

Learning through the discomfort



Georgia Zutz
Staff Writer

If you are uncomfortable, you are learning. Those seven words that my own mother has uttered more times than I can count have taken on a whole new meaning this year.

Coming from a high school surrounded by cornfields for miles and graduating with a class of 99 percent white students, I felt as though my own cultural awareness and education was in my own hands, and that I was becoming an informed individual by my own work. Gustavus and my fellow individuals on campus have shown me that I still have much to learn, and that awareness and appreciation of others and their identities requires an ever-changing and continuous education.

I'm sure much like you reading this, it has been a year of heartache and anger, or at the very least, discomfort. As a young white, cisgender, heterosexual, and physically abled female, I cannot truly experience what it is like to hold any other identity other than my own. The discomfort, due to racial tensions or systemic inequities that some have experienced for the first time, has been the backdrop of everyday life for others.

America has hit an inflection point, and I believe that the actions this country and our campus take in the next short few months will make or break the conversation we are currently creating. Topics of racism and injustice can be difficult for anyone to discuss, but we must use this discomfort we are experiencing to keep having conversations, leverage our best intentions and keep positive actions from extinguishing.

The passing of the Racial Justice and Inclusion resolution by our Board of Trustees is a historic step for the College, but we need to continue to do more.

The acknowledgement of racism on campus is not the same as actively striving to be an anti-racist college, and from here on, it is up to every single individual on campus, no matter who they may be, to do their part.

The goal of me writing this is not to act as some sort of leader to tell you, the reader, what to do, but rather to remind you that the choice to use the tools of the world is in front of you.

At the end of the day, I hope you are listening to me, but more importantly, I want you to listen to the people who have been speaking out about the injustices happening on our campus and in our country. And I am asking you to take action.

Gustavus is striving to create safe spaces and environments for conversations and action to be taken, and the responsibility to bring those spaces to life is upon students, staff, faculty, administration, and the greater Gustavus community. Those actions can be creating physical classrooms to discuss student perspectives, having conversations among roommates and friends, correcting both your own and others' language in a respectful manner, and simply taking the time to explore BIPOC narratives through books, music, podcasts and more. Even though it is impossible to step into the shoes of another individual, we all have the ability to listen to others and to uplift voices that have gone unheard for far too long.

Creating systemic change in both the Gustavus community and our world is going to take time, but we can no longer treat this as an issue for tomorrow.

In order to make the most of our time and efforts today, we have to walk a fine line between allowing grace and time for developments to be made, but also holding each other and our systems accountable, and making sure our words are being backed by our actions. It is uncomfortable to do so, but breaking a cycle of tradition that is deep rooted in inequities and supremacy is going to be a process that brings on a few headaches at the very least.

Throughout all of this, it is healthy to have questions and concerns. We must use our critical thinking and analysis skills in ways that we may have not encountered before.

We have learned that racism is present in more ways than we normally believe, and we have found out that the world hasn't always been as kind as we wish it would be. I hope that we accept this truth and choose to see it as a history to learn from, and that we may use it to help create a world that secures the basic human rights and inclusion of all individuals.

Of course, creating this world is not going to be a simple task, and we will continue to find new barriers and discomfort to overcome and utilize. I question what I am doing to make a difference, even as I write this. Is this enough? Am I even doing this correctly? Am I adding fuel to the social issues of this country? Or am I doing my part to quell some flame that needs drenching? I realize that it is perfectly normal to experience these doubts, but that it is up to me to find their answers, and then to make a difference.

If you feel uncomfortable reading this, it's okay. We're learning.



Students weigh in on the Racial Justice and Inclusion resolution. Gracie Jackson

The Good, the Bad, and the Meh



The snow makes it feel okay to be inside



Having to dig out the winter coat



All the people ice skating on the sidewalks

Should I stay or should I go?



Emily Seppelt
Opinion Columnist

As we near the end of our time together on the hill for this semester, some of us may be considering our plans for when we once again go home and somehow be a college student from home. I only recently realized that students have the option to come back to campus during the online period post-Thanksgiving. I am very happy that Gustavus has given us this option, but the now-impending decision of whether to stay or to go has been weighing heavily on my mind.

What would really be smarter? On one hand, it is always hard to turn down more time on campus. After being forced to stay at home for upwards of six months, it would seem crazy to turn down the independence that comes with being on campus and away from your parents. Doing schoolwork from home also presents its own set of challenges.

