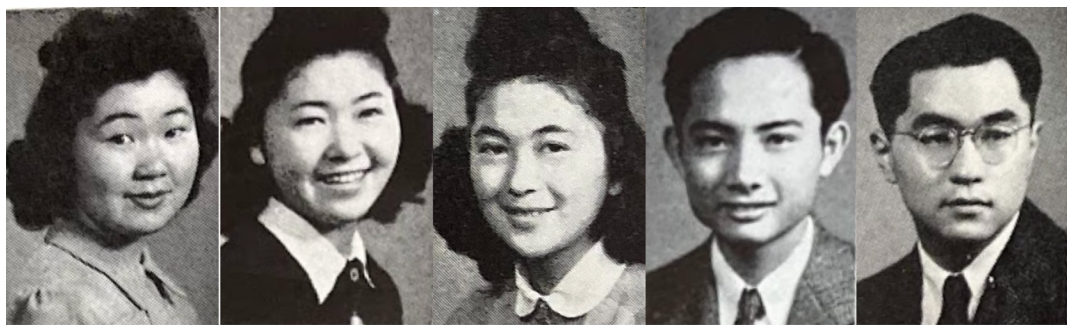


COLLEGIAN

May 1, 2021

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Memorial for Japanese American WU students forced into camps during WWII more relevant than ever



Reiko Azumano Kate Kyono Maye Oye Uemura Kenji Kurita Hideto Tomita



Henry Tanaka Yoshi Yoshizawa Edward Uyesugi Tom Oye Taul Watanabe

Pictures of the Japanese American students who were forcibly removed from Willamette University and relocated to internment camps in 1942 are from Wallulah 1942, Wallulah 1941 and Wallulah 1940. Layout by Mary Wang.

BY JAKE PROCINO
NEWS EDITOR

April 1, 2021 marks the ten-year anniversary of the dedication of the wall, tree, rock and bench on the north side of Jackson Plaza to the ten Japanese American students who were forcibly removed from Willamette University and relocated to internment camps in 1942.

When Professor of American History Ellen Eisenberg taught about this period of history in her classes pre-pandemic, she said she would “physically bring the class out and I would jump up on the wall there and do an impromptu thing about these students.” Eisenberg would talk about how the removed students were just like Willamette students today, and who were American citizens by birth. She would tell them that the students were wrenched out of campus and their families were wrenched out of their homes and held behind barbed wire for years.

Some of them were able to get out earlier through programs set up for students to transfer to schools on the east coast. “I know a couple of the students ended up at Earlham College in Indiana, and some of them ended up fighting in World War II,” said Eisenberg.

Reiko Azumano, Kenji Kurita, Kate Kyono, Tom Oye, Henry Tanaka, Hideto Tomita, Maye Oye Uemura, Edward Uyesugi, Taul Watanabe and Yoshi Yoshizawa were all students in 1942 that were forcibly removed from Willamette.

Eisenberg said conversations about creating a memorial started more than a decade before the dedication of the memorial. Willamette student Dean Nakanishi ('98) got a Carson Grant to do summer research in 1997 on the removal and incarceration of Willamette Japanese American students, with the help of then-Professor of Education Linda Tamura, who is a well known historian of Japanese Americans in Oregon, according to Eisenberg.

MEMORIAL, 6

Opinion: WU emergency response is inadequate



Fallen branches blocked the pathway to Hatfield Library Saturday, Feb. 13.

GRACE SHRIFIN | PHOTOGRAPHER

BY JESSE BUCK
LIFESTYLES EDITOR

This year, Valentine’s Day weekend was much icier than the typical chill of unsatisfied partners and unhappy singles. Rather, a historic [ice storm] knocked out power for more than 142,000 households in the Mid-Willamette Valley and Salem area alone. The mass outages impacted students living in off-campus housing as well as faculty and staff, while the University campus itself remained with working power throughout the aftermath of the storm. A slew of emails, malfunctioning listservs, delayed responses

and conflicting messages from Willamette authorities left many students feeling even more in the dark. In times of crisis, the Willamette community deserves a consistent response and concrete action that prioritizes the wellness and safety of students. Willamette leadership’s reaction to extreme weather events in this academic year alone clearly demonstrates a lack of organization and care for students and staff.

In an email with the subject line “Ice Storm Follow Up” sent out to the Willamette community on Sunday, Feb. 14, Dean of Students Lisa Landre-

man and the Reopening Committee explained that “We understand that many of you remain without power and know how uncomfortable and difficult these conditions can be.” After sharing this message, they went on to explain that Willamette could not provide housing for students living off campus without power, nor did those students have the option to stay with other students on campus due to the no-guest policy in the residence halls this year to help prevent the spread of COVID-19.

INADEQUATE, 9

Willamette removes ASWU senator for verbal harrasment

BY NOAH DANTES
EDITOR IN CHIEF

A panel of university administrators removed Zeke Druker ('24) from his role as an Associated Students of Willamette University (ASWU) senator, citing his verbal harassment towards a fellow student in a meeting last November.

The removal, which came as a result of a university conduct violation decided on March 16, bars Druker from holding any campus leadership position through the 2021-22 school year. Druker’s appeal of the decision was rejected by a university official March 24.

The panel found that Druker had made “discriminatory remarks” towards an ASWU candidate in a public ASWU meeting “on the basis of political creed, national origin, and political background.” They decided that Druker’s remarks caused personal harm to the student and prevented them from accessing an educational opportunity.

The identity of the student targeted by Druker is withheld from this story, as it is immaterial to the news of Druker’s re-

moval by university administrators and his failed appeal.

Lisa Landreman, Willamette’s vice president for Student Affairs, declined to comment when contacted by the Collegian, citing university confidentiality requirements. The ASWU Executive Board also declined to comment. Druker furnished to the Collegian the full text of the conduct violation decision, his appeal of it and the university’s denial of his appeal.

The November meeting stretched over two hours and was adjourned without a resolution. The candidate left the meeting in tears, and several bias reports were filed against Druker. ASWU’s adviser, Lisa Holliday, had their camera off and mic muted for the whole meeting, and did not speak once. Holliday declined to comment when contacted by the Collegian.

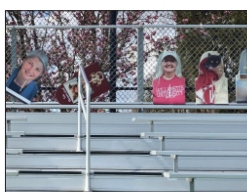
Druker was supported in his arguments by a few other senators. ASWU’s Senate didn’t meet again until after the winter break ended in January.

REMOVES, 3



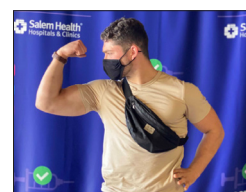
NEWS

Bistro to close for the semester



LIFESTYLES

Athletes adjust to COVID from masks to team bonding



OPINIONS

Dangers and benefits of vaccine selfies

Sales down 75 percent, Bistro to close for semester March 31

BY NOAH DANTES
EDITOR IN CHIEF

The Bistro will close for the semester on Mar. 31, Bistro Financial Manager Bella Medina ('21) confirmed. This move is being taken to ensure that the Bistro is financially secure to reopen in the fall. "Even with reducing hours to only our most busy times, increased advertising efforts, and reduction in food production, we are still losing about \$800 a week," Medina said in an email interview.

While sales totaled \$32,052 last February, sales this February totaled \$7,161—a decrease of roughly 75 percent. "The major problem is not a lack of Willamette support but rather the sheer decrease in the number of students, staff, and faculty physically on campus to make purchases," Medina said.

The Bistro keeps a backup account in which profits after wage, invoice and maintenance costs are stored. Money is pulled from this account when sales are not high enough to cover the costs, and also when equipment like refrigerators, stoves and cold cases need to be replaced. Before the pandemic, this account was rarely touched, but the Bistro has relied upon it to stay open since fall 2020. Over \$18,000 was spent from the backup account last semester, which was replenished by an \$18,000 grant from ASWU. \$4,000 has been pulled from the account just this February.

The Bistro does not plan to ask ASWU for additional money, since their current financial situation will allow them to reopen and "hopefully be self-supporting" in the fall. "The Bistro Managers are very grateful

for ASWU's money last fall, but we recognize that that money pulls from students' events, opportunities and access that ASWU offers," Medina said. "This move to close the Bistro is so that in future semesters the Bistro has the financial security to open again, continue to adapt to changes and be the community center it has and will continue to be."

According to Medina, the Bistro currently employs the smallest staff size it's had in "a very long time." After the fall semester and an analysis on which hours were the most profitable, the Bistro's managers reduced the store's hours to 10 a.m. to 4:30 p.m., and limited its open days to weekdays only. Employees were then told of the reduction in open hours, and informed that they would only be able to work up to six hours per week. Employees were also told that the Bistro may be forced to close mid-semester. As a result, two employees decided not to return to work in the spring.

"To alleviate some of the financial strain on our employees we plan to have small opportunities to do work in the Bistro such as helping with final deep cleaning, and shipping merchandise," Medina said. They added that students looking to support the Bistro should keep an eye out for Bistro merchandise and boxes, which will be available for students, staff, faculty and alumni to purchase. Additionally, the Bistro is partnering with the Alumni Office for a virtual baking event on March 29, where prospective and current students can join in to learn how to make buzz bars. 40 free buzz bars will be available at the Bistro that day until sup-



Bistro leadership, left to right: Maia Ito ('21), Kitchen Manager, Maria del Rocio Ortiz Chavarria ('21), General Manager, Bella Medina ('21), Financial Manager.
PHOTO BY ALLY FISHER

ply runs out.

The Bistro had made a [series of business changes] in the fall in the face of reduced sales, including the reduction of open hours, flash sales and the offering of Bistro merchandise like stickers.

"We appreciate all the support departments across campus have given to keep the Bistro open up to this point," Medina said. "Staying open as long as the Bistro has this school year was a feat in and of itself."

