

The Gonzaga Bulletin

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What to know: Status of COVID-19 testing success at GU

By MELINA BENJAMIN
and HANNAH HISLOP

Gonzaga University's COVID-19 Action Response Team (CART) has been focused on assisting students who test positive for COVID-19 or have come into contact with someone who has tested positive in a variety of ways. Here is a breakdown of what these approaches entail and how successful they have been.

CART members include contact tracers and a COVID-19 coordinator and lean on other campus areas to support students such as Housing & Residence Life, GU Dining Services and Academic Advising and Assistance.

"Each time CART has been operationalized, we continue to learn and make adjustments to better manage the process of isolation and quarantine and better support our students as they face a challenge that can be stressful," said Kristiana Holmes, director of Health and Counseling Services.

GU has instituted four contact tracers who are staff members with backgrounds related to public health and who have training in contract tracing strategies. They identify, notify and support students who have been exposed to COVID-19 as well as those considered "close contacts" and handle the isolation and quarantine process.

"It's not about getting anyone in trouble," said Eric Baldwin, assistant vice president and dean of Student Well-Being and Healthy Living. These conversations that happen with contact tracers are not to ferret out people that were not following public health directives. We don't care about that at this point. The most important part is for students to be honest with contact tracers."

The cumulative and current positives data on the COVID-19 Dashboard, Testing & Contact

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CHIANA MCINELLY IG: @picsbychiana

GU is testing 10% of students in each residence hall a week, averaging 600 random tests every week. Sophomores Colin Crean and Dominic MacIsaac are pictured in the photo above.

English class looks at "Breaking Bad" through literary eye

By CAITLIN RELVAS

Matthew Bolton, associate English professor and director of the new film studies program, has taught ENGL 394: "I prefer to see it as the study of change": Chirality, Uncertainty, and Corrosion in "Breaking Bad" (Topics in Film) which he began teaching in 2013 right after the show ended.

The class functions as an upper division film course, looking at television through

a literary eye, analyzing plot, character, camera angle, editing and more. Meeting once a week at night, students watch all five seasons of "Breaking Bad", some separately for homework and pivotal episodes together.

"I try to recreate that experience of the big plot twist that nobody knows is coming," Bolton said. "We all get to watch that together. And that also nicely breaks up that long, three-and-a-half-hour stretch to talk about what we read and watched

that week. Then, we take a break and watch 15 minutes of television and immediately the lights come up and we get to react to it."

Students watch several episodes for homework for the week and engage with supplemental texts, such as "Macbeth," "Paradise Lost," the myth of Sisyphus, Oedipus Rex, analyzing the common threads with "Breaking Bad."

"I think it also teaches you just really well to analyze like texts, whether that's video, text or a book or anything," said

junior English major Peter Jonas. "It's some of the best engagement I've had with different arguments, different conversations, different pieces of literature. Yes, I learned specifically about "Breaking Bad," but I think it is just a really great class for any English major."

The classes have been mostly full, drawing a mix of English, STEM, history, sociology, political science and more

SEE BREAKING BAD PAGE 6



BULLETIN FILE PHOTO

Lab sessions and clinical hours are imperative to the nursing curriculum and COVID-19 has delayed the progression of them.

Coronavirus exposure causes obstacles in School of Nursing

By DEVAN IYOMASA

Emily Wenzel got a call on the first Thursday of the semester from a Gonzaga contact tracer saying she had been exposed to someone who tested positive for COVID-19. After a few quick text messages, Wenzel realized she had been exposed through someone in her nursing group, and they would all have to self-quarantine for the next two weeks.

That night, Wenzel, her nursing group and one of their professors hopped onto a Zoom call to discuss their questions, concerns and how to proceed with doing their in-person labs virtually. What followed was a series of schedule changes, conflicts and logistical obstacles as they tried to make the most of their situation.

"Being flexible is the key to this semester, with COVID and having

things get scheduled and rescheduled," Wenzel said. "But [professors] are really good at emailing us and keeping us in the loop, you just have to keep in mind that it's not their problem that stuff doesn't work out, it's COVID."

This is not an uncommon occurrence for students in the nursing program who are tasked with attending many of their major-oriented classes in-person.

Within the School of Nursing, there are five-credit courses that are made up of lab sessions as well as clinical hours. In these courses, students learn necessary skills during lab and implement them when working in assigned hospital sites during clinical hours.

Unlike other majors, Wenzel says, nursing requires its students to practice physically working in each other's spaces, meaning many of their

courses can't be completely adapted to virtual delivery systems.

Students of all majors are experiencing the challenges this semester has presented, but those in the nursing program face a unique set of circumstances having to balance in-person lab and clinicals with proper COVID-19 isolation and safety requirements.

Since the beginning of the semester, nursing students have had to adapt to last-minute schedule changes and course delivery methods due to widespread potential COVID-19 exposures and the recent hazardous air quality advisory.

Carrie Samsen had a similar experience, having not gotten to complete her first semester of clinicals, which took place last spring, and

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Fordham and GU partner to research sexual abuse in Catholic Church

By THEA SKOKAN

When the Pennsylvania Grand Jury Report was released to the public in 2018, no one knew quite the effect it would have and continue to have over the next two years.

The report detailed the findings of the widest examination of child sexual abuse in the Catholic Church conducted by a government agency, including the names of 71 clergy members accused of engaging in sexual abuse of children.

"Everyone on the East Coast, but also nationally, was so overwhelmed by the detail of that report and the number of priests and bishops it was vociferously criticizing," said Bradford Hinze, the Karl Rahner, S.J. professor of theology at Fordham University.

While this news spread across the country, a similar reaction was felt at Gonzaga University.

This was not the first time information regarding clergy sexual abuse had come to light. The first instance of potentially groundbreaking information was in 1985, in what Hinze said was a wave of momentary unrest but ultimately very little was actually addressed.

In 2002, the Boston Globe Spotlight team began what would become an extensive coverage of sexual abuse in the Catholic Church, ultimately leading to the prosecution of five Roman Catholic priests. The investigations that followed not only caused a national uproar but revealed patterns of sexual abuse in dioceses across the United States.

Sixteen years later and the Pennsylvania Grand Jury Report sparked something different, a systemic approach to the issue that hadn't yet been extensively addressed.

"Following the 2018 Pennsylvania Grand Jury Report, there was a renewal and increase in the work

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Tackling climate change

By ALEXANDER PREVOST

Union Square's iconic Metronome digital clock in New York City transformed into a doomsday clock on Sept. 19, putting the planet's countdown on display for the whole world to see.

"Earth has a deadline," the clock flashes every couple of minutes.

With the increasing threat of climate change becoming a reality, more and more individuals are turning to environmental justice and sustainability to fight climate change.

At Gonzaga, students have the opportunity to participate in programs run by the Office of Sustainability in order to educate themselves on environmental issues and become leaders in the fight against climate change.

The office is holding its annual Student Sustainability Leadership Program (SSLP) later this school year.

The SSLP is designed to equip students with leadership skills and knowledge about climate change to be carried over into other parts of campus and their daily lives. They cover a wide range of topics, ranging from sustainable infrastructure to energy and waste. It meets weekly.

In addition to learning about climate issues, students are asked to create individual projects to help combat climate change. Past projects include Fossil Free Gonzaga and Mend-It Mondays. These are designed to encourage innovation within sustainability efforts.

The program is also open to Spokane community members and employees of the university. They're not required to create individual projects, and they meet biweekly. They still cover the same topics, and upon completing the program, they become environmental ambassadors and receive a certificate.

"In the past it's been incredibly successful," said Madison Dougherty, sustainability leadership program coordinator. "We've opened a lot of doors for students, employees and community members in being more involved with sustainability, not just on campus, but in the community as a whole."

The program takes about 25 applicants, and applications are currently open on Zagtivities. The deadline for applications is Nov. 17.

Zags can also participate in other activities to help combat the ongoing climate crisis.

"Students at Gonzaga can join Gonzaga Environmental Organization's (GEO) Fossil Free Gonzaga campaign to get GU's Board of Trustees to divest our endowment of the largest fossil fuel companies driving climate change," said



BULLETIN FILE PHOTO

Students can participate in activities run by the GU Office of Sustainability that educate and provide leadership opportunities.

Brian Henning, professor of philosophy and environmental studies. "Further, students can get involved with the local climate action movement by joining 350 Spokane and Sunrise Movement Spokane. To address the climate crisis, systemic change is needed, which requires not only individual behavioral change, but also collective action."

Climate change has manifested recently in the Spokane region with the smoke from the intense wildfires in California during early September. Often, these intense wildfires within the American West are a

product of man-made activity. During the recent fires, Spokane's air quality broke 400 on the air quality scale, a level that is extremely hazardous. The intensity of these fires is a result of having more dry vegetation and fuel during the summers.