Being on campus provides many more resources such as quality internet, a personal workspace, and a library, not to mention countless study spaces. Even the general atmosphere of a college campus is much more conducive than home to spur a student's productivity and focus. Being in an environment other than school to do coursework can also confuse our brains and prevent us from focusing as much as we may otherwise if we were in our normal environment.

Other than schoolwork, being on campus can also help students socially and mentally. While we can't gather in large groups or be closer than six feet from each other, being on campus at least allows us to interact with people our own age and gain a sense of comradery and support from our peers. If you have in-person classes, these classes can also help to keep our sense of community secure.

I know when I was doing schoolwork from home, I felt a strong disconnect between the world I inhabited as a young person and the world that my family inhabited, which definitely contributed to a sense of disconnect and miscommunication. No matter how close your family is, college students are simply not meant to be at home with their parents to the extent that we needed to be over quarantine and the summer.

Of course, however, there



A glimpse of what the Caf will look like when students go home for break.

Cadence Paramore

are many pros of packing up and heading home for the holiday season for the second online period of the year. You have to admit that flooding campus with students after we all go home for Thanksgiving is an insane and frankly dangerous idea. The period after Thanksgiving this year would be so short that it would be pointless to put everyone in the community in danger for in-person classes.

Going home can also offer students more support and social time than they might be getting on campus. No matter how much we may bicker, having the support of my family is greatly beneficial in these stressful times, and I am sure this is the case with many college students.

Going home also opens the door to seeing friends that may not attend campus-as safely as possible of course. In the Christmas season and past breaks, I have barely had the opportunity to see any of my friends' homes because we would be so busy and none of our breaks lined up.

Staying on campus may end up being even more lonely than going home would be if most students stay home. If J-term is any indication of how desolate and cold campus can be during open breaks, then I would not wish to stay on campus. Not being with our college friends might also help us to better focus on studying and writing for our final exams and papers.

Ultimately, the decision to stay or to leave campus depends on every student's personal situation, and both options have pros and cons that we must adapt to. While it is sad that we will lose a true holiday season on the hill, hopefully, we will be able to look at the bright side and enjoy the season despite the circumstances. If the online period goes anything like the rest of the semester, we will all be too stressed to worry about where we are anyway.

Nuts about sharing your opinion?

"I'm so opinionated!
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How safe are “COVID bubbles”?



Tori Smith
Opinion Columnist

COVID-19 has made everything in life exponentially more difficult, especially socialization. One of the hardest obstacles I’ve had to face this year is figuring out how to enjoy my time alone. It is a new challenge, but it has given me time to reflect on my situation, which has brought out a lot of positive change.

While self-reflection is nice, I can’t help but miss spending time with friends like normal. Before the pandemic, I could walk over to my friends’ rooms at any hour of the day but now I can’t visit anyone without a mask and a plan on how to remain socially distanced.

I know I’m not the only student on campus who feels similarly frustrated. In fact, some students have started to form “COVID bubbles” in order to feel a bit more back to normal.

These bubbles describe a group of students who are not necessarily living together, but decide not to social distance. The idea is that the group of students are only contacts with each other, therefore if they all take safety precautions when outside of the bubble then the bubble itself and its members will be able to avoid the virus.

“If everyone in the bubble commits to only being in close contact with each other, there is evidence that they can be effective in slowing the spread of infection,” Director of Health Services Heather Dale said.

The problem with COVID bubbles on campus, however, is the fact that we are all living in such close proximity.

“The challenge is that if I have three people in my bubble but each of those three people have one or more roommates with their own bubbles, now my bubble has grown from three to many more that I may



Gusties take social responsibility to maintain their COVID bubbles

Vin Branom

not even realize are part of my risk,” Dale said.

“If everyone in the bubble commits to only being in close contact with each other, there is evidence that they can be effective in slowing the spread of infection.”

-Heather Dale

The best way to make sure COVID bubbles are effective in preventing the virus is to make sure members are all living together or live alone. It’s nearly impossible to social distance with a roommate; therefore any established bubble automatically affects any roommates the members might have. If

a roommate doesn’t know or trust the other members of a bubble to stay socially distant elsewhere, that can put them in a very difficult position. The actions of one roommate directly affects the other.