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Outside the Bistro on the morning of March 2.
PHOTO BY ANUSHKA SRIVASTAV

WU to pay all student leadership positions by leadership award

BY EMMA INNES
STAFF WRITER

After inquiry by a committee, Willamette University has decided to pay all "student leadership positions" through leadership awards. The change was announced at the April 15 ASWU meeting. Leadership awards are considered financial aid, so the award cannot be taxed. Changes will be made to the way leadership awards are distributed: the amount will be deposited into personal bank accounts in halves at two separate points during a semester. The current plan is to distribute the first half mid-semester and the other at the end of the semester. Currently, leadership awards are paid in full at the end of a semester.

While hourly workers' pay varies depending on the amount of hours worked, the leadership award is a set semesterly amount. So while student leaders will no longer be able to accrue sick hours, they will be paid the set amount through the leadership award as long as they hold the job, regardless of changes in hours—income is guaranteed. Affected positions will no longer be mandatory reporters unless they are working with minors, and will no longer be required to complete HR training. Associated Students of Willamette University (ASWU) senators previously raised

concerns regarding loss of rights, since those paid by leadership award are not considered university employees. Lisa Holliday, associate dean of students, said that student leaders paid by leadership award will not be losing any rights beyond those listed above.

The positions that will be paid using leadership awards are: ASWU Executive Board members, ASWU Senators, Collegian employees, Willamette Event Board (WEB) Officers, Sexual Assault Response Advocates (SARA), Community Service Learning (CSL) & Campus Recreation (CREC) program leaders, Opening Days leaders, Jump Start leaders, Community Action Fund for Equity and Sustainability (CAFES) committee members, Residence Hall Association (RHA), Fraternity and Sorority Life (FSL) interns, Panhellenic Council (PHC) members, Interfraternity Council (IFC) members, Gender Resource Advocacy Center (GRAC) student employees, Students Organizing for Access to Resources (SOAR) student employees, Student Athlete Advisory Committee (SAAC) members, Office of Multicultural Affairs (OMA) student employees and Mosiacs, a mentoring program for multicultural students.

Lisa Landreman, vice president of Student Affairs, was the one who

requested for a committee to investigate student compensation. According to a document provided by Lisa Holliday, what caused the inquiry were equity concerns—students not being paid what their work called for compared to others—and to better comply with Oregon's labor laws regarding University students, which says that university students participating in extracurricular activities are not university employees.

ASWU Treasurer Michael Burke ('23) was the only student who was on the committee. According to a presentation he gave at the April 15 ASWU Senate meeting, the rest of the committee included: Holliday, Andrea Doyle Hugmeyer (Director of GRAC, Confidential Advocate), Anthony Stafford (Director of Campus Recreation), Dana Monaghan (Assistant Vice President of Human Resources), Gordy Toyama (Director of Office of Multicultural Affairs), Laura Taylor (Associate Provost for Academic Finance, Associate Professor of Economics) and Sarah Kirk (Associate Provost, Professor of Chemistry).

According to Burke's presentation and Holliday's document, once the committee decided to shift to leadership awards, they followed a process to create the amount each position would get. First, the committee created a master spreadsheet

of all student leadership positions and went through the list to see who should be hourly and who should get a leadership award. Then, they placed the positions into the following categories: lead, supervises two levels of students; coordinator, supervises one level of students; finance, oversees funds for an organization; staff, does not oversee students. Lead, coordinator, finance and staff positions are paid at different levels. To decide the amounts for each position, the committee calculated the minimum wage over the hours of work each position is expected to accrue over their employment period. The committee is also adding extra pay to positions where students assume risk and for positions that require certification.

Burke's presentation explained the changes and asked for feedback on the size of the ASWU leadership awards. ASWU [has been restructuring] to increase student involvement and accessibility, and adding pay for Senators is part of their plan. Senators will receive \$500/semester.

During the feedback portion of Burke's presentation, Chief Justice Sam Johnston ('21) said that the \$750 award for his position was too small, saying that the amount should be closer to \$1000. Burke said the \$750 amount was based off the estimated three hours a week of work for the

Chief Justice position. Johnston responded that four or five hours is the reality of what he works. Johnston also noted the standard justice position was left off the list of leadership award amounts provided to ASWU, and that they should be compensated similarly to Senators.

Senator Kristin Jradi ('21) said it would be helpful to see a breakdown of how the leadership award amount compares to what the hourly pay for each position would be, and expressed concern about how ASWU positions are paid compared to other student leadership positions on campus.

Senator Col Lockard ('22) asked if other colleges use leadership awards. Holliday stated that Portland State University uses leadership awards. Reed College, which is also in Portland, pays all [student employees an hourly wage of \$13.25 with rare exceptions]. \$13.25 is the current [minimum wage] for the Portland Metro area. Marion County's [minimum wage] is currently \$12 an hour, but will [increase] to \$12.75 July 1. Leadership award calculations were based off the \$12.75/hour amount.

All Collegian positions are being moved to leadership award, and Holliday presented the amounts to the Collegian executive team on April 15.

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Willamette removes ASWU senator for verbal harassment

CONTINUED from Page 1

At least one senator resigned as a result of the meeting. The meeting recording was later removed from ASWU's shared drive. Some of ASWU restructuring's future plans, including [the new conduct policies, are motivated by the outcome of this meeting.

The university ruled that Druker's conduct constituted harassment, which it defines as "behavior that is so severe, persistent, or pervasive that it interferes with or limits a person's ability to participate in or benefit from the university's educational or employment opportunities, programs or activities." The university also ruled that his conduct constituted bullying, which it defines as "abusive treatment (verbal, physical, written, or otherwise), the use of force or coercion to affect others, particularly when patterned and involving an imbalance of power (real or perceived)."

The conduct violation is solely based on Druker's public statements in a November ASWU meeting, and the resulting sanction against him bars him from holding a student leadership position and stipulates there will be no further contact between Druker and the candidate.

Druker appealed the conduct violation decision, saying: "The finding of responsibility and conduct probation is inappropriate given the details of the case." Druker said that his behavior was not "severe" since, according to him, he only brought up public information, made no comments

on platforms outside of ASWU, and did not introduce any information that wasn't related to the candidate's fitness to serve. He also claimed that his behavior wasn't "persistent," since all behavior in question occurred in one meeting, and that his behavior wasn't "pervasive," since he did not attempt to contact the candidate outside of ASWU.

Druker made the following claims about the candidate in the November meeting: that they are an active member of a "fascist"

that no ASWU bylaws or procedures had been violated. Druker said that "conduct checks cannot be the sole relevant basis by which a Senator may determine the fitness of a nominee," and that while much of what he'd heard about the candidate was "conjecture," the arguments he made in the meeting were based upon public information.

According to Druker, antisemitism can be "extremely subtle" and is not obvious to those that are not Jewish. His determination

no due process protections. This is a purely political question of confidence in a nominee—like any political election." In a position of power, Druker said, a leader cannot even be perceived to hold "oppressive biases."

Druker sent a lengthy email to both ASWU senators and the Collegian after the November meeting, listing and displaying the posts he found to be antisemitic or nationalist.

Druker said he believes that the Republican Party is "an enabler

date's perceived nationalism, not nationality.

Druker noted that ASWU makes all candidate decisions on a two-thirds vote, so his vote alone could not bar the candidate from serving on ASWU. He also said that no candidate is entitled to a role on ASWU and thus he does not believe he denied the candidate from "accessing an educational opportunity."

Druker's appeal was denied on March 24. In the original ruling against him, the university stated: "We concur with your convictions, that a leader does need to stay true to their values, ethics, and morals. However, it is also important that leaders are willing to engage with people from different backgrounds and beliefs and work to not cause harm to others while advocating for their own beliefs." In the rejection of Druker's appeal, the university stated that its conduct violation panel followed the correct procedures and gave a fair sanction.

Read the full text of the conduct violation, Druker's appeal and the appeal denial on our website.

The documents contained sections that have been redacted by the Collegian to protect the privacy of the candidate.

"We concur with your convictions, that a leader does need to stay true to their values, ethics, and morals. However, it is also important that leaders are willing to engage with people from different backgrounds and beliefs and work to not cause harm to others while advocating for their own beliefs."

LESLIE SHEVLIN
J.R. TARABOCCHIA

organization (referring to the Republican Party), and that their social media history contains antisemitic and nationalistic remarks. Druker opposed the candidate's nomination on those grounds, saying that while both claims "are entirely matters of opinion," they are relevant in "considering the merits of a student leader."

The candidate had passed a university conduct check prior to their nomination, and a later investigation by ASWU President Claire Mathews-Lingen found

that the candidate's social media history contained antisemitism is a "sincerely and conscientiously held opinion that I have formed as a member of a targeted group."

Druker, in his appeal letter to administrators, said that his personal judgment of the candidate would not meet evidentiary standards in conduct procedures or a court of law, but was relevant in a political process: "This is not a matter of employment or academic participation being denied or any other similar case. There are

of fascist and racist violence," which he does not consider to be in line with ASWU's values. His objection to the candidate was a result of the candidate's decision to associate with the Republican Party, and that in a political process, holding a candidate to account was permissible and did not constitute harassment on the basis of "political creed." Druker added that his remarks also did not constitute harassment on the grounds of "national origin," as his claims concerned the candi-

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Ice storm takes down Willamette trees, Salem advises residents to stay home

BY JAKE PROCINO
NEWS EDITOR

Tree branches litter Willamette's campus as a result of an ice storm that has passed through Salem. Downed branches and trees block walkways around campus and crushed tents meant to cover the waiting line for Goudy. Collapsing branches and trees have also knocked out power across the city, leaving many students living off-campus without heating or internet.

Lisa Landreman, vice president of student affairs and dean of students, sent an email to students saying to [contact] Campus Safety if they have been injured because of the storm or if they are exposed to the elements because the storm damaged their house. She also said that Ford Hall, the University Center and academic buildings are available for studying, and that Goudy Commons is open to all students for dinner and brunch.

