

# COLLEGIAN

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# Willamette Welcomes new English professor

MILES SARI  
NEWS EDITOR

After attaining his Ph.D. in English and American Literature from New York University in 2011, Roy Pérez joins the Willamette community this semester as Assistant Professor of English and American Ethnic Studies.

Growing up in North Hollywood, and Miami, Pérez is not only a scholar, but also a poet and poetry editor. While attending NYU, his disciplinary concentrations focused on performance studies, gender and sexuality studies and contemporary American and Latin@ literature.

While living in New York City, Pérez helped found The Birdsong Collective and Micropress, an anti-racist, queer positive, class-conscious "publishing outfit" committed to circulating the creative work of its members.

His current research includes his book project entitled "Queer Mediums: The Cultural Politics of Latin@ Figuration," in which he "argues against the privileging of realist aesthetics in Latina/o cultural analysis," said Pérez.

The book examines the presentation of queer Latin@ bodies - from anti-colonial writings at the turn of the century, to the examination of the character Justin Suarez of ABC's "Ugly Betty" in 2007, not to mention the playwrights, painters and performance artists in between.

In addition to his own scholarly research, Pérez's poems have been featured on *ThePoetry.org* as Poet of the Week, in *FENCE Magazine's* issue #14 and in "The Best of PANIC!" an anthology of poetry under Fireking Press.

*Collegian:* What are your teaching interests?

*Roy Pérez:* My teaching interests include Literary Theory, particularly queer and feminist literary theory and critical race theory, Latina/o popular culture, literature, performance and what I call counterculture. And finally, American literature, broadly speaking from the late 1800s into the 21st century.

*C:* What made you want to study English?

*RP:* What made me want to study English is that I was really terrible at every other subject. Another thing that made me want to study English was reading William Faulkner's "The Sound and the Fury" my sophomore year of high school.

That was a huge moment for me in moving from the science fiction novels that I'd been reading as a teenager into the American literary tradition, and realizing that literature could engage a lot more questions and historical moments and issues than I had previously imagined.

And that it didn't need all of the aliens, space ships and time travel in order to be interesting, and [it] could be interesting just with what is going on with the planet right now and what has gone on with this planet in the past.

So Faulkner is highly to blame for my becoming an English major. I also loved writing; it has always been one of my favorite pastimes and forms of therapy for me and my favorite kind of creative production. Writing was something I was really good at in college and high school.

Also, as an English major in college I discovered the Chicana Feminist Theory, and it shined so much on my experiences as growing up Latino in southern California and in Miami and growing up queer, and that gave me a lot of language with which to explain some of my life experiences, political experiences and feelings about being Latino.

So, when I realized I could engage literature through feminist theory, I suddenly felt it was the right vocation for me.

*C:* Around what themes and issues are your classes organized?



Professor Roy Pérez.

Courtesy of Roy Pérez

*RP:* All my classes are organized around a different set of issues. My "States of Anxiety" class is organized around the psychology in the study of literature, and in particular, the study of feelings in literature. Each unit in that class is organized around a moment of national anxiety.

"Latin@ countercultures" is organized around students' particular projects and their blogging interests. That class usually covers a lot of popular culture like music videos and film, as well as social movements, party movements, the Chicana feminist movement and different cultural moments of countercultures like the punk scene in southern California, specifically among Chicanos.

*C:* What do you hope to bring to the Willamette community?

*RP:* To the Willamette community at large, I want to bring a sense of intersectionality. I'm trained by professors who were particularly interested in the intersection of sex, gender, class and race as social experiences.

A lot of my work focuses on intercultural moments of exchange. I'm really interested in bringing to the Willamette community conversations about how different social issues influence one another, like how Latina women have dialogued with the white feminist movement in order to make it more conscious of Latina issues.

I want to bring these kinds of conversations about the intersections of identity to life experience to Willamette. In my classes, I also want to make people excited about reading difficult things. I like to read theory; I think it's really important, and I want to make scary, theoretical, difficult texts accessible, enjoyable and important.

As a Latino professor at Willamette, I'm really interested in connecting what is predominately Chicano life experience in the Northwest with other Latino movements and issues and culture.

What I think is really important is finding about what the Latin@ students at Willamette need from me, and what kind of mentorship, presence and help they need from a Latino English professor.

*C:* How do you hope to create a greater awareness of LGBT and Latin@ issues among students?

*RP:* One way is through public discussions, either through convocation or other platforms that take place on Willamette's campus. I think discussion is a really important way to keep issues on people's minds and to make people aware of how race and sexual identity shapes our experiences in college. So, I think workshops, lectures, discussions and panels are a really important way to achieve that.

I've done two convocations so far this semester, and I'm doing another one in a couple of weeks. I commit that time because I feel it's really important for us to be expressing our feelings, experiences and ideas around racial and sexual issues on campus.

Another way I hope to create awareness is through my classes. I'm focusing on tying these social issues to aesthetic questions. I really want people to think about art's role in consciousness raising and in telling marginalized stories.

I hope some of that seeps out of the classroom, and I hope some of the poems people read in my class are read at open mic nights. I'm hoping to work with art students to talk about how they might engage with these kinds of social issues in their artistic work.

I also want Latin@ students at Willamette, as well as those in the Salem community, to feel like there is a Latin@ presence at Willamette, and that there is someone here holding it down.

I'm really happy to be part of a group of Latin@ professors here that are committed and active in creating that kind of community across departments and across the quad to student activities.

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## Facts about Professor Roy Pérez

- He Loves dancing to Top 40 and hip-hop music.
- He is involved in a lot of activism. Professor Pérez is looking into volunteering for racial awareness.
- He wants to learn bee keeping.
- Some of his favorite books include: "Fefu and Her Friends" by Maria Irene Fornes "Emplumada" by Lorna Dee Cervantes "Pedro Páramo" Juan Rulfo. Professor Pérez actually has a line from "Pedro Páramo" tattooed on his arm and calls it "one of the most impressionistic pieces I have read."
- Next semester he will be teaching Latin@ Countercultures, Advanced Theory: States of Anxiety and Intro to Literary Theory.

## Scholar to address the role of evangelicalism in American culture

Professor Randall Balmer of Barnard College at Columbia University will deliver a free public lecture "So Help me God's Religion and the Presidency since John F. Kennedy to George W. Bush" at

7 p.m. November 17 in Cone Chapel at Willamette University.

Balmer's book is a survey of the changing role of religion and religious rhetoric in presidential campaigns and

presidential administrations over the last half century.

Balmer's lecture is sponsored by the Center for Religion, Law & Democracy at Willamette University. For more informa-

tion, contact Reyna Meyers at (503) 370-6046 or [rmeyers@willamette.edu](mailto:rmeyers@willamette.edu).

This lecture is open to the public.

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# St. Mark's opens its arms to the LGBT community

ALISON EZARD  
STAFF WRITER

On Sunday, Nov. 20th, the members of St. Mark Lutheran Church will celebrate their decision to become a Reconciling in Christ congregation at worship services at 8:30 a.m. for the Celebration Service and at 11 a.m. for the Liturgical Service.

The Reconciling in Christ program, which is administered by Lutherans Concerned/North America, recognizes Lutheran congregations that welcome lesbian, gay, bisexual and transgender believers. St. Mark is Salem's first Reconciling in Christ congregation of the Evangelical Lutheran Church in America.

The decision to adopt a welcoming statement and become a Reconciling in Christ congregation was reached on Oct. 30th when St. Mark's members voted overwhelmingly in favor of the transition.

The welcoming statement reads: "At Saint Mark Lutheran Church, we celebrate that Christ has made us one body with many members, all sharing in God's grace and unconditional love. As a Reconciling in Christ congregation, we embrace all of God's people, regardless of age, ethnicity, physical and mental abilities, marital status, sexual orientation, gender identity or economic circumstance. We believe we are all unique and worthy individuals created by God. We joyfully welcome you to join us in worship, prayer, study, service and fellowship."

Before the final vote, St. Mark had already been working toward the transition to becoming a Reconciling in Christ con-

gregation by holding forums for ideas for the RIC statement.

"At first the congregation didn't necessarily go for it, but Pastor Mantey and some staunch supporters really pushed it and made people think hard about the image that they presented to not only themselves, but to the people around them," said St. Mark attendee and Willamette senior Greyson Eames.

The decision to become a Reconciling in Christ congregation, a victory for St. Mark in reaching out to the local community, will help better define and underscore the extent of the acceptance that is already present at St. Mark.

"It's not that the congregation wasn't welcoming before, but now they are held to this standard. The vote allows for an enforceable no-discrimination/no-harassment policy that just wasn't defined before," said St. Mark attendee and Willamette senior Stephanie Crook.

The decision to become a Reconciling in Christ congregation will also help St. Mark combat the prevailing notion that churches are not welcoming places for members of the LGBT community.

"I think a lot of times the general assumption is that churches, especially more traditional churches, are not accepting to all people, whether that's based on race, ethnic-

ity, sexual orientation, gender identification, age or marital status. Even if members of a congregation do not support discrimination in the church, they might not feel comfortable speaking out because of this perceived bias. I think that's really too bad, because not all churches are like that. People who want to attend church but don't because they feel like they wouldn't fit in, could really be missing out on a great opportunity," said Crook.

