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Ursinus and Sodexo investigate sexual misconduct claims

Two staff members banned from campus after students allege inappropriate behavior to College officials

An Ursinus food service worker employed by Sodexo has been placed on investigatory leave after allegations of sexual misconduct involving students were brought to the college’s attention by students, according to a campus-wide email sent out Feb. 16 by President Brock Blomberg.

Ursinus officials banned the worker from campus and notified Campus Safety and local police to enforce the ban, according to Blomberg.

According to the email, the allegations range from sexual harassment to “potentially criminal sexual misconduct.” The college has initiated an investigation under Title IX, a federal law against sex or gender-based discrimination in educational institutions.

Sodexo, an external dining services vendor, has also initiated an investigation.

Ron Wood, general manager of dining services at Ursinus, declined to comment directly but offered a statement from Sodexo.

“Sodexo strives to provide an environment that is free from all forms of harassment, including sexual harassment.” Wood said. “We are aware of the situation and are currently investigating. We are working with the administration at Ursinus College to resolve this matter as quickly as possible.”

A second Sodexo employee was also placed on investigatory leave for reportedly engaging in “other misconduct related to alcohol,” according to the email. That employee is also banned from Ursinus campus.

“Our students and our campus community will always be our most important concern, and we will not tolerate misconduct of any kind.” Blomberg said in his email. “We are taking steps to understand the scope of the conduct and evaluate additional protective measures to prevent conduct of this nature.”

Reports of sexual misconduct are handled by the campus crisis response team, the Title IX Coordinators Kimberly Taylor and Jessica Oros, and the student affairs office led by Dean Debbie Nolan. All three declined to speak on the record about this case.

According to the Faculty and Staff Handbook, when a faculty or staff member is accused of sexual and gender-based misconduct, the complainant may pursue formal or informal adjudication after the filing of a formal complaint.

If the complainant has not requested informal adjudication between both parties, the college may proceed with formal adjudication.

In the case of formal adjudication, the Title IX Coordinator appoints a trained investigator to investigate the allegations by interviewing all relevant parties and collecting available evidence. If the investigation indicates a potential policy violation, an ad hoc committee of three faculty or staff members will hear the case, according to the Handbook.

According to the Handbook, the Department of Education’s Office of Civil Rights requires schools to establish a “preponderance of the evidence” standard in its interpretation of Title IX violations—meaning that the committee must evaluate evidence showing that the alleged misconduct “more likely than not” occurred.

After the hearing, the committee will collect their findings in a letter to the respondent and complainant, determining whether they found the respondent responsible for alleged misconduct and the sanction imposed, according to the Handbook.

According to the Handbook, sanctions for a sexual exploitation or sexual harassment violation range “from warning to dismissal, depending on the severity of the incident, and

Smoothie bar opens in gym

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Ursinus College Dining Services and Sodexo are offering a new bar for healthy smoothies on campus – The Natural! Juice Bar, located in the Floy Lewis Bakes Center [FLBC], opened Feb 20.

The juice bar features fresh squeezed fruit juices and blended smoothies. Students can order custom-made beverages from a selection of fresh ingredients. The menu also offers a variety of fresh wraps and salads for students to be able to get a full, healthy meal during lunch and dinner hours, according to an email sent out by UC Dining Services.

Rob Wood, general Sodexo manager, explained that the decision to build Natural! came out of discussions with administration officials who wished to expand Sodexo’s offerings to high traffic locations such as the gym.

Customer surveys indicated an increasing demand from students for healthier food options, with a specific request for fresh smoothies, Wood added.

When asked about the budget for the juice bar, Wood explained that Ursinus and Sodexo funded the installation through a joint financial partnership agreement.

Diamond Wint, a sophomore, noticed the alternative ingredients in the menu include alternative milk, such as almond, soy, and cashew milk, which accommodate students with dietary restrictions.

“I do think [the juice bar will] be a nice addition, especially because they have more vegan dairy alternatives than at Jazzman’s,” said Wint.

Wood explained that the juice

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Ursinus begins search for Director of Religious Life

A committee of students, faculty and staff look to fill spiritual gap

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Following the passing of spiritual leader and mentor, Reverend Charles Rice, back in April 2017, the spiritual life on campus has been left with an empty space for the Ursinus community. College officials hope to soon fill that space in their search for a new Director of Religious and Spiritual Life.

