welcoming environment."

Mark your calendars for the next improv show Feb. 14, this Valentine's weekend. When specifically? "It's in the works," said Goodman-Boyd. The time, you could say, will be improvised, but students will be notified.

Snow continued from pg. 1

the storm.

Many campus organizations held events to help students reduce cabin fever. The Office of Residence Life held a snow sculpture competition and the freshman Resident Advisors organized a snowball fight between BPS and BWC. Freshman R.A.

Nina Petry hosted a hot chocolate making event in the BWC common room. Greek life on campus also tried to support students in the aftermath of the snowmega-don.

The fraternity Sigma Pi offered a snow removal service in which a portion of the proceeds were donated to charity, and the fraternity Beta Sigma Lambda helped students get off campus by

inviting them to attend a viewing of the movie "Close Encounters of the Third Kind."

Although being trapped indoors due to excessive snowfall is not fun for anyone, students at Ursinus should be thankful that they live in a community that is dedicated to providing them with safety and entertainment during, what was for many, a long, cold weekend.

Exploring the '80s

Alice Leppert looks at the media representation of gender during this era through research and class discussions

Valerie Osborne
vaosbourne@ursinus.edu

Take a moment to hop into the front seat of your DeLorean and travel back to the not so distant past. The 1980s. What would you see? Big hair, skinny ties, and parachute pants? The '80s were a decade brimming with pop culture, filled with distinct trends that are still recognizable today.

The '80s were also a time of strong political conservatism. Ronald Reagan was president and many American people were rejecting the liberal ideas that had come out of the '60s and '70s for more traditional values.

For many scholars, the popular media of the time reflects the shift towards conservatism, especially conservatism regarding gender roles.

The '80s saw the rise of the action star with the popularity of films like "Rambo" and "The Terminator."

Men were expected to be tough and macho, while many women were supposed to remain at home, taking care of the kids and looking pretty.

However, Ursinus College Media and Communications professor Dr. Alice Leppert would argue that gender politics in the 1980s were much more complicated.

This semester Leppert is teaching "Sex, Gender, and the 1980s," a course focusing on media representation of gender and sexuality in the '80s.

The course touches on topics such as MTV, independent film, and muscle stars.

Leppert hopes that the course will give students a better understanding of the decade as they study '80s media culture and the different trends in film and television.

For sophomore student Madison Bradley, studying '80s media culture in depth has helped to give her a new perspective on the decade.

Bradley said, "I used to think of the '80s in a nostalgic way,

where I would only think of the light-hearted fashion, MTV, and maybe 'The Breakfast Club.' Now, since we are analyzing the reasons behind our symbolic views, I'm starting to see this era as something more complex. It was post-feminist and conservative and horribly traditionalist. But it also had an undercurrent of counter-cultural movements as well."

This is exactly the kind of reaction Leppert is seeking from students taking her class.

Leppert said, "I hope that [students] take away a more nuanced understanding of gender and sexual politics in the 1980s besides the general narrative that says that this is a socially conservative decade where women were told to go back to the home and men were told to be Rambo. [I hope] that they're going to understand that the '80s were much more complicated than that and it wasn't just gender politics as they were in the 1950s."

While the course is primarily a film course, Leppert plans to take a few weeks to focus on television sitcoms.

Leppert is currently working on a book proposal to submit to academic publishers regarding her research on 1980s family sitcoms.

"I hope that [students] take away a more nuanced understanding of gender and sexual politics in the 1980s."

— Alice Leppert
Professor

In her research, which has evolved from her dissertation, Leppert is addressing the ways sex and gender roles were portrayed in 1980s television sitcoms.

Leppert's research on 1980s sitcoms is rooted in historically informed textual analysis.

Leppert studied 12 shows, spending hours closely watching and analyzing various seasons of each series.

