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### The Student Movement Volume 107 Issue 19: A Weekend to Remember: AUnited Showcases Cultural Diversity

Grace No

Nora Martin

Anna Pak

Gio Lee

Aiko J. Ayala Rios

*See next page for additional authors*

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**Authors**

Grace No, Nora Martin, Anna Pak, Gio Lee, Aiko J. Ayala Rios, Andrew Francis, Alannah Tjhatra, Reagan McCain, Gabriela Francisco, Katie Davis, Lexie Dunham, Wambui Karanja, and Kayla-Hope Bruno

## A Weekend to Remember

### AUNITED SHOWCASES CULTURAL DIVERSITY



Photo by Kayla-Hope Bruno

# Humans

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HUMANS

## Andrews Students Discuss

### Feminism

Interviewed by: Grace No 03.15.23



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*Feminism and women's empowerment can take on many forms and advocate for a multitude of social issues because fights for equality are all so interconnected. I asked various students on campus for their thoughts on what they feel is an important feminist issue that should be highlighted in conversations, or that they are particularly passionate about. Clearly this term encompasses a large umbrella of opinions and can give us a look into how we can best support each other as a campus and as a community especially in terms of intersectionality.*

For myself, I feel really intimidated by men because I feel very helpless. I struggle with feeling inferior to men and that they're always smarter and better than me and wish that there were classes or something like that to help me stop thinking this way. Being Hispanic, we're taught the concept of machismo, basically putting

men first and doing all the cooking and cleaning, so fighting these ideas is hard because it's so cultural. Things like always listening to the guy and stuff is really embedded in our culture so I have trouble knowing where to start in getting rid of these ideas.

**Anali Guzman (junior, public health)**

One thing I've noticed on campus is the dress code at the Wellness Center, especially for the hot tub and swimming pools. It's specifically targeted towards women and their workout clothes or swimsuits and it's a new rule. I go to the gym all the time and it's annoying because I can't even wear what I want to go to work out.

**Olivia Geiger (senior, elementary education)**

In South Carolina, they're proposing legislation to potentially give the death penalty to women who get abortions; even miscarriages could be criminalized due to the broad language of the proposed bill. In the American healthcare systems, women and especially women of color are already so ignored. I'm scared of how this will affect women, because pregnancy can already be dangerous for us. I don't know if this legislation will pass, but I think the fact that it's even being considered is crazy.

**Shania Watts (senior, music and English)**

Gender inequality in the healthcare system. When I was going through my stroke, doctors prescribed anxiety medication to me or thought I was having panic attacks when I was having trouble speaking at all. They all dismissed my symptoms and I had to deal with doctors that talked down to me constantly. I had to really sit down with myself and assure myself that I knew what was going on in my own body and my own mind, that what I was experiencing was real.

It took over a month of advocating for myself to get a proper diagnosis. It's a really flawed system.

**Kylene Cave, English Professor**

I was actually talking about this with my roommate, but beauty standards. I think the way women are expected to look a certain way and are compared to people online like influencers, and we think that's what we're supposed to look like. I think we should respect our bodies the way God made us and of course we can sometimes modify it in a way that's healthy but we're really perfect the way we are. We should change our standards to allow women to just exist without comparison

to other people.

**Amanda Orosco (senior, elementary education)**

I would say it's very easy to talk about relationships with girls. For example, if you have a table and it's full of girls, it's easy to bring up a boyfriend if conversation is slow and things get very lively. Talking about relationships and boyfriends, things like that in general is something that's easy. But I don't think girls should be generalized to be only gossipy and obsessed with shallow things, because it's not bad to want to talk to friends about these topics. Of course there are also girls that don't talk about gossip as much and I think that's okay too.

**Yishan Jin (senior, biochemistry)**

I think sometimes with the feminist movement, there's a lot of encouragement for women's empowerment but sometimes the message gets complicated with an uncompromising attitude. Women are pushed to be very uncompromising in their lives and once a certain standard is set, women are encouraged to just leave when it comes to relationships no matter what instead of staying. I understand there's a good reason for this sometimes, but I feel that now empowerment has turned a little toxic and is leaning towards an extreme—and going too far into any end of the spectrum can be problematic.

**Annalise Tessalee (junior, biochemistry)**

The Latina women's pay gaps are really bad. I care about this a lot because, you know, I'm Latina and when I go into the professional world, I would be so upset if there were people getting paid significantly more than me for doing the same job. Whether I'm male or female or whatever, pay should be based on profession instead of factors like sex and gender.

**Karla Torres (junior, graphic design and Spanish)**

I think an issue that's not just for women but is associated with femininity and feminism is consent. We don't really talk about the many nuances of consent. A lot of people think they know what consent is but they don't.

**Nora Martin (junior, psychology and English)**

For me, one of the primary focuses of feminism and one that means the most to me is the issue of sexual violence against women. Obviously this happens to not just women but it's usually linked back to ideas of misogyny and violence. So usually it's women being assaulted and their assailants are usually men. It's something that's so common yet so stigmatized. One fifth of women in college are sexually assaulted and a lot of women are assaulted before they even turn 18. So many

women will face some form of harassment or dating violence in their lifetime. We will all hear so many horrific stories of violence about women's experiences, and so I think the fact that men's assault is not taken seriously is also linked back to misogyny. For a lot of women, sexual violence is a constant looming threat that controls where we go, what we're drinking, and the fact that it's usually committed by someone we know is terrible. As long as this is a reality of living in this world, the work of feminism isn't done.

**Reagan McCain (sophomore, history)**

People who want to put a death penalty on women's abortion.

I don't know how you can be pro life if you're not even being pro-women. I think placing too much importance on a life that hasn't even really existed yet at the expense of a life that already exists is strange. We always say hypotheticals about a fetus being able to cure cancer and things like that but don't think about whether the mother could do that as well.

**Semhar Hailu (sophomore, computer science)**

Education. It's important because it's a good step for getting independence.

**Erica Shin (senior, biology)**

A lot of people know about this but specifically Black women in hospitals not being listened to is a big issue. It's something that happened to my family as well, with women being seen as both too emotional and making things up or being "strong enough" to deal with their issues on their own. Which usually ends with people dying as a result.

**Katy Pierre (sophomore, biology)**

As I interviewed different people on campus, I was struck by the sheer variety of responses that I got from students and faculty. Although we might hear or read about many different feminist events or concerns, it's really interesting to see the different topics that are of interest to individuals and how they can vary from person to person. Reading these responses helped me think again about how feminism gives us a framework of understanding for issues ranging from dress codes and personal relationships to current laws and healthcare practices. Feminism is something that should be and is for everyone and I hope these interviews let us see this in practice!

HUMANS

# Honors Scholars and Undergraduate Research Poster Symposium: Meet the Researchers

Nora Martin 03.15.23



Photo by Blaise Datoy

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This week, the yearly Honors Scholars and Undergraduate Research Poster Symposium hosted a variety of upperclassmen in defending their Honors research, along with other students presenting work done for Undergraduate Research Scholarships. Honors research, a requirement for every graduating Honors student, is a capstone project within the students' major that illuminates the academic skills they have garnered in their undergraduate years. I interviewed some defending Honors researchers as well as other undergrad researchers about their work, how they got into it, and how they enjoyed it.

**Lauren Butler (senior, Spanish and biology)**



**What is your research?**

I'm researching whether there is seasonal variation in phonotaxis in female crickets. Phonotaxis is when the female cricket moves towards the male cricket in response to a mating sound—the chirping that you commonly hear. This chirp is composed of three sound pulses, similarly to how our names have syllables, and some sound pulses are more attractive to some species of crickets. There are a lot of variables that affect phonotactic behaviors, and I was looking at whether or not there is any kind of seasonal variation. I did a lot of data analysis of pre-existing data spanning around seven years, and wound up finding that it is not likely that there is a seasonal variation in this species of cricket.

**How did you get into this research?**

I thought that the neurobiology aspect of it was very interesting. I also was very interested in working with Dr. Navia, who is a great research mentor, and so I ended up working on this project.