According to the Spokane Climate Project, "In recent decades, the frequency and size of wildfires in the Western US has increased due in large part to climate changes that are making conditions ideal for wildfires. Put simply, climate change is drying out forest vegetation, leading to high levels of fuel aridity. This

drying process is turning vegetation into fuels, which only need the right ignition source—be it a lightning strike or a stray lit cigarette—to go up in flames."

With the global temperature on its way to increasing by 2 degrees Celsius by the end of the century, wildfires aren't the only things affected by the climate crisis.

The Intergovernmental Panel on Climate Change reported in 2018 that if temperatures on the planet increase enough, we could witness an iceless arctic summer at least once per decade, the destruction of coral reefs across the seas and an increased frequency in weather-based natural disasters such as hurricanes.

There will be a doubling of populations exposed to droughts. Famines will also occur much more often.

Furthermore, the sea levels will rise, flooding major cities like Hong Kong, Shanghai and Miami, displacing millions of people.

"According to the thousands of scientists who work through the UN Intergovernmental Panel on Climate Change (IPCC), it is extremely likely (>95%) that human activity has been the dominant cause of observed warming since 1950," Henning said.

Climate activism seeks to combat this through sustainability, and a main concern is the effects on the planet and vulnerable communities.

"These carbon emissions that are released by the rich and the wealthy, those effects fall on the poor and the vulnerable, and those people — the poor and the vulnerable — those are the people who are doing nothing," Dougherty said. "They're not releasing that many carbon emissions. They're not affecting the global carbon footprint, and yet they are having to carry the burden the most. That is very wrong. It's disgusting to think about, and we need to talk about that more."

Zags have several avenues available to engage in environmental justice. The Office of Sustainability serves as the main hub to assist students in finding their niche in activism.

"The first step in combating climate change and being truly sustainable is not something you can do by actions," Dougherty said. "It's something you have to do within yourself."

Alexander Prevost is a staff writer. Follow him on Twitter: @alexanderprvst.

TESTING

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Tracing webpage is updated Monday through Friday by 5 p.m. For example, from Sept. 28 to Oct. 2, six on-campus students and four off-campus students tested positive and there are 11 current positive cases.

Holmes said the dashboard reflects GU's actual positive cases. Others can be impacted by a positive case as well and are considered "close contacts."

According to Holmes, a "close contact" is someone who has been within 6 feet of a COVID-19 positive individual for 15 minutes or more. Kent Porterfield, vice provost of student affairs, said students identified as close contacts are notified by a contact tracer of an exposure and advised to quarantine for 14 days.

Baldwin said GU has a positivity rate of just below 1% which is just about where Spokane County is. This shows community members and GU faculty that the student body has a consistent rate of positive cases on campus as in the community of Spokane.

"The cases that we have recently experienced are not considered an 'outbreak,' Holmes said. "We do know that we have cases of COVID-19 and will continue to have cases. This is not unexpected."

For the most part GU students are doing well at mitigating the spread of COVID-19.

"I would say right now, we are incredibly fortunate and we can attribute that to a lot of different things," said Baldwin who runs the testing coordination program. "Our students in large are really taking this seriously and they know what is at risk."

In addition to GU's identified isolation spaces and

one off-campus facility, some students are able to isolate or quarantine where they already are. Holmes said this is dependent on access to private spaces such as bedrooms and bathrooms.

"We respect the privacy of individuals in these circumstances. However, we fully acknowledge that students may be sharing this information on their own," Holmes said when asked about recent positive cases in various dorms around campus.

There are four methods of testing available on campus that are in place to identify cases early and mitigate the spread of COVID-19, according to Holmes.

GU is working with Institutional Research on a weekly basis to provide random COVID-19 testing among the students on and off campus. The selection process for random testing is also known as surveillance testing.

Baldwin said that together, GU and Institutional Research have come up with an algorithm in which 10% of students in each residence hall are tested a week.

"Each week everybody's name goes right back into the hat and that is what causes some confusion for people," Baldwin said.

Every week 230 student names are generated for on-campus surveillance testing and 280 student names are generated for off-campus. GU is averaging 600 random tests a week in order to keep students on campus safe from spreading the virus.

Surveillance testing has identified students who were asymptomatic and did not know they contracted COVID-19 until they are selected for random testing by the university.

"Surveillance testing has been successful and we have been able to meet our current target of a 10-15% yield," Holmes said. "We continue to look at best practices for testing strategies as these evolve. It is possible that we may

have shifted in testing over time, but currently, we are not considering testing every student."

Baldwin said GU is looking for other resources that allow for the testing of more students and provide quicker results.

Other types of testing include walk-in clinics and Sick Symptoms and Exposure (SSE).

The walk-in clinic is located at 729 E. Boone Ave. and is open from 8 a.m. to 1 p.m. for students who are not sick but still want to be tested. GU students do not need an appointment and are expected to get results within 36 to 48 hours of being tested.

The SSE model of testing is given to students who are showing symptoms of COVID-19. In order to be tested through SSE, students must have appointments set up through the Health and Counseling Center. Baldwin said that like other services provided through the Health Center, there is a small charge for students, but insurance should cover it.

The last method is targeted testing, conducted under the guidance of the Spokane Regional Health District, focusing on epidemiological links when another spread is suspected.

As the pandemic continues and students learn to live their college life with COVID-19 present, figuring out how to build the GU community virtually is the next step for GU.

"I think we are really going to have to be focused on being filled with grace, filled with understanding, filled with patience and that presuppositional thinking makes us different from other universities," Baldwin said.

Melina Benjamin and Hannah Hislop are news editors. Follow them on Twitter: @melinabenj and @hannahwhislop.

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Seeking interdisciplinary dialogue

By GEORGIA COSOLA

In order to allow students to accommodate to the changing times while also furthering the global perspective, Gonzaga's modern languages and literature department is hosting an Intercultural Engagement Series of events for all disciplines over the course of this semester.

This Intercultural Engagement Series will be held over Zoom and is running from now until Nov. 17.

"We felt that the usual informal conversations with students that take place in our College Hall office hallways was going to be missed," said Christina Isabelli director of the modern languages and literature department, in an email. "After taking into consideration various parameters we decided that a series dedicated to Intercultural Engagement was a good idea."

These virtual activities act as a supplement to the changes across campus that hinder possible community building between students in virtual classes.

Designed to help promote interdisciplinary dialogue, all students, faculty and staff are welcome to attend. The events will be held in English to encourage participation from various areas of campus life.

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Isabelli said. "The dialogue could allow the opportunity for students to develop the ability to demonstrate and insightful and complex understanding of the target language cultures."

Varying from presentations and discussions, each event is set up differently by modern languages and literature faculty. In addition to a faculty member, some events are also created and led by student ambassadors across the various language programs.

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of Indigenous Cultures in Latin America."

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Through this virtual event series, many of the faculty organizing each event are working to represent many of the underrepresented cultures that are not traditionally taught as much in classroom settings, Schumacher said.

Another one of the events, "A Focus on the Philippines" is being held today at 4:10 p.m. to learn about the fascinating history of the country.

While there are not currently any study abroad programs running, the Intercultural

Engagement Series also allows students to broaden their worldview through Zoom.

Even though both Isabelli and Schumacher agree that these events will not be able to act as a replacement for the lessons learned from studying abroad, this series helps to provide a greater understanding of other cultures and promote implementing these lessons into creating experiences.

"It is really important to study language and culture otherwise experience is only at a very superficial level," Schumacher said. "The magic formula is education and immersion, one without the other, is going to be deficient in some aspects."

In order to provide other students with this first-hand educational experience, there are events lined up for panels of students who have previously studied abroad to recount their experiences.

"What did I learn in Mexico?" on Nov. 11 at noon will host students who studied abroad in the Cuernavaca, Mexico program discussing what they learned.

Isabelli said in addition to the Intercultural Engagement Series, students looking to expand their education can also attend weekly events hosted by the GU Center for Global Engagement.

A full list of events can be found on the modern languages and literature department website.

Georgia Cosola is a contributor.

FORDHAM

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among scholars, at the Catholic universities and in professional societies dedicated to theology and religious studies," said Michelle Wheatley, the vice president of Mission and Ministry at Gonzaga University, in an email.

Members of the theology department and the Curran Center for American Catholic Studies at Fordham University decided to convene after the release of the report and facilitate discussion on numerous issues around clergy abuse. These discussions happened frequently for the remainder of the year and ultimately officials at Fordham were approached by a private foundation to consider developing a project proposal designed to explore the Catholic clergy sexual abuse of minors.

Shortly after, Fordham was awarded a grant and an interdisciplinary initiative called "Taking Responsibility" was created. With an overall aim of invoking rigorous study to practical change, Taking Responsibility is exploring the relationship between the structures of Roman Catholic and Jesuit institutions of secondary and higher education.

Hinze was elected program director and the initiative began receiving major project proposals from Jesuit Universities on a range of issues that addressed the central components. It was here GU was brought into the conversation.

"From very early on as we explored possible projects, we learned about the work being done at Gonzaga University with victim-survivors, but also with the vulnerable and wounded communities affected," Hinze said.