Another challenge with COVID bubbles on campus is the fact that Gustavus only tests on a self-reporting basis. This means that the only way to tell if someone in my hypothetical bubble (or the many other bubbles that may be overlapping with mine) has the virus is if they report to Health Services that they have symptoms. If someone contracts the virus and happens to be asymptomatic, that case would likely go unreported and the virus would continue to spread through the many bubbles.

According to Dale, we know that COVID-19 is primarily spreading through social settings on campus. We all

have a responsibility to protect ourselves and others from this virus, and the best way we can do that is by social distancing. “If you avoid being physically close to others, you will significantly decrease your risk of getting infected with COVID-19,” Dale said.

COVID bubbles, if implemented well, can be effective in slowing the spread of the virus while also allowing students to socialize and stay close with friends. Some students on campus are far from home, meaning they don’t have family or close contacts anywhere near campus. Not having family or close friends can be an extraordinary burden for many students, so having a COVID bubble to be able to keep close contact with friends on campus can be extremely beneficial.

Despite all the benefits of COVID bubbles, it is still important to be aware of the risks.

Do you trust everyone in your bubble to make safe choices? Are your roommates a part of the bubble? Are they okay with your participation in a COVID bubble knowing they may be at risk as well? Are there any bubbles that could potentially overlap with yours? These questions are important to consider in order to effectively and safely participate in a bubble.

“I recommend that students limit the number of people they have close contact with. The less close contacts you have, the less people impacted by COVID-19 and the more we will continue to slow the spread on our campus,” Dale said.

It is important to be mindful of our actions and make the best decisions we possibly can for ourselves and others, whether that be to participate in a COVID bubble or not.

Word Search

Spooky Season

R Y V U J V D Z H P A M W S C O U J Q Q
M D Y X B H M D P W A P K H N A Q A X H
S N F C M R L Q H V S P O O K Y D C B G
Z C B G P O S F P T Q M T C D A R K J J
U X E O C U H N Z A R E H U P S G O L X
N B C V O F M U M Z L E K S M P K L Y H
H W L J C Z Z P D E E E U P J A I A I Q
V B M O M E S N K R D R J O G S L N T A
M K J B O Q P S H I E I H C N D T T R C
Z H D Y B D A U C D N E C U S R R E E A
R W M G M R C K S C A R E S P T I R A N
C A S K N U O U Z N Q H N Y W M C N T D
B O T O O H U O R I H N A T F Q K Y O Y
V S C R E E P Y M D T A B L R V J C A T
A M L G T S R K P S L L U L L Q V U I Y
U A Y N A O R Z F C T I V N S O B H Y N
E K A X R Z L W A Q T I N Y T P W O V J
N U X R K L X X F C B Z C G K E G E B C
P M O A T R I P C T E H N K N K D C E Z
A H W N A S B B O N E K T Y T Q A U O N