**How do you like it?**

I like it okay! It's a lot of work, but it is very rewarding.

**Caryn Cruz (senior, English)****What is your research?**

I'm analyzing a show called "I May Destroy You" and I'm looking into how it uses intersectional approaches when addressing rape culture and sexual assault; specifically how it depicts survivorhood through its three main characters.

**Could you define intersectionality?**

It's an analytical framework that is often used to understand human experiences more holistically; through often-stacked identities like race, gender, etc.

**How did you do this research?**

After I had picked the text, I picked the show apart as it applied to the primary and secondary sources that framed my thesis—it was a lot of very careful detail work.

**How did you get into this research?**

I knew I wanted to do something related to rape culture, and I wound up picking up the show because I had heard a lot of people hailing the show as one of the best depictions of survivorhood on screen — I couldn't resist it.

**How do you like it?**

Honestly, it's hard getting into it. But I will say that there is a sense of

accomplishment that you feel when you are done, like right now. My freshman year, I almost dropped out of honors because of how daunting this part of it was, coming into it and finishing all the deadlines was really not that rough.

### **Kara Shepard (senior, physics)**

#### **What is your research?**

I've been doing research with the LIGO gravitational wave observatory – the instruments have to be super sensitive to detect distances in spacetime, and so because of this they are super susceptible to noise. They call these 'glitches,' and I have been looking at a particular glitch called the 'helix glitch' to try to discern where it is coming from. LIGO has a database where they keep all of their glitches, where they list when it occurred, the frequency, etc. I extracted all of the glitches, and looked at each specific time that the issue occurred and tried to see any similarities in what happened with the instruments. It seems that the biggest cause of it is an issue with a calibration for an auxiliary laser, although there are some outliers that do not seem to be caused by lasers that warrant further research.

#### **How did you get into this research?**

I started with Dr. Summerscales, who has now left, and she found this project called Gravity Spy where there were some people trying to classify the glitches, and so I got started with them that way.

#### **How do you like it?**

I do like it. I don't know if it's my favorite thing in the world, but it has been very interesting. I particularly liked reading the log about the little things that caused the glitches—one time a scientist dropped a chair and caused a glitch. Little things like that have made it more fun.

## HUMANS

# Public vs Private Schooling?

Interviewed by: Anna Pak 03.15.23



Photo by public domain

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*At Andrews University, students come from a variety of backgrounds; one of these aspects includes whether students attended a private SDA academy school versus a public high school. This week, I talked to students around campus to gain insight into their spiritual and academic experiences, how such experiences may have shaped them, and how it has affected them currently (if applicable) at Andrews.*

“Going to a private school has helped me gain greater knowledge about the Bible, which has heavily impacted my spiritual life. I’ve learned not only the different Bible stories but also insightful perspectives and interpretations of the Bible and faith. I think the biggest differences between public and private school is having religion integrated into the curriculum, connecting with teachers, and getting involved in extracurricular activities. Though religion classes may have been one more class to take and there were less options for AP classes, I greatly appreciated that we had more opportunities to get involved with different clubs, sports teams, and student offices as well as being able to go on class trips or music tours with friends. Through these activities, I was able to bond with people outside my friend

group and make unforgettable memories.”

Aileen Ahn (freshman, biology)

“I attended public school, and I think that public school was a good experience because I got to experience what it is like to be with different people in the real world, which I wouldn’t have been able to at a religious school where everyone shares common worldviews. I think that my favorite part in high school was to share community with those that differed with me in both religious and cultural bases. Finding commonality and realization that we are all humans at the end of the day despite our differences is something so beautiful that will forever stick with me. When it comes to the religious aspect, being able to ask myself questions about the existence of God and everything surrounding us really made me realize that not everything has an answer and I’ve always turned back to Him no matter how hard it might get. Christian school really implements the style of life I want to live, where there are events that constantly remind me that God is there with me in addition to having a community of people who keep the Sabbath with me. This is an unchangeable experience, and truly what makes it so special and dear is that we all share common values and it makes me happy knowing that I’m not the only one.”

Andrea Fernandez (freshman, biochemistry)

“I would say that Adventist academies are awesome for the right person. I’ve had friends who have really enjoyed their time at academy, and friends who have hated it. I attended an Adventist academy and my favorite part was the small class sizes and the amount of school sponsored trips we went on. However, public schools usually offer better academic and extracurricular opportunities (AP classes, clubs, etc.). In public schools you can also avoid people you don’t like, as opposed to private schools where you’re forced to see everyone day in and day out. There’s pros and cons to each!”

Sam Namkung (senior, psychology)

“My educational background consisted of homeschooling for most of elementary school and then going to Adventist schools for middle school and high school. What I loved most about my school was that the teachers cared about me and my education. From the stories my friends that didn’t go to an Adventist school have told me, this seems like a uniquely Adventist or at least private school experience.

Which makes sense; after all, taking a super low salary to teach kids in a religious school means you have to be passionate about helping them, or else why bother. An Adventist school usually doesn't have a ton of money, thus extracurriculars and fancy academic classes were not offered, which you would think would be a downside—however, I would argue that it was the best thing about my school, because it taught me to work on my own education. If I wanted to learn something, I went ahead and learned it without letting the school's resources be the limiting factor to my education. This learned agency was the most valuable tool that I acquired at my school. In terms of religion, Adventist schools and institutions are places that purport a strong faith community which...to be honest I have never seen. It makes sense though, as most high school students don't get to choose their high schools and at that age, religion and God may not be high priorities.

Ian Neideigh (sophomore, chemistry)

“Pros: I liked how close I got to my friends (I went to boarding school, so you get to live with all your friends), I also had a good relationship with the staff members, since they cared to talk to us if we needed advice or if we wanted to hang out. They would even invite us for dinner, games, etc. It was also easy to be involved in school events and church events.

Cons: There were less academic opportunities and less academic rigor; also, everyone's business was everyone's business (there were about 250 students in the school). Additionally, there was less freedom and more rules overall.

I think that going to an Adventist school gave me more opportunity for spiritual growth, especially in service activities and the opportunity of having staff members who were willing to answer questions about God.”

Daena Holbrook (freshman, engineering)

“My thoughts on public school (because I have not attended) are that while it is a more worldly environment for a person to learn in, it is here that kids become more socially aware of other cultures, religions, genders, and ways of thinking. Also, they are more likely to be exposed to real life situations such as fighting, teen pregnancy, etc. and so when they enter the real world, they are not shocked. As far as my experience with private school, though you have bad influences and outside children from all different aspects of life, it is a great way to become a strong leader of integrity, learn to lead faith-based lives, and take your academics seriously while putting God first. And though you might often end up feeling sheltered or “stuck in

a bubble,” you will always have an appreciation for it in the end.”

Farrah Murray (freshman, biology)

“I’ve only attended public schools until coming to Andrews, and they were vastly different from my experience here. My class size was around 600, and I met new people almost every week. It was a great place to have lots of friends, but not the best place to foster deeper relationships. Although I enjoyed the opportunities at public school, I’ve come to appreciate the feeling of community at Andrews much more.”

Colin Cha (sophomore, biochemistry)

“I went to one of the bigger Adventist academies but it was still a lot smaller compared to your typical public high school. It was just big enough where everyone could mind their own business, but also small enough so that you knew everyone who was in your class for the most part. Something I disliked about the school was that there was less mingling and more cliqueness. Everyone was really nice for the most part, but it felt like you had your own friend group and you had to stay there. Something I did appreciate about the academy was that they offered a lot of various classes and the teachers were pretty good. I think the biggest difference between public and private schools is that there are definitely less restrictions for the most part. Especially coming into an Adventist university, going to visit friends at public universities was so shockingly different in terms of what is expected of the students outside of academics.”