Wheatley, Kevin Brown and Megan McCabe submitted an application in April 2020 for a sub grant from Fordham to run a conference next year at GU. The conference, which was accepted this summer, will bring scholars of religious studies and theology together and initiate conversations around Catholic sexual abuse, particularly in historically vulnerable, under-recognized and marginalized communities.

GU has taken conscious steps in recent years to bring attention to this issue. Especially after it came to light that, for more than three decades, at least 20 Jesuit priests accused of sexual misconduct were living in the Cardinal Bea House in the middle of GU's campus.



PHOTO COURTESY OF FORDHAM UNIVERSITY WEBSITE

The initiative is taking a victim-survivor approach in which every decision will be made with them in mind.

"The grant will fund the opportunity to facilitate the interdisciplinary dialogue and research that explores how systems like clericalism, Christian supremacy, racism, white supremacy and colonization intersected in the abuse of persons who belong to marginalized communities and the cover-up of that abuse which allowed it to continue," said Brown, the senior specialist for faculty and staff formation and adjunct instructor of religious studies at GU, in an email.

The conference itself will not be open to the public, however two subsequent lectures and discussions by conference partners will be, he said.

"Through the two public lectures we hope to invite the wider Gonzaga and local communities into dialogue with the work of a few of the scholars attending the conferences," Brown said.

In addition, discussion will be structured around 12 seminar papers, individually authored by 12 conference participants. The work begun at the conference in line with these papers will be published and made widely available in hopes of sustaining conversation.

"The conference will pay special attention to the causes and legacy of clergy sexual abuse in the former Oregon Province of the Society of Jesus," said McCabe, assistant professor of religious studies at GU, in an email. "Centering the concrete realities of sexual abuse and victimization in this region forces us to recognize that in the Oregon Province, clergy sexual abuse was perpetrated within Native American and Alaskan Native communities."

The issue of clergy abuse becomes more complex when the disproportionate effect had on Native American and Alaskan Native communities is addressed. That effect, McCabe said, has been cited by both Native American

victim-survivors and their communities, in part, as an extension of the violence of colonization.

"[This conference] seeks to bring the academic and scholarly resources of the university to the service of the church and world, contributing a greater awareness of the role of colonization and white supremacy to conversations about sexual abuse in the church in the U.S.," McCabe said.

This victim-survivor approach is one of the most basic fundamentals of the entire initiative, Hinze said. Nothing is done without the inclusion of victim-survivors.

Recognizing and acknowledging the experience of a victim-survivor carries enormous weight, he said. Simply hearing and believing can have profound effects, thus the broader discussion around that very possibility is what Taking Responsibility is trying to establish.

That being said, Hinze recognizes the initiative won't create change overnight, the issue is deeply systemic. He compared the nature of their work to the Black Lives Matter movement and the racial conflict occurring in the United States right now.

"Clergy abuse provides a very painful case study that's analogous to issues raised by racism," Hinze said. "It's not simply a matter of an individual person doing a horrible thing or a horrible thing many times. Rather, it's a cultivation of culture, a deeper culture that has to be addressed. When it comes to issues of clergy abuse, we have to look deeper."

More information can be found at https://www.fordham.edu/info/29937/gonzaga_university.

Thea Skokan is a news editor.

NURSING

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having her second semester delayed due to cancellations. After three weeks, Samsen was finally able to attend her rotation at the hospital.

"Because we came in with a lot less experience, we kind of had to hit the ground running," Samsen said.

In order to graduate and obtain certification from the Washington Board of Nursing, students must complete about 800 clinical hours between their junior and senior years, half of which may be online simulation experiences.

Nursing department faculty members have been working since the beginning of summer to prepare contingency plans for instances where students would not be able to attend in-person classes. However, they were not expecting to have to implement these measures so soon into the school year.

Susan Edwards, director of the resource and simulation center, said that faculty

members have utilized Zoom tools such as Owl and Swivl to make accommodations for students in isolation or quarantine who are unable to attend in-person labs.

Students can Zoom into labs and simulations to watch their classmates performs tasks and later debrief as a group. In some instances, students may have to schedule and attend open lab sessions once they are done quarantining to demonstrate or test for certain required skills.

Labs that occur in-person have also been modified to adhere to social distance guidelines for individuals in a small space. Classes have fewer students with more sections and increased personal protection equipment such as shower curtains hanging between stations.

Edwards said students have expressed their concerns about lacking enough real-life experience and preparation to feel confident in their abilities when they graduate. As faculty members, Edwards said their job is to address these concerns and work with students after quarantine to assure they feel prepared and have opportunities to practice their skills in person.

While virtual learning tools are adept

with preparing students with the critical thinking component of thinking through clinical scenarios, they fail to help students develop and master the muscle memory to perform skills.

"It is not what they want because it's not as rich of an experience as being in clinicals in person, there's nothing like being in the hospital seeing a live birth," Edwards said. "You can do a simulation but it's just not going to be the same. So, they are motivated to be in clinical, but they know if they're on quarantine they can't so they're embracing it."

A new faculty member has also been hired to assist students with virtual simulations, connect them with resources and serve as a point of contact specifically for students in quarantine working on their clinical education.

"I'm not really sure we anticipated how many people it would be and just how much extra work it would be, so that is what caused the mid semester hiring of somebody," Edwards said.

Nursing students and faculty members have also learned to be flexible with their weekend plans for the semester. With the increase of students coming out of

quarantine needing to make up labs and decrease of available space in labs due to COVID-19 guidelines, the nursing program has adopted open lab sessions on Saturdays.

Given the delayed progression of labs and clinicals, Edwards said there is a possibility that students may have to stay in Spokane after Thanksgiving break to continue in-person instruction.

Despite the challenges this semester has posed to students, Edwards said students have been making the best out of a difficult situation.

"I appreciate our students and their willingness to be flexible, this is stressful for them and for us as faculty because this isn't the way we want it to be either," Edwards said. "But our students I appreciate because they've engaged and they have been flexible to come in on a Saturday at short notice and they've really tried to engage in whatever kind of learning we have, whether it's virtual or in-person."

Devan Iyomasa is a staff writer. Follow her on Twitter: @devaniyomasa.

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among scholars, at the Catholic universities and in professional societies dedicated to theology and religious studies," said Michelle Wheatley, the vice president of Mission and Ministry at Gonzaga University, in an email.

Members of the theology department and the Curran Center for American Catholic Studies at Fordham University decided to convene after the release of the report and facilitate discussion on numerous issues around clergy abuse. These discussions happened frequently for the remainder of the year and ultimately officials at Fordham were approached by a private foundation to consider developing a project proposal designed to explore the Catholic clergy sexual abuse of minors.

Shortly after, Fordham was awarded a grant and an interdisciplinary initiative called "Taking Responsibility" was created. With an overall aim of invoking rigorous study to practical change, Taking Responsibility is exploring the relationship between the structures of Roman Catholic and Jesuit institutions of secondary and higher education.

Hinze was elected program director and the initiative began receiving major project proposals from Jesuit Universities on a range of issues that addressed the central components. It was here GU was brought into the conversation.

"From very early on as we explored possible projects, we learned about the work being done at Gonzaga University with victim-survivors, but also with the vulnerable and wounded communities affected," Hinze said.

Wheatley, Kevin Brown and Megan McCabe submitted an application in April 2020 for a sub grant from Fordham to run a conference next year at GU. The conference, which was accepted this summer, will bring scholars of religious studies and theology together and initiate conversations around Catholic sexual abuse, particularly in historically vulnerable, under-recognized and marginalized communities.

GU has taken conscious steps in recent years to bring attention to this issue. Especially after it came to light that, for more than three decades, at least 20 Jesuit priests accused of sexual misconduct were living in the Cardinal Bea House in the middle of GU's campus.



PHOTO COURTESY OF FORDHAM UNIVERSITY WEBSITE

The initiative is taking a victim-survivor approach in which every decision will be made with them in mind.

"The grant will fund the opportunity to facilitate the interdisciplinary dialogue and research that explores how systems like clericalism, Christian supremacy, racism, white supremacy and colonization intersected in the abuse of persons who belong to marginalized communities and the cover-up of that abuse which allowed it to continue," said Brown, the senior specialist for faculty and staff formation and adjunct instructor of religious studies at GU, in an email.

The conference itself will not be open to the public, however two subsequent lectures and discussions by conference partners will be, he said.

"Through the two public lectures we hope to invite the wider Gonzaga and local communities into dialogue with the work of a few of the scholars attending the conferences," Brown said.

In addition, discussion will be structured around 12 seminar papers, individually authored by 12 conference participants. The work begun at the conference in line with these papers will be published and made widely available in hopes of sustaining conversation.

"The conference will pay special attention to the causes and legacy of clergy sexual abuse in the former Oregon Province of the Society of Jesus," said McCabe, assistant professor of religious studies at GU, in an email. "Centering the concrete realities of sexual abuse and victimization in this region forces us to recognize that in the Oregon Province, clergy sexual abuse was perpetrated within Native American and Alaskan Native communities."