According to an email sent out by Vice President of Student Affairs and Dean of Students, Debbie Nolan, the position is a one-year appointment designed to provide a transitional period for the community to determine future spiritual needs and goals.

A committee of faculty and students was first organized last summer to begin the process of finding a transitional spiritual leader. However, many faculty members, including Dean Nolan and President Brock Blomberg, felt it was best to delay the search until this semester in order to give some space and time for the community to grieve and heal after Rice’s unexpected passing.

Nolan explained, “Rev. Rice was such a large, wonderful presence, we couldn’t just say hurry up and get somebody new . . . we needed a chance to pause and process what [had] just happened [before finding] a replacement.”

“We are really trying to understand [Rice’s] legacy and what’s missing [from campus] and we know that no one can replace that. We know that no one can be him,” Nolan added. “We also decided to look at, what does the future of religious life look like on liberal arts campuses right now? And what should ours look like? We hired [Rice] 20 years ago, under a certain model . . . so, we said let’s give it some time. Let’s get someone in for a year or so.

According to the Ursinus website, the responsibilities of Director of Religious and Spiritual Life will include but are not limited to: educating the campus on the intersection of faith, service, and social justice; offering spiritual counseling to students; developing pastoral relationships with the campus community; and fostering communication between the various student religious groups.

All candidates for the position must have the ability to be inclusive in all aspects of ministry, must demonstrate respect for various expressions of faith that exist on campus, according to the job listing on the Ursinus website.

More information about the position, including applicant requirements and responsibilities, can be found under employment opportunities posted by Human Resources on the Ursinus website.

Nolan also stressed, “[We want] people that [have] some sense of academic scholarship and some sense of the intersection[s] [between] social justice and faith and religion . . . someone to understand how faith and meaning have to do with community? What are our needs? What does we expect from someone who our spiritual leader?’ Just to let all that happen as we redefine [campus spiritual life],” Nolan said.

According to Nolan, “[The college wants] to make sure we are being diverse and inclusive to all faiths and all traditions.”

In fact, Nolan explained that applicants didn’t have to follow a specific faith tradition in order to be considered for the position. However, Nolan also added that many of the preferred applicants so far have been ordained in some sort of religious tradition. Still, Nolan encouraged students not to see the title, Director of Religious and Spiritual Life, as restricted to an organized religion, but to view it rather in a larger, more inclusive, spiritual sense.

Nolan is the chairman of the current search committee. The committee also includes two students, Sophy Gamber and Codi Yhap, and faculty members Nathan Rein, Christian Rice, Todd McKinney, and Terrance Williams.

However, President Blomberg will ultimately be the one to decide who will fill the position. Nolan explained, “After meeting
Common Intellectual Experience Open to Change
First-year seminar syllabus undergoes update as part of two-year cycle

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The syllabus change committee—currently accepting student and faculty proposals to update the syllabus for the Common Intellectual Experience (CIE), the first-year seminar. The deadline to submit proposals is March 15.

Bar fits well in its health and fitness center environment, suiting the health-conscious theme of Natural!

The decision to move the juice bar away from the rest of the dining services in Wismer was made in order to improve congestion during peak meal times, Wood explained. Attendees of evening events, such as basketball or volleyball games, will have a nearby venue to purchase food and beverages.

Reception to the juice bar pre-opening has been positive, according to Wood.

Tori Williams, a sophomore, and one of the students workers at Natural! is excited to be a part of Ursinus’ new dining option, “The new juice bar will be an excellent addition to Ursinus. This juice bar will add more variety to the food offerings at Ursinus and will hopefully give students a healthier alternative to other food choices.”

Students can use meal credits, dining dollars, Bear Bucks, or credit and debit cards towards their purchases at the Natural! Juice bar. cash is not accepted.

Natural! is open from 8am-8pm, Monday to Friday. According to Wood, it opens at that time to allow those who use the FLBC to get a healthy breakfast or smoothie. It will also be open late to help support athletic events in the evening.

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The change is about keeping [the CIE syllabus] fresh and current.

—Tom Carroll
CIE Coordinator

The committee welcomes these proposals as a means to better enforce the purpose and learning goals of CIE, specifically, in regard to the core questions: What matters to me? How should we live together? How can we understand the world? What will I do?

What’s the process?

The CIE syllabus change committee includes four CIE coordinators, along with two professors and two student representatives. The student representatives, Johnny Myers ’19 and Bryan Asiedu ’19, were appointed to the committee by the student government.