Portland General Electric (PGE) spokesperson Elizabeth Lattanner said that power outages will potentially last through the weekend and even a few days after that.

A power outage map can be viewed on PGE's website, and



Branches fell and crushed tents covering the waiting area for Goudy Commons.

REBECCA MAY | PHOTOGRAPHER

power outages can be reported to:
Portland General Electric: 1-800-544-1795 or 503-464-7777
Salem Electric: 503-362-3601
Pacific Power: 1-877-508-5088.

The City of Salem reported that "hundreds of trees are down," blocking roadways and knocking down power lines across the city. Salem advises residents to "stay

home and safe as City crews work to remove these hazards" and to "not approach or touch power lines."

A map of road closures can be [viewed] on the City of Salem's website and roadway concerns can be reported to service@cityofsalem.net or 503-588-6311.

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Abbas Hill hired as new Dean of Students for Community Care and Inclusion

BY EMMA INNES
STAFF WRITER

Willamette University [announced] Monday that Abbas Hill has been hired as the new Dean of Students for Community Care and Inclusion, and will start July 1. Hill was the fifth candidate for the position, and answered questions at a public forum as part of the interview process last month.

According to the announcement by Willamette's marketing and communications team, Hill will oversee equity and inclusion initiatives, including supporting undocumented and first generation students. Hill will oversee student leaders in the Office of Multicultural Affairs, the Gender Resource Advocacy Center (GRAC), as well as residence life and housing. Hill will also deal with religious life and student conduct. Other responsibilities include deputy Title IX coordinator and Chair of the Care Team, which works to help students in need of personal or academic support.

The announcement describes Hill as "kind and compassionate, deeply caring about students with a goal to be a resource for staff and students." He was the associate dean of student life and director of residence life at Rogers Williams University. The announcement points out Hill's past experience at Central Michigan University, working with students to organize "multicultural excursions" to establishments such as the Holocaust Memorial Center. Hill's own experience as a first generation student is emphasized in the announcement, having played a role in inspiring him throughout his career to help students.

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Landreman responds to student criticism on spring reopening, move away from hybrid learning

BY BENJAMIN SNELL
STAFF WRITER

With campus closing down in preparation for winter break, many students are concerned about the rise of COVID-19 cases. Most students are now having to deal with the difficulties of remote learning and working in addition to the stress of the virus infecting more individuals country-wide. This tension has left many students to question whether or not Willamette has the capacity and resources to continue managing virus cases on campus, and whether or not staying open for spring semester is safe.

In an interview, Vice President of Student Affairs Lisa Landreman shared some of the university's plans to keep students safe when they return for spring semester. When asked why she thought the university was under pressure from students, she said, "I know people have been disappointed that we haven't had much robust testing on campus. Whether the climate might change, or that won't be necessary, or perhaps there will

be changes in the availability of tests... that is what has the potential to change. But right now, I feel really good about how, overall, students have responded. I know that students are growing weary of mitigation strategies, and I think that it's right in time for folks to go home... and they'll have some relief from that."

Landreman feels confident in Willamette's ability to handle the situation as a whole. When asked what kind of complaints she was receiving, she responded, "I think in many ways, we are trying to pick the best choice out of some not so great possibilities, and how we make the best out of it? How do we pull together and still salvage something." Landreman said one of the central conflicts Willamette was facing was finding a good compromise in terms of students and their desire to feel safe. Since then, the university has sent out surveys for students to fill out, allowing them to show the university what they may or may not be doing right. Landreman expanded on this point, saying "because [the university] is concerned about the toll that [the virus] is taking on

peoples' mental health, and their ability to socialize, and where do we balance that with the virus risk association, so... that's kind of a dance we're looking at."

Regarding the switch from a hybrid class attendance system to a new one that offers solely remote or in-person classes, Landreman said there is little reason to be concerned. She said that although she wasn't involved in this specific decision-making process, she is aware of students' concerns surrounding the issue. She acknowledged that the hybrid system was quite a challenge for both students and staff members at the university, and said that a survey was sent out in search of student feedback. Landreman expressed that there was a bit of "wiggle room" to change aspects of the university's learning system, reporting that she "think[s] it's a good experiment" and that the university will "see how it goes, we have the ability to be nimble."

Another major concern from students was the switch from a hybrid learning system (sometimes in-class, sometimes remote) to a fully remote system. Though on

their website, Willamette states that there is potential for the university to resume fully remote learning, Sylvia Marr ('21) shared that Willamette should expect pushback on this policy (regardless of how COVID-19 progresses). She highlighted Willamette students' opinionated nature on policies, saying that "we are Willamette, after all."

When students were asked whether or not Willamette was considered safe for reopening, the general consensus was that the responsibility is placed more on the students than it is on the university and its policies. Marr said in an interview that she believed holding people accountable to the policies in place was the key for a safe reopening. She said that aside from the university making sure these rules are followed, she wasn't entirely sure what else they could be doing. "You know, just the same way we've tried to make sure that students follow alcohol policy. And whether they do or not is up to us." Another student Enku Castellanos ('21) shared a similar philosophy, saying that Willamette's reopening "[won't be] ideal, but

you can't prevent it, unless everyone went remote."

Willamette has faced criticism for their policies, however. Towards the beginning of the semester, with the rise of smoke on campus and similar fears arising regarding safety, people generally thought the situation could have been handled better. Though Castellanos agreed with Landreman's statement that the reopening of the school was necessary to ensure all students' needs were met, she also added that there is definitely room for improvement regarding clarity of situations. She shared that outside of what would be expected from a university dealing with a global pandemic, policies from the university have been rather unintuitive and "vague... not truly helpful."

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Finding activities amidst the quiet period

BY BENJAMIN SNELL
STAFF WRITER

Since students returned to Willamette's campus for the academic year, the university has entered a "quiet period" where student interactions are limited to help prevent the spread of COVID-19. This means students are required to attend all classes remotely until Feb. 1, and are asked to stay in their dorms (or in their homes, for off-campus students) whenever possible. These new policies and requests may provide students with more free time, but not as much to do. Here is a list of things students can do to occupy their time during this period, in addition to places they can go both in Salem and on campus.

1. Visit Salem parks or nearby coffee shops

Two parks that are currently open to the public and within walking distance from campus are Bush Pasture Park and Riverfront Park. Both of these places have trails for people to walk on and pleasant scenery. Coffee shops such as Isaac's, The Governor's Cup and Ike Box are all available for food and drink item takeout and are within a 1-mile radius of campus. Rick's Cafe at the Willamette law school has also recently opened back up for business

2. Go to a common area on campus

There are certain areas on campus that are open to students where they can sit to do homework or simply relax. The University Center, Ford Hall and Hatfield Library (with limited hours) are all currently open to students. Goudy is also open to students for take-out dining options.

3. Watch a new TV show

If you have access to Netflix, there are many opportunities

for new (or old) shows to watch. Bridgerton is a popular new drama series that centers around the royal family in England in a past century, and Schitt's Creek has also gained recent popularity as a great comedy series worth bingeing.

4. Discover new music

The quiet period gives people a lot of time to find new artists or songs, and both Spotify and Apple Music have ways to do just that. Spotify has Discover Weekly and Daily Mixes, which offer personalized playlists to listen to, and Apple Music carries a similar system "New Music Mix." Both platforms also offer a variety of genres (and playlists within those genres) to explore.

5. Practice mindfulness

While classes are stressful for many students, meditation and practicing mindfulness can help. Applications "Calm" and "Head-space" offer free meditation and mental wellness programs that can help you wind down and relax. Willamette also offers mindfulness meditations online via Zoom every Monday from 4:45-5 p.m.

6. Attend upcoming WEB events

WEB offers a number of activities for students to participate in. One upcoming event is the Virtual Game Night on Feb. 5, from 7-9 p.m. For more information on WEB and their upcoming events, you can visit their instagram page (@wueventsboard) and check their calendar here.

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Students surprised, scared by recent racist assault near campus



GRACE SHRIFIN | PHOTOGRAPHER

Corner of Capitol and Chemeketa St., where the racist assault occurred Mar. 1.

BY BENJAMIN SNELL
STAFF WRITER

An Asian student was assaulted by two men just a few blocks away from campus on Mar. 1. This occurrence was shocking and unexpected for many students living both on and off campus, with varying emotions surrounding their safety both in the parameters of the university and within the city of Salem. Shortly after the hate crime occurred, Willamette sent out an email expressing their condolences regarding the situation and condemning the two men's actions and the racism attached to it. The email additionally listed on-campus resources for helping to support students and their wellbeing as well as some educational resources on anti-Asian violence.

The assault was largely surprising to students due to its close proximity to Willamette's campus, but generally agreed that they weren't surprised it occurred within the city of Salem as a whole. Riley Martin ('23) said that she would expect it considering the proximity of the campus to the state capitol, but also shared that she "was just a little bit rattled to see that it was literally two blocks away from campus, and Willamette is supposed to be a safe place for students." Chris Chang ('23) offered a similar sentiment, saying "I said that I was surprised it happened, but... you know, it's not like I never thought that it would happen."

The response to the administration's email was also a little mixed. Chang stated, "Honestly, I think putting the email out there pretty quickly was really good. It lets us, the students, know that our school cares, you know... they're listening, and they're watching over stuff." Martin, on the other hand, felt that the school's response was inadequate and said she, likely alongside other minority students on campus, felt they weren't being heard enough, despite the liberal environment. She responded, "I do think that there could definitely be more effort put in on the admin's part. And not just having [links to articles] say things for them, you know?"

Students also felt that the issue at hand is connected to the larger issue of racism in this country, particularly to the events of the last year. Chang said that although the concerning racist aggression can be seen almost everywhere, "the fact that [the issue is] also leaching into smaller areas is definitely worrisome." Martin shared that she now worries about an incident similar to this one happening to her. She said, "I guess that I would be more likely to be singled out by someone, because there are not as many students of color as white students. And also, I was made aware the other day that there was an individual who thought it was me that was the student... that just speaks to the fact that there aren't that many

Asian students on campus."