Helena Hilton (freshman, liberal arts)

# Arts & Entertainment

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## ARTS & ENTERTAINMENT

# Creatives on Campus: Women's History Month

Gio Lee 03.15.23

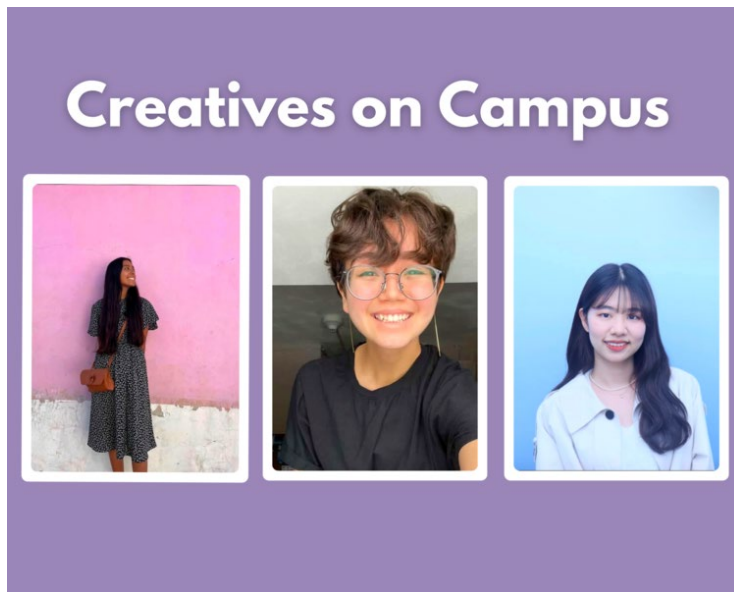


Photo by Kayla-Hope Bruno

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*I interviewed three creatives at Andrews to discuss art and how their identity affected those experiences. Anali Guzman (junior, public health), Nora Martin (junior, English and psychology), and Minji Kang (senior, violin performance) gave me their time to ask about their involvement in art.*

Anali Guzman explained that during the beginning of Covid, she started to get bored and wanted to find a good way to put her skills to work.

She mostly paints places of nature where she has traveled with her family. Examples include mountains and national parks. When asked about why she enjoys painting, she explained, "It's calming and since I didn't get to travel a lot, it's always been very special to me because I didn't have that a lot as a kid. I like drawing to make me feel like I was there again."

In terms of how her femininity plays into her paintings, she loves using bright colors. Her experiences in nature have always been bright and something she can depend on. "Nature is something that I can trust," she says, "so I don't really draw anything besides that."

For the future, she wishes to be able to paint and draw with others to share their experiences and use painting as an outlet the same way she does.

Nora Martin is an avid writer whose favorite genre to write is fantasy.

Although she did write a little when she was younger, she started to write seriously when coming into college. She writes the plots/stories and runs the game Dungeons and Dragons when playing with her friends. She writes poems and short stories about absurd realism for herself as well. "Writing is an outlet for what I'm feeling at the time. It also makes me feel very accomplished after I finish a project or some edits that I'm happy with. Fantasy is a lot of fun for me because other people can experience it as well."

Her femininity plays a big part when writing. She describes how she tries to stay away from sexism and patriarchy when writing her stories, as many women must face it in real life. Also, she struggles with being able to talk about her own experiences as a woman, because she feels that people won't see it as *serious writing*.

Nora plans on continuing to write so she can share and engage her stories with others.

Minji Kang recently composed her first piece for a school project. Her piece was about how hard it was for her to see God in her daily life and praying to see Him. However, she had always been fascinated and interested in composing.

Minji started playing the violin in fifth grade and wanted to focus on only arranging



songs, rather than composing music. However, her interest in composing first sparked watching one of her friends during her junior year.

“Honestly, it was stressful to make this song because I felt like I had no topic that just clicked with me. I didn’t feel confident and was scared to show this song to others. But after putting this out, I remember I was so happy and proud of myself after all the compliments I got from my friends.”

When asked about how her identity/femininity played a role in music, she claimed that she felt more comfortable to put music out as most violin players were female. Minji talked about how she didn’t feel that she had to limit herself with the type of songs she wanted to write for the future. For the future, Minji wants to continue writing both Christian and Non-Christian music. “I want to write songs about topics that just pop into my head.”

However, most of her pieces will be about her faith with God because she wants to share how even though she felt that she wasn’t enough for God, He was always there.

## ARTS & ENTERTAINMENT

# See My World: AU Composers' Recital

Aiko J. Ayala Rios [03.15.23](#)



Photo by Blaise Datoy

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Wouldn't it be exciting to have the power and skills to write a song for an important moment in your life, or even better, the soundtrack of your entire life, like it was a movie? Imagine describing how you see the world on musical notes and sharing that view with others by playing it on different instruments. Well, maybe it is not as fantastic as the way I just described it, but it is basically what the composition students did for their recital, which happened last Sunday at HPAC at 4 pm. It is an annual opportunity to share with the world what they have created and represented with music.

Although not very well attended, the AU Composers recital is really important for the Department of Music, as a platform to let students showcase their creativity and talent through pieces that have never been heard before, giving space for listeners to experience new feelings and hear new ideas. The recital began with

music professor Dr. Max Keller playing “Sequentur” (meaning “logical conclusions or consequences of facts”), a piece for trumpet and piano, which I would describe as dark academia’s music style meeting jazz at the rhythm of a nice waltz. Following that, the ambiance changed as “Seeking the Face of the Lord” was performed by friends of the composer Minji Kang (senior, music violin) who, in her exchange semester here at AU, had the opportunity to compose a Christian song that can give you summer Sabbath afternoon vibes. After that, Jamison Moore (senior, music performance) appeared with his cello to play his composition called “Robert Glasper Plays Cello.” If you did not know, Glasper is a Black pianist and arranger whose focus goes mostly to Jazz, but he is recently known for his latest album “Black Radio III.” To represent Glasper’s style, Jamison played with a track that consisted of various electronic instruments, with a lofi hip hop structure and sound.

The minutes passed while the instruments for the next piece were being placed on the stage, and then two music students passed to the front to perform Grant Steinweg (senior, music composition)’s piece “Oriental Suite,” which was divided into two “movements,” the first one depicting a thunderstorm sound, which included the audience by clapping in a specific manner to represent the rain, and the second movement having a texture and sound similar to ancient East-Asian music. Next, Callan Lewis-Balfor (freshman, music education) approached the stage with some of his friends to perform his piece “Mary’s Song.” As he commented at the recital, this piece is part of a Christian play he composed. This particular piece is played during a burial scene for Jesus, with Mary singing the lyrics (although for this performance, the composer sang the melody). Next, an invited faculty member of the department of music, Dr. Kenneth Logan (faculty, music, although most of you probably know him as the “organ guy” at PMC) performed his piece “On Wondrous Love” for piano, which utilized a choral or hymnal style, with parts that created a big sound, like if you were hearing it in a big cathedral. Entering into the last part of the program, Andrews alumnus Caralynn Chan played the harp as current student Liesl Meadows (freshman, music & pre-med) sang “Woven Next to You,” a love song about falling deeply in love, written by Nicole Powers (senior, music composition). As she told me, Nicole was excited because Caralynn is a close friend of hers, who traveled from Chicago to perform her piece.

Nearing the end, the next piece was “Samba for Clarinet and Piano,” a composition

by Carlos Lugo (junior, music performance) who, accompanied by Lucas Souza (junior, music education) on the clarinet, gave the concert a very tropical touch. The song was well performed and felt like a nice conversation between the two instruments. To close the concert, a string quartet formed of AU current music students entered the stage to perform a piece by recent music composition alumnus Daily Lin: "Oppressionata," a piece full of dramatism, adventure, warmth, chaos, and desperation. After the final note, Dr. Keller invited all present composers to the stage to recognize them (as not all of them were the performers of their own pieces) and with the final bow, the recital came to its end.

Maybe you ask: what makes this recital different from a normal instrument recital or concert by the orchestra or the choir? Different from performing pieces from past centuries, accompanied by a lot of research and studies on those past composers and several recordings on the internet to hear before learning the piece, performing new compositions has its easy and harder side, especially if the performer of the piece is not the composer. From the easy side, you have direct feedback from the composer on how to play it and improve your performance, but from the more complex side, you do not have a reference to hear. The style is, most likely, new to you, which means more effort into understanding the composition, the composer's ideas in his mind that sometimes cannot be described in words, and putting your best effort into making a performance that presents the recently-born composition to the audience in the best possible way. It is simple but complex simultaneously, making it even more interesting to do!