Physics professor and CIE coordinator Dr. Tom Carroll explained that the process for changing the CIE syllabus takes place over a two-year cycle: The members of the CIE syllabus change committee will read all the proposed texts this summer and then develop syllabi proposals to adjust the current syllabus. The faculty will vote on the new syllabi drafted by the committee in Fall 2018. The Class of 2023 will be the first to benefit from the new syllabus when it is implemented in 2019.

Why the change?

The committee is seeking suggestions for how the structure of CIE can be better organized. Carroll explained that the committee hopes to update the structure, texts, and CIE common events in order to create a greater connection between the four new CIE questions and the CIE learning goals, which, according to the Ursinus website, are: “[to cultivate the self-knowledge necessary to live a considered, independent, and responsible life . . . [and] to establish an intellectual community enjoyed by students and faculty alike.”

When asked why these changes were necessary, Carroll explained, “[The changes are] about keeping [the CIE syllabus] fresh and current.”

Carroll believes it is important to update the texts so that they reflect issues that are relevant to students.

“Some texts, like ‘The Epic of Gilgamesh,’ are kept on the CIE syllabus for many years but become no longer suitable for CIE,” Carroll explained. “[Or] some texts appear to be too complex for freshmen to read, while some other texts can speak to students better.”

How do students feel about the current syllabus?

Yu Wendy Luo ’19, an international student from Singapore, is considering drafting a proposal to change placement of ‘Between the World and Me’ by Ta-Nehisi Coates in CIE 100.

“The book does a good job of portraying a prevailing [racial] issue in America. However, I feel this book is out of the place.” Luo said. “I see a connection between Plato and ‘Between the World and Me,’ but I had difficulties connecting the book with other texts in CIE 100. If ‘Between the World and Me’ has to be used in CIE 100, it should be placed after Plato.”

Junior Sam Pope criticizes the placement of CIE texts in chronological order. Pope believes that the contemporary texts in CIE should be read alongside the ancient texts, instead of being separated in two different semesters.

While Pope agreed that it’s important for students to be aware of both ancient and contemporary concerns, he argued that the texts would be more beneficial if they were ordered in a way that required students to consider and compare contemporary concerns and ideas with the concerns and ideas of the past.

“Connecting what has been discussed and what is being discussed can help students understand the essential questions of CIE,” Pope explained.

Bert Steyaert ’19, also a CIE Fellow, questioned if it is too soon for another syllabus change given that CIE questions were only just recently switched from the three former CIE questions to the four new CIE questions last Fall.

“Professors and students are still coping with this change as an intellectual community,” Steyaert said.

“Students from higher classes are having difficulty discussing CIE with the freshmen. Professors who teach diversity (D), humanity (H), and global studies (G) core requirements are still trying to accommodate their courses to fit the new questions.”

—Sam Pope
Junior

Connecting what has been discussed and what is being discussed can help students understand the CIE questions.”

—Sam Pope
Junior

Students are also invited to consider how their proposed change will fit in with the current CIE curriculum, as well as possible assignments and common events that could be paired with their proposed texts.

Students are required to develop their proposals with the help of a faculty member who has previously taught CIE. Faculty partners will be able to provide students with more information on how to submit their proposals as the deadline draws closer.

Students interested in proposing several changes are free to submit multiple proposals. Any student with further questions or concerns regarding the CIE syllabus proposals should email Thomas Carroll at tcarroll@ursinus.edu.
Celebration of professor achievement

Nominations are currently being sought for mentoring and teaching awards to be presented at commencement.

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Every year at commencement, Ursinus presents awards to faculty members to celebrate their achievements as mentors and teachers. Nominations are now open for the upcoming commencement ceremony for the Jones Award for Distinguished Advising and Mentoring and the Lindback Distinguished Teaching Award.

The Jones Award is given to a professor who has shown outstanding advising and mentoring, and the Lindback Award (which exchanges with the Laughlin Teaching Award yearly depending on the source of the funding), is presented to a professor who is an excellent teacher. Both awards are student nominated and then reviewed by a committee. The list is then sent to the President for the final selection.

Last year, the Jones Award for Distinguished Advising and Mentoring went to Professor Lisa Grossbauer of the Mathematics department, and the Laughlin Teaching Award went to Dr. Del Engstrom of the Health and Exercise Physiology department.