- bloodcurdling

bone

boo

broomstick

candy
- cold

creepy

dark

eerie

Halloween
- haunted

hocus pocus

horror

jack-o'-lantern

pumpkin
- scare

skeleton

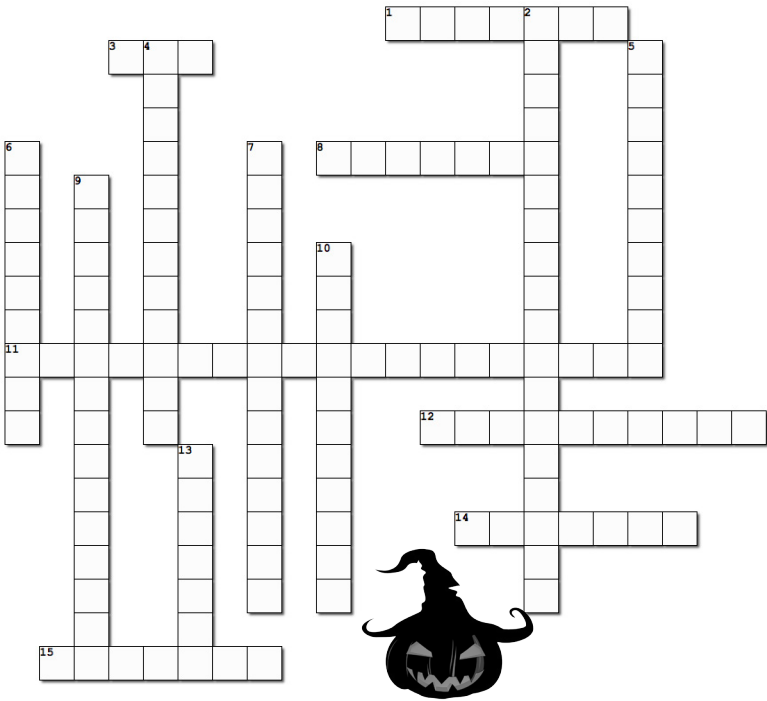
spooky

treat

trick

Crossword

Cryptids



Across

1. The appearance of this cryptid is an omen fortelling disaster. Watch your bridges.
3. I want to believe
8. Sharp claws, big teeth, deer antlers. What's not to love?
11. The specter who seeks to relieve Ichabod Crane of his head (three words).
12. The twin of a popular singer who was released from her basement prison in 2015 only to promptly go back in (two words).
14. A serpent said to inhabit Okanagan Lake in Canada. Its name is incredibly fun to say.
15. The original Edward Cullen.

Down

2. A deadly creature that dwells in the sands of the Gobi desert (three words).
4. For the last time, it's the scientist, not the monster.
5. Sharply dressed, tall dark and handsome. No face. Tentacles.
6. The classic cryptid that doesn't like to be photographed.
7. A giant creature that drags down ships in Iceland. Good luck pronouncing it (two words).
9. Not just a floating log in a loch (three words).
10. A winged biped with hooves and an elongated neck that certainly haunts my nightmares (two words).
13. Ph'nglui mglw'nafh R'lyeh wgah'nagl fhtagn.

"Happy Halloween" by Bryanna Filip



The Monkey Speaks



The Monkey Man
Eldritch Being

Hey folks, it's that time of year again! Of course with this year looking a bit different, we've got some tips and tricks to keep you safe and healthy during this spooky season. With this Halloween being plague themed, our biggest threats are vampires, who are notorious for spreading disease. Luckily, there are some quick and easy ways to protect yourself. Remember that a vampire must be invited in. Let it be known that

these rules also apply to other monsters such as clowns and magicians! When in doubt, don't invite anyone in. They might look like your friends but be warned! They could be a vampire, or even a clown! But do not fret. If you do accidentally invite in one of these monsters, you can keep them at bay with some creative costume designs. A hat for example, if it has a wide enough brim, is the perfect way to keep monsters from getting too close. Not only are you able to keep your distance, but also exude an air of mystery and style. Of course, if that doesn't work a 6 foot pole will also do the trick! Of course, there are other spooky creatures roaming the night this time of year. Skeletons, ghouls, and other small-time horrors. But don't worry! They are very shy and much more afraid of you than you are of them! Keep your distance, don't make eye contact, and you'll be okay.

Intramural Sports are Back!

Gusties prepare for the return of intramural sports this fall



Intramural sports gear up for the fall semester

Nate Habben

Autumn Zierman
Staff Writer

Normality comes in small doses both at Gustavus and at-large this year, yet where it can be found, it is. Since Oct. 19, Gustavus has been hosting the return of intramural sports to campus to provide both a welcome distraction and a healthy outlet for energy. This year, they are meant to encourage active behavior while still being mindful of all the safety measures promoted on campus. Like many things this year, however, intramurals have changed. Rather than team volleyball or soccer, there is the socially distanced thirty-day Walking/Running Challenges or the Trick Shot Challenge both of which began Oct. 19.

Students that sign up to participate in the thirty-Day walk challenge should expect an

email after signing up that details a schedule for accomplishing weekly miles. They are given a contact point to send their miles into every week, though the self-reporting operates on an honors system. To benefit the students, included in the email is a series of stretches to do before exercising with links to videos of how to accomplish them. The feedback in the early stages of intramurals return has been mostly positive.

"I'm excited for an opportunity which holds me accountable to my lifelong fitness goals," Sophomore Astrid Axtman, a participant in the challenge, said.

This sentiment was echoed by Junior Sierra Meyers.

"Intramurals get students out of their room and staying active, while bringing a little bit of joy to their day which can be very important during stressful times such as these," Meyers said.

Should walking or running

not be your desired indulgence, the Trick Shot Challenge offers a fun activity to try out with friends. After signing up, you will receive a contact to submit a video of your trick shot to; just don't forget to give a double thumbs up or shout "Go Gusties" before performing your trick shot. The videos submitted will be evaluated by both social media likes and the Intramural committee and receive a prize at the end of the two-week interval.