The issue of clergy abuse becomes more complex when the disproportionate effect had on Native American and Alaskan Native communities is addressed. That effect, McCabe said, has been cited by both Native American

victim-survivors and their communities, in part, as an extension of the violence of colonization.

"[This conference] seeks to bring the academic and scholarly resources of the university to the service of the church and world, contributing a greater awareness of the role of colonization and white supremacy to conversations about sexual abuse in the church in the U.S.," McCabe said.

This victim-survivor approach is one of the most basic fundamentals of the entire initiative, Hinze said. Nothing is done without the inclusion of victim-survivors.

Recognizing and acknowledging the experience of a victim-survivor carries enormous weight, he said. Simply hearing and believing can have profound effects, thus the broader discussion around that very possibility is what Taking Responsibility is trying to establish.

That being said, Hinze recognizes the initiative won't create change overnight, the issue is deeply systemic. He compared the nature of their work to the Black Lives Matter movement and the racial conflict occurring in the United States right now.

"Clergy abuse provides a very painful case study that's analogous to issues raised by racism," Hinze said. "It's not simply a matter of an individual person doing a horrible thing or a horrible thing many times. Rather, it's a cultivation of culture, a deeper culture that has to be addressed. When it comes to issues of clergy abuse, we have to look deeper."

More information can be found at https://www.fordham.edu/info/29937/gonzaga_university.

Thea Skokan is a news editor.

NURSING

Continued from Page 1

having her second semester delayed due to cancellations. After three weeks, Samsen was finally able to attend her rotation at the hospital.

"Because we came in with a lot less experience, we kind of had to hit the ground running," Samsen said.

In order to graduate and obtain certification from the Washington Board of Nursing, students must complete about 800 clinical hours between their junior and senior years, half of which may be online simulation experiences.

Nursing department faculty members have been working since the beginning of summer to prepare contingency plans for instances where students would not be able to attend in-person classes. However, they were not expecting to have to implement these measures so soon into the school year.

Susan Edwards, director of the resource and simulation center, said that faculty

members have utilized Zoom tools such as Owl and Swivl to make accommodations for students in isolation or quarantine who are unable to attend in-person labs.

Students can Zoom into labs and simulations to watch their classmates performs tasks and later debrief as a group. In some instances, students may have to schedule and attend open lab sessions once they are done quarantining to demonstrate or test for certain required skills.

Labs that occur in-person have also been modified to adhere to social distance guidelines for individuals in a small space. Classes have fewer students with more sections and increased personal protection equipment such as shower curtains hanging between stations.

Edwards said students have expressed their concerns about lacking enough real-life experience and preparation to feel confident in their abilities when they graduate. As faculty members, Edwards said their job is to address these concerns and work with students after quarantine to assure they feel prepared and have opportunities to practice their skills in person.

While virtual learning tools are adept

with preparing students with the critical thinking component of thinking through clinical scenarios, they fail to help students develop and master the muscle memory to perform skills.

"It is not what they want because it's not as rich of an experience as being in clinicals in person, there's nothing like being in the hospital seeing a live birth," Edwards said. "You can do a simulation but it's just not going to be the same. So, they are motivated to be in clinical, but they know if they're on quarantine they can't so they're embracing it."

A new faculty member has also been hired to assist students with virtual simulations, connect them with resources and serve as a point of contact specifically for students in quarantine working on their clinical education.

"I'm not really sure we anticipated how many people it would be and just how much extra work it would be, so that is what caused the mid semester hiring of somebody," Edwards said.

Nursing students and faculty members have also learned to be flexible with their weekend plans for the semester. With the increase of students coming out of

quarantine needing to make up labs and decrease of available space in labs due to COVID-19 guidelines, the nursing program has adopted open lab sessions on Saturdays.

Given the delayed progression of labs and clinicals, Edwards said there is a possibility that students may have to stay in Spokane after Thanksgiving break to continue in-person instruction.

Despite the challenges this semester has posed to students, Edwards said students have been making the best out of a difficult situation.

"I appreciate our students and their willingness to be flexible, this is stressful for them and for us as faculty because this isn't the way we want it to be either," Edwards said. "But our students I appreciate because they've engaged and they have been flexible to come in on a Saturday at short notice and they've really tried to engage in whatever kind of learning we have, whether it's virtual or in-person."

Devan Iyomasa is a staff writer. Follow her on Twitter: @devaniyomasa.

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Food for thought: Meal plan requirement is outdated

Despite the ongoing global pandemic, Gonzaga's meal plan solutions refuses to reevaluate the qualifying criteria for a meal plan modification or exemption request.

Even though the university has taken preventative measures to slow the spread of COVID-19, the COG remains an unsafe space for those who are immunocompromised. With the number of positive cases on campus on the rise, occupancy at the dining hall will continue to decline as more students with access to kitchen appliances choose to eat at home.

Knowing this, it is ridiculous the university has not taken action in reducing meal plan costs or relaxing its exemption criteria.

The least expensive meal plan GU offers costs \$6,080 for the whole year, a hefty price to pay for students who are not using it due to COVID-19. This decision by the university to require those living on campus to purchase a meal plan is putting a strain on many students, including sophomore Avalyn Renee, who is struggling to balance school, internships and extracurriculars while working 30 hours a week to make payments.

"Instead of paying \$250 a month for school, I now have to pay \$1000 a month because I wasn't able to get out of my meal plan even though it is something I am not able to access because my roommate is



By KELLIE TRAN

high risk," Renee said.

Renee's tireless efforts to get through to the university about her meal plan concerns have traveled from Suzie Mize, GU's finance & business Assistant director of auxiliary enterprises, to the head of meal plans solutions, to President Thayne McCulloh, and was eventually met with an unwavering no.

It is understandable why the university has a meal plan requirement for first-year students, but for second-year students like Renee who have full access to kitchen facilities living in on-campus apartments, the meal plan should not be required.

Even without COVID-19, it is incredibly difficult to receive meal plan exemptions.

The process is flawed and has been this

way since before the pandemic. Last year sophomore Haley Mayer went through months of tug-of-war with the Office of Disability Access in order to get out of her meal plan for medical reasons.

"I had to provide years worth of hospital records and go through an insane amount of meetings to even get considered for a meal plan exemption this year," Mayer said.

GU is made up of and loved by its student body, so it is disappointing to see how fast the university will drop its promise to prioritize the student experience for profit. While students are taking calculated risks to return to campus during a pandemic, the university is firm in its stance against compromise.

Meal plan exemption requests must fall into one of three categories to be considered: financial hardship as determined by FAFSA, a disability as determined by the Office of Disability Access or residing off-campus. Given the effects of COVID-19, it is vital the university revise its criteria.

Not only does the Office of Disability need to make the immunocompromised a priority when evaluating meal plan exemptions, but it also needs to redefine what the scope of what "financial hardships entail" in light of the pandemic.

The student FAFSA uses tax records from 2018-2019, which does not clearly

reflect the financial stress this year's pandemic put on individuals and families. COVID-19 had a crippling economic effect on communities across the nation, leaving many jobless or struggling to keep business afloat. GU knows this and yet has turned a blind eye to it.

Additionally, because the pandemic caught the whole world by surprise as everything abruptly shut down, it was unrealistic for the university to expect students to have the ability to find off-campus housing before the 2020 academic year.

On top of everything, not only is GU adamant in not budging with meal plan regulations, but it also raised the tuition for this academic year. This is a shocking move considering more than half of the classes at the university are operating remotely.

"It is really disappointing that Gonzaga is putting money above students' wellbeing," said Renee.

Many schools across the nation have decided to make housing and residence accommodations, and GU needs to follow suit in order to regain student confidence in the university's response to the largest pandemic it has seen in decades.

Kellie Tran is a staff writer.

Zags help Zags not get COVID-19

In the first debate of the 2020 presidential election season, President Donald Trump openly mocked his opponent former Vice President Joe Biden for wearing a mask and following COVID-19 safety protocols.

"I don't wear a mask like him," Trump said. "Every time you see him, he's got a mask. He could be speaking 200 feet away from [you] and he shows up with the biggest mask I've ever seen."

Just over 48 hours later, Trump confirmed he had tested positive for COVID-19.

While it would have been understandable and maybe even justified for Biden to lash back at the president, he showed true class by refusing to kick his fallen opponent in his moment of weakness. This is a mentality I believe all of us should have, regardless of our political party or support of President Trump. After all, it has always seemed since the beginning of this pandemic that the resident was immune to this disease.

At Gonzaga, we also believed we would be safe from the virus. While most students were complying with policies such as mask wearing around campus,

enough people were disobeying those policies that online groups such as @zagsunmasked felt they needed to take immediate action to prevent an outbreak. At that time, we were living in a era of theories and hypotheticals, where COVID-19 was a matter of politics and not existence.