“It was a very emotional and humbling moment because the ‘students spoke’ which made it incredibly meaningful for me.”

— Prof. Lisa Grossbauer
Professor of Mathematics

Grossbauer said she was “beyond surprised” to receive the Jones Award last spring. “I am a non-tenured faculty member and was unaware that I was eligible for this prestigious award. I prefer to fly ‘under the radar’ and quietly help my students so this award took me off guard in a public way. It was a very emotional and humbling moment in my life because the ‘students spoke,’ which made it incredibly meaningful for me,” said Grossbauer.

Grossbauer has been at Ursinus for nine years now. She spent the first three and a half years earning her teaching certificate in math education. Before coming to Ursinus, Grossbauer earned her undergraduate degree in mathematics and her graduate degree in applied statistics at Villanova University, and worked in the life sciences division of the US Navy at the Naval Air Development Center while in college.

“My ultimate career goal was to become an astronaut and work for NASA. I never made it to space, but I did spend my entire career working ground control as an aerospace engineer for Lockheed Martin. I still would love to travel to space if anyone has an ‘in’ with Elon Musk!” said Grossbauer.

Although Grossbauer originally saw herself “orbiting earth, not captive in a classroom,” she found later in life that “my desire to share my passion for mathematics and engineering drove me into the classroom, and the students who confess that mathematics is not ‘their thing’ keep me here.”

Within her research, Grossbauer said she has been “fortunate to straddle two worlds: industry and academy.” Her research in industry involved “evaluating system performance and statistical algorithms as it [relates] to orbital mechanics.”

In academia, however, she focuses mostly on statistical and math education. According to Grossbauer, “Students in the United States lag far behind most industrial nations in math competency. At what point during mathematical development are we losing our students? When do they disengage from mathematics? There is no doubt that algebra is the gateway to success in the STEM fields so this disengagement is happening very early in their educational careers. I am most interested in studying this very complex problem and helping to train the next generation of teachers so they can start chipping away at it.”

Grossbauer’s favorite part of advising and mentoring students is hearing about their successes as well as their failures when they stop by her office. She loves to listen and help them grow and adapt as they “discover their way.”

“I often catch myself bragging about my students as a parent would in certain circles. It is a daily blessing to watch students mature and discover their passion and purpose in life,” said Grossbauer.

Dr. Engstrom was also surprised and honored to receive the Laughlin Teaching Award. “The experience of working alongside many other excellent teachers in both the HEP Department and across the campus in my CIE experiences has been the highlight of my professional career . . . The best part of teaching is being able to observe your students develop and mature as young professionals. I encourage my students to pursue the avenues about which they are most passionate, but also to be open to explore new opportunities since they often turn out to be unexpected joys in life,” said Engstrom.

Engstrom has been teaching at Ursinus for 25 years now and is passionate about teaching in a “variety of arenas in wellness education and fitness education.”

“The best part of teaching is being able to observe your students develop and mature as young professionals.”

— Dr. Del Engstrom
Professor of Health and Exercise Physiology

Engstrom completed his undergraduate degree in physical education with a minor in English and received his teacher certification and master’s degree from California State University in Fresno. He taught and coached in secondary schools in California for several years before completing his Ed.D in Physical Education at the University of Northern Colorado. Coming to the East Coast, Ursinus gave Engstrom the chance to pursue his goals.

Engstrom was inspired to teach by the teachers and coaches in his life. He competed in sports such as football and baseball, and learned “the importance of leading a healthy, active lifestyle.”

According to Engstrom, “I wanted to share those same experiences with young people and had the good fortune to teach physical education, English, and mathematics and coach several sports in high school for 14 years. The opportunity to teach in college allowed me the chance to help encourage future teachers on their own pedagogical journeys and to research the beneficial aspects of physical activity upon one’s health and learning.”

Engstrom summed up part of his passion for teaching in one of his favorite quotes: “The students you teach are infinitely more important than the content you teach.”

Nominations are currently being sought for recipients of the Jones Award and the Lindback Award. Ursinus students are encouraged to nominate any professors they believe are worthy of these distinguished awards. For more information students can visit the Ursinus College website.

www.ursinusgrizzly.com

Photos courtesy of Ursinus Communications

Professors Lisa Grossbauer and Dr. Del Engstrom were recipients of the prestigious awards last year.