"Friends collaborate while maintaining social distance. This allows students to have fun with their friends and get a little activity while having fun and staying safe," Meyers said.

While maintaining social distance rules you may still participate in this intramural activity as a fun activity with friends.

Despite the benefits of the return of intramurals, there are some doubts about the success that these intramural

activities will have compared to what was available in previous years. Both challenges presented to the Gustavus student body are more individually oriented than group activities whereas the team effort and camaraderie of previous intramural sports were some of the biggest draws. Many Gusties may prefer to exercise their own prerogative rather than on an intramural schedule. The Intramural committee appears to have considered this and offers incentives to join intramurals, like prizes detailed in the original school wide invitation.

"One benefit of this year specifically is that we will have all new and exciting activities for students to participate in," Meyers said.

One has to remember though, that the ultimate goal of intramurals this year, like many other on-campus activities, is not to be a carbon copy of last year. Nothing can be. The return of intramurals of-

fers instead a way to return to a sense of normalcy without compromising security. Intramurals represent, in a small way, our campus' ability to adapt to the changing times.

They also display, in turn, the innovative spirit of Gustavus students and faculty. Even in times of stress, hardship and uncertainty, we will find a way to encourage each other and try new things together. Should these activities interest you or you have the urge to try something new to stave off monotony, the next round of the running/walking challenge begins Nov. 20 (with registration from Nov. 1 to the 19) and the second week of trick shot challenges starts Nov. 2.

Closer than Most

Athletic Training in the age of COVID-19



Athletic Training majors find ways to learn safely during COVID-19

Nate Habben

Eamonn McCullough
Staff Writer

Closer than Most: Athletic Training in the age of COVID-19

As Gustie student-athletes start to get into the nitty-gritty of their practice-intensive seasons, their bodies have started to feel the strain. As a result, the Athletic Training room has been a busy place as of late. The fact that this service can still be provided, however, is a testament to the resiliency of the Gustavus Athletic Training Program. The transition to virtual learning these past two semesters has posed a daunting challenge to all Gusties, but for Athletic Training majors, whose classes are heavily reliant on personal contact and hands-on learning, the distance learning barrier seemed a higher hurdle than to most.

"It was especially hard in the spring to try and learn how to evaluate...the hip, and the lower back and a concussion over zoom, when we didn't actually have patients...It's been hard. You really have to take your own education into your own hands during this time because there's nobody there

to say 'hey, you gotta practice this,'" Hana Pokornowski, a Senior Athletic Training major and one of the co-presidents of GATA (Gustavus Athletic Training Association), said.

Senior AT majors, including Pokornowski, have been able to experience the AT program both pre and mid COVID-19, but those just starting the major have overcome a plethora of additional challenges throughout the pandemic.

"Normally, when you're trying to get into the program, you're able to go in [and] shadow the current students before you initially declare the Athletic Training major, but the sophomore students aren't able to do that this year. They're not able to go into the Athletic Training room and see what we do," Pokornowski said.

Junior Athletic Training major Chad Haugstad weighed in as well, citing the challenges of reduced Athletic Training room hours during what would normally be his most practice-intensive semester.

"I'd say that online learning for AT specifically is extremely difficult when it comes to learning our competencies because those are in-person driven. I guess labs help with us learning the content better, but we still have heavily reduced in-

person hours, and that kinda leads to us not knowing the content as well as we should," Haugstad said.

Catch-up has been the name of the game in the wake of last spring's virtual learning semester, but Pokornowski had nothing but positive things to say about how she and her fellow AT majors have risen to the occasion.

"Honestly, I was nervous. I was really nervous, and I don't think I was alone because we weren't able to practice what we learned in the spring. We weren't able to upkeep all our skills and keep doing them every day like we normally would have...I don't think I was ready, but obviously my preceptor, and our coordinator and my fellow students knew that. They supported us, and that's all we could ask for. Now that we're almost two months back into school, I think I'm right back to where I wanna be, and that helps," Pokornowski said.

A variety of safety measures have allowed AT students to continue learning in person. Although these also serve to cement AT service in place for athletes who need it, such precautions have proven a challenge to integrate at times.

"All of the extra precautions

we have to take...Just wearing masks...it's not our favorite thing. Masks, shields, sanitizing everything, like, 50 times... Appointments, too. We obviously want athletes to come in there whenever they're hurting, and we know it's an extra step to go in and reserve that time," Pokornowski said.