Though it is a difficult time for many, some students have been able to find pockets of joy through spending time with friends. Martin also shared that painting has been a fun pastime for her personally.

When students were asked what Willamette could do to prevent a similar occurrence from happening again, the general consensus was that this is a difficult issue to manage. Several students expressed concerns about their general safety on campus and off. Though the issue of racism is quite large and often can be beyond the university's control, the administration is taking some steps to help contribute to a safer environment. A [safe ride service] that has been around for several years is now being offered to Willamette students free of cost when their compass card is shown to the driver. Martin also shared "I know Campus Safety offers pepper spray, and I went and got some of that after I heard about the hate crime."

Even with the precautions Willamette has taken, many people remain concerned about incidents similar to this occurring again, and are unsure of their safety on campus. Martin shared that she often walks with her white male friends for safety, and Chang often travels to areas within Salem in groups.

When a statement was requested from the Willamette Office of Multicultural Affairs (OMA), the response was brief and simplistic: "The OMA condemns any acts of violence, intimidation, etc. whether it be racially motivated or not."

An email was sent to the OMA community supporting and reinforcing the message sent by the VP of Student Affairs (Lisa Landreman). This message was a collaborative effort with other administrators on campus including the OMA. The OMA and E&E have offered space for students who need a place to reflect, talk and share in a supportive community."

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Student-athletes talk COVID adjustment issues, from team bonding to mask wearing

BY JAKE PROCINO
NEWS EDITOR

Willamette University and the Northwest Conference (NWC), the athletic conference Willamette teams play in, agreed to resume athletic competition for most sports this spring, excluding football and basketball. This year, competition has come with many restrictions: spectators are prohibited, masks must be worn on the sideline by coaches and players and masks must be worn for indoor competitions.

Adjusting to COVID-19 protocols for practice has been difficult. Tennis student-athlete Sylvia Marr (21) said over email that following all the protocols, especially wearing a mask or two during practice was a tough change, but she and her teammates have adapted to it. "Some people are more conscious than others and it took a lot of reminding last semester to keep people masked and distanced. This semester has been better and I think most people are doing their best to follow the guidelines," said Marr. Figuring out transportation has been one of the more difficult adjustments for teams that practice off campus, like tennis. Student-athletes are not able to carpool as they have in the past due to distancing restrictions, and "there aren't very good accommodations for players that don't have cars," according to Marr.

Outside of practice, physical distancing has had a large impact on team bonding. Marr said, "I've been trying to meet with some of the team members individually, like outside and socially distant coffee dates or lunch, to supplement some of the bonding." Soccer student-athlete Phil Doherty (22) said over email that the soccer team has not been able to have the usual team bonding events such as team dinners and volunteering at a food bank but, "When we can, we try to play games like mafia where we can space out and still be hanging out together safely."

For some sports, there are additional COVID-19 protocols on

game day. Doherty said that the soccer team has their temperature and symptoms checked before games. While players and coaches on the sideline are required to wear masks, on-field players are not required to wear masks for outdoor competition. Student-athletes do have the choice to wear a mask, according to an email from Director of Intercollegiate Athletics Rob Passage. [Photos] on the Willamette Athletics website show many on-field players do not wear masks while playing. Despite players playing maskless, Doherty said he was not worried about transmission of the virus during games, saying: "All athletes are held at the same level of responsibility and expectation. We all as athletes, even our rivals and opponents, have worked extremely hard to be able to train and play competitive matches."

Not wearing masks during on-field competition has been a point of contention for some members of the Willamette community. Messages were posted by unknown people, assumed to be Willamette students, on the side of Sparks Fitness Center, with messages saying that maskless competition is putting the Willamette student population at risk. Doherty himself said that he has heard "minor comments about competing without masks." Some student-athletes, like Marr, share these concerns of student-athletes not wearing masks during competition. "[Playing tennis in a mask] was an adjustment at first but it's really not bad, so I don't see any reason for not having masks during competition, especially in higher contact sports like soccer. I know it's not up to Willamette, so I understand that the athletic department is simply following Northwest Conference and NCAA guidelines, but it is still something that I am not very comfortable with," said Marr.

In response to these concerns, Doherty said that student-athletes and teams have worked hard to follow COVID-19 protocols: "I would reassure the voices concerned with maskless play that this doesn't at all



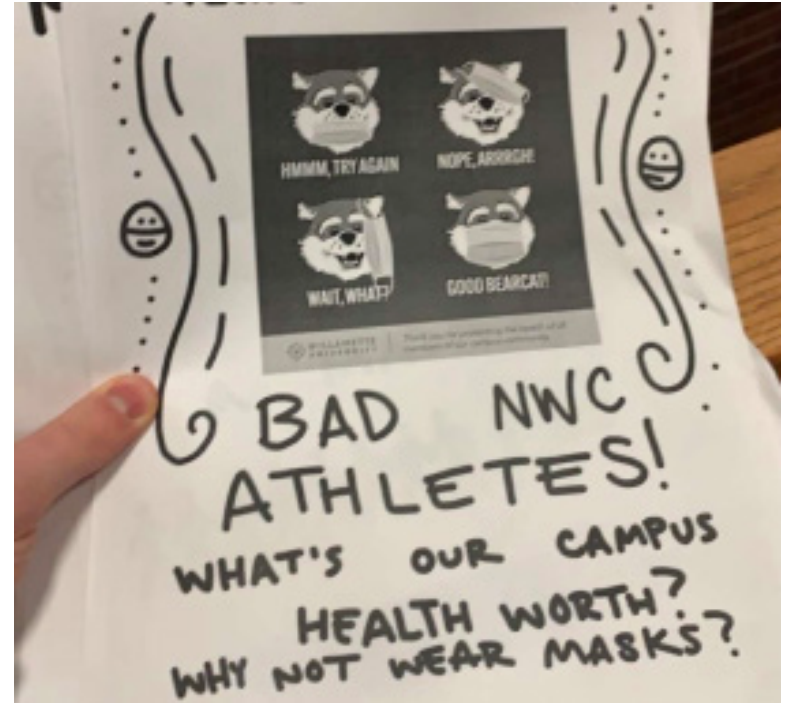
(Top) Ten cardboard cutouts of human, cat and dog fans populate otherwise empty bleachers. Some are toppled over.
PHOTO BY JAKE PROCINO

(Bottom right) Posters criticizing lack of mask wearing were posted in Sparks Fitness Center the weekend of Feb. 20-21, and were taken down soon after because they weren't approved. The image shows printer paper printed with the words, "Not unto ourselves alone are we born?," "Bad NWC athletes! What's our campus health worth? Why not wear masks?" and a graphic of Blitz demonstrating how to wear a mask in the middle.
PHOTO BY JESSE BUCK

reflect negligence or naivety. We are all practicing both required and suggested health guidelines, from the federal level, to state, Willamette, and athletics. We have worked tirelessly to be finally playing after well over a year."

Posters criticizing lack of mask wearing were posted in Sparks Fitness Center the weekend of Feb. 20-21, and were taken down soon after because they weren't approved. The image shows printer paper printed with the words, "Not unto ourselves alone are we born?," "Bad NWC athletes! What's our campus health worth? Why not wear masks?" and a graphic of Blitz demonstrating how to wear a mask in the middle. Photo from Jesse Buck.

Student-athletes have their own testing protocol, as well as remain-



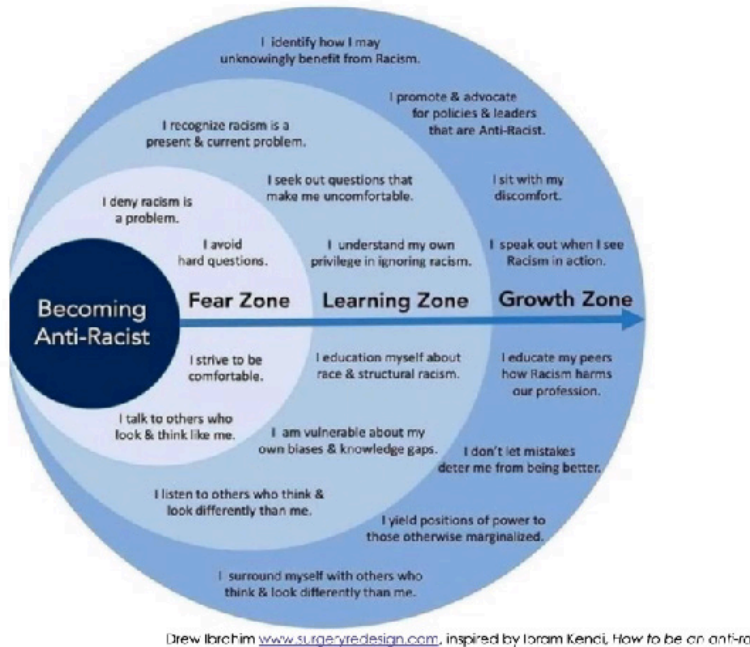
ing in the pool of Willamette students subjected to the random surveillance testing. Passage said that Willamette is following the testing protocols recommended by NCAA's COVID-19 Medical Advisory Group and approved by the NWC President's Council. Student-athletes in low and medium contact risk sports, like tennis and softball, are tested when they arrive on campus at the start of the semester, and are subject to weekly surveillance testing, separate from the Bishop surveillan-

ce testing. Student-athletes in high contact risk sports, such as soccer and lacrosse, are required to be tested weekly.

Doherty said that he received an email from an administrator regarding the concerns, but not much beyond that. "Our coaches just tell us to continue doing what we're doing, wearing masks unless we are on the field at a game, and to stay diligent with Covid protocol, like everyone should be."