In addition, Leppert studied



Photo courtesy of Alexis Primavera

The walls of Dr. Alice Leppert's office are lined with posters of some of the most iconic 1980s films. Leppert is teaching a film course this semester titled "Sex, Gender, and the 1980s."

popular press of the time, including The New York Times, Time, and Newsweek, as well as parenting magazines and film industry trade journals.

Leppert said, "[I wanted] to look at what was going on in popular culture and politics more broadly and how [people in the 1980s] were talking about family and gender."

Leppert's research on 1980s family sitcoms was not purely scholarly; as a kid Leppert loved these shows.

Leppert said, "I grew up with them and these were the shows that I watched everyday. I thought they had really impacted the way that I felt about gender and family and what those things meant."

In Leppert's view the sitcoms of the 1980s reflect a departure from the typical male dominated conservatism of '80s films.

Leppert said, "[When] I started to study film and television history, we learned that the '80s

was this extremely socially conservative time period that was all about women going back to the home and not being professionals and men being buff, strong heroes in very traditional gender roles. I saw that as running counter to what I had seen in the sitcoms as I was growing up."

According to Leppert, television in the 1980s showed a much different picture of gender roles than film.

While films often pandered towards male audiences, television focused more on the female demographic.

As a result, sitcoms like "Who's the Boss?" and "The Cosby Show" featured families in which the roles of male as provider and female as homemaker were reversed.

For a young Leppert, this dynamic was empowering.

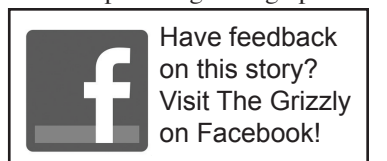
Leppert said, "In the shows a lot of the men stayed home while the women worked, which for me

was very appealing as a 10-year old girl. I was like, yes, that's awesome. I can have my own homemaker and have this great career."

As someone who makes a living out of studying media, Leppert strongly believes that the images we're exposed to have a strong impact on how we think and perceive the world.

This idea was very true for Leppert regarding 1980s television sitcoms, particularly with "Who's the Boss?"

Leppert said, "I think that [Who's the Boss?] really affected the way that I think about gender and what was possible for me... because my own family was very traditional. I definitely think that this [show] was what spurred my feminist politics growing up."



The new spin on SPINT

A look at how the Ursinus Special Interest Housing Program works and the changes that are in store for

Tyler Arsenault
tyarsenault@ursinus.edu

The Ursinus Special Interest Housing Program, also known as SPINT, has been a housing option for many Ursinus students over the years.

Students are given the opportunity to live among others with a similar interest and hold various activities in their house for anyone on campus to attend.

According to the Ursinus College website, the members of each house work with a faculty mentor to set goals for the year, create and execute programs, and recruit new members for the house.

The SPINT program is completely student-run. This allows the program to run very smoothly as students are able to communicate directly with the Senior Associate, Ed Malandro.

There are seven SPINT houses right now on campus, including the Afrikana Studies & American History House, Community Service House, International House, Gaming and Technology House, Wellness House, Writing and Arts House, and the Queer House.

Currently, the program is accepting applications for new house ideas for the 2016-2017 school year.

One may wonder what goes into creating a new house and how the SPINT committee selects new house ideas.

First, it all begins with finding a group of students who have a similar interest.

“It could be a group of first years that start to know each other,” said Malandro. “Then they realize that they all like a SPINT

interest and want to live amongst one another to promote that interest.”

Once the group decides that they want to go ahead and pursue the SPINT house, there is an application that must be filled out with various information regarding their idea and any details they may have to promote that idea on campus.

After this step, there is a pro-

Ursinus currently has seven SPINT houses on campus

posal where the group will present their idea to a panel of SPINT program coordinators and the Senior Associate.

“We as a group will decide what new ideas get chosen and which ideas need some improvement,” said Malandro.

While all new ideas may not get approved, the SPINT program continually looks to add new houses, especially due to recent changes in the SPINT program; beginning next year, houses will have to re-apply to be a SPINT house after two years on campus.