The members of St. Mark hope that the members of the Willamette community will be supportive of the congregation's decision to reach out to the LGBT community.

"I hope that more members of our Willamette University and Salem community can get behind the ideas that they are sharing at St. Mark. I have seen time and time again the 'WWJD' stickers and wristbands. It's time to actually get behind that question. Jesus would love all of us. He would accept all of us into his open arms. He forgives all and wants only what is best for the children of God," said Eames.

The members of St. Mark also hope that the decision to become a Reconciling in Christ congregation will help strengthen St. Mark's relationship with the Salem community and lead to an increase in church membership.

"I'm hoping that this will lead to more people joining the St. Mark community, or at least visiting to see if it is the right fit for them," said Crook.

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BIANCA NAGATA

St. Mark Lutheran Church located at 790 Marion St. NE.

# QUAD Center offers assistance to students

LAUREN TOMPKINS  
CONTRIBUTOR

Willamette students are well aware of the Writing Center, the math lab and the variety of tutors meant to ease the stress of challenging classes.

But despite of these resources, student surveys prior to the 2010-2011 school year brought a concerning fact to light: "Students did not believe that they were improving as much on quantitative skills as on writing," CLA Dean Marlene Moore said.

She continued, "The success rate in quantitative courses was not as high as the success rate in other courses."

This apparent deficiency prompted the foundation of a completely new institution for the purpose of improving and informing students' quantitative skills called the Center for Quantitative Understanding, Analysis and Design.

With the assistance of a \$100,000 Teagle grant that would support work done to improve student learning, the QUAD Center found its home base in Smullin 224. Its director, professor of psychology Jim Friedrich, strongly believes in the center as a unique support system.

"Most universities have a writing center, but there is no similar support center for statistics and design. But the fact of the matter is that as many different people on campus teach statistics as any other subject matter combined, in the fields of biology,

chemistry, sociology, politics and so on," Friedrich said.

The QUAD Center must therefore accomplish the daunting task of covering what appears to be a broad swath of disciplines.

But Professor Friedrich said that the broadness is neither a good thing nor a bad thing.

"It's an opportunity. I'm a psychologist by training, but I learn about a lot of different things through this work. And doing so is consistent with the goals we operate on in a place like this, in which our disciplines do not take place in separate silos but overlap and inform each other."

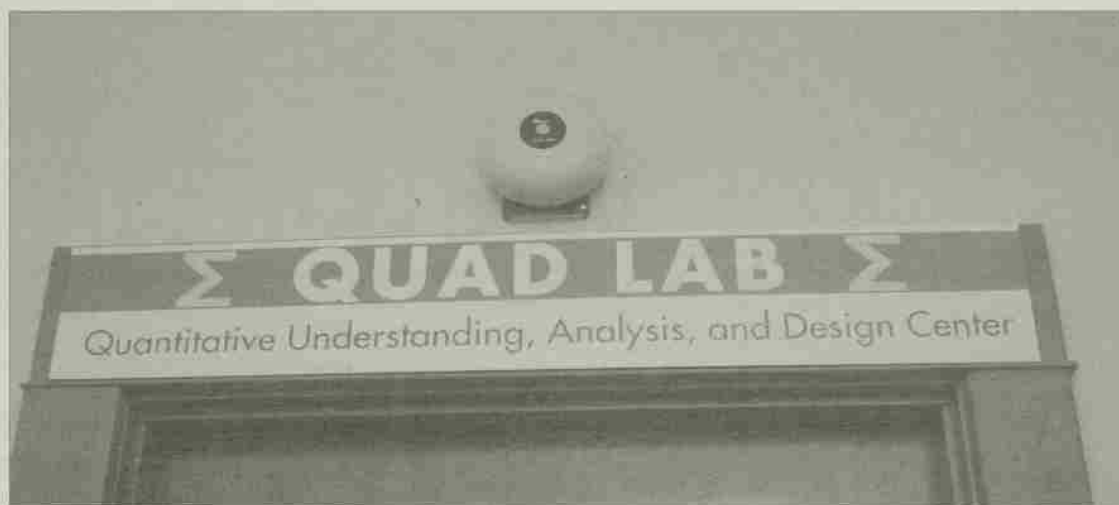
Because of this overlap, the QUAD Center provides a variety of opportunities for both students and faculty members.

and to recognize that quantitative information is important in any effective communication.

"I'm very pleased with what the director and faculty members are doing with the center and with the focus on improving quantitative reasoning and literacy," Moore said.

"This initiative is just one example of the dedication of the college faculty to helping students excel and build academic confidence with intellectual skills."

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HANALEE PENROD

Quad Center located in Smullin 224.

## Registration times for all students

Spring semester 2012 online registration dates:

Monday, November 21, beginning at 6:00pm: 4th year students  
 Tuesday, November 22, beginning at 6:00pm: 3rd year students  
 Monday, November 28, beginning at 6:00pm: 2nd year students  
 Wednesday, November 30, beginning at 6:00pm: 1st year students register for 2 spring courses  
 Thursday, December 1, beginning at 6:00pm: 1st year students register for 2 spring courses

If you do have further questions about web registration during the registration period itself, members of the Registrar's Office staff will be available by phone at 503-370-6206 from 6-10PM on the evenings of November 21, November 22, November 28, November 30, and December 1. They will also offer online assistance on those evenings through [registrar@willamette.edu](mailto:registrar@willamette.edu).

## Study abroad deadline approaching

Study abroad applications are due Dec. 2 by 4:00 p.m. to the Office of International Education. Just a reminder that application materials can be submitted to the OIE office any time before the deadline and late submissions will not be accepted.

Good Luck!

## Tempting Tomes

COLUMN

### Suzan-Lori Parks gives us a play for every day

AUSTIN  
SCHOCK

COLUMNIST

For those who are neither apathetic nor homework ridden (nor a combination of the two), I am sure that you just enjoyed a delightful lecture last night from one Miss Suzan-Lori Parks. Perhaps you enjoyed her speech, or maybe it was less than to your liking, but hopefully, you found it to be something incredible, like her book, "365 Days/ 365 Plays."

The title of the book says it all: in November of 2002, Parks decided to write one play a day for an entire year. Now, one might ask why she didn't wait until January, to which her response is that she wanted it to seem organic, not forced. Some of the plays are relatively long, meaning a few pages. Others are only a couple of lines long, situated nicely next to their brethren on a single page.

In terms of theme, they run the gamut from the utmost simple to the absolute esoteric. She actually has a handy glossary in the back of the book that gives a summary of each play; I found it very helpful in sometimes understanding what was going on.

Looking at the basic concept, I'm sure that many people would say, "I can do that too." I wouldn't be able to disagree with them — anyone could write a play a day for a year, or maybe even for the rest of their lives — but I doubt that just anyone would be able to write with her level of finesse.

Even if you, dear reader, find yourself in the position of hating every single play in the book, there's no way to discount the sheer craftsmanship of it. Each vignette is carefully thought out, with hints of a back-story and of a possible future. That she wrote about whatever came to her mind makes this collection all the more extraordinary. That's not to say, however, that there aren't some issues.

If there is one thing that I cannot stand, it's the language of text messages making its way into print. Scraps of IM speech did not appear all that often, but she occasionally fits one of the blasted things into her works (often 'yr' for 'your'). True, she could be doing it for effect or for a specific mode of speech, but I still found it really distracting. She also condensed a few other words or left out apostrophes, but these are mostly minor quips in the grand scheme of things.

All things considered, they don't distract enough to stop someone from enjoying this book, and I highly recommend it.

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### FILM REVIEW: 'Immortals'

## "Immortals" may make you want to kill yourself

ZANE SPARLING  
CONTRIBUTOR

For a movie that's selling itself mostly on the promise of oiled-up Grecians in banana-hammocks inflicting horrible neck-wounds on other, slightly different banana-hammock wearing beefcakes, "Immortals" starts out with a relatively deep premise.

The film begins with the Socratic epigram that, "all men's souls are immortal, but the souls of the righteous are immortal and divine." Luckily, beneath the films imposing front of "book-learnin'" there is a flaccid core of big, sweaty Greek guys stabbing each other for no reason.

To get on with the obligatory "plot" summary, "Immortals" stars Theseus, (played by the appropriately bronzed James Cavill), as just an ordinary bro trying to be chill in the world of ancient, vaguely mythological Greece. Evil King Mickey Rourke (referred to as "King Hyperion" in the film) wants to harsh all the good vibes by getting his hands on the "Epirus Bow" so he can unleash the "Titans" (also evil) from their prison, and generally behave just how one imagines Mickey Rourke behaving if he lived in ancient Greece.

Naturally, Theseus sets out to stop him, and along the way Theseus runs into the Virgin Oracle (played by "Slumdog Millionaire" alum Freida Pinto), mostly so she can be de-virginified as quickly as possible. This also serves to remind the audience that there is absolutely nothing homoerotic about swarthy men forcing phallic-like objects into the taunt, glistening flesh of other swarthy men.