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Landreman, Wood host webinar exploring what it means to be an anti-racist ally



The diagram depicts the three different zones involved in anti-racism work: the fear zone, the learning zone, and the growth zone, as well as the different facets of thought and behavioral patterns that describe them. By Drew Ibrahim, inspired by Ibram Kendi.

BY PIPER LEHR
STAFF WRITER

On Mar. 31, VP of Student Affairs Lisa Landreman and University Chaplain Karen Wood hosted a webinar entitled "Exploring what it means to be a white ally against racism." There were a mix of attendees, including students, professors and staff. During the initial framing of the discussion, Landreman stated that their goals were to talk about, "anti-racism work, and understanding some of the concepts about that, and hopefully to learn some strategies for cultivating new habits towards becoming an anti-racism ally." She acknowledged that the hour-long webinar wouldn't be enough to cover the full scope of the topic: "Our hope is that perhaps we're just starting to lay the foundation for what can be ongoing conversations," she said. Wood then defined what they mean by race, using a social construct theory lens: "What we're going to be talking about today is primarily around identity around race, around whiteness," she said. Wood also recognized that intersectionality plays a role in the ways in which we experience whiteness. Landreman chimed in, elaborating: "my experience as being a white, cisgendered, able-bodied

female is going to be different than a white person who has different identities from that."

Here were the major takeaways of the event:

Racism is learned, not innate
Landreman said that "we were born into a world without biases and stereotypes" but that we were "quickly socialized" by institutions and culture. These behaviors are then "reinforced by our peer groups in a reward/punishment system."

White supremacy isn't just extremist groups
Landreman noted that it's easy to think of white supremacy as just being the extremist groups that we see in the news, such as the Proud Boys, but that's a reductive way of thinking about the ideology. She explained: "We're referring to a historically-based, institutionally-perpetuated system of exploitation and oppression of continents, nations, peoples of color by white peoples for the purpose of maintaining and defending a system of wealth, power, and privilege."

White Privilege
Wood also defined white privilege during the discussion: "it just means unearned access to resources and social power readily available only to some people based on their advanced social group membership, in this case, membership as white people" and Landreman stepped in to mention that it's easy to think of white privilege as just being "economic privilege," but that's not all that it encompasses. "Privilege comes from social capital, from social power and those norms," she said. Wood men-

tioned that one of the first steps to ally-ship is acknowledging that this privilege exists.

Unintentional Complicity

Landreman asked attendees to acknowledge that as white people, we've been raised with white supremacist beliefs whether we're conscious of it or not. "Our failing to see us as part of that very system also can stop us from being effective white allies," she said. Wood elaborated: "I sometimes think of that as unintentional complicity-I don't mean to be complicit, I didn't set out to be complicit, but by virtue of who I am and how I've been socialized, I am complicit unless I am specifically anti-racist."

Being Anti-Racist

Wood showed this diagram depicting the different zones that one moves through while working to become anti-racist. She noted that the zones aren't meant to be stagnant, even though they're depicted that way: "we're in and out of these zones, hopefully, all the time, and you can be in more than one at once," she explained.

What is a white ally?

Landreman and Wood closed by attempting to define what an ally is. Landreman explained, "When we think about ally we're thinking about members of dominant groups who act against oppression towards a vision of social justice." They also brought up the controversy surrounding the word ally, which largely has to do with the fact that it is often used in performative ways. Wood said, "It's not a self-proclaimed identity or performance. You hear the phrase "performative ally-ship" a lot;

[that means] it's for the benefit of others but not actually for the benefit of the impacted group." Landreman elaborated, "It's a difference between defining, 'these are ally behaviors, or i'm working to become an ally' vs saying, 'I am.'" Wood then offered some synonyms for the word "ally" that perhaps get the point across better: "accomplices, in solidarity with, or quite frankly anti-racist activist, right, say what it is. Co-conspirator, co-resistor or, not very catchy but frankly someone working to end white supremacy."

Landreman and Wood mentioned that they were interested in hosting a second discussion, which would discuss what makes being a White ally difficult by naming the tensions, as well as listing some skills that we can develop to help overcome these difficulties. As for now, the timing of this is undecided, but they do have an upcoming event on April 15 at 7 p.m. discussing racism between city and state officials. "More details to follow but I'm trying to get the word out now. It's with the mayor of Salem, Chief of Police, President Thorsett, and others from the city and Willamette community," said Landreman.

This conversation comes during a time of elevated racial violence. Not only has there been a reported world-wide increase in anti-Asian hate crimes, but also, an Asian Willamette student was recently assaulted [just blocks from campus]. While it's great that Willamette is coordinating these events, it should be noted that both panel leaders (Landreman and Wood) were white, and not many POC participated in the panel in general.

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Memorial for Japanese American students forced into camps during WWII more relevant than ever

CONTINUED from Page 1

Eisenberg said the memorial creation was spurred because many of the removed students were starting to pass away, and as a result “there were a number of universities that started recognizing them in various ways.” Eisenberg, who had Nakanishi as a student, and Tamura started thinking of ways that Willamette could honor those students. “Ultimately, this idea of having a physical space, having a recognition of them on campus, started to emerge,” said Eisenberg.

With a plan in mind, Eisenberg and Tamura started the process of creating the memorial. “It took a couple of years of work. It’s surprising how complicated it is to get something like that approved. There was a whole committee system that has to do with use of space and a series of approvals,” said Eisenberg. Initially, some administrators in the discussion suggested that the memorial should go in the Japanese Garden by the Art Building or by Kaneko Commons, which Eisenberg said she and Tamura strongly disagreed with. “These students had been othered because they were Japanese Americans, but they were American students, American citizens by birth and we didn’t want them put in a place that was perceived as a Japanese space. We wanted them at the center of campus. They were regular Willamette students and that was what was important,” said Eisenberg.

Eisenberg and Tamura were later given several options of where to put the memorial, including in Jackson Plaza. To Eisenberg and Tamura, Jackson Plaza was the “obvious choice.” “We were thrilled at the space we got which is as central as central can be on campus,” said Eisenberg.

With a location in hand, Eisenberg and Tamura started the process of what would go into the memorial. Eventually, they decided to dedicate the existing cherry blossom, install a bench and stone underneath the

tree and install a plaque with all of the student’s names on the wall. “There was sort of a menu of memorial things you could do, and the bench was one of them,” said Eisenberg. A bench under the tree by the Mill Stream was appealing to Eisenberg because it could be a space to contemplate “what happened, and what could happen when you let racial hatred inform public policy.”

The process from choosing a space, getting it approved and installed took a couple more years, according to Eisenberg, but eventually the date of the dedication was set for 1:30 p.m. on Friday, April 1, 2011. “I remember that it was a beautiful day and the cherry tree was in bloom, and everything fell into place very nicely,” said Eisenberg.

According to the March 16, 2011 edition of the Collegian, the ceremony was hosted by then-Willamette President M. Lee Pelton, with speakers including Nakanishi, then-ASWU President Walter Robinson II (11) and United Methodist Church Bishop Robert Hoshibata. After the ceremony, Oregon’s fifth poet-laureate Lawson Inada performed a poem he wrote for the occasion and the Minidoka Swing Band performed in Hudson Hall. Eisenberg said all of the removed students had passed away before the ceremony, but “a number of members of their families came.”

With the memorial installed, Eisenberg believes it is one of only two monuments on campus dedicated to students, the other being the “Town and Gown” sculpture on the north side of campus. “I think a lot of students walk by it a million times and never see it, because I find when I talk to my students about it in class, many of them indicate that. And then they say once I’ve talked about it, then they’re conscious of it after that,” said Eisenberg.

Ten years later, the memorial still holds relevance today. “There have been so many acts of hatred and, recently, attacks on Asian Americans, which in many ways echo exactly what



(Left) Photo of the plaque located on the north Jackson Plaza wall. The plaque reads: “THIS PLACE OF REFLECTION IS DEDICATED IN REMEMBRANCE OF THE JAPANESE-AMERICAN STUDENTS FORCED BY THE GOVERNMENT TO LEAVE WILLAMETTE UNIVERSITY IN 1942 DURING WORLD WAR II. REIKO AZUMANO, KENJI KURITA, KATE KYONO, TOM OYE, HENRY TANAKA, HIDETO TOMITA, MAYE OYE UEMURA, EDWARD UYESUGI, TAUL WATANABE, YOSHI YOSHIZAWA. Dedicated April 1, 2011.”

(Top Right) Wide shot of Jackson Plaza, where the plaque can be seen on the brick wall.

JAKE PROCINO | NEWS EDITOR



happened during World War II. Asian Americans, many of whom have been here for generation after generation after generation, are still perceived by people as if they don’t belong, or as if they’re not “real Americans.”” said Eisenberg. According to a [report] by the Center for the Study of Hate & Extremism, anti-Asian hate crime spiked 149% in the U.S. in 2020. “Wouldn’t it be great if it were just a relic of the past and we said, ‘Oh, look how terrible things were back then, but there’s nothing like that now.’

Unfortunately we haven’t gotten there yet,” said Eisenberg.