"[The Athletic Training room] should be a very welcoming place where you come for anything when you need it...That's kind of the point behind an AT, being able to come in when they [athletes] want, not having the pressure of signing up for an appointment or feeling like they're at the wrong place at the wrong time because they didn't sign up for one," Haugstad said.

Regardless of all the changes the AT program has undergone for this fall, Pokornowski is confident that AT majors, and the athletes they serve, aren't missing out on anything.

"They've [the AT coordinators] bent over backwards to find ways that we can still practice our skills. They're doing that virtual clinic with the Mankato students, and that takes a lot of work. They're still getting us into the Athletic Training room so we can get those patient encounters. We're also doing online simulations

with a program called iHuman," Pokornowski said.

Although the virtual labs provide additional opportunities to collaborate with AT students and patients, Haugstad was less optimistic, looking forward to other options that changes in the COVID-19 situation may allow for in the future.

"I don't get much out of it. AT is one of those professions where you're not gonna see much over the computer. I think the time could be used somewhere else, whether it's scheduling more lab time or practice time in general. Fall junior year is when you're supposed to get a lot of practice, and I'm getting less practice now than last semester before we left," Haugstad said.

Although the Athletic Training room looks different this semester, both for students and athletes, it still functions as a working classroom. Despite changes and less-than-ideal learning conditions, Gustie AT majors continue to shine in their field and work hard to make the most of the situation, with a supportive program standing right behind them.

Female Athlete Of the Decade

Ashley Becker

Jack Wiessenberger
Staff Writer

The Gustavus Female Athlete of the Decade tournament has concluded after four weeks of polling. The final round came down to volleyball player Nora Holtan and soccer player Ashley Becker, both of whom were 2019 Gustavus graduates. After a tightly contested 48 hours of final-round voting, Ashley Becker came out on top and was declared the Female Athlete of the Decade.

Ashley Becker played at the goalie position for the Gustavus Women's Soccer team and earned All-Conference honors four times while playing in the Minnesota Intercollegiate Athletic Conference (MIAC). She also holds the Gustavus Women's Soccer record for most career saves with 397. Becker is now the goalkeeping coach for the Maple Grove high school varsity boy's soccer team.

After being named Female Athlete of the Decade, Becker reflected on her time at Gustavus and the people around her who made her accomplishments possible.

Q: What did you enjoy most about being a member of the Gustavus Women's Soccer team? What role did your coaches and teammates play in your success at Gustavus?

A: I enjoyed being around the team every single day, whether it was out on the pitch, being in the caf all day, or our team bonding activities. My teammates and coaches were always super supportive and helped push each other to reach the next level.

Q: What is your favorite memory from your time on the soccer team? Do you have a proudest accomplishment?

A: My favorite memory is beating St. Thomas in a PK shootout at their home field during the MIAC Playoffs Semifinals to advance to the championship. My proudest accomplishment is probably when our team won the MIAC Playoff Championship, earning a trip to Nationals for the first time since 1998.

Q: What was your reaction to being placed in the running for Female Athlete of the Decade?

A: I'm so honored to have been nominated for and to win this award. All of the athletes nominated are extremely talented and so deserving of this award.

Q: Were you familiar with some of the other athletes in the tournament? Did they posi-



Becker dives for a save

Submitted

tively impact you in any way during your time at Gustavus?

A: I was familiar with a lot of the athletes who were nominated. For the ones I wasn't familiar with at the time, I was able to learn how impactful they were throughout their athletic career at Gustavus because of this tournament

Q: How did you feel when

you were named Female Athlete of the Decade? Is there anyone, in particular, you would like to thank?

A: I am very grateful and honored to have been named Female Athlete of the Decade. Like I said, all of these athletes are so deserving of this award. I would like to thank my parents, coaches, teammates, and every Gustie who has supported me

and the women's soccer program along the way.

Q: How have you applied the lessons you learned during your time as a member of the soccer team to your life now, post-graduation?

A: Now being on the other side of the field as a coach for Maple Grove, I have applied a lot of what I've learned from my

time as a Gustie soccer player.

Becker was picked as the top female athlete of the past decade after her record setting career as the women's soccer goalie. Every athlete in the Female Athlete of the Decade tournament made important contributions to their program and the Gustavus Athletics department as a whole.



Becker in action

Submitted



Becker surveys the field

Submitted