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Digital Skills for the Liberal Arts

The Digital Liberal Arts Fellows are hosting a workshop for Ursinus students and faculty on February 23, from 2 p.m. to 4 p.m. in the Myrin Library lounge. According to sophomore DLA Fellow Tiffini-Amber Eckenrod, the workshop will consist of four groups, each led by a different Fellow.

Eckenrod and the other Fellows, seniors Shelby Bryant and Paige Szmodis, and junior Shelby Carmichael, will be teaching attendees how to use various tools to improve both their literacy and technology skills. These tools include programs like Shotcut, Wordpress, QGIS, Timeline, Wix, and Storymap JS.

“The programs can make interesting projects or be used for fun. For example, Shotcut allows people to make and edit their own YouTube videos while Wix lets people make their own unique webpages. Each of these tools is useful in its own way and is used in certain professions all the time,” said Eckenrod.

The Digital Liberal Arts Fellows have been at Ursinus for over a year and a half now. They work towards advancing literacy with technologically advanced equipment.

Eckenrod, explained that the DLA Fellows are students who “work with faculty and [other] students to incorporate digital components into the classroom and troubleshoot any issues people are having with these digital components.”

They aim to assist teachers, staff, and students using a variety of technology.

Eckenrod said, “In general, we work with programs like Wordpress, Audacity, and ArcGIS, as well as assist with video-editing, web design, digital storytelling, and digital curating.”

The Fellows’ assistance only goes so far, however. Eckenrod explained, “We do not do all of the work for students. We just help them out. We can assist with a wide variety of programs and websites, not just the ones listed.”

Eckenrod continued that “students will be able to walk in and out as they like, [moving] to and from each station at any time. Food and drinks will also be provided.”

Eckenrod encouraged students, and faculty as well, to check out the event because it will teach them about programs that can be used in and outside of classes.

Dr. Kara McShane, co-director of the DLA, said that the Fellows previously did video-editing work with faculty in the library, but the Fellows are pushing to “help faculty feel comfortable integrating these technology tools into their classes,” and to consult with teachers about the programs.

McShane stated, “For some faculty members [and their classes], the Fellow takes [charge], but for others, the Fellow is there to be an extra set of hands.”

The purpose of the workshop is “to get students to explore some of these tools in a low-stress, friendly, warm, supportive environment,” McShane said.

The DLA Fellows are excited for their upcoming workshop and to teach people about the digital humanities. If a student attends the workshop but does not finish their task in time, they can schedule a meeting with a Fellow to follow up and complete their project. Students can stop in during the workshop at any time, during normal office hours, or make a separate appointment with a Fellow on the Ursinus website at https://www.ursinus.edu/library/digital-liberal-arts/.
Why Ursinus needs a LGBTQ and women’s center

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At the beginning of this semester, the Office of Diversity and Inclusion moved from Unity House to the central location of Lower Wisner and renamed as the Institute for Inclusion and Equity. Moving a diversity center from the outskirts to the center of campus shows Ursinus’ symbolic progress to prioritize diversity and inclusion related efforts. Having worked in both Unity House and the IIE, I can say that while humans are the driving force behind diversity support systems at Ursinus, the symbolism of spaces is also incredibly important. This move should remind members of the Ursinus community about the importance of physical space, and as a result, I have often wondered why Ursinus does not have a physical women’s and LGBTQ+ resource center.

Other colleges in the Pennsylvania Consortium for the Liberal Arts (PCLA) such as Dickinson and Gettysburg colleges have physical spaces devoted not only to sexual assault services but also mental health, sexual health, and advocacy for women-identified students. Dickinson College’s Women’s & Gender Resource Center is located in a house on their main street, and Gettysburg College’s Women’s Center is located on the first floor of one of their student halls. While these centers likely have their own struggles and areas in which to improve, they show that other schools recognize the importance of holding specific safe physical spaces for these services.

Students at Ursinus do not necessarily struggle from lack of resources, but rather a lack of easy or comfortable and safe access to those resources. During my time at Ursinus, I think the Peer Advocates have drastically changed how they’ve approached sexual assault education in many positive ways. They have made strides to provide better support and preventative education for the campus. That being said, their work is limited by not having a physical space.