This change will give new ideas an even better chance of getting approved by the committee, as every year there will be openings for one new house or even more.

“This new structure will allow a house to be on campus for at least two years to live and breathe and be a part of Ursinus, while this also gives the chance for new houses to spring up on campus with brand new interests,” said Malandro.

Once a new house is on campus, it will hold various events at the house regarding their interest. This will give students the opportunity to learn about the house and possibly live in the house in the future.

While SPINT continues to progress with new changes, many students continue to say positive things about the program.

Jordan Hodess, who is a member of the Gaming and Technology SPINT house, said, “I think that SPINT gives students on campus a good opportunity to find a niche community for themselves.”

It’s these reasons that the entire committee and Malandro continue to work towards the common goal, which he said is “to enhance every student’s Ursinus experience.”

WRITERS WANTED

Lend your voice to The Grizzly

Join us for our weekly news meeting

Mondays, 6 p.m.
Ritter 141

Word on the Street

If you could create the theme of any SPINT house, what would it be and why?

“The animal house where you can keep your animals and everyone who is missing their pets can come and help take care of them and not feel so sad.” — Mariah Godshall, 2019

“A baking house where we bake stuff and the baked goods could be sold and potentially go to charity.” — Nadie Tsao, 2019

“An art house where everyone could come make art as a fun activity but also help set up art stuff around campus and maybe do museum exhibitions.” — Ella Cinq-Mars, 2019

“I would like a relaxation house because almost every hall and dorm is loud at some point, and I need a break sometimes. It would always be quiet and have special rooms for relaxation.” — Ella Morris, 2019



Photo courtesy of Blaise Laramée

(From left to right) Alexa DelMonte, Aaron Lemson, Linden Hicks, and Bethany Siehl pose with UC’s mascot during the Founders Day celebration in Wismer. Hosted by STAT (Students Today, Alumni Tomorrow), the celebration featured sparkling apple cider served in champagne flutes and special entrees named after historical members of the Ursinus community.

Happening on Campus

Thursday	Friday	Saturday	Sunday	Monday	Tuesday	Wednesday
Berman CONVERSATIONS: Edward Morris and Kelly Sorensen Berman Museum 7 p.m.	Dance Auditions Helferrich Dance Studio 6:30 p.m. - 9:30 p.m.				Nerd Camp: My Parents Want to Know What I Can Do with a Theater Degree Kaleidoscope Lobby 3 p.m.	2016 Job, Internship, and Networking Fair Floy Lewis Bakes Center 12 p.m. - 2 p.m.



End the 21-meal plan

Emma Jolly
emjolly@ursinus.edu

A required plan of 21 meals a week sounds like it would be perfect for freshman college students, if it weren't for the fact that students are losing money because of it. While ideally students should be able to make it to Wismer dining hall for three meals a day, with the reality of juggling classes, activities, and homework it is rare that anyone is able to eat every meal every day of the week.

Even if students are able to find time to eat all three meals, they cannot always fit them into the constraints of the meal periods. The parameters of the 21-meal plan on the Ursinus Dining Services website state that each meal swipe can only be used within its designated period of

breakfast, lunch, or dinner, and "if the meal is not used during the meal period, it is forfeited."

Students like sophomore Thalia Garcia and Kirsten Manley speak of all the meals they wasted during their freshman dining experience. They say there were many times when they did not eat breakfast, which meant losing that \$7.50 for every swipe missed. When thinking about her experience with the freshman meal plan, senior Silmarie Rodríguez talks about how her class schedule would not allow her time to eat lunch until 3 p.m. on some days, which is at the beginning of the dinner period.

That meant that on those days she could only eat a late lunch and was not able to eat dinner. Not only did that waste the \$10 for the lunch period, but it also re-

quired her to spend more money to go grocery shopping for meals she was unable to eat in Wismer.