Now I ask you: what would you do if you could recreate your world and make it as music?

## ARTS & ENTERTAINMENT

# Sonnets Reimagined: English 430 Collage Projects

Grace No 03.15.23



Photo by Kayla-Hope Bruno

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I chose to audit Dr. Corredera's Shakespeare, Race and Adaptation English class (ENG430) this semester, mostly because my friends were taking it too. I've never had a great love for Shakespeare's plays or poems and didn't find them particularly entertaining to read in high school, but this class changed that for me. Reading articles that delved deeper into the politics of Shakespeare and what his stories mean to us today was especially interesting when tied to familiar adaptations like "Get Out" and music video references to "Romeo and Juliet," since these current works show how Shakespeare has clearly retained his relevance in pop culture for years and years past his death. One of the projects that our class was assigned to

during our Shakespeare's sonnets unit was a creative project inspired by the works of Suzanne Coley, a textile artist based in Baltimore. She interprets and speaks back to the works of Shakespeare using a feminist and postcolonial lens with various fabrics and inks to create visual art such as collage books and prints. Our objective for the "collage project" was to similarly explore the themes of gender and race that are present in the Dark Lady sonnets in which Shakespeare writes about a woman that he is in love with. I spoke to some of the students in my class about what their projects were about, their inspirations, and how they felt about doing a creative/visual English project.

Terika Williams (senior, English and Spanish): I thought the project was really cool. Dr Corredera's assignment allowed us to use physical art, things like glue and paint that you don't really get to use since kindergarten. We had the choice to do it digitally and I thought it'd be fun to do a textile project. When we looked at Suzanne Coley's work I saw that she used a lot of overlapping photos to tell a bigger message, so I thought I'd do the same. I was mainly influenced by Sonnets 18 and 130, which praises Eurocentric ideals of beauty while degrading the "Dark lady" using racist language. I wanted to show that Black women have been stereotyped and burdened with being the "most disrespected and most neglected person in America," to quote Malcolm X. With my project, I wanted to show that although Black women somewhat exist in this space of stereotypes (angry, too strong, ugly), they are beautiful and can embrace features that have previously been looked down upon.

Izzy Koh (senior, English): I created a multi-media collage based on Sonnet 101 by Shakespeare, which talks about legacies of fairness. I used a lot of nature symbolism and patterns and colors to show mirrored and contrasting notions of lineage and interconnectedness when it comes to race. I really enjoy projects like these because they let my mind think in a different way and I love the tangible aspect of it because I have a physical project that I can interact with as well.

Alexander Hess (senior, English): For my sonnet project I expanded on Suzanne Coley's sonnet textiles (which uses quilting to reimagine Shakespeare's sonnets in resistant, artistic ways) but through paintings instead of fabric. With the help of a background editor, I spliced, edited, and reformatted various paintings by Afro-Cuban artist Harmonia Rosales and created a totally new image which celebrates divine, Black femininity. In doing so, I purposefully create dissonance between Shakespeare's racist characterization of Black femininity and Rosales's paintings which celebrate Blackness and diasporic Black culture. While this project was a

TON of work, I appreciated how it pushed me outside of my comfort zone and helped me play with art in ways that I'd never tried before. Additionally, it helped me expand my interest in considering how visual art can provide meaningful forms of resistance to systems of oppression and bigotry.

Dr. Corredera's project gave all of us a wonderful way of applying our theoretical texts and class discussions into a visual medium, and I loved seeing all of my classmates' different methods for creating a textual work of art. Although we all tackled Shakespeare's sonnets, we chose different imagery and specific themes that were more personal to us, which let me see how students can find multiple layers of meaning in the same set of poems and even in the same lines. I also appreciated the opportunity to use poem analysis and storytelling in a way that I usually don't get in English classes because intersections of art and writing can be really great in helping us understand works from different time periods, especially in the ways that they still maintain their relevance in our culture today.

# News

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## NEWS

# Cultural Clubs Wow During Preview Showcase

Andrew Francis [03.15.23](#)



Photo by Terika Williams

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One aspect of Andrews University that our administration and community values and loves to flaunt is the diversity amongst students on campus. With reputable news site U.S. News and World Report giving Andrews the number 1 within the United States in campus ethnic diversity, as well as placing within the top 10 in the most international students in the United States, highlighting this diversity and culmination of so many cultures has been a top priority of Andrews University Student Association (AUSA) as well as other student clubs on campus. With diversity being pushed to the forefront of campus topics, “AUniverse: A Cultural



Showcase” was planned and hosted in the Johnson Gym by a collective of Andrews’ cultural clubs.

The Cultural Showcase entered its second year of existence with some hoping for the program to continue to be an annual event. Occurring conveniently during a high school preview weekend, AUniverse began with much anticipation on Saturday, March 11. Clubs such as the Korean American Student Association (KASA), Southern Asia Student Association (SASA), Andrews Caribbean Club (ACA), and the Andrews University Latino Association (AULA) each put on unique displays of the cultures they represent through singing, dance, skits, or other musical and artistic performances. With so much variety in culture across the globe being represented through Andrews University’s student body the night was jam packed with a variety of entertainment that left current students, prospective preview students, and all other viewers alike wanting even more.

Solana Campbell (junior, business management), the president of SASA, says that the goal of their showcase “was to really aim to represent South Asia as more than a monolith. We emphasized fashion from various states and countries around the part of the world we represent in order to show that South Asia is more than just lehengas! Then, we ended the performance with an energetic dance mashup of recognizable South Asian songs. I just hope that people were able to soak in the beauty and energy of South Asian people and cultures.”

In between the showcases, members of each club joined a panel to answer questions such as, “What does culture mean to you?” They shared that culture is a way of communication, and that our racial and ethnic backgrounds should be shared with others. An example of this was seen in the dances that AULA displayed.

As a participant of the AULA dance showcase, Lily Burke (senior, anthropology, English, and Spanish) recounted, “It was such an honor to dance with the AULA club and members of the audience for our part of the showcase. Dance is a massively important component of so many cultures, and it was so beautiful to see Andrews unite to celebrate these cultures on their own terms. The AULA part of the program included a Colombian folk dance performed by AULA ladies in gorgeous traditional outfits, then guys in fútbol jerseys showed off some tricks. Last, a group of dancers came together to end our part of the program with a dynamic dance that combined several Latin dance styles.”

The vibrant style and unique customs of each group impacted many attendants.

Kayla-Hope Bruno (senior, psychology) observed the event and said, “The AU Cultural Showcase was amazing, I enjoyed every performance especially the KASA and SASA club’s performances. Each club brought their own charismatic energy. I also liked the idea of the panel which brought to public some issues that many students have spoken about in private about the current state of diversity that is present here on campus.”

I was able to speak with Farrah Murray (freshman, biology), who said, “Besides the performance I was in, I enjoyed the Korean [KASA] and Filipino [AFIA] club’s performances because they were filled with color and numerous creative aspects.”

Enlai Wang (senior, biology) said, “I really enjoyed AULA’s and AFIA’s performances because they were so energetic and engaging.”

All in all, I believe most students are looking forward to the third AUnited weekend next year. The opportunity to view numerous ways of life adds to the education that Andrews students receive. As future world changers we must remember the lesson we’ve learned on campus: we are all more similar than we think.

NEWS

# Head in the Clouds: The AUnited Cultural Gala

Alannah Tjhatra 03.15.23



Photo by Alannah Tjhatra

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On March 12, 2023, at 7:30 pm, the Andrews University Student Association (AUSA) and the Andrews University Graduate Student Association (AUGSA) hosted a cultural gala at the Gillespie Conference Center in South Bend, Indiana. This gala was the last in a series of collaborative events that took place over Andrews University's second annual AUnited Weekend (March 10 - 12), which celebrates the university's cultural diversity. Students had attended a moving vespers on

Friday evening, in which they were called to be “United in Christ;” and a dazzling Cultural Showcase on Saturday night, where various cultural clubs shared a look into their traditions, pop culture, fashion, and history. Now, they were ready to end off the weekend with a lively social event.