In the same way Trump's COVID-19 diagnosis was a game changer for the nation, the recent peak of 28 currently confirmed cases was also a game changer for GU. Whispered stories of midnight quarantines and half-empty halls began to circle affected dorms with no official word of the virus' current location coming from GU leadership. Those affected, even those not infected, returned chastened by the experiences of missed classes, health scares and utter isolation.

GU's response to the pandemic has been nothing short of admirable. Weekly tests of hundreds of students have helped identify and contain outbreaks when they are small. The edition of new plexiglass dividers on tables in the COG has helped to provide a safer eating experience for Zags on



By RED KWENDA

campus.

That being said, there is still too much fear of and stigma associated with COVID-19. While it is always hard to see anyone, especially the president, suffering from a health condition as severe as COVID-19, a disease which he is at the greatest risk of dying from, we must remember his continued efforts to associate the virus with the nation of China and its people.

In some places, his words were seen for the xenophobic rhetoric they were; in others, Asian Americans and other people of color faced harsher discrimination after being associated with the virus.

The trickle-down effect this has had on the perception of those with the virus, even those who are neither Asian American nor a person of color, has thus been detrimental. At GU, the most positive cases we ever saw

at one time was 28, meaning most people could look at those statistics and dismiss COVID-19 as "happening to someone else."

In a sense, it is very relieving to know that GU leadership has refused to release the names of those who are ill, we should not begin to fight their identities instead of their illness.

However, unless we fully realize just how dangerous COVID-19 is, testing is trivial, masks are meaningless and socially distancing is simply demonstrating that we know how to follow rules when others are watching.

Even if we hit zero current positive cases, someone who refuses to take COVID-19 seriously could easily walk downtown and bring the virus back to campus. In other words, as long as we refuse to respect the deadly power of COVID-19, we will never see the end of this pandemic on our campus.

What I propose is this: let us — each and every one of us — openly share how COVID-19 has affected our lives. For me, it is sad to know that I can't see my parents' smiles when they come to visit, that they can't give me a hug when I most need it.

It's terrifying to know that COVID-19 was found in my dorm, and as sad as I was to see it go, I had to put an end to game nights in our lobby so that I could keep my friends and I safe.

I know that others have lost more than I have. Many have lost money, food security, jobs and loved ones. One million people have lost their lives worldwide.

We should be telling each other these stories in order to remind ourselves of what we are truly struggling against. Let us remind ourselves that it is not about who has the virus, but about how many who have been damaged or killed by COVID-19.

And let us not for one moment think we're invincible, for in the words of comedian Trevor Noah, "If the president of the United States can get the coronavirus, then what excuse do the rest of us random a**holes have for not wearing a mask?"

Red Kwenda is a staff writer. Follow him on Twitter at @RedKwendaWriter.

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Zoom ... to the couch

If your eyes aren't completely exhausted, you aren't charging your electronics three times a day and you don't have back pain from sitting in front of your laptop all day, are you even part of Zoom University?

Back in March everyone was excited for a weeklong extension of spring break, and now here we are a full month into our new fall semester that is almost entirely online.

Before COVID-19, it was always nice to catch a break from going into class and having the luxury of lounging around in sweats for a day, staying inside and relaxing, but I've got to say I am over it.

Being online for every single class has given me nothing else to do except for homework and cleaning, which are two things that I don't think anyone truly enjoys. It's gotten to the point where I wouldn't mind waking up and actually putting on jeans and a decent shirt for an 8 a.m. class.

Yes, an 8 a.m.

I never thought that I would miss being overly groggy in the mornings like that, but I'd take that groggy feeling over these Zoom lectures any day of the week.

This last month has probably been one of the toughest years academically, socially and mentally because it has required an exhausting amount of change and constant adjustment.



By KAYLA FRIEDRICH

Without having to actually go anywhere and do anything, there's not too strict of a schedule to adhere to.

I'm the type of person who does well with semi-strict schedules.

In-person classes forced me to get up, get ready and get to class all at specific times and it just kept me very on track. Now anything can be done from the comfort of my bed or couch.

I feel as though without being in class, there's nothing to hold me accountable to stay focused during lectures.

It's too easy to get distracted by my phone and the temptation to online shop during a class because there is quite literally no time away from my laptop at this point.

On top of that, seeing Gonzaga's campus so empty is heartbreaking. Seeing everyone out and about is part of what makes campus so beautiful.

The online semester has changed a large amount of the social aspects of GU. I'm usually a fairly outgoing person but now I completely dread the idea of a breakout room over Zoom.

It's safe to say that this new approach to learning is by far my least favorite but when putting things into perspective, I realize how lucky I am to have the option for a few in-person classes regardless if they're the same or not.

The first month involved a lot of adjusting but I think that with a better idea of the new norm, the next couple of months during this semester won't be as daunting.

It has all become a process of trial and error but hopefully it's only up from here.

Kayla Friedrich is a staff writer. Follow her on Twitter at @friedrich_kayla.

GU senior raises funds for BLM

By LINDSEY WILSON

Crafting hobbies have been on the rise in 2020. Everything from resin projects, stained glass windows, crocheting and embroidery have made an upward climb in the past nine months.

Gonzaga senior Karen Burrington falls into this group. Burrington took up the art of clay jewelry making in August, but she had a different mission in mind than just making fashionable accessories. In her store, which is based on Instagram under the handle @karenmakesclay, Burrington creates handmade earrings and pins where the proceeds go toward the Black Lives Matter movement.

For the past two months, Burrington has been creating a variety of small pins alluding to the BLM movement, and donating all of the proceeds to the Loveland Foundation. According to the website, “The Loveland Foundation is the official continuation of this effort to bring opportunity and healing to communities of color, and especially to Black women and girls.”

“My radar was open for opportunities to support the Black Lives Matter movement, so when the idea struck I just ran with it,” Burrington said. “I’m really excited about the response to it and how much people do want to support.”

Her pins became successful around the Gonzaga Community, raising around \$1,400, which includes a donation from an anonymous donor, who would match



Karen Burrington started making her handmade earrings in August and now sells her accessories on her Instagram @karenmakesclay.

up to \$1,000 of the purchases of the pins. “At the end of every month I donate that month’s chunk [of proceeds from the pins] to the Loveland foundation,” Burrington said. Burrington’s pins have also become popular among GU students due to their easy delivery. When an order is placed by a GU student via Instagram, Burrington simply

asks for their MSC number and drops off the packages at the mailroom, avoiding shipping costs.

Taylor Sipila, a senior at GU and friend of Burrington, has supported Burrington’s efforts in supporting the Loveland Foundation by buying some pins, as the BLM movement is an important issue to her and she wants to help in any way she can.

“Karen’s pin she designed that says “black lives matter” reminds me to continue on this self-journey to advocate for justice, unlearn my own biases and denounce the hatred spewing in our world,” Sipila said in an email.

Sipila has also purchased a number of Burrington’s clay earring designs.

“I have bought countless pins and earrings! She is a delight!!! The lavender earrings are so beautiful and sturdy with intricate detail,” Sipila said in an email.

Burrington’s earrings cost on average \$15 and the BLM pins cost \$10. While pin purchases go toward the Loveland Foundation, earring sales do not.

All designs are made by hand in her home in the Logan Neighborhood. For those interested in ordering earrings or pins, head over to @karenmakesclay on Instagram and send Burrington a direct message explaining what styles you want and your Venmo information so the charge can go through.

Lindsey Wilson is a staff writer. Follow her on Twitter @lindseyrwilson1.

BREAKING BAD

Continued from Page 1

majors and about half have already seen the show.

“Sometimes we’re reading philosophy and literature, other times I need somebody who knows more about science than me to talk us through Heisenberg’s uncertainty theorem, or what chirality means in chemistry, before we can talk about it as what it means is a metaphor,” Bolton said. “A lot of different knowledge in the room is really, really helpful.”

The classes are also very discussion-based and junior Megan Rice notes the importance of new and different perspectives on the material.

“There was a senior who was studying marketing, so she had some really cool insight on some of the motivations behind like release dates and season length,” Rice said. “It was really cool to hear everyone else’s perspectives on the show because I was able to learn a lot from that that I wouldn’t have known otherwise, just watching it by myself.”

Bolton’s favorite part of the class is witnessing the creativity of the student projects, as they have more options than the traditional English paper.

“We have a lot of freedom to explore topics you’re interested in and then also the medium we were interested in,” Rice said. “It really is a class where no matter what your major is I feel like you can decide for yourself how to approach analyzing the show.”

The class has two short assignments, a quarter and three quarters through the semester, focusing on single episodes and the response. The midterm project is lengthier and students have created trailers for the course.

The final project takes on the series as a whole and Bolton has seen people make podcasts or board games, digitally map the physical locations of the series, create video essays on a character’s plot arc, or focus on the swimming pool in the backyard. They can write traditional essays, too.

“

If you need an English credit, I’d say take one of his classes.”