The only space the Peer Advocates and the Prevention and Advocacy Educator/Deputy Title IX Coordinator, Jess Oros, have for themselves is Oros’s office in Lower. This may be a comfortable space, but it is also a personal office housed alongside student activities. While the Prevention and Advocacy Educator/Deputy Title IX Coordinator office will be eventually moved to the IIE, I still think a personal office is not a sufficient location to house the range of sexual assault, sexual health, mental health, and other advocacy programs at Ursinus. The full range of these services are, in a sense, location-less. To find them all, students must float between pages deep in the Ursinus website.

I don’t think this sexual health center necessarily belongs in the IIE because the key mission of the IIE is to provide a student support and educational space—not necessarily to address private health concerns. Senior Solana Warner added, “The IIE is great for advocacy and education, but a different kind of space would be great for privacy for these health-related services.”

Sophomore Kiley Addis said, “I would be more comfortable getting services if there [was] a physical place. I feel like there’s a lot of judgement [when students go] to get sexual health resources. To get to Wellness you kind of have to walk through Reimert which isn’t comfortable for a lot of students.”

I have heard students complain many times that we don’t have enough sexual health-related resources. In an anonymous survey I did for the Rainbow Resource Center (RRC), one of the biggest concerns students brought up was lack of queer and LGBTQ+ sexual health resources.

Wellness currently provides confidential STD testing and can write prescriptions for birth control pills. You can make a medical appointment at Wellness without having to disclose the reason for the medical visit and then just discuss those details with the nurse or doctor. While I think more sexual health resources would be better, these resources we do have aren’t well known. Having a specific center for these services could help students know that these services exist in a safe and confidential space.

Jessica Parrillo, the Director of Counseling and Wellness, said, “I’d love if we had the funding and space for a center like that. We’re currently working to get the word out about what services we do have and how we can refer students to outside resources to fill in the gaps.”

Wellness would be a suitable place to host such a women’s and LGBTQ+ center. It’s not easy to tear up and reconfigure a space, nor do I think that will happen anytime soon. Wellness already has a lot to pack into one building with both counseling and medical services.

Lack of physical space for this group of services can be a barrier for students who are seeking help, whether it be for sexual health or gender-related violence services. While building the ICD and having established the IIE, it’s important for Ursinus to think about the implications of not creating a central, distinguished space for these wellness-related services.

**Student proposals should prioritize poetry in CIE**

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The CIE Syllabus Change Committee is calling for student proposals to add or remove a text from the CIE curriculum. With a faculty partner, students can propose any text, film, art, or performance piece. While last year’s changes to the curriculum provided new perspectives and genres, I would like to see more contemporary poetry into CIE.

I didn’t recognize the glaring lack of contemporary poems in CIE until I attended a panel at the American Museum in Philadelphia (AAMP) titled “Remembering Gwendolyn Brooks” last semester. There, poet Sonia Sanchez reflected that Brooks allows us to become more human simply by posing the question “What does it mean to be human?” through her poetry.

Most upperclassmen at Ursinus may groan at this clichéd question from CIE, but Sanchez’s statement still rings true when applied to all poetry. Even though the CIE questions have changed, I still feel as though this question is the root of CIE because the process of questioning what it means to be human through poetry is how we become better humans. Sanchez’s comment made me realize that CIE should focus on the content of poetry to question how we can understand our lives and the world. Students should take advantage of the opportunity to influence the CIE curriculum by proposing more contemporary poems that they identify with as texts.

Ursinus’ tendency to shy away from describing CIE with any preference for literature or the humanities as a way to distinguish our institution from other colleges that require an English or writing seminar as a first-year learning experience. I do not think CIE should be limited to an English curriculum because of the importance of an interdisciplinary education. However, this emphasis causes the curriculum to fall short of teaching students how to read, analyze, and most importantly, relate to poetry.

In CIE 100 and CIE 200, there is only one poetry section per semester: Sappho in the fall and Romantic poetry in the spring. The way they are used in CIE often relegates them to one or two discussions about their socio-historical context. This basic analysis often causes us to overlook the emotional connections we can have with literature, which can impact students the most.

I recall Sappho’s haunting declaration that “someone in some future time will remember us.” I do not remember her poetry because of cause of discussions. Rather, students learn to appreciate poetry through finding relevance to their lives. In high school, I did not enjoy poetry until we read Walt Whitman and T.S. Eliot, because we focused more on the poem’s meanings rather than structure, devices, and historical context.