The venue was filled with round sitting and standing tables, centerpieces composed of candles, baby’s breath, and fluff that looked like clouds. In the middle of the room was a shiny dance floor that faced an elevated stage; and in the back corner was a pretty arched photo booth made of pink tulle, fairy lights, and fluff for clouds. At the center of the room, too, hung softly-glowing clouds.

Students mingled in the lobby and main area, taking pictures and catching up over drinks and hors d'oeuvres passed out by uniformed servers. Each new wave of food and drink was from a different culture: there were vegetarian egg rolls from Southern Africa, Indonesian-style *es teler*, Venezuelan *arepas*, among others. Drinks included mango lassi and hibiscus ginger tea, while dessert dishes consisted of cassava cake, *brigadeiros*, and baklava.

Throughout the night, guests were also treated to a variety of cultural performances. Nicole Boddetti (senior, public health), Kimberly Agosto (freshman, elementary education), Nathan Gulzar (sophomore, aviation), and Nathan Boddetti (sophomore, computer science) from the Southern Asia Student Association (SASA) took the floor with a dynamic Bhangra dance routine, and Cielo Sandoval captured her audience with a beautiful Mexican Mariachi song. Franky Paypa (senior, physical therapy), who performed a crowd-winning Pinoy dance medley, commented, “As a performer, it was heartwarming to see the support and the hype for modern OPM (original Pinoy music). My hope for this weekend is to help catapult interest in more types of music around the globe, as well as to continue advocating for diversity.”

As a finale, members of the Andrews University Latino Association (AULA) performed a dynamic *merengue* dance. They were soon joined by various members of the audience, who formed a conga line and joined in the fun. And as the night wore on, students flocked to the dance floor to participate in guided steps like the Cupid Shuffle and the Macarena.

Overall, students seemed to enjoy themselves at this mid-semester event. Anna Pak (sophomore, psychology), said this: “My favorite part [of the gala] was probably getting to see everyone dressed up and socializing with people I haven't seen in a while. I thought all the cultural foods were really good as well, but I wished they

had made it more of a sit-down meal rather than finger foods. All in all though, I enjoyed the performances and the event in general!”

Meanwhile, Hailey Prestes (junior, architecture), AUSA’s Social VP, provided some insight about the planning of the event: “Planning the gala was a months-long process that took a lot of time and effort, but I think it paid off! I tried something new with the ‘tastes from around the world’ and with moving away from a traditional sit-down banquet to a socializing walk around gala. There are some quirks I would have been able to avoid had I known exactly what a gala like this entails, but now we have something to go off of for future reference! Overall, I’m so glad we had a fun night where people got to enjoy themselves and celebrate each other's cultures in an entertaining way with some yummy food and cultural dancing. Just remember, there’s no point in being the number one most diverse school if we’re not also the number one most inclusive! Everyone looked fabulous and I hope everyone had an amazing time.”

Amidst delicious food, lovely performances, and a chance to have a good time with friends, it’s safe to say that this year’s AUnited cultural gala was a success.

NEWS

# Honors Scholars and Undergraduate Research Poster Symposium 2023

Nora Martin 03.15.23



Photo by Blaise Datoy

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On March 10 from 2:30 - 3:30 pm, the yearly Honors and Undergraduate Research Poster Symposium was held, where Honors students and Undergraduate Research Scholarship award scholars from all disciplines presented their research to the public and were graded by a panel of students, professors, and faculty. Hosted in the hallways of Buller, the Symposium event was a come-as-you-wish event where all students could come and see what their classmates have been working on. Several refreshments were provided, including cookies, fruit, chips, and breads. The event had over 20 researchers, each presenting a poster summarizing their work over the course of the past several years. Defending research at the Symposium, a requirement for all graduating Honors students and undergraduate researchers is a fantastic way for new researchers to practice presenting their

work to a lay audience, as well as to display their hard work. For many, such as Chrissy Stowell (senior, psychology), a student presenting her psychology research, the event was a zenith of multiple years of work:

She says, “Research was actually a lot of work that I did not anticipate—the project grew so much. I’ve been working on this project since my sophomore year—it has really exploded since then. It’s been really rewarding, though, to see all the effort that I’ve put into it come through with the poster presentations. It was one of the biggest rewards [of the research]. Also, it all happened super fast. There was very little time between seeing someone and them asking me to tell them about my research. It was really encouraging to have all of these people be interested in my research—it’s kind of discouraging to put so much work into something and have no one care—so this was really cool and made me excited about continuing with research in the future.”

Other students such as Lily Burke (senior, anthropology, English, and Spanish), a recipient of the Undergraduate Research Scholarship, found fulfillment in explaining her research with interested attendees. She stated, “I was so excited to present the progress on my current research project at this symposium. Sharing my work and getting feedback from other scholars was an enriching experience.”

For some researchers—including Valerie Akinyi (senior, political science), presenting political science research—the presentation itself was a process that grew, much like the research itself. She says, “Presenting was nerve-wracking. I first presented to my evaluator, and I hadn’t hit my stride yet, but I started to feel myself get comfortable when questions started coming in, and then I had a good time getting to talk about my knowledge in this niche subject area.”

Honors presenters were evaluated by a panel of evaluators, including professors, a few students, and some faculty. This panel is the “Honors Council,” and they are responsible for critiquing Honors research throughout its development. Maxine Umana, one of the evaluators, says that the Honors Scholars and Undergraduate Research Symposium is a later step in the process.

Ms. Maxine shared, “What the Honors council is primarily looking for is that the students took the feedback they gave during their proposal defense, as well as particularly things that students might have to work on for their final thesis. However, one thing that we try to emphasize at this point is praise; faculty know that praise is super helpful to validate the students’ work and passion in the work they did—of course, there’s critiquing as well, but we try to make it as positive as

possible. One thing that I do try to remind students to do as they are defending is to keep their work interdisciplinary; all students will have professors grading them that are in their discipline, but will also receive feedback from professors that are not at all familiar with their discipline. I like to encourage students to learn how to present the information they know to an audience with no background knowledge.”

She explains that the students are graded on five things: research quality, poster content, poster appearance, verbal performance, and holistic impression. Provided that students took the feedback they were given during earlier stages of the research, presentation defense is not difficult. Overall, the Honors Scholar and Undergraduate Research Scholarship Poster Symposium was a capstone event in the educational development of many Honors upperclassmen and Undergraduate Research Scholarship scholars, for whom we eagerly await future research endeavors.

## Ideas

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### IDEAS

# A Kinda Brief History of Feminism

Reagan McCain [03.15.23](#)



Photo by public domain



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We often refer to feminism as a singularly united ideology in our everyday vocabulary, but the reality and history of the movement are much more complicated. While everyone who calls themselves a feminist shares the common desire to end gender-based discrimination, they may have very different ideas about what that discrimination looks like, its origins, and how to solve it best. Feminism can be better understood as a historical political and social movement that advocates for the equality of the sexes, something that many people continue to fight for today. To know what feminism looks like today, we must first learn what it looked like in the past. While we could never describe the entire history of the movement in just one article, a brief overview can help us learn more about this commonly misunderstood topic.

### **Protofeminism**

We divide feminism using the metaphors of three or four "waves" spread across time (or more, depending on who you ask). The first wave started in the 19th century. Still, before the term "Feminism" was coined by male French philosopher Charles Fourier in 1837, many writers had already advocated for women's equality. These thinkers are called "proto-feminists," like the 14th-century female philosopher Christine de Pisan. Protofeminists like her were discontent with the treatment of women in Medieval Europe since women could not own property, be educated or participate in public life.

While Enlightenment thinkers wrote about ideas like liberty, equality, and natural rights, they were [never](#) extended to women. Female intellectuals like Olympe de Gouges' and Mary Wollstonecraft were quick to point out the hypocrisy. They wrote two extremely important political works demanding that women were equal to men and should be granted the same opportunities.