There's a lot of frustrating things about "Immortals," but overall the film just feels lazy. Characters, plot points and motives are mashed together with about as much subtlety as a ten-year-old playing with his sister's Ken dolls, and the result is this odd mish-mash where seemingly important plot elements turn out to be pointless MacGuffins; and meanwhile the camera suddenly focuses on Random



RELATIVITY MEDIA

Because they just don't make hats like they used to.

Toga-Bro #17 as he bleeds out, demanding to know why we don't feel an emotional resonance with his death.

"Immortals" also has the annoying quality of refusing to address, name or even hint at what each specific "God" appearing on screen is actually called. This leads moviegoers to the inevitably awkward description of the different gods as "The one with the sword," "the dude wearing a helmet that looks kinda like Magikarp," or "a knock-off of the blue Power Ranger, I think."

But for all its apathetic screenwriting, "Immortals" doesn't look cheap — in fact, the visuals are the best thing about the film. But that "wow" factor just isn't so special anymore. Throw \$80 million at any half-way adequate CGI studio and even "Garfield the Cat 6: A Fur-well to Arms" is going to look "visually stunning."

At the same time, the Zack Snyder-y stop-start editing style leaves the fight

scenes looking admittedly impressive, though terribly unoriginal. The hyper-choreographed dance-like movement of the battles scenes is (even now) attention grabbing, as long as you don't realize that despite the togas and swords you're essentially watching the off-Broadway cast of "Cats" fight over whose jazz-hands are the sparkliest.

This comparison may be odiously obvious, but while "300" reminded America of its (then) unrealized desire for bare-breasted men in togas fighting each other, "Immortals" just asks us to pretend like we haven't seen this done before (and better).

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### BOOK REVIEW: 'The Absolutely True Diary of a Part-Time Indian'

## Sherman Alexie and life on the rez

KELLEY VILLA  
CONTRIBUTOR

What images come to mind when thinking of Native Americans? Feathered headdresses? War paint? Pocahontas? Perhaps the Trail of Tears and President Andrew Jackson? Seattle author Sherman Alexie gives us a glimpse into the very modern world of Spokane reservation resident Arnold Spirit, Jr. in "The Absolutely True Diary of a Part-Time Indian."

I first read an excerpt of this book in Intro to American Ethnic Studies. It's been on my to-read list for months, and last weekend I finally got to delve deeper. I laughed, sighed and cried ... and buzzed through it in less than two days. It's the type of book that makes leisure reading possible and justifiable during a busy semester.

Yes, it is officially classified as a "young adult novel." Yes, it is a "chapter book." Yes, it has awesome comic illustrations by Ellen Forney that are reminiscent of "Diary of a Wimpy Kid." But don't let the genre turn you off. If anything, the aforementioned characteristics make it more accessible to the average liberal arts student.

The book functions like a Pixar movie: There is a story from which both young people and adults can extract meaning. Alexie manages to tackle issues that dis-

proportionately affect Native American communities today — poverty, domestic abuse, violence, bullying, alcoholism, eating disorders, death and privilege. He copes with art, family, friends, resolute hope and literal escape.

It's a classic story of puberty with a twist: that being the setting. Junior describes his home as "located approximately one million miles north of Important and two billion miles west of Happy." How many of us can say that we've set foot on a reservation (other than to visit an exploitative casino)?

Junior "escapes" to the all-white high school 22 miles away, "where the only other Indian is the school mascot." While there, he is both invisible and hyper-visible; he is ignored by average students yet becomes the star of the varsity basketball team. His hometown largely hates him because he's trying to be too "white," yet the white students will never accept him as one of them.

Obviously Junior's story cannot be applied to every American Indian reservation, because each member of the hundreds of Native American tribes has their own unique experience. But overall

their history (where it remains at all) has been one of invisibility, as if the diverse peoples of these tribes cease to exist once they are placed onto their reservations. I believe that Junior's story epitomizes this phenomenon. And still, some folks love to wear neon feather headdresses, saying, "Oh, but I respect the native culture."

Perhaps the proper way for one to respect a culture is to educate oneself. Check the privilege that you have by being able to take off that Pocahontas costume at the end of the day. Pick up this book, and Google "cultural appropriation" or "alcoholism on reservations." The facts (and not just the ones in your 5th grade textbook) just might shock you.

Look out for news about a campus-wide book club that will be discussing this book, one of many events occurring during our annual MLK Celebration in January.

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## The disappearing love of opera

RACHEL WOODS  
CONTRIBUTOR

Since when was it acceptable for every popular song, every new release—even some advertising jingles—to be completely synthesized and electronic? Think about it—when was the last time you heard something without beats from an 808 or some other sort of electronic distortion?

I'm not quite knocking it; trust me, I enjoy dubstep as much as the next person, but it seems like every artist is trying to take advantage of this trend, and along the way a considerable amount of musicianship is lost.

Believe it or not, there was a time in which this was never an issue. Much of the way music is conceptualized these days can be traced back to this era: the age of opera.

The first forms of opera appeared in 1597, and from there the art form grew throughout Western Europe, England and Russia. It was the first of its kind to combine music and theatre, and since then, it has had a large role in influencing the styles and thematic devices found in contemporary musicals, plays, and music in general.

The themes of opera are tragedy, comedy, deception and historical events—all completely relatable and still relevant to our times.

Since the onset of the late twentieth century, however, interest in opera has greatly diminished. The average age of audiences has greatly increased, and without a sustainable fan-base, opera companies have attempted to attract audiences through presentations cinematic.

However, a younger viewing audience and general interest in the aging generations will be necessary for opera to survive the contemporary age, especially in the United States. Nowadays, opera has to compete against film, theatre, pop music and television—all of the distractions our society has since created.

Needless to say, it's not faring so well.

The way this art form seems to be fading is reminiscent of the way Japanese Noh theatre began to disappear. Much like opera, Noh is a performing art that utilizes live musicians and song or chant to convey a story. However, due to the deep cultural ties Noh has in Japan, it has been able to withstand the passage of time with the help of scholars and dedicated performers alike.

The funny thing is, opera has many of these same cultural ties throughout Western society, and there's no fight to preserve it in the least.

What does this all mean to opera in our contemporary day and age? I'm not calling for a great, laborious revival, some glorious operatic revolution that the youth of America should be responsible for.

Perhaps there should be. Maybe we're in the need of reinvention of opera completely. There is definitely hope in tools like the internet, which will help younger audiences to consume opera in a more accessible way.

If nothing else, consider this: the next time you have a chance, Google opera. Watch video footage of an opera online—there's a good chance you'll recognize how captivating and powerful this quickly fading art form can be.

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## Art of 'Inside/Outside' worlds

MADELINE MOREHOUSE  
STAFF WRITER

A collection of artwork from Seattle artist Norman Lundin will be on display at the Hallie Ford Museum of Art beginning Saturday, Nov. 19.

Along with the exhibition, the artist will be giving a lecture discussing a survey of his works and his life as an artist.

Lundin earned his bachelor's degree from the Art Institute of Chicago in 1961 and his master's degree in Fine Arts from the University of Cincinnati in 1963. He then went on to teach at the University of Washington for 40 years until his retirement in 2004. He started his career studying figurative subjects, but later realized that by eliminating the figurative subject, he developed an interest in still life and landscape.

Director of the Hallie Ford, John Olbrantz, organized the exhibit, which is entitled, "Inside/Outside." The show in-

cludes 30 of Lundin's works. The subjects vary between still life and landscape—playing at the metaphor of the exhibit's title.

A majority of the works are still life scenes, many of which showcase empty spaces with strong structural elements, some of which are simple objects, such as chairs, ladders, or bottles.

Lundin explores these two themes of still life and landscape while also bringing attention to the study of light in opposing areas such as interior and exterior. With the presence of light, the two subjects are able to fluidly relate to one another.

According to Olbrantz, "Though many of his paintings are examinations of private space, Lundin is able to combine both interior and exterior space as a cohesive theme."

Each of Lundin's works presents a stark beauty and complementary simplicity.

This combination gives viewers a sense of subtlety while also drawing attention to light, objects and colors.

"His ability and natural talent of painting as an artist comes through all of his works," says Olbrantz.

The exhibit, "Norman Lundin: Inside/Outside," will be on display from Saturday, Nov. 19, 2011 until Thursday, Jan. 22, 2012 at Willamette University's Hallie Ford Museum of Art. The lecture by the artist will be on Nov. 18 at 5 p.m. in Roger Hull Lecture Hall in the Hallie Ford Museum of Art. The lecture will be followed by a preview reception from 6-8 p.m.

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## Wind Ensemble presents 'Das Band'

RACHEL HEISTERKAMP  
CONTRIBUTOR

In their upcoming concert, the University Wind Ensemble will explore the world of Germanic music as they perform works from composers Paul Hindemith, Richard Wagner and Wolfgang Amadeus Mozart.