Like most of my high school education, many first-year students have probably been taught to read poetry like they would a riddle: to find the hidden metaphors and cryptic meanings. CIE provides an opportunity for students to re-evaluate how they approach poetry. The point of studying literature in CIE is not to identify literary devices and structure. Analyzing such elements is meant to help the reader reach a better understanding of the poem’s meaning; this activity is not a substitute for actually grappling with the content itself.

During the panel discussion at the AAMP, Sanchez also emphasized how even some English faculty fail at teaching poetry beyond basic literary analysis, and I think her critique may also apply to professors who have to teach poetry in CIE. She told stories about how in the case of national tragedies, people would ask her what poems she would recommend to survive trauma. Certainly fiction, philosophy, and nonfiction can be meaningful in shaping someone’s world views, but poetry often contains the potential for deeper emotional connection. Similarly to the literature that people look to during tragedies, the texts that students will revisit at Ursinus and beyond are the ones that have a personal impact.

The addition of contemporary poems could help students relate and understand how a poem’s meaning can impact our daily lives. For example, when Mary Oliver’s “The Summer Day” directly asks, “Tell me, what is it you plan to do with your one wild and precious life?” the poem allows the reader to contemplate the CIE questions without pretending to know the answers.

What it means to be human can become a serious question by reading and relating to poetry. The poetry selections in CIE shouldn’t be limited to canonical Greek or Romantic poetry, but should extend to contemporary works that illustrate more ways of understanding ourselves, others, and the world. As a result, I encourage students and faculty interested in contemporary poetry to submit proposals to the CIE Syllabus Change Committee by March 15.

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test between the two teams. Dickinson held off a late charge from Ursinus, surviving Zach Quatto’s three point attempt while the game’s outcome was still in question.

Quatto thinks the team should be well prepared for the CC playoffs.

“We already played [Dickinson] twice so far this season,” said Quatto, “[so] we are going back and watching film on those games to see where we can get better.”

Both teams are familiar with each other, meaning that they both will need to play a clean game in order to advance.

“In order to make a deep play-off run, our biggest focus is going to be on turnovers, defense, and rebounding,” said Rafferty, “when it comes to playoffs, every single possession counts and we cannot afford to give away extra possessions for the other team.”

Rebounding has been a big issue for the Bears this season. They were beaten soundly on the boards in home losses to conference leaders Swarthmore and Johns Hopkins.

In order to rectify this problem, the Bears will turn toward sophomore standout Shane Stark.

Stark has been an inside force all season long for Ursinus. Stark enters the postseason averaging 7.5 rebounds per game, the most for Ursinus since sophmore standout Shane Stark.

Senior defender Alycia Hil debrand, “[Another] catchphrase of our team is ‘Together.’ We’ve been working very well as a unit, [and] we do everything to come together and for us to do what we’ve been talking about since I got here three years ago. I can’t wait to do this with my team.”

The Bears opened the 2018 season on Tuesday, Feb. 20 at Cabrini and will play their home opener against Rowan University on Wednesday Feb. 28 at 4 p.m. on Patterson Field.
UC clinches fourth seed in CC playoffs

For the second time in two seasons, the Ursinus College men’s basketball team is heading to the Centennial Conference (CC) tournament. After compiling a 16-9 record which included a 12-6 mark in conference play, Ursinus earned the fourth seed in the Centennial tournament. The Bears are one step closer to making their championship aspirations a reality. After hitting a slump near the end of January where the Bears lost 4 out of 5 games, Ursinus came into the playoffs on a hot streak, winning their last two games easily over Muhlenberg and Gettysburg in order to set up a home playoff game against sixth seeded Dickinson in Helfferich Hall on Tuesday night.

Rafferty dished out six assists in the 17-point victory over the Bullets. He credits the fans for the team’s performance. “The team loves when the fans come out and give us all energy,” said Rafferty, “It is really important for fans to show up so we can pack the gym.”

The Bears have played well at home, compiling a 7-3 record on the year, including their 87-75 victory over the Red Devils in early January. That night, the Bears shot the lights out of the gym by compiling 87 points while shooting 60 percent from the floor. Senior guard Ryan McTamney led the way for Ursinus, scoring 24 points, going 8-11 from the floor. Senior Zach Quattro tacked on 18 points of his own in the Bears’ relatively easy victory over Dickinson.

Home court advantage has been a major key in the Bear’s matchups with the Red Devils this year. Dickinson was able to defend home court and down the Bears in a closely fought 63-59 Red Devil victory in the season’s second con-

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Upcoming Games

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