### **First Wave Feminism**

In the late 19th century, these political ideas grew into a larger political activist movement: First Wave Feminism. In the United States and England, white female abolitionists began to apply the concepts of freedom and equality to their own lives. In 1848, these women gathered in the small town of Seneca Falls and came up with a list of rights that they wanted for women—most importantly, the right to vote. While this issue was the main focus of this era, there were other feminist thinkers like Emma Goldman and Charlotte Perkins Gilman who thought it would take a lot more than voting for women to become free from sexism. They criticized

mainstream feminist leaders like Susan B. Anthony and Elizabeth Cady Stanton, who usually only focused on upper-class white women's rights. For instance, Susan B. Anthony refused to support the working class trade union movement and refused to help fight against Jim Crow segregation. The suffragist movement struggled for 70 years until activist Alice Paul adopted a more radical approach inspired by the British suffragists and organized mass demonstrations, parades, and confrontations with the police. In 1920, the 19th amendment was passed, and women in the United States won the right to vote.

### **Second Wave Feminism**

After suffrage was won, feminists lost a clear direction in their activism. It wasn't until the 1960s and 70s that the Second Wave began, inspired by the Civil Rights movement and the Vietnam War protests. Feminists, this time, wanted institutional and cultural change and asked for equal pay, job opportunities, and childcare services. Other groups campaigned for broader issues, such as sit-ins and marches against sexism in literature and academia. Women's studies departments were established in universities, and people started to open up rape crisis centers. Major victories of this era were the Pay Act of 1963 and Roe V. Wade in 1973.

Feminists of this wave spent a lot of time discussing and debating different theoretical ideas. They thought a lot about where women's oppression came from and what it even meant to be a woman in the first place! Three main types of feminism came from these debates: **Mainstream/liberal feminism** focused on changing sexist laws and wanted more women to take positions of power in society. **Radical feminism** didn't think that putting women into positions of power would be enough to end gender discrimination. They believed society was inherently sexist and women could only be freed by an entire societal restructuring. **Cultural feminism** taught that men and women were inherently different and thought it was best to celebrate the traits usually associated with women, like being naturally nurturing and caring. They felt mainstream feminism's attempt to integrate women into the male sphere was bad because it would make women worse and more like men. Second-wave feminism was still primarily led by middle-class white women who rarely included women of other classes and races in their thinking and activism. Still, notable Black feminists of this era, like Audre Lorde and Alice Walker, wrote very influential books/articles on the ties between racism and sexism.

## **Third Wave Feminism**

Because of the many victories of second-wave feminism, women in the 90s enjoyed more rights and power than ever before! Feminists of this era wanted to redefine and reclaim sexist words and symbols to shape their own idea about what it meant to be a woman. They emphasized individuality with the deep belief that a woman should get to choose how she lives her life. Many cultural milestones, like “The Vagina Monologues,” the Guerilla Girls, and punk rock riot grrrls, defined this era. While Second wave feminists often felt pressured to present as more masculine to be respected and sometimes viewed traditional femininity as limiting, Third Wave Feminists didn’t see a reason why being “girly” couldn’t be just as respectable. Third Wave feminism also became more inclusive and aware of race. In 1989, Kimberle Crenshaw coined the phrase “[intersectionality](#),” which refers to how different kinds of oppression, like sexism and racism, intersect with one another. Intersectionality has become increasingly important to feminists ever since. While this was certainly one of the greater achievements of this era, many critics felt the lack of a unified political agenda or philosophy made the cry of “Girl Power” an empty promise.

## **Where are we now?**

Today, there’s debate about whether we’re in a fourth wave of feminism or if we're in a continuation of the third wave. Since 2012, there’s been a focus on issues like sexual harassment, body shaming, and [rape culture](#), which were brought to wide public attention through the “Me Too” movement that started in Hollywood.

So far, this era has also been marked by increased use of social media to share ideas and potentially do activism. While social media makes it easy to communicate with each other quickly, it can unfortunately also make it harder to communicate *thoughtfully*. As we’ve learned, complicated, nuanced issues have been debated within feminism for centuries! An attention-grabbing video on your FYP or a hot take on your timeline can’t represent the ideas of an entire political movement. To understand the multilayered problems we encounter today, we need to have more long-form discussions and intellectual inquiries that extend beyond our phones and into the real world. Use Women’s History Month to continue to learn more and to engage in in-person conversations about women’s issues. If you’re eager to learn more, check out the Women’s Empowerment Association of Andrews University (WEAAU) [Tuesday Choice](#), hosted in the series in the History Department, where we’ll dive deeper into the movement’s histories and their implications to us today.

## IDEAS

# Bee Kind!

Gabriela Francisco 03.15.23



Photo by Bianca Ackermann on Unsplash

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A question I find myself asking more often than I would like is: if someone knows better, why don't they do better? I think it's safe to say that we all learned at the age of 10 or something that butterflies and bees are the tiny animals that help pollinate our flowers. Scientists and environmentalists have noticed dwindling numbers of bees and butterflies which have been left without enough and in some areas, without any protection against this issue. Not only does the lack of protection mean fewer flower bouquets available at your local Trader Joe's, but it also leads to the crumbling of [plant life, entire ecosystems, and agriculture](#).

### **Lack of Protection?**

A lot of different animals like elephants, lions, aquatic life, and many others have literal laws in place, such as The [Endangered Species Act](#), to protect them from being hunted by poachers and corporations from building in areas where those

animals live. Unfortunately, bees and butterflies are not afforded the same protections. Different agencies and conservation groups simply do not do the work to protect them because there isn't much they can do as many state statutes [do not consider insects as wildlife](#).

### **Why are they Disappearing?**

There are many reasons behind why these integral insects are slowly going extinct, the first being climate change. According to the [U.S. National Park Service](#), "The changing climate impacts pollinators by shifting growing and blooming seasons and potentially weakening the plant populations that pollinators depend on. Additionally, warmer temperatures have altered migration patterns, affecting pollinator species like butterflies." While bees and butterflies help pollinate different plants, the plants reward them by providing nectar. This important resource is also threatened in conjunction with another reason why butterflies and bees are disappearing. Farmers often use fungicides and pesticides to keep invasive insects from destroying their crops-but these chemicals have harmful effects on butterflies and bees. [Xerces Society](#) goes on to say, "Their [pesticides'] effects include removing important floral resources, causing subtle yet concerning effects on reproduction, navigation and memory and high-profile incidents when pesticides kill bees. Exposure to pesticides can also compound the effects of other stressors on pollinator populations, such as loss of habitat and exposure to pathogens and diseases."

### **Why should I care?**

1. Because you're not a jerk! :)
2. An article by [Clemson University](#) says,

The greatest economic impact of honey bees is through pollination of agricultural crops. Production of about one third of the human diet requires insect pollination, and honey bees perform the majority of pollination for these cultivated crops. Globally, three out of four species of cultivated crops are animal pollinated, and honey bees are able to pollinate most of these crops. In the United States, honey bees contribute an estimated \$20 billion to the value of U.S. crop production annually. Some crops such as almonds, blueberries, and cherries rely almost entirely on honey bee pollination. By enabling the production of such an array of crops, honey bees have diversified the human diet, which provides high quality nutrition that promotes human health and longevity.

3. Humans rely on pollinated plants for common [medicines](#) we use.

### What can I do?

1. If you didn't know all this information before, now you do. Since we all know better, let's do better!

2. Fill out this [form](#) that will tell Congress to pass the Recovering America's Wildlife Act which will provide \$1.4 billion to struggling species such as bees and butterflies to get the help they need.

3. Donate to different charities like the ones that you can find [here](#) and [here](#) that support bees and butterflies, respectively.

4. Let's start a bee and butterfly conservation club?!

## IDEAS

# The History of Saint Patrick's Day

Katie Davis 03.15.23



Photo by public domain

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St. Patrick's Day has been celebrated longer than Christmas, Thanksgiving, and the Fourth of July. The [holiday](#) started out as a celebration of honoring St. Patrick by establishing a Feast Day in 1631. Throughout the centuries, traditions,

information, and disastrous events have changed the way that St. Patrick's Day was originally celebrated.