"I like putting on themed concerts," says Grant Linsell, director of the Wind and Percussion program. "When I first came to Willamette, there were 'potpourri concerts'—the pieces had nothing in common except that they were on the same program. Doing thematic concerts gives the audience a chance to connect."

Past concert themes have spanned genres and time periods, including everything from a Renaissance theme to a concert based entirely on death. According to Linsell, the approach has been known to "broaden to audience base."

"Since I've been here, I've seen the Willamette audience increase by 20%, and we've had huge success with live webcasts of the performances," he says.

Jim Tapia, Director of Orchestral Studies at Syracuse University, has been

working with and will join the ensemble onstage for their performance of "March" from "Symphonic Metamorphosis" by Paul Hindemith.

"It will be particularly interesting to have such a renowned conductor and composer working with our ensemble," says Linsell.

Besides the Hindemith, the concert will feature a variety of works, including a military march by Ludwig van Beethoven that Linsell himself arranged. He encourages the community to relish the opportunity to broaden its horizons.

"At a liberal arts college, it's your job to expose yourself to all of the cultural offerings," Linsell says.

However, the concert is not just for those interested in the typical classical genres. Linsell points out that the students on the stage are exclusively undergraduate students, and that there is something unique about interacting with our peers in a performance atmosphere.

According to sophomore principal

trumpet Ziv Feinberg, the small ensemble setting offers a novel audience experience.

"Going to wind ensemble concerts is different [from going] to classical concerts because it's less formal," says Feinberg. "There's this view that classical music is for a specific type of person, but the modern sound of wind ensemble concerts makes them more welcoming."

He underscores the fact that the concert will, at least, be "something that isn't Facebook." Linsell also emphasizes the importance of music, citing studies relating complex human brain stimuli to live interactions.

"I think it's my job to make the ensemble have an emotional connection to the music, and you can't get that from high fidelity \$2,000 speakers," he says.

The concert will take place on Tuesday, Nov. 22 at 7:30 p.m. in Hudson Hall in Rogers Music Center. Admission is complimentary.

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### In response to: "Student Poetry, "Snow White and the Seven Lies." Arts, Issue 11




## Snow White:

"Self-poisoning starlet fails to get out of bed again"

DAN DALY  
GUEST WRITER

Can Hollywood's darling princess be saved? One handsome practitioner, pale and breathless, acknowledged your correspondent's wave with the weary admission, "She's giving us hell—complaining of cramp and nausea induced by people assuming she wants to be well."

"These socialites all," he went on to say, "are intent on contracting a wasting disease that sets off the makeup and lingerie with skin as white as a toilet bowl, but god! When they actually feel the pain, the ensuing scene is—emotional,

to say the least." Miss White, the Times confirmed, has recently filed a claim against a gentleman friend, whose crime is nothing worse than (scream ) "Stealing

my life!" by thwarting a glamorous stab at suicide. Sir Charming, reeling in shock, has sworn to "never again!" help anyone out, but when his rage abated somewhat he quietly sent a letter confessing his forwardness in planting the much contested kiss that spoiled her deathly attractiveness.

"But only the forwardness, have a care!" He daily reminds the press, "I don't see how she breathes the air and thirsts and sips of the bursting earth, was born of her mother's flesh and yet insists that life and death are hers."

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"Of course it is happening inside your head, Harry, but why on earth should that mean that it is not real?"

— Albus Dumbledore  
from *Harry Potter and the Deathly Hallows, pt. II*

# The hidden major: Comparative Literature and the History of Ideas

**GRACIE GREGORY** What may seem totally familiar always deserves a second look. Take Willamette for example: with just over 2,000 students in total and a student-teacher ratio of 10:1, it is natural to assume that we know this place like the back of our hand.

But while you laud yourself for the ability to walk to class with both eyes shut, there is an entire academic department that is quietly, but decidedly churning along. One that exists unbeknownst to most students.

Welcome to the Comparative Literature and History of Ideas Department.

Amongst the multitude of Biology, Psychology and Exercise Science majors, it is not a surprise that most students overlook smaller departments like this one. Though there are many small areas of focus here at Willamette such as Humanities or International Studies, Comp Lit is distinct from even these fields.

If the English department is the popular, "big man on campus," Comparative Literature is the independent, rebellious drifter. Nearly free from any required classes, Comp Lit is truly whatever a student wants it to be.

Traditionally, the subject has represented the parallel analysis and observation of literature between two cultures. In the Willamette program, students explore all kinds of classes from English to Politics, Art History, Anthropology and Religion. So long as the student's focus is on similarities and differences between two cultures and languages, they are encouraged to paint their academic canvas with whatever colors they choose.

This encouragement comes from an academic advisor (or several), who also helps one to decide which classes are needed to fulfill the 12 credit major and the goals of the Senior thesis. Bookends to these 12 credits are an introductory course and a senior seminar. The former is intended to acquaint the student with the practice of literary analysis, while the lat-

ter is an investigation into the ideas of major writers and artists.

The study of Comparative Literature is historically illustrious in academia. There are hundreds of undergraduate programs for Comp Lit in the United States, and they are not so little known at all institutions.

For example, at the University of Oregon, the program is very well established with 9 permanently appointed staff members to oversee the department. Here at Willamette, there is no permanent staff per-se, as students are the masters of their own tailored program. Self-ownership is a cornerstone of WU's Comp Lit program and is especially apparent in how students organize their academic career.

By the time the student's major is declared, each course has been carefully chosen and justified to their advisor. Classes are focused around the major point of their studies, featuring succinct topics such as "Finding the Creative Identity During Soviet Dissolution and German Re-unification" (the thesis subject of a Georgetown University student).

With the independence that a Comparative Literature major provides, you would think that this progressive free-thinking age bracket would flock to the department, especially at an institution like Willamette where uniqueness is so valued.

However, this is not the case. In fact, only three students major in Comparative Literature at Willamette, despite boasting a relatively low credit requirement (12) and a respectable number of faculty representatives (15). Why, then, is this a "sleeper-major" at Willamette?

"You have to be very dedicated," explains Ortwin Knorr, Professor of Classics and the Chair of the Comparative Literature Department. "You have to love languages; that's the first thing. I would say you also have to love literature and history, as the major also includes 'The History of Ideas' and not simply Comp Lit. This is the study of world literature and world ideas in their native culture and tongue, so it's very important to have a grasp on both."

To purists, Comparative Literature is the study of texts in their original language, as Knorr suggests. A proficiency in the language being studied reveals cultural intricacies that are invisible to the unfamiliar eye.

Ideally, this would involve a level of fluency that is difficult to achieve as an undergraduate. Willamette's program differs from this laborious expectation in that scholars can become fluent



and study the text, culture and ideas of their focus concurrently.

Evidently, the study of Comparative Literature is very interdisciplinary; not all students are cut out for that challenge.

Willamette prides itself on being a close-knit community with lots of support for its students, and the Comp Lit program is much more individualistic and untethered than many other departments.

This structural aspect can be a bit frightening for students who need a well-established path to follow before summarizing their education in a thesis. In essence, students have outlined their thesis already when they declare a major in Comparative Literature. With all of this free space, Comparative Literature takes a special type of focus, organization, and independence.

Some may argue that there is a loneliness of a self-designed program in contrast to the feeling of a major shared with peers. There is less of a community feeling without a body of professors and scholars with a similar objective in mind and this can hamper the appeal.

Eli Utne, a sophomore, and 1/3 of the Comparative Literature scholars, protested this fear of isolation, "I think what has brought us all to this department, despite our numbers, is an interest in investigation and conversation. In choosing a school, I was looking to find people that would challenge me. By majoring in such an 'obscure' subject - for lack of a better word - I am now forced to justify it to those who may not understand because it is so specific. Although there may not be an established academic community, Comp Lit inspires the three of us to involve the school in our discussion. I hope others join in."

Violet Martin, a senior majoring in Comparative Literature said, "Part of the reason I don't feel lonely is because Willamette is so cohesive."

Martin continued, "I never feel tucked away in a nonexistent department because I am taking classes across different disciplines and consider all of those students my peers. A liberal arts education is about being well-rounded

and my major delivers exactly that."

I myself discovered the Comparative Literature department through Professor Gaetano DeLeonibus who taught the introductory course I took on a whim. After this foundation, I began recognizing the use of what I'd learned in other departments.

At the time, the thought to major in the practices from "Intro to Comparative Literature," never crossed my mind. The subject seemed too vast and vague for me personally. But long after I had written the intro course off as one of those "experimentation" classes we all seem to take at one point or another, my mind was changed.

If you speak with anyone in the Comparative Literature department, you'll see what I mean. Because we have designed exactly what our requirements are, the rest is left up to passion, and this is certainly reflected in academic conversations. Speaking with students Utne and Martin, and Professor Knorr about their areas of comparative interest is quite the inspirational discourse.

When studying cultural topics that have fascinated us for years - maybe even forever - there is a certain level of zeal and motivation that might get diluted in a curriculum designed by someone else.

It seems that we are always told to wait for the "real world" to come our way. In middle school, it was high school. Throughout high school, I was always told that college would be the reality check.