Michael Finch, Gonzaga student

“The big takeaway that I care about students getting to is that digital media is this machine for transformation and reflection,” Bolton said. “A movie or a television show is always reflecting us back to us, but also transforming the way we see ourselves, and that can be a really positive thing.”

“It’s made me a lot more critical of a TV viewer because it used to be I just sit there and just watch the show,” said junior computer science major and computational thinker Michael Finch. “Now I started going, ‘Whoa, why do I think this character is cool? ‘What is the show trying to tell me, what is the deep underlying message in this show?’”

“Breaking Bad” also operates as an interesting morality test, as people’s perceptions and opinions reveal how they think.

“It’s a show where Walter White starts out as the hero, and by the end, he is definitely the villain, but it’s that middle space that I find really interesting,” Bolton said. “At some point, we’re all going to turn on Walter. And some people have already gotten there by the end of the first season, some people that might be the last episodes of the show before they get there.”

Bolton describes how the nation’s viewing of George Floyd dying at the hands of police and the dislike of this reflection caused people to want to transform the world.



Matthew Bolton began teaching his class after the series finale of “Breaking Bad” in 2013.

Other times, visual media can cause complacency or persuade us against what we normally believe.

“A lot of our culture...comes from what we see on the TV,” Finch said. “I think, even if you don’t take one of [Bolton’s] classes, that’s something that’s important to know. Learning how this is influencing me, how am I influencing this, is an important question to ask.”

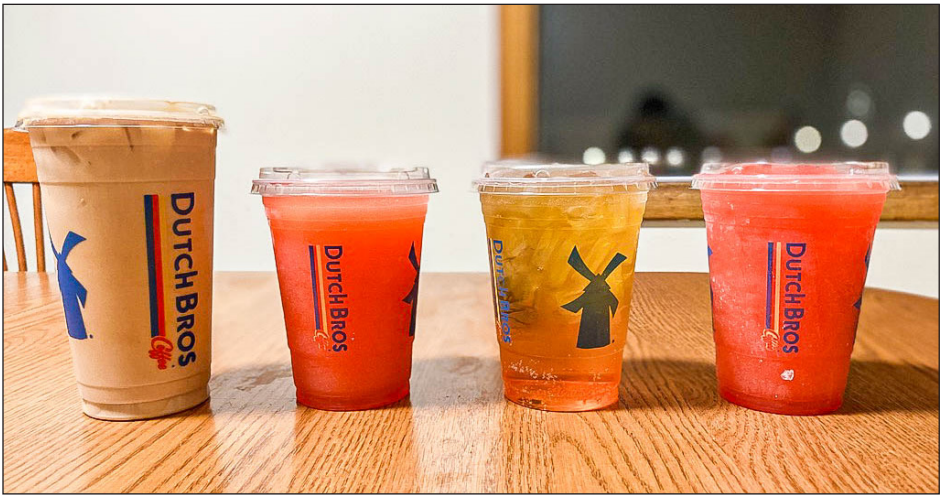
These four students interviewed all took this class either because they had taken a class from Bolton before or heard that they should, and he was often mentioned as their favorite part of the class.

“Dr. Bolton is a great professor,” Finch said. “This class is really challenging at times, really gets you out of your shell, really gets you like thinking really hard about things that you normally never think about. If you need an English credit, I’d say take one of his classes.”

Caitlyn Relvas is a staff writer.



When it comes to Starbucks orders, many GU students like to add pumps of flavor to make the drink their own.



PHOTOS COURTESY OF MELINA BENJAMIN

Ultimate GU drink order review

By MILA YOCH

As school begins to move into the midsemester lull, some fellow Student Media employees and I ordered Zags’ ultra-specific coffee orders from Starbucks and Dutch Bros and gave our reviews over the course of one day to truly feel to shock waves of caffeine to our systems. We reviewed these drinks based on our personal tastes and rated them out of 10.

Starbucks

We started the drinking adventure with a lighter fall flavor to ease us in, the **caramel apple spice** per the recommendation of senior Erin Sellers. According to Starbucks, this drink is a steamed apple juice complemented with cinnamon syrup, whipped cream and a caramel sauce drizzle.

“It makes me feel all warm inside and like a kid! It feels very much like a fall too,” Sellers said.

Melina Benjamin, news editor: “It reminds me of a fall day in my childhood.” Score: 9 / 10

Spencer Brown, managing editor: “It tastes like fall which is nice, but it’s not sweet or anything. It’s very syrupy.” Score: 6.5 / 10

Emily Lovchik, student publication manager: “I like the sweetness of it, but the sweetness gives an apple-y bitterness. It falls in a cup.” Score: 9 / 10

Mila Yoch, digital editor: “Tastes like artificial fall.” Score: 7 / 10

Drink Average: 7.8

Moving on to the second drink of the morning, we received a suggestion from the class of 2020 alum, Maddie Walters who states that her drink order “tastes relaxing but makes you wired.” Walters’ drink is a **nitro cold brew with three pumps of hazelnut and sweet cream**.

Benjamin: “It has a weird bitterness to it that makes the vanilla and hazelnut not blend well together.” 5/10

Brown: “It’s not bad at all but it’s really sweet, the drink tastes like a cold brew with too much syrup. There’s like a weird whisper of hazelnut if there was more or less it probably would taste better.” 6 / 10

Lovchik - “I think the hazelnut syrup is throwing me off, the combination does not work. It’s not good.” 5.5 / 10

Yoch: “When you sip it, it tastes good, when you swallow it, it tastes bad.” 6.5 / 10

Drink Average: 5.7

The next drink is an interesting take on an iced coffee geared to a person with a sweet tooth. Valeria Vakiy orders a unique drink of **iced coffee with vanilla sweet cream and four pumps of white mocha**.

Benjamin: “It’s better than I thought it would be. It’s just way too sweet but there is still a hint of coffee. Crazy sweet.” 5/10

Lovchik: “Better than I expected, I will agree with Melina on that. Honestly, I just don’t like it. I don’t like the taste of white mocha. The sweetness is alright and you can still taste the coffee.” 5/10

Brown: “It’s thick, but not in the way that you want it to be. It’s like a thick sugary fog, if you can’t handle cold brew this is great for you. I don’t think I could drink a tall or a grande of this. I don’t like it in my mouth and I don’t want to do it again. Too white, like this campus.” 4.5/10

Yoch: “It reminds me of when you have too much Halloween candy as a kid and it makes your teeth hurt. The drink went straight to my molars and said that I’m going to get a cavity.” 2/10.

Drink Average: 4.1

Overall score: 5.82

Dutch Bros

Moving on to Dutch Bros, we tested these drinks at 9:30 p.m. because we really wanted to be wired for the homework we had due the upcoming Monday and Dutch Bros is the known place to get a late-night

coffee fix.

We began the night with an **Iced 911**, coffee with six added shots, per the recommendation of senior Salma Shairulla.

“During finals week. One sip will literally keep me up all night,” said Shairulla.

Benjamin: “This feels like I’m crunching on an espresso bean but I like it. I thought that the six espresso shots would be a little too much but I’m here for it.” 8/10.

Brown: “Smells like coffee. It feels like going home. I love 911 because I can chew the coffee, there is just so much coffee. She will get you wired but she gets you through what you need to do. My only critique is that she is watery when not blended. When you get it blended, it takes longer to drink but iced, you can drink right through. I could chug this.” 8/10

Yoch: “This is the type of coffee drink that you know going in that it’s coffee but it doesn’t go down tasting like coffee which very dangerous and terrible for my heart.” 9.5/10.

Drink Average: 8.5

Dutch Bros is known for its fun rebel names and flavors, including the **vampire slayer** rebel (blended), a mix of pomegranate-strawberry and a Redbull. Caroline Sonnen makes this her staple Dutch Bros order.

Benjamin: “I think it’s just too tart. It just is a flavor that is dull and doesn’t wow me.” 5/10

Brown: “Here’s the problem: she’s great, she’s your friend with a great personality that just looks insane. Here’s the thing, the vampire slayer is the younger sister of the pomegranate rebel but is more mutated. It’s all right but doesn’t live sister’s expectations.” 3/10.

Yoch: “It has the same experience as eaten a Warhead candy. It feels like a weird burning sensation that would taste really good for someone who enjoys painful, sour

candy. The strawberry flavor is this is too subtle that it just doesn’t work.” 3.5/10.

Drink Average: 3.8

The final drink of the night came from inside Dutch Bros from Dutch Bros employee Ryan Meza, who has a unique combination for a rebel: an **iced rebel with passion fruit and vanilla with peach drizzle**, fondly known as “the Ryan.”

“The peach drizzle really makes the drink and it just kind of sounds fancy when you order it,” Meza said.