According to [CNN](#), St. Patrick was not from Ireland, even though this holiday has many Irish roots. St. Patrick was from Roman Britain. He was captured as a young boy by Irish pirates. During this time, most of Ireland believed in [Druids](#), which is a priest, magician, or soothsayer in the ancient Celtic religion. After a couple years of staying in Ireland, St. Patrick escaped and made his way back to Britain. Once back in his homeland, St. Patrick had a vision that inspired him to study priesthood. Even though he escaped from Ireland, he willingly returned and converted thousands of Irish people to Catholicism. This remarkable conversion led St. Patrick to be the patron Saint of Ireland. St. Patrick used shamrocks, which are now commonly associated with the holiday, as a tool in his ministry to explain the Holy Trinity. It is uncertain the exact day that this Saint died, but March 17 is celebrated to commemorate the mission of St. Patrick.

St. Patrick's Day celebrations have evolved throughout the centuries. [During](#) the first several centuries, March 17 was a day of solemnity in Ireland. Catholics attended church in the morning and partook of modest feasts in the afternoon. There were no parades, and emerald-tinted food products were not a part of the holiday—because blue was the traditional color, not green, until the 1798 Irish Rebellion.

Immigrants from Ireland brought over the traditions and holiday to the U.S. Boston is known to be the first place of St. Patrick's Day celebration in 1737. However, the British started the green tradition of America's largest and longest St. Patrick's Day parade in 1762. The parade was started by Irish-born soldiers serving in the British Army. They marched through lower Manhattan to a St. Patrick's Day breakfast at a local tavern. This parade raised opposition from nativist and anti-Catholic mobs that started a tradition of "paddy-making" on the eve of St. Patrick's Day. This tradition involves erecting effigies of Irishmen wearing rags and necklaces of potatoes with whiskey bottles in their hands. This practice was banned in 1803. The Irish potato famine of 1845 led to more practices and traditions involving food. The St. Patrick's Day meal became corned beef and cabbage, which was an American innovation.

Today, celebrations of this holiday are practiced differently around the world. In [Portland](#) Maine, they start off the day by doing a Paddy's Day Plunge into the freezing Atlantic Ocean at 5:30am. Afterwards, those who survive the frigid waters,

enjoy a free Irish breakfast, a live auction, and a raffle at a nearby restaurant. Going down south to New Orleans, Louisiana, people come flocking to the city to the Irish Channel neighborhood for a street party. This party may be the only place where you could participate in a vegetable food fight! This tradition is to memorialize how cabbage replaced potatoes during the potato famine and became a staple of Irish cuisine. Up north in Chicago, the city dyes the Chicago River green and a parade is held to honor the Saint. Ireland and Montserrat, a Caribbean island, are the only two countries that have the day off. In Brussels, Belgium, residents play Irish sports such as Gaelic football and put on a traditional St. Patrick's parade. Banwen, Wales, claims to be St. Patrick's birthplace and they take pride in this. Their parade commemorates the saint's birthplace and celebrates various other traditions. St. Patrick's Day was also celebrated by a Canadian astronaut who wore green in the International Space Station, and took a video of himself singing "Danny Boy." Lastly, a place least expected to celebrate St. Patrick's Day is Ise Japan. Japan's St. Patrick's Day parades start at the Ise Shrine, which is dedicated to a Shinto sun goddess. Japanese and Irish flags fly together while residents dress up like leprechauns, play bagpipes, dance jigs, and end the day with an oyster festival.

Irish families in America also have a unique relationship with St. Patrick's Day. Alexander Hess (senior, English), a student with Irish ancestry, shares his relationship with this holiday:

Growing up, my family's celebrations of St. Patrick's Day was fairly minimal and Americanized. This mostly consisted of wearing lots of green and eating culturally-specific foods like stew or shepherd's pie. At Andrews, I have definitely become more interested and invested in re-connecting with my Irish culture. Since my family is fairly removed from Ireland (my great-great grandparents moved to the U.S.), it's been difficult for me to feel connected to my past. However, as I've gotten older I've had the privilege to dig deeper into my ancestry and begin exploring what being Irish means to me.

St. Patrick's Day is celebrated around the world. It is a day that honors not only a Saint that converted Ireland to Catholicism, but it also celebrates trials, famines, joys, and wars. Unlike other U.S. Holidays, St. Patrick's Day involves everybody from every background, religion, and race. It is a holiday that unites the world by wearing green, sharing shamrocks, eating food, and most of all sharing the joy and happiness of the holiday.



# Pulse

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PULSE

## The Dorms: What Would You Change?

Interviewed by: Lexie Dunham 03.15.23



Photo by Darren Heslop

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Lamson and Meier Hall have become a quintessential part of Andrews University life. Whenever you ask alums what they may remember most about their time at Andrews, they often talk about all the fun they had in the dorms hanging out with their peers. Of course, this means that both buildings are well along in years. Over the years, questions and concerns have arisen from the student body about the dorms. It is well understood that the concerns of the student body cannot all be addressed, but this does not take away the value of those concerns. We give feedback because we are privileged to and in the hope and belief that we will be

listened to. I wanted to hear, in-depth, what people would change about the dorms if they could.

I asked the residents of Lamson and Meier the question, “If you could change anything about the dorm, what would it be?” This might be a loaded question for some readers, especially if you have ever lived in a room where the sink fell or had mold issues, or both. Joel Saturne (sophomore, business administration), a Meier resident, said, “The walls are very thin, so you can hear everything. Even two doors down. The bathroom doors are also very thin. However, I would like to say that the RAs are very nice!” Similarly, in my experience, I have noticed that the walls are quite thin in Lamson Hall. In fact, it was such a problem for me that I now have my fan on almost constantly to block out the noises of others around me. Being able to hear people’s loud conversations or phone calls with their families is a big issue. Everyone is entitled to more privacy in their rooms. However, this point is nothing new. Neither is the point made by Bianca Loss (sophomore, elementary education), an RA and resident of Lamson Hall. She said, “I would change the whole building. The people are amazing. As part of the RA team, I love the team and the people so much. But the building lets us down. The atmosphere created here is wonderful, but the building needs some help.” There are more stories from Lamson residents that I was able to hear, including ones I could tell, but as Bianca said, the people in the dorms are all wonderful and ready to give a listening ear. This is what makes the problems of the dorm seem to drift away.

After asking some underclassmen, I decided to ask some individuals who have lived in the dorms for even longer. Sam Fisher (senior, nursing) said, “I wish I could change the mold situation in the bathroom. There is black mold in there that they keep saying they will fix, but they have not.” Students may have an uneasiness about mold and other structural concerns in their dorms, but some concerns for dorm life extend past their physical structure. Erin Beers (junior, psychology brain and cognition) said, “If I could change one thing about the dorm, it would be the curfew. Having a curfew for anyone in the sophomore class or above does not make sense to me. It’s there to teach accountability, but it takes away the actual decision to be accountable.” This statement has been echoed across the student body for many years. For more context, the standard curfew times are 11 pm for freshmen, 12 am for sophomores, and 1 am for juniors and seniors on weekdays. This varies if you have honor status. Regardless of class, the RAs come to check on everyone at 11:00 PM. Some students feel the curfew is very constricting. Others

find it comforting. This is something that has often been discussed on campus, and people's opinions vary on this topic.

To conclude, the comments made are things many would like to be changed. However, the intention of this article is not to attack the dorms, but to give an outlet for student voices. Because, in reality, the deans and RA's and people that dwell in these residence halls are what make it all worth it. I am quite happy with my room and living conditions and have had very few issues living in the dorm, and many people feel the same way I do. However, with things that aren't as pleasant, we can voice our opinions in the hopes that things can always get better. We appreciate all the work being done by the university, and we welcome more conversations surrounding this topic. While this article has highlighted some negative aspects, there are so many positive things about the dorm that I admire and want to see continue for many years to come.