Now I find myself in the haven of Willamette University where the Career Center constantly emails reminders to prepare for the shock of post-graduation. Clearly, we must have self-ownership over our education no matter what academic path we choose.

For those of you who find yourself to be interested in language, culture, literature and different disciplines to deliver these, I highly recommend Comparative Literature. It may not be the biggest or most popular department, but majoring in the subject will make your time at Willamette as unique and interesting as you are.

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Students who are interested in pursuing Comparative Literature, please stay tuned for future events scheduled for later in the school year. In the meantime, you can go to the department page on Willamette's website and schedule an appointment with any of the faculty.



## FOOTBALL

## 'Cats come up short against Lutes

JOHN LIND  
SPORTS EDITOR

Pacific Lutheran University used an uncharacteristically fast and effective defense to spoil Willamette University's final game of the season last Saturday, emerging from a defensive stalemate 13-6.

PLU has made its reputation nationally on offensive prowess, particularly in the passing game. However, the Lutes have also been known in recent years for giving up points as easily as they score them.

That wasn't the case Saturday. The new-look Lutes came out with a defensive intensity unseen in previous years, holding Willamette to 129 yards rushing (3.7 ypc) and no touchdowns during the game. They also sacked junior quarterback Brian Widing three times.

"They came out really fast," Widing said. "Their defense played great."

The Lutes got on the scoreboard on their first possession of the game, mounting a 14 play, 85-yard drive capped by a one-yard quarterback sneak from Zack Halverson. The two teams then traded possessions for most of the first half, neither able to convert. With time winding down in the half, the Bearcats drove down the field and put sophomore Kyle Derby in position for a 28-yard field goal to make the score at halftime 7-3.

The 'Cats got within one point after another Derby field goal on their first

drive of the second half. However, both Bearcat field goals came after they were stood up on the goal line.

The Lutes later found the endzone again on a 63-yard catch-and-run, but missed the extra point to leave Willamette within a touchdown, 13-6. Willamette punted on their following possession but got the ball back with 2:50 left in the fourth quarter.

The Bearcats started at their own 22-yard line. Widing and the offense were able to move the ball into PLU territory, getting as far as the Lutes' 39-yard line. However, two straight sacks on Widing killed both the Bearcats' momentum and the remaining clock, effectively ending the game.

Despite the disappointing loss, several 'Cats had impressive individual performances. Junior flanker Jake Turner accrued 40 yards rushing and 99 yards receiving to lead Willamette's offense with 139 all-purpose yards. Freshman tailback Taylor Wyman led the rushing attack with 43 yards and a team high 7.2 ypc average. Widing was exceptionally accurate, passing 18-26 for 156 yards.

Defensively, sophomore linebacker Jaden Rosselli led the Bearcats with 11 tackles and a sack. Junior linebacker Wes Wenzel added nine tackles and a sack of his own.

The Bearcats end their season 4-6 (3-3 NWC). This is the first losing season for Willamette since 2007.

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RYAN ROBBIE

Freshman tailback Taylor Wyman hurdles a Pacific Lutheran defender during last Saturday's game against PLU.

## MEN'S BASKETBALL

## Bearcat Hoop returns

SEAN DART  
STAFF WRITER

The 2011-2012 Willamette men's basketball team returns four starters, the top four leading scorers from last season, and a recruiting class ready to make an immediate impact. Combine that with sophomores and juniors who have seen their skills and roles respectively increase, 2012 looks to be a year that Bearcat Hoop could make some noise in the Northwest Conference.

Lead by head coach Kip Ioane in his third season, the 'Cats appear poised to turn around the last two seasons, when the team went a combined 16-35. Senior returners Ryan Meehan and Taylor Mounds will act as captains for this season's squad.

"As seniors and as captains, Ryan and I are excited about this opportunity to lead this group of guys," Mounds said.

Last year, Mounds earned second-team All-NWC and lead the Bearcats with 20.2 points and 9.2 rebounds per game. Mounds finished third in the NWC in scoring and second in rebounding.

Junior guard Terrell Malley will bolster the Bearcat backcourt with his electrifying play. Malley has explosive athleticism and has worked hard in the offseason to improve his decision and play making for the Bearcats.

Stepping into the starting line-up will be sophomore guard Trevor Bos. Sure-handed and steady-headed, Bos is a guard who shot 37% from 3-point range last year and 91% from the free throw line.

Meehan will look to pick up where he left off last season, shooting 31% from 3-point range and 75% from the free-throw line. Meehan is also one of the most versatile defenders on the

team, and will be relied on to knock down open shots on a consistent basis for the Bearcats.

In addition to returning the four leading scorers from a year ago (Mounds at 20.2, Meehan at 14.0, Sean Dart at 13.5, Malley at 12.9) the Bearcats also bring in seven freshmen with chances to contribute right away.

Depth is an area of strength for the Bearcats this year, whereas last year it was problematic for the team. Meehan sees this as an opportunity for success.

"We have a lot of young guys coming in competing for minutes. It's going to be tough for them, but if these guys can grasp the offense then we can really have a good year," Meehan said.

With so many new faces, the veteran team-members will look to set a positive example for the newcomers, throughout the season.

"The biggest challenge we will face this year as a team is facing adversity with positive attitudes," Bos said. "It is very easy to be positive when things go well, but when they take a turn for the worse we need to pick each other up with positive attitudes."

Mounds says the talent is there, it's a matter of putting it together and competing every night.

"There are going to be a lot of ups and downs throughout the season, but if we can stay together and play as hard as we can, we can be great," Mounds said.

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## ▼ next up

Bearcats @ Calvin Tip-Off Tourney  
@ Grand Rapids, Mich.  
Saturday, Nov. 18 at 2:30 p.m.

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# Willamette Academy: Empowering and encouraging

MADDY GRAINGER  
CONTRIBUTOR

Willamette Academy is an academically-based program designed to empower underrepresented youth, and assist in their quest to attend a four-year college or university. The Academy creates a network and support system to encourage high school students with academic tracking and specific support in college-preparatory subjects including writing, reading, math, science and technology.

Besides its academic focus, Willamette Academy also encourages extra-curricular activities that could prove to be healthy habits and beneficial to college applications. "The program aims at making sure that we are academically successful, while at the same time being active and participating in all sorts of extracurricular activities, including sports," senior Alfredo Zúñiga, a participant in the program said.

Willamette University currently has two student-athletes that came from Willamette Academy and have flourished in athletics as well as academic and service-related pursuits. Alfredo Zúñiga is a senior captain and starting goalkeeper on the men's soccer team. Entering as a freshman, he dove into a science-heavy schedule and planned to complete a Biology major. Zúñiga has managed to keep a high GPA throughout his four years at Willamette while simultaneously researching in the Biology Department and managing the time-commitment of a varsity sport.

"The program made it easier for me to play college soccer," Zúñiga said. "The time management and study skills that Willamette Academy taught me were incredibly helpful when I was in season and crunching for time."

Zuniga explained that the study skills were incredibly helpful in teaching him how to be a good athlete and an even better student. Although not directly aimed at athletics, the academy does try to encourage their students to participate in sports, as long as they keep up in school.

In this way, Alfredo has been able to successfully participate in four years of demanding varsity athletics and a challenging course load.

Junior Natividad Zavala has taken a different route in his pursuits and interests at Willamette. At the beginning of his acceptance into the program, Zavala had not given thought to playing college soccer. However, by junior year in high school, he began to recognize it as a possibility. Playing soccer for two and half seasons for the Bearcats, Zavala was able to make friends and connections in the Willamette community.

"Without Willamette Academy, I could not have come to Willamette and would not have played soccer [here]" Zavala said.

However, along with maintaining a high profile in his school work, varsity soccer and Greek life, Natividad has also stepped up to pursue a much more service-oriented college

experience. His internship position with the Office of Multicultural Affairs has proved to be large commitment for the student-athlete.

Both Zúñiga and Zavala remain active in assisting Willamette Academy to encourage students to pursue college degrees, and do so in their involvement in diverse interests as well as varsity sports at Willamette University. Although not an athletic organization, Willamette Academy gave these two students the opportunity to study and play at a college level, a goal neither of them thought was realistic in their middle school years.

Willamette Academy focuses on academics rather than athletics, but some students are encouraged by the examples Zúñiga and Zavala set.

"There are actually a few Willamette Academy students who are interested in playing a sport at Willamette, and they have asked me about it several times. They like the idea of being able to continue playing their sport while going to a good school, and the Academy does try and help make sure that they understand more about athletics in college and how it is definitely possible for WA students."

Willamette Academy creates opportunities for students who may not otherwise go to college, subsequently bringing to Willamette some of its great athletes.

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## WOMEN'S BASKETBALL

# Women's basketball starts new season

DEVIN ABNEY  
CONTRIBUTOR

The Willamette Women's Basketball Team will kick off a new season on Friday when they host Concordia University at the Cone Fieldhouse. After finishing at the bottom of the Northwest Conference last year, the 'Cats are hoping to change the tide this season.