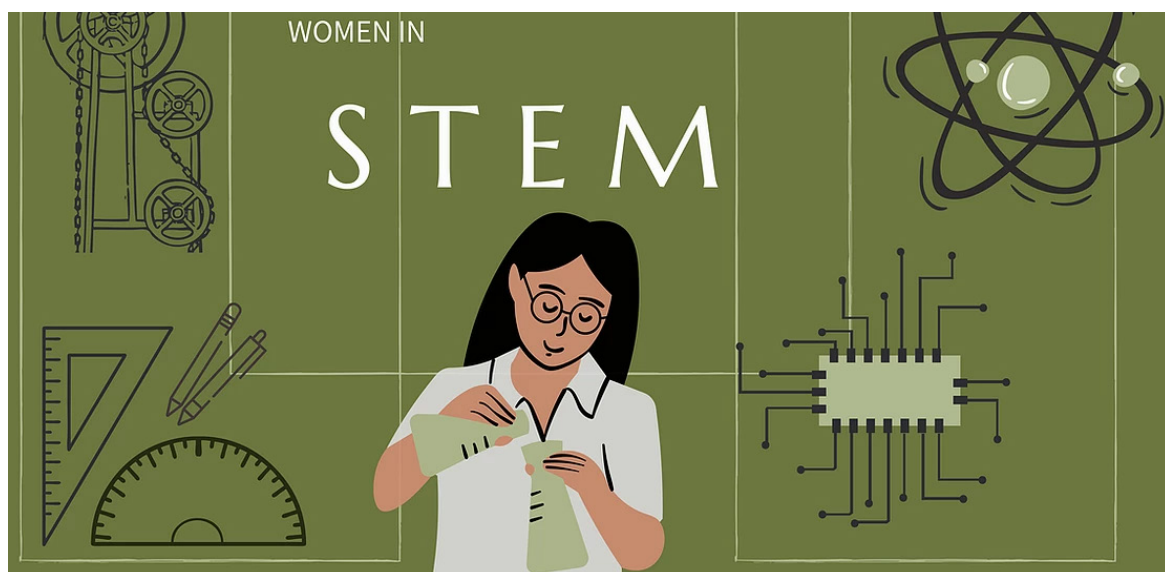
The memorial and Jackson Plaza has also served as the location for several recent vigils, including a memorial observance to honor the victims of the Tree of Life Synagogue shooting in 2018 and a vigil to mourn the victims of the New Zealand mosque shootings in 2019.

Nakanishi’s research paper, “Between worlds: the Willamette University Japanese American experience resulting from Executive order 9066,” is available

to Willamette students in the University Archives. For further research, Eisenberg recommends Densho, a website dedicated to sharing the history of the incarceration of Japanese Americans during World War II. The Collegian’s 2011 article about the memorial can be found online in the Willamette University Archives, on page six and seven of Volume: 122, Issue 22.

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Women in STEM feel supported by Willamette community



ANUSHKA SRIVASTAV | PHOTOGRAPHER

The graphic shows a woman in science. Elements around her show different symbols of technology, science, mathematics and engineering.

BY BRIDGET BODOR
CONTRIBUTOR

There is no shortage of female scientists at Willamette University. From Mathematics to Exercise and Health Science, there are women in STEM in all corners of the WU campus. In a world that is constantly experiencing scientific revolutions, bright, determined and flourishing scientists are a necessity. Willamette is no stranger to sharp and driven individuals, and the women in STEM of this community are no exception. However, gender dispari-

ties are a common occurrence in the STEM community. Men are getting paid more, receiving more funding and are generally over-represented in STEM. Despite this, many WU women in STEM majors feel very supported by their professors, peers and community as a whole.

Raised by two scientists, April Holland (’23) has had STEM in her blood since day one. As a Biology major and Environmental Science minor, Holland has taken multiple STEM classes each semester during her time at Willamette. She’s always been an outdoorsy kid, and having

her mom as a scientific mentor has only increased her love and interest for all things science. When asked what triggered her love for science, she responded “My mom and I both have really similar interests in biology and microbiology, and I always loved learning about it and going home and talking to her about it.”

Having an empowering female mentor impacted pre-med student Maddie Chastain (’23) with her STEM decisions as well. “My grandma was a nurse, and I always looked up to her because she lived a life of helping people,” Chastain

said, noting that her grandma and her family valued helping others over themselves. She is an aspiring ER Physician, and thinks that her professors and advisors have been extremely helpful in setting her up for her future. When talking with older WU women in STEM, Chastain heard all good things about the professors’ dedication to helping their female students. She said, “[the professors] are really inclusive of everyone” and that they acknowledge that STEM fields historically have been dominated by white males and are finding ways to highlight those outside of this category to their students. Both Chastain and Holland appreciate being surrounded by fellow women in STEM in their majors, and feel challenged and supported by their peers.

As a lifelong athlete, Sydney Wilson (’22) has always had an interest in the human body and how it functions. Majoring in Exercise and Health Science (EXHS), Wilson has been able to translate these aspects of her studies to her athletic career while simultaneously moving down the path of becoming a physician’s assistant. During her time in the EXHS department at Willamette, Wilson has felt extremely supported and empowered as her career goals have evolved. She stated that her professors have been “super accommodating to all questions in current or [about] future classes” and have been extremely dedicated to helping

her pursue her goals. Additionally, she’s felt very well supported by both her female and male peers and is proud to see a pretty even split between male and female Exercise and Health Science majors.

Mathematics major Paige Murray (’22) feels the same way. Murray said that she’s had multiple conversations with two of her female professors about feelings of imposter syndrome as a woman in STEM, both of whom helped her realize that she is not alone in these feelings. They helped her overcome doubt and uncertainty and pushed her to pursue the major that leaves her most fulfilled, which is math. In a historically male dominated field, she had some apprehension prior to joining her major here at WU. Murray stated, “I wouldn’t have been comfortable pursuing a math major if I didn’t talk to the woman role models in STEM at WU.” Her professors showed her that if math is something she is passionate about then she is good enough to be in the major, and although her nerves were understandable they weren’t a reason to not fulfill her goals.

Holland, Chastain, Wilson and Murray are only a small part of the women in STEM community at Willamette University. All four of these students have high aspirations and career goals, and are excited to integrate themselves into the STEM community after their time at Willamette comes to an end.

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Food insecurity, downed power lines: off-campus students voice ice storm experiences

BY PIPER LEHR
STAFF WRITER

“We want students to perform and neither Espinoza nor Norgrove have experienced any property damage, though Norgrove expressed a sadness about the fallen trees around Salem. “It was really sad to see all of the old trees on campus and at the state capitol be very damaged because those are very much a part of Salem’s history, and our community’s history as well. So to see them breaking was very sad for me. But you know, we were all fine. We were able to move our cars as [soon as] we heard things starting to snap.”

Because of the power outage, many Oregon residents have been dealing with food insecurities. When asked if he had any issues obtaining food after the power went out, Espinoza said, “A little. There were some foods I could save. But we were actually running low on groceries, so when the fridge went bad it wasn’t a lot.” He continued to explain that although the loss wasn’t big, he was still having issues because it was difficult to replace those foods, or buy new ones. “It was like, a) there are restaurants but they’re closed, and b) there’s Uber, but that risks getting someone else infected and/or hurt because of the [fallen] power lines and tree branches.” Additionally, some grocery stores were having accessibility issues, such as the Safeway closest to campus.

Thankfully, Norgrove did not experience any issues regarding food



PIPER LEHR | STAFF WRITER

Photo taken by Piper Lehr from the inside of Safeway on Sunday, Feb. 14, two days after the ice storm originally hit. Power was out, freezers were dead, and aisles were blocked off with caution tape. Non-perishables were obtainable, but only through employee requests.

insecurity due to the nature of their job. “Luckily I work for a coffee shop downtown that was able to give us free food and coffee, a warm space to be in, and an ability to charge our devices. We did not have internet there, but just about everything else.” They elaborated, “I was like, well, it kind of sucks to be at work today with everything going on, but I’m also in a heat-

ed, warm space with food and drinks and water, so it ended up being the right place for me to be.”

When asked if he’s had any issues preparing for courses due to the power outage, Espinoza said yes. “The only class I could really make progress in was my English class because we were reading from a novel. Everything else is accessed through an iPad,

which I use to take notes, or a laptop. But everytime I used [them], I risked the battery going down,” he said. Espinoza continued to express frustration with the University’s initial decision to hold classes despite everything. He said, “I was disappointed in our administration because with the [initial] email it was like, ‘we understand that you don’t have power or

food, but we’re still having classes.’ It was like no, these are basic necessities that [when absent] make it hard to do everything else. I saw it coming, so I guess you could say it was more of a ‘disappointed but not surprised’ moment, but it was still frustrating.” His sentiments echo those made in the response email that student body president Claire Mathews-Lingen sent out shortly after the decision was announced.

Norgrove was fortunately able to get their coursework done by accessing campus resources. They explained, “luckily the school has its own generator so we were able to go to campus and charge our devices and stay warm, and actually get ahead on some homework.”

While Espinoza was disappointed with the University’s administration, both students expressed gratitude towards their professors’ understanding during this difficult time. Norgrove said, “most of my professors have been very lenient, and kind, and understanding about everything that’s been happening with the state of students’ living through this.” Espinoza similarly stated, “I had professors that basically shifted their entire syllabuses back a week, which was an interesting development. This semester I feel like I’ve had a really great group of professors that have shown their support, especially since some of them don’t have power as well.”

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Politics internships challenge students to compromise during COVID



ANUSHKA SRIVASTAV | PHOTOGRAPHER

View of the Oregon State Capitol building from State street, directly across from Willamette’s campus.

BY JESSE BUCK
LIFESTYLES EDITOR

For Politics, Policy, Law, and Ethics (PPL) majors, internships are an integral part of a Willamette education. The department takes advantage of the State Capitol building’s location across the street by requiring majors to take an [internship credit], providing students with experiential learning opportunities that prepare them for careers in government. The emergence of COVID-19 has naturally posed challenges for this requirement and changed some of the instruction methods that have traditionally been used by the department. Offered this spring is the legislative internship class taught by Professor Rachael Carella. She spoke about the adjustments that she has had to make to the class in order to comply with COVID safety measures while ensuring students receive the best possible educational experience given the circumstances.

According to Carella, students in the class work in the legislature for eight to ten hours per week. Students meet once a week in a class setting, which will often feature guest speakers.