Benjamin: “I feel like I’m being transported to a peach farm in a cottage core fantasy with a golden retriever in toe, the sun is shining.” 9/10

Brown: “I don’t like this. What is this flavor? What am I putting in my mouth? No, no. There are too many tropical fruits that are fighting one another it’s fruit ninja in there. It tastes like a green tea that has been soiled.” 5.5/10

Yoch: “It tastes as if someone put the candy peach rings in a Mcdonald’s spirit overnight. It has the texture of a soda but the taste of a melted Popsicle or like an old Jolly Rancher left out in the sun too long.” 4/10

Drink Average: 6.1

Overall score: 6.35.

It appears that GU students tend to prefer sugary drinks more than anything, this may be due to the youthful sweet tooth of college students or the desire to mix a caffeine rush with a sugar one. Based on our reviews, that are completely subjective and hold no real value outside of this article, we believe the students’ Dutch suggestions were just slightly better than the Starbucks ones with a 6.35 rating over 5.82 respectively.

Mila Yoch is the digital editor. Follow her on Twitter: @milagrosyoch.

Student-athletes vote of confidence

Gonzaga athletics accepts the SAAC student voter registration challenge

By SOFIA CHAVEZ

On Sept. 28, Gonzaga’s Student-Athlete Advisory Committee (SAAC) publicly announced its voter registration campaign, an effort which encourages Gonzaga student-athletes and staff to register to vote. An initial goal was set for 100% of “eligible student-athletes, coaches and department heads” to be registered by Oct. 2, ahead of the upcoming presidential election.

The campaign, which formally kicked off via Gonzaga SAAC social media, emphasized the commitment of SAAC to civic engagement. The post also expressed the desire of SAAC to aid student-athletes in inspiring positive change, and in using their vote to support “equality and progress for all.”

Emma Moon, the director of life skills development for Gonzaga Athletics, has been working alongside SAAC student officers to promote the effort.

These officers, who are student-athletes themselves, started by communicating with GU’s sport’s information directors and the creative marketing team to compile a plethora of online voting resources. They can be found on the SAAC website, and offer students technical information on how to vote, including details about processes like acquiring an absentee ballot.

There is also information on the website which encourages students to use their voice for good in all aspects of life.

In conjunction, the student officers have been meeting regularly with SAAC student-athlete representatives on each team to encourage voting, and receive feedback on how to best communicate.

Moon said she feels that peer-to-peer education is key in this campaign, and as a former GU student-athlete herself, she understands the unique leadership position that student-athletes have in the GU community.

“I feel that they are leaders, and a lot of people are looking around them for direction right now,” Moon said.

The SAAC team has been working hard to pivot this direction toward something positive, and it hard work has paid off. While it has yet to see its desired goal of



COURTESY OF SAAC

Out of Gonzaga's athletic programs, 13 of the 14 have fully registered to vote for the 2020 presidential election.

100% student-athlete registration, the campaign has resulted in 13 of the 14 GU sports teams being completely registered thus far.

Moon said she is proud of what the campaign has accomplished and said that the student officers will continue to work until the athletic program sees complete voter registration across its staff members and GU’s 330 student-athletes.

For Mike Roth, GU’s director of athletics, the significance of the campaign is much bigger than Gonzaga.

Roth said he feels strongly that the campaign is a perfect way to encourage unity and respect, both on the GU campus and in the nation as a whole. However, Roth also noted that passion for civic engagement is nothing new for GU student-athletes.

In the past, student-athletes have taken part in a plethora of community service efforts, such as volunteering in assisted living homes and reading to grade-school

children. Perhaps most notable is the yearly “trunk or treat” event put on by Gonzaga’s sports teams in conjunction with Catholic Charities. The event provides exciting Halloween activities for underprivileged children in the Spokane area.

But with the emergence of COVID-19, it has been difficult for student-athletes to find ways to give back.

Roth said he sees voting as an easy, contactless way for students to support their community. The campaign is completely voluntary and non-partisan, and it teaches the importance of being involved and using your platform to advocate for others.

The SAAC campaign was announced in the wake of the NCAA’s decision to prohibit colleges from organizing athletic events or practices on Nov. 3, when the United States presidential election will occur. This legislation, which was proposed by the Division I SAAC, will apply to every first Tuesday of November during election years going forward.

The new legislation has found supporters in a multitude of college athletes and coaches, including Mark Few, the head coach of men’s basketball at Gonzaga. Few has publicly encouraged players to vote and said that his team will not practice on election day.

“I think it’s a great idea. It’s just a step. One of many that needs to happen,” Few told ESPN staff writer Myron Medcalf.

One thing is clear, though, for Moon, Roth and the entire GU SAAC team: the emphasis on civic engagement (both on campus and off), is a sign of something good.

Roth feels that the overall message is simple.

“What students should take away is that you can make an impact on another individual by doing the right thing,” Roth said.

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BULLETIN FILE PHOTO

Senior Jake Perrin (left) and redshirt junior Cullen McEachern competed in the Sasquatch Invitational in 2019.

Continuing to make positive strides

The Gonzaga men's cross country team looks to run it back in 2020 despite COVID-19

By KADEN BROOKHOUSE

Gonzaga’s cross-country team is no stranger to adversity, but the struggles of COVID-19 are a new challenge. In an attempt to follow up a very successful last season the Zag’s are going to have to show they are up to the task.

“This is the best team in Gonzaga history, there is no argument against that,” said Pat Tyson, GU director of cross-country and men’s track and field head coach.

GU is coming off a successful season and has a lot of returning talent this year. An unfortunate turn of events led to them only having one runner make it to the NCAA Division I Championship but have high hopes to follow that up this season.

“After coming so close in 2019 and returning everyone from last year’s group you have to imagine that the objective for this year’s Gonzaga team was to ‘run it back’ and earn a spot to the national meet,” said Garrett Zatlin from The Stride Report.

Last year the team ended 32 nationally while 31 teams make the NCAA Championship, and Tyson said they deserved better.

It will be even harder this year to make it to the championship. They plan to keep the 18 bids from coming top two in each

of the nine regions and the 13 at-large bids for teams but drop the usual 38 individual selections.

The individual selection is how GU’s James Mwaura qualified last year capping off the team’s success.

The season ended up being a “what if” but you can’t dwell on them, they don’t matter Tyson said.

The path to the championship is rough for GU. Two big powerhouses belong in the same conference with BYU and University of Portland.

“Can we touch them? I don’t know, they are a different beast,” Tyson said

Tyson said coming off such a successful season has been very rewarding particularly for me, after building this team for 12 years.

Tyson has been coaching for over 45 years and he knew he could just hand the baton off to a new coach for this team but sticking with the team has now proved to be well worth the time and effort.

Preparing for this upcoming season has proved a new obstacle for the team to follow up on these high expectations.

While struggles are nothing new, from shoveling snow to make a path on the field to run and simply building a team with known powerhouses in the conference,

COVID-19 is causing them to have to make a lot of changes.

One of the primary things that has changed due to guidelines is that the team doesn’t get to have time in the locker room together. Tyson said that it was something special getting to be in the locker room together where it is all “team, team, team” and they got to hype each other up.

In fact, a lot of the being a team is taken away as they can’t even practice fully together. The team has to run in pods of five runners said Tyson. But with a good mentality and attitude they are making the best of what they have while doing their best to socially distance.

On top of the lack of the team being together in person, Tyson only gets to meet with runners Tuesday, Thursday and Saturday. This leaves the runners on their own to do recovery and extra training the other four days of the week.

The closest they can get to having meets right now is doing time trials. They have time trials at 5k, 8k and 10k. They have a small season made up of “intrasquad” teams.

Leadership from the runners has also become infinitely more important for them.

“I can give them all the quotes, but it

doesn’t match good leadership from the runners,” Tyson said.

Tyson said that older runners such as Peter Hogan have been integral for keeping the team in high spirits.

“Many of these returners all made significant improvements during the 2019 cross country season, but were still young enough to continue their progression,” Zatlin said.

It has been rough for the team as they watch other schools get to go out and compete but due to the West Coast Conferences ruling and institutions decision the team won’t be competing.

Tyson said a key was to not let anything bother them and to endure and get through it.

The WCC has ruled not to have any meets until the winter with the first one coming in late January. The end of the season is slated for late February but could potentially be moved to as late as March 5th with the Championship happening on March 15th.

Kaden Brookhouse is a contributor. Follow him on Twitter: @kadenbrookhouse.

Marco Gonzales is elite, and will be for a while

The 2020 season served as a sample size of the former GU pitcher’s reign over the MLB to come

Commentary by
ASHER ALI

Marco Gonzales’ ensuing greatness should’ve been evident during his junior year at Gonzaga in 2013, when he received WCC Co-Player of the Year Award along with University of San Diego’s Kris Bryant for the second time in his three year college career.

Those who didn’t buy a ticket onto the Gonzales hype train seven years ago should certainly start lining up now because the 28-year-old left hander from Fort Collins, Colorado, has cemented his position as one of the American League’s (AL) elite starting pitchers. Gonzales is coming off his second consecutive season as the Seattle Mariners opening day starter and most valuable pitcher, as voted on by Seattle sports writers, but the trajectory for his career indicates that his progressing style of play will ascend Gonzales to even greater levels of recognition in the coming years.