Not only do the strict parameters of only using one swipe in the dining period waste students' money, but they can also lead to the opposite of a structured dining experience. Rodríguez considers that "maybe they have the 21-meal credit plan so that students have the habit of eating on time," but as she aptly continues, "It's not going to happen, and it's not beneficial to the students." Because of the inability to swipe twice in a dining period, Rodríguez could not eat dinner on certain days, which obviously does not promote healthy eating habits.

Being able to swipe twice within a meal time would allow students with situations similar to Rodríguez's to actually use those

three meals a day and keep a balanced diet.

It should be possible for students to swipe twice in one period, because they already can with the other two meal plans.

Rolling over those missed meal credits into dining dollars would help make up for the money loss. They could automatically transfer either the amount of money that meal would have cost, or the standing rate of \$6.50 that a meal credit consists of in Zack's Food Court, into the dining dollars account. But the simplest solution would be to allow students to swipe more than once in a dining period, which is allowed in the 14- and 10-credit meal plans, so why not the 21 as well?

The real question is whether the system can be changed. As sophomore Ben Susser points

out, the dining service gets paid regardless of whether or not students use all of their meal credits. The formula is similar to a gym that makes money off people who buy memberships but rarely use the center.

While it is necessary to respect the business strategy to some degree, it is not right for freshman students to lose money because they are forced into a meal plan that exploits them. Rodríguez sums the issue up well when she says, "Overall, it is a lot of money wasted, which as a freshman is not ideal, because we should be trying to save as much money as possible. I think a meal plan, regardless of what it is, should be beneficial to the students."

Is it appropriate to culturally appropriate?

Joy Jones
shjones@ursinus.edu

Most people know or have encountered cultural appropriation, either as a member of a targeted culture or from being called out as a perpetrator. Here's a working definition of cultural appropriation pared down from everything I've read:

Cultural appropriation is when an aspect of a minority or underrepresented culture is adopted by someone from another culture in such a way that the cultural significance is taken away.

This is not the same as a minority or underrepresented group adopting the dominant culture. Historically, if a minority group didn't adapt they were killed. Many minority Americans face the reality of losing a job or other important opportunities if they don't conform enough to the dominant culture. The American identity is usually synonymous with the white American identity. Or the white cisgender identity. Or the white middle-class cisgender identity.

But I digress. The point to remember: our American identity isn't as all-inclusive as we like to

portray.

People who are called out for cultural appropriation think it's due to oversensitivity. How is it bad taking up yoga or enjoying bubble tea? Or wearing a sombrero? It's just fun.

Brendan O'Neill, a writer for *The Spectator*, explains that the obsession with labeling practices or styles as a form of racist cultural appropriation is "ultimately a demand for cultural segregation, for black people, white people, Latinos, gay people, women, and every other racial, gender, or sexual group to stick with their own culture and people and not allow themselves to be diluted by outsiders." O'Neill believes that "identity politics constantly mitigates against the old, properly progressive values of sharing and solidarity, of people mixing with and learning from and standing with others."

What O'Neill doesn't grasp is that cultural appropriation is not really the sharing of cultures; it's just picking and choosing the fun parts. You won't research the historical significance of a Native American headdress before you wear one to Coachella, or the discriminatory and prejudicial laws

your favorite historical musical figure had to fight to play their music before downloading it online.

Minorities also partake in cultural appropriation.

O'Neill states, "Gay men have been condemned by the National Union of Students for 'appropriating black female culture'...NUS officials think it's the height of racism for a gay guy to talk about having an 'inner black woman'."

What do you see when you think of a black woman? Someone like the character Cookie from "Empire"? She's strong, beautiful, and tenacious. As well as callous, loud, and an ex-con- vict.

Does their version of "black women" leave room for black women who are book worms, love Korean dramas, or who enjoy aquatic sports?

This is a big part of the issue; cultural appropriations usually play on stereotypes. Cultural appropriation isn't borrowing from other cultures; when done unoffensively, sharing cultures and ideas is a beautiful, mutually beneficial thing that incorporates education about the culture, as opposed to just stylizing it. The

problem is that when people draw from different cultures for fun or inspiration they usually end up picking stereotypes. And even if it's a "good" stereotype, it's limiting to the people that are a part of that cultural or racial group.