## PULSE

# The President-Elect: Viewpoint on Diversity

Wambui Karanja [03.15.23](#)



Photo by public domain

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On Tuesday, March 7, 2023, the [Board of Trustees](#) appointed John Wesley Taylor V as the president-elect of Andrews University following a review of the two final candidates submitted to the board by the [Presidential Search Committee](#). Taylor will be the seventh president of Andrews University (25th overall since the university's establishment as Battle Creek College), effective July 1, 2023.

John Wesley Taylor V has an extensive professional background in leadership, particularly within the Seventh-day Adventist church. He has held the positions of Associate Director of the Department of Education at the General Conference and Executive Secretary of the Adventist Accrediting Association. His background in higher education includes serving as a professor, dean, associate dean, and director of doctoral programs at various Adventist colleges, including Southern Adventist University, the Adventist International Institute of Advanced Studies in the Philippines, and Universidad de Montemorelos in Mexico. Taylor is an alum of Andrews University, holding both a PhD and master's degree from his time here. He also holds an EdD from the University of Virginia and a master's degree from the University of Tennessee, Knoxville. More information can be found on the president-elect [here](#).

As some may know, there was a substantial amount of controversy surrounding the presidential election. On March 6, a day before the voting would take place, an [article](#) began circulating on social media. It spoke about the two then-candidates for president and addressed the factors leading to much of the discord surrounding the election. The article prompted discussions on campus about the now president-elect's potential view on the values of diversity and inclusion, specifically as it relates to various cultural expressions by individuals of various races and nationalities.

From what I have gathered in conversation with various students on campus, many are concerned about the president-elect's potential stance on diversity and inclusion and how these ideologies may affect us. According to the 2022-23 U.S. News Best Colleges rankings, Andrews University is ranked the nation's [#1 campus for ethnic diversity](#) (tied with the University of Hawaii at Hilo). Just this past weekend, the Andrews University Student Association held its second annual AUnited weekend, featuring a three-day-long celebration of the beautiful array of cultures represented on our campus. Each representative from these various cultures has something uniquely valuable to add to the richness of our flourishing

intercultural community. The hope is that we can continue these and other efforts to celebrate the diversity we are privileged to experience here. I spoke with a student, who wishes to remain anonymous, about the discussion prompted by the aforementioned article. When asked their thoughts, they said,

“Andrews University is an institution that has made a name for itself in many ways. It has held the title of the most diverse university in the United States for some time. In addition to the seminary, various other programs have attracted individuals to attend and complete their education here. This campus is full of people from all cultures and walks of life. This diversity is a blessing, but it also requires a lot of work to make sure everyone is heard and included. Our last president, President Luxton, was very intentional about this. She highlighted the importance of diversity, equity, and inclusion. She opened up a position for that very purpose (Michael Nixon, Vice President of Diversity and Inclusion). Andrews has benefited from being a shining light of diversity and inclusion and has touched many lives because of it. Moving forward, my hope for the new president is that he is aware of his new responsibility—the responsibility to continue to create a space where all people are welcome. To be clear, this means being inclusive regardless of ethnicity, culture, gender, sexuality, socioeconomic class, and religious affiliation. This is a difficult task to take on individually, but with communication and the support of the Andrews community, it is possible. John 15:12 says, “My command is this: Love each other as I have loved you.” If we live out our lives trying to show others the love that God has shown us, things like equity and inclusion will become much easier. My hope is that the new president will keep these concepts in mind.”

Though it was not always so, the values of diversity and inclusion are now ingrained into the fabric of what it means to experience life at Andrews University. In a letter to the student body, president-elect Taylor said: “Each time I am on campus, I am reminded anew of the amazing nature of our Andrews community and the vitality and rich culture embodied by our truly nationally and globally diverse student body, a microcosm of the family of God. We will seek to nurture a multicultural community that is warm and caring, fair and just, and that fosters a culture of connectedness and collaboration.”

We exist in a space that gives us the unique opportunity to express ourselves culturally, connect and learn from each other, and engage in meaningful conversations about cultural identity and belonging. A potential threat to that space we hold so dear is alarming at best. However, I urge my fellow students to avoid drawing drastic conclusions without proper context and full knowledge of

the situation at hand. In the same breath, I encourage each of us to continue to be aware of changes, involve ourselves in creating the environment we want to see, and engage critically with the world around us.

## Last Word

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LAST WORD

# What I Would Tell My Freshman Self

Kayla-Hope Bruno 03.15.23



Photo by Kayla-Hope Bruno

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Coming into college, I had so many unrealistic expectations and false ideas of what my undergraduate experience would be like. I thought that I would have a seamless transition into the college world, I thought that I would be a stellar student who got good grades easily and managed time effectively, and that I would

know exactly what I wanted to do with “the rest of my life.” However, it turns out that my romanticized fantasy of what college would be like did not translate to reality. Being that I am now a senior and graduation day is approaching, I thought that it would be the perfect opportunity to take some time and give my freshman self some advice that I wish she knew at the time. Maybe this advice can be of help to any freshmen or students who are reading this.

The first piece of advice that I would give is to **stop doubting yourself**. Usually in the midst of doubt there is a lot of fear and anxiety that causes individuals to second guess themselves, forfeit great opportunities, and not operate at their full potential. I realized that there were some amazing opportunities that I missed out on because I constantly doubted myself and did not believe that I was capable. It was not until my junior year where I realized that all along God gave me everything that I needed to be successful, and that I should not allow doubt to stop me from taking advantage of opportunities that will contribute to my growth and future success.

The second piece of advice that I have is **do not overwork or overwhelm yourself to prove that you can**. Throughout my undergraduate experience, I always felt like I needed to prove myself. I thought that by proving myself to others, they would think that I was a “great student” who had it all together and was involved in her school community. Looking back, I can see that I took on more than I could handle when it came to courseload and extracurricular activities. Because I was extremely overwhelmed and burnt out, my physical and mental health declined and grades suffered. You are already worthy, so you do not need to paint a picture for others that you are a super amazing human being. All you have to do is your best with what you can handle in the current season that you are in.

The third piece of advice that I would give is to **be present and more intentional with your time**. College goes by so fast that you can forget to embrace and experience every moment. Being present and making the most of your time in college will help you to look back with more joy than regret. Another thing is that time waits for no one, so use it wisely. Do your work, study when you do not want to but know you need to, grab lunch or dinner with a friend when you both are available, exercise and make time for yourself. I wish I understood the importance of time.

The fourth piece of advice that I have is **do not shrink yourself; take up space**. I dealt with, and sometimes still deal with, imposter syndrome. During the times

where I was not doing well in my classes, I felt like a major fraud. However, I realized in adopting this toxic mindset, I felt small, so I played small. I did not ask for help as much as I should have, I threw self-pity parties, and I was okay with being the victim in my story. It has taken me a long time to see that I belong here at Andrews University. God placed each and every one of us here on this campus for a reason. We are all afforded the opportunity to take up space, adopt healthy habits, seek accountability and wisdom, and accomplish our dreams and goals.

The fifth piece of advice that I would give is to **exercise in any capacity**, whether that is working out at the gym or going on a walk around campus. When you are able to, go outside or to the gym and move your body. [Moving your body](#) can improve your mental health and mood as well as help you with becoming stronger.

Lastly and most importantly, I would tell freshman Kayla to **always run to God with all of my problems**. Prayer and being in God's word is key, having conversations with God about issues in your life will overall make you feel better. I am reminded of 1 Peter 5:7, which states, "Cast all your anxiety on him because he cares for you." God wants you to come to Him with all of your problems because He will surely handle your situation. The best thing to do is pray and go to God more than you worry and overthink.

Honestly, reader, I want you to know that it is okay to not have everything figured out. I certainly did not have everything figured out when I started my undergraduate experience at Andrews. Even in approaching the end of my undergraduate experience, I still do not have everything figured out. I am realizing that that is a part of the journey, embracing the unknown, allowing God to order your steps and trusting the plans He has for your life. Although, I sometimes wish that I could travel back in time and give my younger self this advice. I am grateful for the experiences that have stretched me and have helped me to be able to give this advice to the person who is reading this.