It would be challenging for anyone to argue that Gonzales should be this season’s undisputed AL Cy Young Award winner, with top flight aces like Shane Bieber and Gerrit Cole posting MLB highs in wins and ERA (earned run average), which are stats that carry significant weight in the eyes of award voters. But Gonzales’ postings in those respects weren’t too far off; he compiled a career best 3.1 ERA through 11 starts which ranks as eighth among qualified AL starters, and Gonzales finished in a second place tie for AL wins with Gerrit Cole at seven.

Both of these numbers, which are laudable under any circumstances, should be contextualized by stating that Gonzales did this for a team whose other pitchers combined for a 20-31 record and even including Gonzales’s numbers, put up a team ERA of 5.03 which ranked sixth worst in the entire MLB.

“He’s doing everything you could ask for from a front-line starter, other than the fact it’s not Gerrit Cole throwing 98 mph,” Mariners manager Rick Servais said to ESPN. “At the end of the day, it’s a do-good league. You do good, you should keep playing and you should get noticed. And there’s not many in the [AL] that have done it better than him this year.”

Gonzales’s primary pitch is a sinking fastball that tops out in the low-90s and he doesn’t rack up the big strikeouts numbers every start like Cole or Trevor Bauer have been able to do, as Gonzales’s career best 8.3 strikeouts per nine innings this season hangs below the 2020



After starting an MLB best 34 games in 2019, Gonzales won seven games through 11 starts during the 60 game 2020 season.

league average of 9.1. But the miraculousness of his game isn’t necessarily engendered by the consistency at which his pitches avoid swinging bats, but rather by the number of runners that Gonzales can keep off base.

Despite posting fairly pedestrian figures in his strikeout numbers, his strikeouts per walk average of 9.14 was comfortably the best in the major leagues with the second best posting in this category coming from the Houston Astros’ Zack Grienke with a 7.75. That categorical domination is a product of Gonzales’ ability to mitigate self-incurred damage, as he dually conceded an MLB low of seven walks total throughout his 11 starts this season.

“He doesn’t beat himself by putting extra runners out there,” said GU head baseball coach Mark Machtolf, who coached Gonzales during his playing days at the university. “We always teach our kids that offensively, we’re trying to win the freebie award, base on balls, hit by pitch or things that you don’t necessarily have to do a lot in order to win that war.

Marco wins that war as a pitcher every time because he’s attacking and making the other teams beat him instead of digging a hole for himself.”

Since his days as a Zag, Gonzales has demonstrated a particular acumen for keeping freebies to a minimum, and this season he added to that asset by additionally keeping competent hitters from producing when they stepped in the box. After posting a WHIP (walks and hits allowed per inning) between 1.2 and 1.75 during his first four years in the league, Gonzales stepped up this season with a .947 WHIP that ranked third in the AL, demonstrating the composition of a pitching approach is able to keep all batters off base.

This efficiency is derived from a honed ability that Gonzales has to locate his complete arsenal of pitches precisely where he plans to. Out of his secondary pitches, Gonzales defers to his recently developed cut fastball most frequently as he throws that pitch 24.3% of the time. But his other two pitches aren’t just cannon fodder, his curveball

produces the highest whiff rate and the highest putaway rate out of any of his four pitches, and his changeup, although thrown least often, has been a reliable part of his game since college.

“He trusts his stuff more; his changeup has been a pitch that he can go to anytime because it’ll always be there, but he hasn’t needed to throw it as much since his other pitches have developed,” Machtolf said. “The fact that he’s attacking hitters totally differently than he did at Gonzaga or when he first got to professional baseball is interesting. He did kind of reinvent himself, and to see where it’s going to take him is going to be exciting to watch.”

This reinvention of his strategic approach will lead Gonzales to ever-more fervent horizons as his career advances, and to be willing and able to redefine your approach as an athlete mid-career demonstrates a capacity for greatness that Gonzales has held since before he even got to GU.

His nickname among his Mariner teammates is “The Bulldog,” befitting of a former



PHOTO COURTESY OF SEATTLE MARINERS
Seattle Mariners LHP Marco Gonzales.

Zag, but also of someone who is willing to fight tooth and nail for an opportunity to better themselves like Gonzales is. Because while his technical approach has become increasingly more dynamic and effective, Gonzales’s mental approach on the bump has never wavered, and that is the impetus of his success so far and going forward.

“His presence, composure and competitiveness on the mound is unequalled in my opinion,” Machtolf said. “You could see that when he was in high school and when he first got to Gonzaga, it’s something that he’s gifted with.”

Now the rest of the baseball world is seeing the value in Gonzales’s impervious mentality that Machtolf witnessed while recruiting him. After Gonzales appeared in 34 starts for the Mariners in 2019, which was an MLB record for that season, Seattle promptly signed him to a four-year, \$30 million extension in February before the 2020 season got under way.

It only took Gonzales demonstrating exemplary durability in 2019, profound command of his game in 2020 and the characteristics of an upstanding teammate and competitor throughout his entire career for him to begin to receive the recognition that he deserved, but “the bulldog” is finally garnering his respect as one of the MLB’s best.

“Since joining the Mariners, Marco has been a model of consistency, quietly ranking among the most productive starting pitchers in the AL,” Mariners general manager Jerry Dipoto said in a statement after his club signed Gonzales to the extension. “His presence, competitiveness, preparation and leadership make him a key part of our future.”

Asher Ali is a sports editor. Follow him on Twitter: @asher_ali3.

The enthralling life of a sports writer with no sports to write



Commentary by
COLE FORSMAN

One of the greatest parts about being a journalist is the total immersion into a person’s life or event and sharing the experiences to a larger audience. The access to so many amazing life stories and monumental events within the Gonzaga University community has been an honor to cover. Whether it was learning about the time Drew Timme saved a family from a burning house or listening to the student section perform “Zombie Nation” every men’s basketball home game, there’s just nothing like being a sports writer at the Gonzaga Bulletin.

These experiences, along with covering other sports, aren’t completely lost but in the meantime there has been an adjustment period to no sports on campus. It’s been a time where everyone on the staff has showcased their creativity and adaptiveness to a truly unprecedented set

of circumstances. I’ve written and covered topics that have been enjoyable to learn about as well as broaden my horizons as a journalist. Whether it was learning about local golf courses or sharing insights and tips about fantasy football, my interests have grown considerably over the course of the semester.

When I first started writing for the Gonzaga Bulletin, I had one topic in mind: men’s basketball. I had other interests as well, such as covering other sports and writing feature stories, but I wanted to devote as much time as possible covering one of the best college basketball teams in the nation. As an aspiring sports writer, the opportunity was too great to pass up on.

But looking back now, as I continue to cover other aspects of GU sports, I realized my passion for basketball prevented me from exploring other avenues of writing. Instead of learning about all of the other fascinating events happening on campus, I was too engaged with a single sport.

This semester has changed that for the better, as I’ve developed a more open mindset in wake of there being no live sports.

Cole Forsman is a staff writer. Follow him on Twitter: @CGForsman.



Commentary by
SAMANTHA DIMAIO

I only started writing for the Gonzaga Bulletin sophomore year when one of my friends convinced me that I would be great at it. When I first started, I didn’t think I would fall into the sports section with such ease, but a feature I wrote on Jill Townsend, then sophomore forward on the women’s basketball team, is what inspired my love for writing sports.

Like many other journalists, my favorite part of the process is talking with such unique and successful people whose stories I get to retell. Features are the best way to do that and thanks to COVID-19, features are the majority of what I write now. Unfortunately, it is not the same because interviews are completed over the phone or through Zoom, so the in-person connection is replaced with awkward glitches and connectivity issues. However, the content of the conversations is always

intriguing, and in the end, I still get to be a part of sharing that person’s life story.

Though we still have the ability to write features, COVID-19 took away the possibility for event coverage. The last event I covered before the country shut down in March was the West Coast Conference in Las Vegas. It was a once-in-a-lifetime experience, which encouraged my passion for sports writing even more. I left the weekend excited to cover more basketball games the next year, but then the NCAA Tournament was cancelled, and you know the rest.

Besides basketball games, my favorite sporting events to cover before COVID-19 were soccer games. I played soccer my whole life and writing about other people’s success in the sport brought back fond memories of my childhood. Though I no longer play competitively, there is nothing quite like watching others play in the crisp fall weather as I sit on the cold bench with a peppermint hot chocolate warming my hands.

I also enjoyed keeping tabs on the tennis, cross country and rowing teams. Though their events were more difficult to attend, writing features on the athletes and previews on the upcoming seasons was always fascinating. These are sports that I never thought I would be so interested in, but GU’s teams have proved me wrong.

So much has changed since COVID-19 blasted its way through our lives. There may not be any sporting events to cover for the time being, but as long as I am talking with interesting, dedicated and successful athletes and helped to tell their stories, I can’t complain about the circumstances.

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