“I’ve been able to get meetings with two senators, two representatives, and two former legislative staff, and I have a lobbyist as well coming,” she said. When they are in the legislature, students are expected to do a variety of tasks and writings in order to receive the credit. “Students will do things like attend senate hearings, or go to a committee meeting, meet with a constituent, maybe write a policy memo, things like that,” Carella explained. “It gives students not only a credit but it gives them this great legislative experience. They have the opportunity to see what it’s really like to work in the legislature, what the staff do, what the actual representatives and senators do.” Additionally, Carella noted that students in the class have the opportunity to make advantageous connections to help them in future endeavors. “They can make alliances and get somebody to write them a letter, perhaps find a job. For example, one of my students from two years ago is now working for the Senate majority leader.”

Legislative internships have traditionally taken place in the state capitol building, but COVID-19 has changed this precedent in the

past year. Carella said that students have been completing most of their internship requirements entirely virtually. “There are a few people who go in [to the Capitol], most students don’t go into the Capitol at all at this point... It is a loss. I’m not going to pretend it’s not a loss. At the same time though, they’re still going to get the references and somewhat of the experience. They can still attend, for example, the committee hearings, it’s just virtual. They can still attend the debates, it’s just virtual.”

COVID-19 has brought about additional challenges beyond the location of the interns. When speaking about the modifications she has had to make to the class regarding the pandemic, Carella emphasized the difficulty students have faced getting internships. “We adjusted hours downward [from 120 to 100] because students were having so much difficulty getting positions,” she recalled. “Normally students are kind of on their own to get their positions. They have to reach out, send the resumes and the emails and all that. This year they did that, but the day we started class I could count on one hand which people had spots, and

that’s not normal... So I took it upon myself to email literally every single senator and every single representative in the legislature because these students need this credit.”

PPL major Mercedes Hamilton is a sophomore enrolled in the class who experienced the anxiety of not being able to find an internship first hand. “I started messaging legislators in early December about getting an internship for the spring, and because there were a lot of legislators coming into office and stepping out of office, it was really difficult to get anyone to respond. I still didn’t have an internship by the time the class started,” she said. “Then a lobbying firm we worked with in the past actually reached out to Professor Carella and I decided to apply for that because I was getting really worried. So I had that interview and me and my supervisor really clicked and it was a really good opportunity for me. So I’m working for CFM Advocates, which is a lobbying firm, as my legislative internship. It was a really stressful process because it’s really difficult with most of the session being remote to get responses, because emails do get buried.”

The difficulty of finding placements had significant consequences for some students, leading several to drop or withdraw from the class. “There were a few people who ended up having to drop the class because spots weren’t forthcoming,” said Carella. “There was even one student who had to get a W on his transcript, and he knew that might happen. Originally we had 22 or 23, and now we just have 18.”

Students have also had to make ideological compromises in order to get spots. “A number of students had to adjust what they wanted to get out of it in order to get a placement. Let’s say you really want to work for a particular political party but those spots weren’t forthcoming. So some students were like, okay fine

I’ll work for the other side, so to speak, and that was a big compromise. Particularly 20 somethings are very passionate about their beliefs, so it’s a little bit hard to cross that aisle. So that has been a valuable, if challenging, outcome,” Carella described.

Despite these challenges, Carella said that she is satisfied with the way the class is going. She expressed that although most of her students have been unable to intern at the capitol in person, there have been other takeaways from the remote experience that will be beneficial for those enrolled: “On the one hand it’s terrible to have to do everything virtually. You don’t get to interact with the personnel, you don’t get to physically be there, you don’t get to do the normal things that you would get to do. On the other hand, you learn computer skills, you learn how to interact with people in a mode of interaction that really is the future. So in a way, they’re getting a step up on that.”

Hamilton echoed similar sentiments when she spoke about what she has learned from her internship experience. “I’m definitely learning a lot about the legislative process... And I think a lot of general office skills, like my formal emails have definitely improved, and just being able to keep organized... I think that for it being a completely remote internship, I’ve done the best I can to make the most out of it. My supervisor has been really great, and she tries to keep me included in things by hopping on phone calls or Zoom meetings with her clients and other legislators or lobbyists. So I think that overall, for being a remote session, it’s going pretty well. But I think it would be a cool experience to go into the Capitol eventually.”

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Opinion: Vaccine selfies are important, but they're not without risks

BY JAKE PROCINO
NEWS EDITOR

With the COVID-19 vaccine distribution in full swing, return to pre-pandemic life is within reach—there is light at the end of the tunnel. However, between the large amount of anti-vaccine disinformation on social media and well-founded distrust of the American health care system, there is still a long road ahead to ensure all eligible people in the United States get the vaccine. Aside from the issues of vaccine research, production and distribution, public health requires trust. Fierce Healthcare, a healthcare news website, [lists] “Perceptions about the efficacy and safety of the vaccine” as a primary reason for reluctance to get the vaccine.

Scientists, celebrities and local leaders attempt to build trust and combat disinformation through disseminating factual information to a wide-ranging audience. However, you do not need to have a high-profile position to build trust in the vaccine. Any layperson on social media can build trust through the vaccine selfie.

Widespread “vaccine selfies” builds trust through compelling personal narratives and the powerful social motivator that is the bandwagon effect. Individually, vaccine selfies build trust because, “Personal narratives are incredibly strong. Someone is saying ‘I am not telling you to do something that I’m not doing,’” said Kenzie Cameron, a health services researcher at Northwestern University, in a POLITICO article.

Additionally, overwhelming social media evidence of people safely getting the COVID-19 vaccine combats disinformation. “Waves of misinformation are inevitable; waves of truth will have to combat them,” said Joanne Kenen, health care editor for POLITICO, in the same POLITICO article. Individuals who see others in the community they trust get the

vaccine may be more inclined to trust the vaccine. Lucia Mosca (’22) said over email that she appreciated her family and friends sharing the side effects they experienced on social media, “This decreased any hesitancy I had about getting vaccinated.”

Finally, seeing others get the vaccine is invigorating and hopeful. The pandemic has been endlessly stretching on, and seeing good news and optimism sprout on social media feeds is encouraging. “It was exciting to see my friends and people I follow on social media get the vaccine,” said Mosca.

But before you go on posting your vaccine selfie all over social media, there are a couple of things to keep in mind.

First, you should not post an uncensored picture of your vaccine card on social media. Seena Gressin, an attorney in the Division of Consumer & Business Education of the Federal Trade Commission (FTC), recommends against posting your vaccine card because publicly displaying personal information increases the risk of identity theft. Your vaccine card displays your full name, date of birth, the location of where you got the vaccine and the dates you got them. Gressin explains that “identity theft works like a puzzle, made up of pieces of personal information.” Each piece of information is a puzzle piece that adds to a completed picture that an identity thief can use to steal a person’s identity.

Second, there is the concern of vaccine guilt, or the fear that posting a vaccine selfie will come across as insensitive or harmful because of the unequal access to the vaccine. This is a valid concern. Privilege and its overt connection to vaccine access is uncomfortable for many privileged people to reconcile with. Grappling with benefiting from the



Photo editor Benjamin Burton poses after getting his vaccine.

BENJAMIN BURTON | PHOTO EDITOR

system is important, and it should move you to advocate for equity in healthcare systems. In terms of vaccine distribution now, however, trying to make distribution more equitable on the individual level will do more harm than good because the main goal is to get as many people vaccinated as possible, according to Dan Wikler, a medical ethicist and vaccine ethics specialist at Harvard’s School of Public Health. All in all, the

benefit of getting the vaccine now outweighs the risks.

So, how should you go about displaying the fact that you got a vaccine dose? The Centers for Disease Control and Prevention (CDC) offers a “[Social Media Toolkit]” for spreading vaccine awareness, in which they display straightforward pictures of bandaged shoulders and vaccine stickers (they also offer sample social media posts, resources

and hashtags). Montana Hunter (’21) recommends giving a Rosie-the-Riveter-style flex with your adhesive bandage on your shoulder. If you get the vaccine at the Oregon State Fairgrounds, there is a picture booth specifically for vaccine selfie. You could also dance on a frozen lake. There are many ways to display inoculation, but the important part is to go for it!

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Opinion: Learning about the Classics can disarm reactionary use of it

BY DAVID FLANAGAN
OPINIONS EDITOR

Content warning: discussion of white supremacist violence

When Neo-Nazis and white supremacists of all stripes marched at the University of Virginia in 2017, the past of white supremacy touched its present. The protestors marched under the shadow of the Rotunda, a building modeled after the Pantheon in Rome and designed by university founder Thomas Jefferson himself. As Sarah Teets, then a graduate student in Classical Studies at the university, lays out in detail, the history of the University of Virginia is mired in white supremacy that is [backed up by pseudo-historical misunderstandings] of ancient Greek and Roman thought. Cherry-picked passages from ancient authors were deployed to justify the brutal treatment of slaves under a veil of erudition by Jefferson and other slaveholders.

The use of Greco-Roman imagery to lend credence to reactionary and conservative arguments isn’t new. The 1936 Berlin Olympics under Nazi rule was the first in history to include a [symbolic passing of

the Olympic Torch] from Greece directly to the heart of Nazi Germany. The laconic phrase *ΜΟΛΩΝ ΛΑΒΕ* - “Come and take (them)” - supposedly uttered by the Spartan Leonidas during the fateful battle at Thermopylae [has gained traction] in the world of pro-gun anti-government bumper stickers and Facebook postings. A Holocaust-denying Floridian politician who has explicit ties to the alt-right has swapped his birth name for that of a Roman solar deity, [Sol Invictus] (“Unconquered Sun.”) And the list goes on and on.

But what’s so appealing about connecting one’s fascist movement to the ancient Greeks and Romans? For the modern alt-right, the use of the phrase “Western civilization” has become more or less synonymous with whiteness. Because it’s so far in the past—and because it has centuries of scholarship around it—Greece and Rome are convenient starting points if you harken back to societies with “[traditional values,]” whatever that implies for your argument. Classics Professor Mary Bachvarova connected our modern obsession with the ancient Greeks’ use of the very same tactics to peoples that came before them:

“People are always trying to use the most ancient materials possible to justify whatever it is they want to believe in... it’s not about that (Greek and Roman) culture, it’s about a fascination with using the most remote past to insist that it’s always been naturally so.” It’s easy to see this as similar impulse to any other kind of essentialism, be it social (“it’s just human nature to go to war”) or biological (“chromosomal makeup determines gender.”)