"I have been a part of the ups and downs of the past three seasons here which have brought great people and athletes but also great disappointments," senior Kaileigh Westermann said. "Each year we thought that this is the year we will turn it around, but this is the first year our walk has matched our talk. We are all working tremendously hard and have put more time and effort into this season than we ever have before."

If the team is going to succeed, a lot of the weight may actually rest on Westermann's shoulders. The top returning scorer for the 'Cats, Westermann ranked third in conference by averaging nine rebounds per game last season.

Sophomore wing MacKenzie Lamson will look to improve on an impressive freshman year in which she led the team in blocks. The



CYBELLE TABILAS

The women's basketball team practices in preparation for their season, which kicks off Nov. 18.

Bearcats will also rely on the senior trio of Westermann, forward Dora Rabih and wing Maya McFaddin to take on leadership roles this season.

"As a senior, I am hoping that my last season of basketball will be a successful one

and that I can be part of changing the culture of Willamette's Women's Basketball program," Rabih said. "I plan on being a significant presence both offensively and defensively, as well as a great team leader both on and off the court."

Willamette will compete in the Bruce Henderson Memorial Capital City Classic in the weekend following the opener versus Concordia. The Classic will be held in Salem, with the 'Cats hosting Montreat at the Cone House on Nov. 24.

Willamette opens up conference play with a pair of home games versus Pacific Lutheran University and University of Puget Sound during the first weekend of December.

"As a team finishing as low as we did last year, we are constantly reiterating the fact there's only room for us to move up," Rabih said. "I feel that the fast pace that we plan to play both on offense and defense will definitely shake things up in conference this year."

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## CROSS COUNTRY

# Bearcats to run at Nationals

JOHN LIND  
SPORTS EDITOR

The Willamette women's cross country team continued its recent tendency of superb running as they finished second in last Saturday's West Regional to earn an automatic bid to the NCAA Division III National Championships. Additionally, senior Leo Castillo and junior Kevin Aubol from the men's team will travel to nationals and run individually.

The NCAA National Championship meet will be held this weekend in Winneconne, Wis. at Lake Breeze Golf Course. The University of Wisconsin-Oshkosh is the host school. The women's meet will be a six-kilometer race followed by an eight-kilometer race for the men.

The women's team has been on

a roll as of late. After a relatively quiet season, the Bearcats ran to a second-place team finish in the Northwest Conference Championships on Oct. 29. In Saturday's West Regional, the team earned a score of 131, finishing behind only Claremont Mudd-Scripps.

Freshman Michaela Freeby led the Bearcats with a 9th-place finish. Senior Kaitlin Green and junior Theresa Edwards finished back-to-back in 14th and 15th place. Freeby, Green and Edwards all earned both All-NWC and All-West Region honors for their efforts.

Rounding up the scoring for Willamette were junior Amanda Tamanaha and senior Sarah McSweeney. Tamanaha finished in 45th place and McSweeney crossed the line in 48th place.

At the West Regional, the men's

team was led by Castillo and Aubol. Castillo finished in fourth place in the individual competition. Aubol finished in 13th. Castillo's bid to nationals was automatic, while Aubol was forced to wait and later received an at-large bid to nationals.

The Bearcat men's team finished fourth overall in the race, but did not automatically qualify for nationals. Despite being highly ranked in the West Region all season long, the team fell just short of earning an at-large bid.

Senior Ben Donovan and sophomores Kit Kingstad and Parker Bennett also ran well at the meet. Donovan finished 21st, Kingstad finished 23rd and Bennett ended the race in 34th.

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## FALL ALL-NWC AWARDS

### Volleyball

Honorable Mention:  
Madisyn Leenstra, Jr.  
Shannon Waltz, So.

### Women's Soccer Coach of the Year:

Hillary Arthur, WU

### Men's Soccer

Second Team:  
Mike McGrew, Jr.  
Erik Kaufman, Jr.  
Adan Vazquez, So.

### Women's Soccer:

First Team:  
Stephanie Skelly, Sr.  
Second Team:  
Andi Rowan, Jr.  
Honorable Mention:  
Shanon Scott, Jr.  
Ariel Wilson, Jr.  
Sabine Wetzl, So.  
Ashland Bernard, Fr.  
Sarah Desautels, Fr.

### Additional Awards:

Women's Soccer Offensive  
POY:  
Stephanie Skelly, Sr.

## OPINION

## Myth of the bedpost

### Coming out: "The theory of femininity"

BETHANY WILLIAMS  
STAFF WRITER

My name is Bethany Williams. I am a senior with red hair and big teeth. I wanted to write this column because I thought Willamette and the Collegian needed a little provocation, that students should be encouraged to openly think about and discuss issues of socialization and sex.

I wanted to write as gender-neutrally as possible in an attempt to make ideas more accessible, so I picked a pseudonym that muddied the waters of identification.

However, I am ultimately writing as a woman, relaying thoughts and experiences from a brain and body that are identified as 'feminine' (whatever that means), and my columns have revealed traces of this.

My editors and the administration insist that because I cannot stick to total gender neutrality within the work, complicating assumptions of my own gender by writing under a pseudonym is misleading and moot. So, the jig is up.

But since when has learning been about clarity? My education at Willamette has taught me how to appreciate tension and understand why it occurs. I thought we were beyond conceptions of masculinity and femininity that are set in stone, so why does writing one piece in a feminine voice make it pointless to do otherwise?

This is a portion of an e-mail sent to me by one of my editors: "The reality is, you are a gendered person, not a theory. To write any other way is not authentic to your voice, and apparently the readers pick up on that. I want to say that Willamette students are able to grasp the significance of what you are trying to do, but I think it really just confuses them."

And women should go back to only wearing skirts, because ladies in pants are confusing too.

Here's the thing: All we are is theory. I am gendered, but there is no reason for this other than the fact that theories say so. Being authentic to a voice that has been given to me by arbitrary social constructs should not be one of my concerns.

We should be questioning, challenging and defying these distinctions instead of pandering to the power of the dominant dialectic.

I think you're able to find an embarrassing story is funny or relate to my reactions without knowing my gender. I think you are able to grasp the significance. My writing isn't revolutionary; my points are vague, my verbiage isn't lyrical and my stories can be gross. But if what I write induces contemplations of sex and identity then I'm pleased as punch. I had thought that uncertainty regarding the gender of the author may have helped my column achieve this aim.

I cannot exist outside of my culture, and I cannot write outside of my identity. However, that shouldn't keep me from pushing, stretching and breaking the limits of that identity as often as possible.

The rules we're given determine what we consider truth. Therefore, the truth is that my name is Bethany Williams. I am a woman writing down my thoughts and none of it will ever be true even if I try.

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#### LETTERS TO THE EDITOR

We invite you to submit letters to the editor. Letters can be sent by postal mail, e-mail ([mpitchfo@willamette.edu](mailto:mpitchfo@willamette.edu)), campus mail or fax. Letters are limited to 150 words, must include your name and phone number and must be submitted by noon Monday on the week of intended publication. The Collegian reserves the right to edit for length and clarity.

#### Collegian Publishing Policy

It is the editorial policy to publish all articles and letters to the editor, regardless of content, along with the author's name.

## EDITORIAL

## Learning the Willamette lexicon

Webster's English Dictionary defines lexicon as "the vocabulary of a language, an individual speaker or group of speakers or a subject."

Like any other facet of one's personality, a person's lexicon is shaped by everything from the family in which they grew up, to the region of the country from which they hail, to the television they watch.

Everyone chooses to use the particular words they do because of their environment, and Willamette's individuals are no different. The Editorial Board presents a Willamette lexicon, a vocabulary list specific to our campus and the people who inhabit it.

#### Bubble

To the rest of the world, bubbles are a slightly sticky way to keep 5-year-olds and wedding guests entertained. To WU students, the bubble is the nearly inescapable perimeter of campus.

Simultaneously granting feelings of security and overwhelming claustrophobia, the bubble presents both positive and negative characteristics. And on particularly sunny days, its sheen is almost perceptible at State and 12th.

#### Downtown

While downtown normally connotes flashing neon signs, high-end department stores and wild nightlife, WU students know they have

to go upstate to find that version of downtown. Salem's downtown (all three blocks of it) shuts down after 9 p.m. on Friday nights, with the possible exception of a poetry reading or two.

#### Fishbowl

Until students arrive at WU, they are quite content in their knowledge that a fishbowl is a glass jar used to contain and entrap small fish. Upon their induction into the WU community, they come to know that a fishbowl is actually a stuffy glass room used to contain and entrap struggling students into the small hours of the night.

#### Community

In the real world, community is something you have to consciously seek out and build for yourself, lest you spend your weekends on the couch watching the Home Shopping Network.

On a college campus, community is impossible to get away from. It's even programmed to fit your specific lifestyle and tastes. Like role-playing games? There's a club for that. Like to party on a Friday night? There's a fraternity for that. Like watching the HSN? Start your own club.

#### Diversity

At other universities, diversity is most often taken to mean the diversity of ethnicity, sexual orientation, religion and class.

At Willamette, we often extend

our definition a little. Our categories may include, but are not limited to: soda preference (or pop preference depending on your state of birth), eye color, average use of rain gear and eastern vs. western Oregonians.