It was funny the first time in middle school a white friend joked they were more "black" than me because they listened to rap music and I didn't. It wasn't so funny as I got into high school. Definitely not funny in college.

The common history that we're taught in school is the cleaned-up version that portrays our founding fathers not as people who committed mass genocide, enslaved entire races, or oppressed their wives, but as progressives who shared grand ideas of democracy and equality for all.

The minority historical perspective is rarely examined in the average high school, and not even in college if you don't take classes geared toward it specifically. Understanding cultural appropriation also has a lot to do with understanding another culture's perspective.

In an article published by *Everyday Feminism* magazine, writer Maisha Johnson compares

the real story of Pocahontas with that of Anne Frank. "The real Pocahontas, whose given name was Matoaka, was abducted as a teenager, forced to marry an Englishman (not John Smith, by the way), and used as propaganda for racist practices before she died at the age of 21." Johnson explains that they're "both girls with harrowing stories. But more of us believe that trivializing Anne Frank's life is in very poor taste. Can you imagine the outcry if Disney tried to romanticize her diary by aging her into a young woman with a love affair with a Nazi officer and a happy ending? Now imagine if that Disney movie was mainstream culture's primary reference for the Holocaust."

People tend to rely on media as the true portrayal of another culture, which is problematic when those people also stylize aspects of other cultures. I'm not saying get rid of everything in your life that has roots in a minority or other culture. I'm saying being aware of your ignorance helps in not offending anyone and not getting defensive.

Trainer continued from pg. 8

permanent position and was looking for a more stable challenge, decided to move on. Also she had met her husband, Phil, who is also an athletic trainer. The two were looking for areas with a lot of job opportunities. They settled on the Philadelphia area, where Phil now works at Drexel as the men's lacrosse trainer.

Eventually VandeBerg arrived at Ursinus not only because of the training opportunity but also for the chance to teach in the Health and Exercise Physiology department, which she also enjoys. When talking to some of VandeBerg's students, it is clear just how much she loves to teach. Junior Vince Terry took concepts of Health and Wellness with VandeBerg. "She grabs the attention of her students and she keeps everybody involved," Terry said. "There is a lot of active learning going on." Active learning seems to be a common theme among her classes and through many different activities. "She's all about participation and group work, so you get to move around a lot," said Amber Steigerwalt, another former student.

When asked to complete the sentence "Michelle is..." VandeBerg responded with "a mess, dorky and goofy." Her colleagues on the training staff, meanwhile, yelled adjectives like "brilliant, hardworking and determined." This seems to be a common theme with VandeBerg. When she was first approached her for an interview, VandeBerg exclaimed, "Why would you want to interview me? I am the least interesting person in the training room." As you can see, this is not true by any means. VandeBerg strives for excellence both in the training room and in the classroom, and the more you learn about her, the more you realize just how interesting she is.

Swimming continued from pg. 8

When it comes to training, the program changes every year, said Sarah Kolosky, an assistant coach for the team. The coaches put a tremendous amount of work in each year trying to improve on the previous year. Kolosky says that having "stagnant" workouts and programs are what cause a lot of teams to plateau.

"In terms of our training, our success has encouraged us to focus on the small things, such as strong under-waters, safe starts,

and fast finishes," said Wilson.

One of the leaders in the pool for the Bears is senior Corinne Capodanno. Capodanno is the Bears' first All-American since 1993. Kolosky said that Capodanno is someone who leads by example and always works hard in practice and at meets.

Some other key members of the team include Meggie Leitz and Clara Baker, who received B-cuts for Nationals in the middle of the season. In addition, Olivia Tierney and Katie Pielmeier are big contributors to the success of

the program.

Kolosky stated that the next big goal for the team is Nationals, whether the team brings more individuals or relays. The Bears want to continue to get better and bring as many members of the team to Nationals as possible.