In the wake of recent misappropriations, some in the field of Classics have called for a critical reexamination of what exactly the discipline should do. Dan-el Padilla Peralta, a professor of Classics at Princeton, has recently called for a decolonization of the field, believing that white supremacy is so enmeshed in the field that the two [cannot be separated]. While his argument has merit, and his extensive experience in the field cannot be understated, disavowing Classical Studies in its current form and reorienting it to an aggressively anti-colonial discipline is only one solution, or a part of one. Another is for more students to learn about the real history and literature and use it to dispel

the narrative of the Greco-Roman world as an unquestionable beacon of goodness and reason and see it for what it truly was: a chaotic period full of flawed, complicated people that has tremendously influenced us in the modern day.

For every claim that the stark beauty of Greece is represented in its pristine marble statues, there’s widespread evidence that their sculptures were painted [in vivid, living color]. For every fascist claiming that back in the day, “men were men and women were women,” there are myths about [prophets switching sexes] to settle bets, not to mention more homoeroticism that you could shake a gladius at. Ancient views on barbarians, colonialism and sexuality are fascinating and contradictory topics that play into our language and worldviews to this day. Professor of History and Classics Robert Chenault noted that, “In a strange way, Classics is especially relevant right now because it’s incumbent on practitioners in the field to help highlight the ways in which mal-intentioned actors seek to draw justification for their ideas from this appropriation of

Classical texts.” The truth of the field is far more interesting than the shallow symbology being used to promote the ideals of white supremacist organizations.

To keep the study of ancient Greece and Rome as a guarded secret is to keep powerful knowledge in as few hands as possible. Instead, we must engage with authentic texts in a variety of interpretations. Yes, the study of Classics—even the term “Classics” itself—is founded on centuries of European elitism and white supremacy. There’s no denying it. Perhaps Padilla Peralta’s ultimatum will lead to revolution in the discipline or reformation in the way scholars work to decolonize their worldviews. Perhaps more schools will adopt programs like Willamette’s upcoming “Classical Civilizations” major, which will focus less on learning Latin and Greek and more on interpreting texts and cultures using more modern paradigms. Whatever the case, one thing is for certain: arming ourselves with knowledge of the ancient world is the best way to combat the abuse of it.

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Opinion: Oregon has a Confederate flag issue

BY INEZ NIEVES
CONTRIBUTOR

The Confederate flag has morphed and transformed throughout American history. I should know - I grew up with it. Having spent nearly a decade living in the Deep South, a member of a visibly marginalized community, the Confederate flag became a cultural fixture in a landscape of fraught political polarization and growing racial tensions across the country.

There are few I know today who are capable of grasping the true, moral weight of such a flag. A battle flag, a truce flag, a flag for the navy, a flag for the states: a flag that symbolizes an institution of anti-Black chattel slavery which will forever define the culture and politics of the Deep American South, a legacy inescapable and a debt unpaid. My neighbors in Jacksonville, Florida flew the Confederate flag from their Jeeps and cumbersome trucks, staking out their white hunting grounds in a deeply suburban, seemingly polite community. Students at

Fleming Island High School wore the Confederate flag on their belt buckles and boasted to have kept the flag itself in their bathrooms, to classmates who were 75% white. Two Black girls were listed for sale on Craigslist by a white student as "field slaves"; in the community across the river from us, the predominantly Black student body [attended- and still attends- Robert E. Lee High School].

Hell, the whole city is named after Andrew Jackson (I don't think I need to explain that one).

Needless to say, I know the Confederate flag when I see one.

And Oregon has a Confederate flag problem. Salem has a Confederate flag problem - and no one has fixed it. Yet.

The flag itself though, represents a far deeper, cultural issue and this time, the veneer of neoliberalism so widely touted by the white voters in the Pacific Northwest won't solve anything. It's going to make it worse. There's no use denying the Confederate flag's massive presence in the state of Oregon, despite being a decidedly Unionist state since 1861; it's

a paradoxical clash of historical fact and cultural phenomenon, one that even baffles Southerners. "I will say that when I did come up here and saw the Confederate flag, I thought it was very odd," commented fellow Southerner Matthew Mahoney, a Willamette student originally from Dallas, Texas. "I don't understand that. The Texans and Southerners could at least say that it's a heritage thing. Oregon can't say that, Oregon wasn't a part of the Confederacy, it was always part of the Union." But as Mahoney was keen to point out, it has little to do with American heritage - and everything to do with the growing presence of white nationalism on the West Coast.

Oregon and Florida share intimately similar histories of racism. While the former was banning Black people from any form of residency, Florida openly embraced the group as a form of unpaid mass labor. Both states attempted to solve the "Black issue" in America through the Ku Klux Klan. It's no surprise then, that white "patriots" identify so closely

with the Confederate battle flag, a deliberate choice of racist iconography. As demonstrated by its weaponization in the South- intimidating Black students, delineating the domain of whites -it's clear that the same is happening here in the Pacific Northwest. This isn't a phenomenon isolated to the South: Willamette students from the Portland area will likely be familiar with the intense fight to [change the name of Woodrow Wilson High School] (eponymous for [the same president] who avidly defended the "Lost Cause" mythos), spearheaded by alumni of color who would later attend this very university. Whereas states like Florida have, overtime, normalized the dichotomy of white-Black segregation and used historical symbols of white nationalism to repress political organization among the marginalized communities, the inherent violence of the flag is considered laughable in Oregon- all while its popularity continues to grow across the Willamette Valley. The rallies across the street like the ones on Labor Day or March 28

are seen by many whites in this state as an anomaly, when it was only decades ago that one in twenty Oregonians was a card-carrying member of the K.K.K., the most of any state west of the Mississippi River. "You know, the Confederate flag is increasingly being used as a symbol of white supremacy and hate, and there's just no excuse for it anymore," Mahoney said.

Oregon can't even begin the work of dismantling the systematic oppression at play from the justice system to the housing industry without first taking into account its own house, and that includes the Confederate flag it flies on the front porch. "You and I, we are not so different," I say to you, as a Floridian.

Protesting is not enough. Abolishing the police is not enough. The only way to solve the Confederate flag issue is by taking it down from the peg on the front porch: Oregonians have to acknowledge that racism is inherently violent, never passive. It's not an anomaly; it's systemic. Then, and only then, will Oregonians be any different than the Deep South.

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Opinion: WU emergency response is inadequate

CONTINUED from Page 1

Additionally, classes would continue as scheduled despite safety warnings from officials not to go outside and many students lacking a reliable internet connection or a working outlet to charge the devices necessary to attend a Zoom class. The email also noted that "If you are unsure whether it is prudent to travel to campus, you should use your personal judgment and make the right decision for yourself regarding coming to work or attending classes." Forcing community members to use their own "personal judgment" to decide between their safety and not falling behind at work or school when such basic necessities as food, heat and internet are scarce is entirely unfair, especially for those who are in vulnerable positions. This rhetoric around personal responsibility suggests that community care is secondary to the individualistic notion of every person for themselves in these "difficult times."

This cognitively dissonant email, sent during the crux of the outage, immediately sparked pushback from students. ASWU President Claire Mathews-Lingen expressed her disagreement with the decision in an [email] to the student body, conveying ASWU's majority opinion.

Dean Ruth Feingold later confirmed that classes on Monday would indeed be cancelled. While it was clear that the outages would continue for at least the first two days of the week, it was not until Monday evening that students learned that their classes on Tuesday would be cancelled as well, and students were informed Tuesday evening that Wednesday classes were also cancelled. While the decision to cancel classes was the right one, it was communicated to students in a disorganized and conflicting manner during a time when many were struggling to access means to survive.

Landreman sent out an email asking students without adequate heat to fill out a sleeping accommodation form on Tuesday, with the accommodations to begin on Wednesday night, and offered free dinner service for students without power on Wednesday. These meager offerings arrived after much of the

power had been restored, and after students had been living without power for many days.

During this entire fiasco last week, I could not help but be reminded of the wildfires that Oregon and a significant portion of the country suffered during the fall. Smoke from wildfires led to hazardous air quality conditions in Salem, impeding student's abilities to go about their day to day activities. Students [expressed] their discontent with the way the administration handled the crisis, citing unclear communication between administration and students as well as a general lack of urgency surrounding the emergency at hand. Despite the loud expression of valid student concerns and frustrations, classes were moved online rather than cancelled. The attempt to maintain a semblance of normalcy in abnormal times is not helpful, it is illogical. Students will not perform well in their classes while simultaneously caring for their safety in extreme weather events and dealing with an inadequate response from their institution.

The Collegian has reached out to the Reopening Committee for a statement regarding the nature of the emergency decision making process and has not yet received a response at the time of publication.

I am sympathetic to the difficulties of running a University during a pandemic whilst dealing with the rapidly escalating consequences of climate change. The task at hand is certainly a hefty one. However, responses to recent crises show that the University is desperately in need of a consistent and readily-enacted protocol that outlines the University's immediate actions and communicates that to students clearly. Natural disasters and freak weather events will only continue to escalate and impact students in the coming years, further emphasizing the necessity of such a protocol. I criticize not for criticism's sake, but to emphasize the need for emergency actions that are caring toward members of the community rather than appealing to individualism and a desire to maintain a "normal" which no longer exists.

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Ice weighing down trees in the Lee and York courtyard.

GRACE SHIFFRIN | PHOTOGRAPHER



Plants uprooted on the walk way from Goudy to Jackson Plaza.

BENJAMIN BURTON | PHOTO EDITOR