#### Sustainability

The buzz word to end all buzz words, Sustainability is our claim to national fame and a cause behind which nearly every student, admin and professor can safely stand. Most (if not every) decision made by the administration is determined in some part by the question, "Is it sustainable? Will it win us another award?"

Words mean much more than their Webster's definition. Depending on the environment in which they're used, they can invoke widely varied values, histories and symbols.

In order to be honest, thoughtful communicators, it is important to use them intentionally, with full knowledge of what they mean and with awareness of the effects they can have.

### COLLEGIAN EDITORIAL POLICY

The Editorial represents the composite opinion of the Collegian Editorial Board.

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Kimberly Hursh • OPINIONS EDITOR  
Hannah Schiff • MANAGING EDITOR

## OPINION

## Dropping the 'I' word at WU

BEATRIZ LEON-GOMEZ  
GUEST WRITER

A heated debate recently ensued on our campus as to whether the words "illegal immigrant" or "illegal alien" are racist and whether this is appropriate terminology for undocumented people.

I am Honduran, and I am proud to call myself a person of color. As such, I feel the need to clarify how using this language is racist, dehumanizing and considered a racial slur. I like to believe that as Willamette students, we are always willing to learn and listen to others while keeping an open mind. So hear me out.

No one should ever be labeled as "illegal." This is dehumanizing and criminalizes the individual. Using these words takes our individuality as people of color and casts us as a certain group without taking into consideration other important factors.

This kind of language creates a hateful environment of racial fear and encourages Americans to allow this kind of discrimination. People come into this country to escape poverty, and look for a better future. This does not make the individual "illegal."

The moment someone says this word, it is associated with a certain group of people: Latina/os. Let's be honest: We never associate this term with European or Canadian immigrants. If someone were to say that they are Canadian, we would never ask them about their legal status.

But as soon as someone says "illegal immigrant," we automatically assume that the person is Latina/o. Historically, socially and in today's media, the term has

been used to refer to people from Latin America or of Latin American descent.

This term is derived from the viewpoint of dominant white society. It reinforces oppressive and discriminatory practices aimed at Latina/os. Its rampant use serves to validate the dominant culture, supports white privilege and further oppresses Latina/os.

The term "illegal alien" is also a term that comes with negative connotations. The word "alien" suggests that undocumented people are foreign, unearthly beings. It completely denies an individual's humanity, making it easier to oppress people of color because they are not being framed as human beings.

Regardless of immigration status, the terms "illegal immigrant" and "illegal alien" demean and dehumanize immigrants of color, especially Latina/os.

No person is illegal. Let's consider the rhetoric surrounded by the media today and how we choose to use this vernacular language. Using language such as "undocumented person" is an accurate way to describe people with-



The "Border Fence Project" in Jackson Plaza on Mon. Nov. 7.

out documentation.

It is extremely unnecessary to use derogatory, hateful language that further oppresses Latina/os. There is such a thing as white privilege in our society, and sometimes race is a touchy subject that no one wants to talk about.

Why are we so scared of talking about race? Why does it make us feel so uncomfortable? Let's encourage open, respectful, continuous learning conversations. Of course, everyone is entitled to their own opinion, but using this derogatory language invalidates our human rights.

Contact: [bleongom@willamette.edu](mailto:bleongom@willamette.edu)

OPINION

# REDUCTIO AD AWE SOME

## Congressional parenting



**ANTHONY MACUK**  
STAFF WRITER

Dear President Obama,

I have some advice about the current situation with the congressional supercommittee on deficit reduction. And since my column is syndicated throughout the entire nine square blocks of the Willamette campus, I figured this was a good way to reach you.

Mr. President, I think I understand your current strategy. Congress has essentially been put in time-out until it can figure out how to do its chores. And like a responsible parent, you've decided to spend the next week abroad, ignoring the tantrum taking place upstairs.

This is a classic parental tactic, but one that can be completely undermined if the children get any attention. For this plan to work, you need to stay abroad and continue to ignore Congress.

That means no involvement, no help and no communication other than the occasional status report. Until the budget deadline next Wednesday, Congress needs to be on its own.

Ignoring Congress won't be easy; the panel will resort to increasingly desperate tactics to try to get attention. But as Chore Delega-

tor in Chief, the worst thing you could do would be to reward bad behavior by returning to Washington. You'd be teaching Congress that it can get out of its responsibilities if it complains enough.

The initial tactics will be the same things we've already seen: Stalling, arguing and handing off responsibility to a smaller subgroup (so don't be surprised if the supercommittee splits into a superduperhypercommittee in another day or two).

By the time the weekend rolls around, the panel will revert to more basic attention-getting strategies. These include screaming really loudly, turning the lights in the Capitol on and off over and over and flinging chairs and desks onto the National Mall.

This is, of course, extremely embarrassing and hard to ignore, but you need to tough it out for the sake of our country's financial future. After two days of this, the committee members will realize that immaturity is getting them nowhere.

Instead, they'll start messing up the budget on purpose; doing their chores wrong so as to punish you. Trillions of dollars will be saved by cutting all spending on education (forever), while any remaining discretionary spending

will be redirected towards the purchase of 16 million buckets of chicken wings from KFC.

By Tuesday, things will be down to the wire. Growing increasingly desperate, the panel will submit a complaint to the International Criminal Court regarding its treatment at the hands of its own government.

This argument will be dismissed as foolhardy, and the supercommittee will respond by recommending that the United States declare war on the rest of the world.

This is where your time abroad comes in. You need to explain in advance to the rest of the world that the war declaration is merely Congress being dramatic and should not be taken seriously.

When the panel discovers that the rest of the world is ignoring them as well, they'll finally be out of options. They will have no choice but to sit down and work out a deficit reduction plan.

Of course, this means the entire plan will be thrown together at the eleventh hour and will therefore be terribly designed and disliked by everyone. But to be honest, Mr. President, that's all that any of us expected.

Contact: amacuk@willamette.edu

COLUMN



## Put your foot through your own wall



**KEVIN BELL**  
COLUMNIST

Seriously guys, it's getting ridiculous what with the shenanigans and all. I read on the back flap of this prestigious publication last week that somebody kicked a hole in the wall of a Smullin stairwell.

What. The. Fu-k?

I don't know if any of you were around to remember the days before every classroom in every building was locked at 4:00 on weekdays, but there were golden years of growth and prosperity for the nation and Willamette when such a pipe dream was a reality.

I really like studying in academic buildings, taking up a whole classroom and blasting whatever stupid music was popular in those long-forgotten days of 2009-10, and that I can't do that now is truly disheartening.

With the eminent passing of the Willamette Ethic, that frilly touchy-feely manifesto of good feelings and warm hugs for all, I think we have a golden opportunity to reverse the trend of securitization on campus.

I'm as down with partying all around campus as the next schmuck, but please, stop being so f-king stupid about it. You're ruining it for everybody, guys. I think Broseph Stalin showed more discretion during the Soviet Purge.

Here are some basic thoughts I had that maybe you missed. First, don't put your foot through drywall. It is solid, and it is one of the few items on campus which cannot be repaired with blue tape.

One would think this intuitive, but apparently its beyond some of our less advanced students.

Additionally, if you drink in a building, don't leave the cans in the recycling container or strewn randomly about the building, as it kind of gives it away. Power to you for recycling, though - save the earth and shit.

Finally, and this is probably the most important one, don't leave taunting messages for Campus Safety on the whiteboard. They will read them, and then they will lock me out of a classroom for some sophomoric as-shattery committed by another. Then I will get angry and write a public tirade about my intense hatred of you.

Things you could do otherwise: learn crocheting from the knitting club, finally finish writing that novel you've been working on, and I would say your homework, but since you're likely a freshman, let's be real, you don't have any.

Literally anything that does not have the side-effect of causing Smullin/Collins to turn into Fort Knox at 4:00 on Friday evening would be acceptable, because Willamette is my home, I live here, and I don't want to feel like I'm locked out of the living room since my brother smeared shit on the walls and both of us got blamed for it.

This is the first and probably only issue I'll ever bother taking to ASWU, because I'm very partial to being allowed a degree of freedom in where I do schoolwork on campus, and I ask the community to stand with me in asking: Please, can we cut the crap already?

Contact: kbell@willamette.edu

## Letter to the editor: In response to 'Rice time'

Dear Editor,

In response to "Students prepare for Project Rice Time dance," we would like to challenge your thoughts and further examine this event in a critical manner. It is important to note that we are not critiquing the non-profit organization itself, but instead are assessing the chosen way to support this organization. We recognize this is a serious topic, and having a dance to benefit the organization seems to contradict this. The original intent is lost because those who attend may not further investigate the organization, not take it seriously or show up inebriated. This is problematic. On a deeper level of analysis, the dance does not talk about the complex history of Vietnam or the systematic issues that are at the root of the problem - that is, people living in poverty. With this analysis, it brings up the question of who is benefiting from this dance. While the organization will benefit, as individuals we also benefit from this in a self-serving way, which leads into the tension between charity and justice. It is important to not solely participate in charity work, as it does not solve the problem, but only provides a temporary solution. In order to create real change, it is necessary to look at the reason why this problem continues to exist.