According to Kolosky, the team is determined to get better and they are not complacent with their success. Kolosky, who once swam for Ursinus, recalls losing at championships for the first time by 7 points. After seeing all the hard work the team has put in

over the past couple years making this undefeated streak possible, Kolosky said it should be a very exciting championship meet to watch.

The Bears get back in the water on Saturday, Feb. 13 to prepare for the Centennial Conference championships at the Franklin & Marshall Pre-Championship Invitational. The Centennial Conference championship takes place starting Friday, Feb. 19, at Gettysburg College.



Meggie Leitz, '18, swims butterfly during a weeknight practice on Feb. 4. Just two days later, the women's swim team defeated Bryn Mawr College 114-65 and completed its third straight undefeated regular season. Photo courtesy of Alexis Primavera

Scores as of Monday, Feb. 8

M Basketball (10-11)	W Basketball (9-11)	Wrestling (14-3)	M&W Track & Field	Gymnastics	M Swimming (6-4)	W Swimming (11-0)
Feb. 4 vs. Washington College UC: 79, WC: 53 Malik Draper: 18 pts., 2 reb., 4 ast., 2 blk.	Feb. 4 vs. Haverford UC: 55, Haverford: 37 Alyssa Polimeni: 11 pts., 9 reb., 6 ast., 3 stl., 1 blk.	Feb. 6 vs. Gettysburg and Johns Hopkins @ Johns Hopkins UC: 36, Hopkins: 6 UC: 33, Gettysburg: 10	Feb. 6 @ Frank Colden Invitational, Ursinus College Highlights: The men placed fifth and the women sixth in the 17-team field. Brittany Gasser won the 1000-meter, while Sam Pope placed second in the triple jump.	Feb. 6 @ Temple William & Mary: 191.375 Temple: 191.175 West Chester: 190.975 Southern Connecticut State: 188.850 UC: 187.700	Feb. 5 @ Franklin & Marshall UC: 100, F&M: 105 Highlights: Junior Marcus Wagner finished first in the 1000 free, 500 free, and 200 free.	Feb. 6 @ Bryn Mawr UC: 114, Bryn Mawr: 65 Highlights: Freshman Peyton Lyons helped set a pool record in the 800-free relay and was named Centennial Conference Women's Swimmer of the Week
Feb. 6 @ McDaniel UC: 64, McDaniel: 65 Malik Draper: 20 pts., 1 reb., 3 ast.	Feb. 6 @ McDaniel UC: 62, McDaniel: 71 Jess Porada: 21 pts., 8 reb., 1 ast.					

More than just a trainer

After working with Olympic stars, Michelle VandeBerg has become a familiar face at UC

Jay Farrell
jafarrell@ursinus.edu

The scene in the Ursinus College athletic training room at 3 o'clock on a typical afternoon can best be described as chaos. Athletes with a myriad of bumps, bruises, strains, and fractures flood the confined room. In the midst of this bedlam you'll likely find a woman who never seems to let a person or injury go unnoticed. Most people would go mad with the sheer volume of people, and sometimes she comes pretty close. Michelle VandeBerg, an assistant athletic trainer and professor, is one of the key members of the Ursinus training staff.

I was able to speak with VandeBerg during one of her rare "downtimes." The training room was barren compared to what it had been just a month ago. "Rewind three weeks ago and I had a field hockey team in the NCAA tournament, a basketball team in preseason and getting ready for their first game, and two swimming teams getting ready for the biggest part of their season," said VandeBerg.

Being the head trainer for these four NCAA athletic teams is an incredibly daunting task,

but it is a challenge VandeBerg takes head on. When she talks about her job, VandeBerg makes it clear just how much she enjoys what she does. Just ask what her favorite part of the body is ("The shoulder," she happily said) and she'll provide more detail than you might have thought was humanly possible to give about a muscle group. She sprang up in delight as she explained how the shoulder was used so differently in various sports.

While attending Hempfield High School in Lancaster, PA, VandeBerg played softball and basketball, admitting that while she was better at softball she enjoyed basketball more. But in high school she also took a class as a junior that changed her life. "I took a sports medicine class and that was it," VandeBerg said. "Isn't that so strange?"

After high school she attended Indiana University, where she earned her bachelor's degree and hoped to pursue a career in athletic training. She is still a proud supporter of the Hoosiers, but has somewhat shifted her allegiances in recent years. Her brother-in-law, Matt VandeBerg, is a leading receiver for the Iowa Hawkeyes, one of Indiana's Big Ten rivals.



Photo courtesy of Alexis Primavera
Ally Hemp '17 swims warm up laps with her team during a practice on Feb. 4. Hemp, Katherine Porter '18, Micaela Lyons '16, and Caroline Powell '19 finished first in the 200 m. relay against Bryn Mawr.

After college VandeBerg got what would appear to be a dream job for a trainer. She worked at the Olympic Training center in Chula Vista, Calif., just outside of San Diego. Chula Vista is one of five Olympic training facilities around the country that house athletes that are training for the Olympics in various sports. The training centers are often sports specific. USA track and field, softball, and soccer, for instance, have their headquarters in the San Diego facility.

U.S. soccer seemed to be the most interesting team to VandeBerg. In her years in Chula Vista, she saw a who's who list of national team celebrities. Stars like Abby Wambach, Hope Solo and Shannon Boxx on the women's side and players like Landon Donovan and Tim Howard on the men's side, just to name a few. While today these athletes are superstars, back then they were just budding talents on under-15 and under-17 national teams.

Her duties did not end with the

U.S. soccer team, though. VandeBerg worked with many other teams as well. "We used to work a lot of beach volleyball," VandeBerg said. "Rowing was also housed there, as well as canoeing and kayaking."

But perhaps what was most rewarding about the experience was her work with the Paralympic team. The Paralympics take place directly after the Olympics, so the Paralympic athletes come in to train right after the Olympic athletes leave. The experience was rewarding, but perhaps the best part of the job VandeBerg admitted was not what you might expect. "To be able to line up with team USA playing the national anthem. That's pretty cool."

"It's not all that you see on NBC during the Olympics," VandeBerg said. She went on to say that it was very political, with long hours and not much reward. So, after a couple of years at the training facility, VandeBerg, who was not in a fully

See **Trainer** on pg. 7

Women's swimming posts third perfect season

Will DiCiurcio
widiciurcio@ursinus.edu

The Ursinus College women's swim team has not experienced a regular season loss for the past three years. The Bears improved their dual-meet winning streak to 39 consecutive meets with wins over Franklin & Marshall and Bryn Mawr last weekend.

The wins gave the women their third straight perfect regular season (11-0, 7-0) and they obtained their 24th straight conference win in a row. The Bears are currently ranked 20 in Division III swimming.

Their undefeated streak is a rare accomplishment. The Bears became only the second team in Centennial Conference history to record three straight perfect regular seasons. The Bears share the record with Gettysburg College, who accomplished three perfect seasons in a row from 1998-2000.

Cat Wilson, a junior, says the team is extremely focused right now. With less than two weeks until the Centennial Conference championship meet, the team's next goal is a conference championship, said Wilson.

See **Swimming** on pg. 7

Upcoming Games

Thursday	Friday	Saturday	Sat Cont.	Monday	Tuesday	Wednesday
Gymnastics @ Towson, 7 p.m.	M&W Track and Field @ Boston University, Valentine Invitational	M Basketball @ Gettysburg, 2 p.m.	Wrestling @ Centennial Conference Championships @ McDaniel			M Basketball @ Haverford, 7:30 p.m.
		W Basketball @ Gettysburg, 4 p.m.				W Basketball @ Bryn Mawr, 7 p.m.
		M&W Swimming @ Franklin & Marshall Pre-Championship Invitational, 9 a.m.				