Sincerely,  
Rachel Der and Bridget Hinton  
rder@willamette.edu  
bhinton@willamette.edu

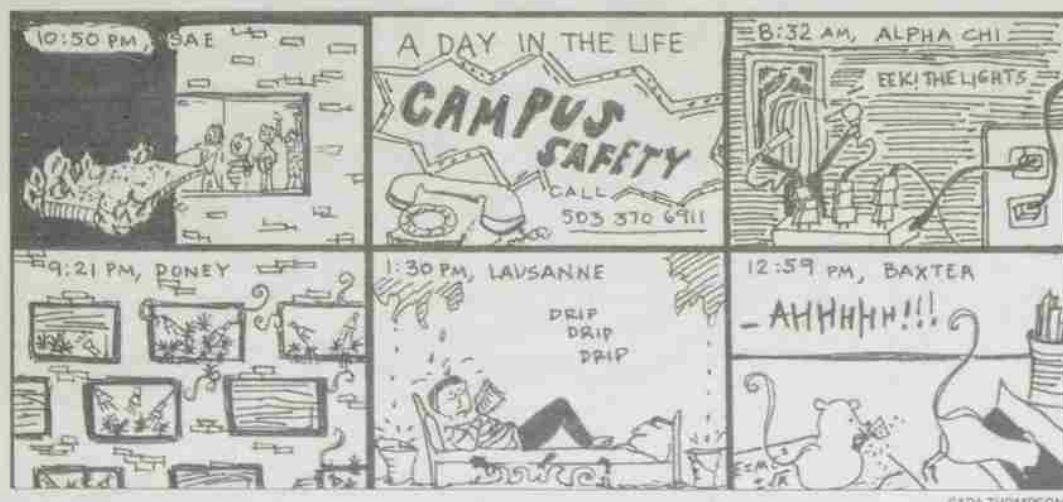
## Letter to the editor: In regards to the Border Fence Project

Dear Editor,

The history of the United States is riddled with the deeming of people of color as illegal in the name of nationalism. As demonstrated by CAUSA's Border Fence project last week, the United States continues to exploit the voiceless and vulnerable at the U.S.-Mexico border. Immigration policy, playing into volatile economic and national security climates, inherently reflects overwhelming racism, not only in our government, but also in our local communities as well. Referring to migrants as "illegal aliens" or "illegal immigrants" constructs Latin@ migrants as lesser human-beings - human beings who are forced to leave their homes in Mexico ironically because of the U.S. free trade policies that put them out of work - human beings that, because of their "illegality," are denied representation within the machinery of the American "justice" system. Thus, acting as political canon fodder, the deaths of thousands of men, women and children who attempt to cross the border are accepted for the "common good." Because these people are "illegal," their lives are deemed the necessary cost for "national security."

Thank you, CAUSA - for reminding us that no human being is illegal and that the suffering and dehumanization of even one migrant is to the debilitation of us all.

Sincerely,  
Karina Hoodgstede  
khoodgste@willamette.edu



## CAMPUS SAFETY REPORT

November 2 - 10, 2011  
Information provided by Campus Safety

### EMERGENCY MEDICAL AID

▶ Nov. 2, 7:40 p.m. (McCulloch Stadium): Campus Safety was notified of a student who had hurt her knee playing intramural sports. Campus Safety offered to give her a ride to the hospital but she declined, preferring to be taken by friends instead.

▶ Nov. 5, 12:05 a.m. (Pi Beta Phi): Campus Safety was notified by Salem Police that emergency medical personnel were responding Pi Beta Phi for an intoxicated student. The student was taken to the hospital by Salem Fire Department and Campus Safety interviewed several students.

▶ Nov. 6, 1:25 a.m. (Northwood Hall): Campus Safety took a student to the Emergency Room who had reported she was suffering from severe abdominal pain. The student was later given a ride back to her residence hall.

▶ Week of Nov. 4-10 (In a Campus Residence): Campus Safety was notified by the father of a student who had been told by a student that he wanted to commit suicide. The on call Area Coordinator made contact with the student confirmed s/he would be left in the care of friends for the rest of the night and would make an appointment at Bishop the next day.

### POSSESSION OF A CONTROLLED SUBSTANCE

▶ Nov. 3, 4:54 p.m. (Japanese Garden): Campus Safety was notified of a group of students smoking marijuana in the Japanese Garden by the Art Building. The officers interviewed the students, but no paraphernalia was found.

▶ Nov. 4, 11:05 p.m. (Northwood Hall): Campus Safety was notified that a student was in possession of marijuana. The officer interviewed the student and confiscated marijuana and paraphernalia. A report was sent to the Campus Judicial Office.

### THEFT

▶ Nov. 1, 12:40 p.m. (University Center): A student's purse was taken from the dance held in the Cat Cav-

ern on Saturday night, but was later turned in to the Information Desk at the University Center on Nov. 2. Sixty dollars were stolen from the purse.

▶ Nov. 2, 2:00 p.m. (Goudy Commons): A student left his skateboard in Goudy during dinner. When he returned the next day, it was missing. The student was given the Salem Police non emergency number to report the theft.

▶ Nov. 7, 6:15p.m. (Sparks Center): A student reported the theft of his bicycle from a bike rack at Sparks that had occurred sometime between Nov. 5 and Nov. 7.

▶ Nov. 9, 12:35 p.m. (Sparks Parking Lot): A student reported the theft of several items from his unlocked vehicle. The officer gave the student contact information that would help protect him from identity theft.

▶ Nov. 10, 11:30 a.m. (Terra House): The fire extinguisher from the laundry room of Terra House was found to be missing. A work order was submitted to replace the fire extinguisher.

### POLICY VIOLATION

▶ Nov. 5, 3:02 a.m. (Smullin Hall): Campus Safety found several students drinking in Smullin Hall while conducting a building check. The alcohol was confiscated and the students were all compliant. A report was sent to the Campus Judicial Office.

▶ Nov. 8, 10:45 p.m. (Atkinson Graduate School): Campus Safety was notified by an employee that another employee at work could be under the influence of alcohol. After Campus Safety contacted the employee in question, he left campus. The employee's supervisor was notified.

### CRIMINAL MISCHIEF

▶ Nov. 3, 10:30 a.m. (Terra House): Campus Safety was notified by custodial staff that there were several locations in Terra where someone had burned paper leaving burn marks on a door and several other places. Two chairs were also found broken and a "wet floor" sign and a table had graffiti on them. Custodial was contacted to try and clean the sign and table.

Please contact Campus Safety if you have any information regarding these incidents:  
safety@willamette.edu

Cont. from Opinions

## Letter to the Editor In regards to The Border Fence Project

Dear Editor,

The Border Fence Project honored not only those who have lost their lives while attempting to immigrate to the U.S. but gave visibility to the countless families that have been torn apart due to deportation, as well as to those who live and work here in the United States but must still live in fear due to the establishment of laws such as Arizona's SB 1070 or Alabama's HB 56. This display as well as the topic of immigration reform raised some interesting and at times insightful debates on our campus.

However, somewhere between "Well I think..." and "You raised an interesting point but..." these debates became a full on verbal brawl. Tempers flared, labels such as "brain washed liberals" and "white supremacists" were thrown around, and in the end, nothing was accomplished.

I myself lost my temper while engaging in a heated debate, and I am certainly not about to apologize for any political or ethical view that may differ from someone else's.

However, after some reflection, I feel that during our arguments we lost sight of the true purpose of The Border Fence Project, which was to raise awareness of a system that we as a society need to come together on, address and fix.

We seemed to have forgotten that it was not the members of the Willamette student body that we should had be yelling at, but rather those who implemented this system that have us fighting against each other in vain while lives are still being lost due to a broken immigration legislation.

Here at Willamette, we should start dialogues that may address these issues, and from there we can work on finding solutions.

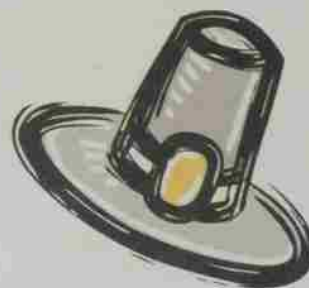
I hope to first engage in those conversations with a hope for change, rather than conduct an argument that leaves a divide.

Sincerely,  
Devon Cooke  
dcooke@willamette.edu

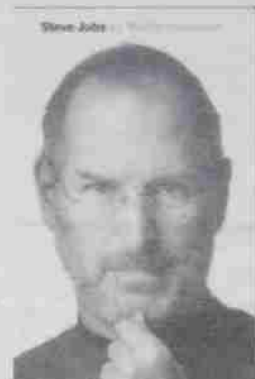
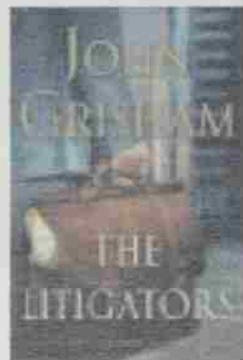
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