



Bonfire event brings Huskies together | P. 3

UWT'S FREE WEEKLY PUBLICATION
November 27 2018 | Volume 23, Issue 10
thetacomaledger.com

Pantry food drive until
Dec. 12 | P. 4

Remembering
Stan Lee | P. 7





The Ledger

UWT's weekly student publication
Nov. 27, 2018 | Vol. 23, Issue 10

Editors

Editor-in-Chief Kelsie Abram
Managing Editor Avery Parker
Asst. Managing Editor ... Ella Lucente
Copy Editor Zaqel Major
News Editor Leticia Bennett
Opinion Editor Christian Bell
A&E Editor Haiden VanDerlaske

Managers

Web Manager Mary Fitzgerald
Ads Manager Michael Koeger
Layout Manager Diego Meza
Distribution Manager .. Olyvia Salter

Staff Writers

News Reporter Mitchell Fermo
News Reporter Bengisu Incetas
News Reporter Steven LeBeau
Opinion Columnist Jenny Lam
Opinion Columnist Alyssa Tatro
A&E Columnist Alex Alderman
A&E Columnist Evan Martinolich

Art

Illustrator Bruno Marquez
Photographer Sarah Smith

Page Design

Asst. Layout Manager .. Avery Parker
Page Designer Logan Jarry
Page Designer Jessica Schreiber
Page Designer.....Maya Thomas

Advisor

Publications Manager ... Daniel Nash

Cover Art

by Jenifer Palffy



Check out all the stories printed here plus more content online!

thetacomaledger.com
facebook.com/uwtledger
Twitter: @uwtledger
Instagram: @uwtledger

Office: MAT 151
Phone: 253-692-4428
Email: ledger@uw.edu

Office Hours:
Monday: 12:30–2:00 p.m. & 3:30–4:30 p.m.
Tuesday: 10:15 a.m.–4:30 p.m.
Wednesday: 10–11 a.m. & 12:30–1:30 p.m. | 3:30–4:30 p.m.
Thursday: 10:15 a.m.–1:30 p.m. & 3:50 p.m.–4:50 p.m.
Friday: 10:00 a.m.–5 p.m.

CORRECTIONS

• In issue nine, Christine Stevens was incorrectly pictured in Huskies in the Hallway.



Valery Richardson presenting during the afternoon training session.

PHOTO BY SARAH SMITH

Title IX training sessions reaffirm commitment to protect and support UW community

Title IX training helped students, staff and faculty learn more about Title IX and UW policies.

BY LETICIA BENNETT
NEWS EDITOR

UW Tacoma held a Title IX training Nov. 15 in William W. Philip Hall. The training, also called Preventing and Responding to Sexual harassment & Sexual Violence, was held during two interactive sessions: 9–10:30 a.m. and 2–3:30 p.m. Both sessions were led by Valery Richardson, the University of Washington Title IX coordinator, who discussed UW policies, support services and reporting options.

Mentha Hynes-Wilson, vice chancellor of Student and Enrollment services, welcomed students, staff and faculty to the event and explained the purpose of the training.

“The university has designed certain policies and practices that they are expecting us to be knowledgeable of,” Hynes-Wilson said. “I think it’s important that we just take the time to get familiar with them. Those of us at the vice chancellor level [have a goal] to further educate the campus community about the impact [of sexual harassment and violence on] students — but also [on] all of us. Any member of our campus community can be impacted.”

After her remarks, Hynes-Wilson introduced Richardson who started her presentation with an explanation of Title IX. Title IX is part of the education amendments of 1972, and it states, “No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving federal financial assistance.”

UW carries out the objectives of Title IX through a coordinated system of initiatives, programs and services that collectively protect educational access, advance gender equity, and prevent and respond to sexual harassment, sexual violence and gender discrimination.

Title IX has five focus areas that prohibit sexual harassment and any discrimination in athletics, science, technology, engineering and math, and discrimination against LGBTQ and pregnant and parenting individuals.

“One of the things I always point out about Title IX is that it applies to all UW locations and sites,” Richardson said. “Title IX also holds accountable and protects all members of the university community. It applies to students, faculty and staff. [They] can benefit from sections of this and also be held accountable to this regardless of what [their] status is as a member of the community.”

Richardson also discussed UW policy and its relation to Title IX. University policy prohibits disparate treatment — any kind of sexual harassment, retaliation or relationship that creates a conflict of interest. These can all be found in Executive Order No. 31, 51, 54 and student policies chapter 201.

Richardson then talked about two forms of sexual harassment. Quid pro quo sexual harassment is “submission to unwelcome conduct of a sexual nature is made either an implicit or explicit condition or is used as the basis for a decision that affects employment or academics.”

The other form is hostile environ-

ment. This form has two parts: unwanted verbal, nonverbal, physical or cyber sexual behavior and the harassment escalating to a point of severity that a work or learning environment becomes hostile.

For both of these forms of harassment, Richardson explained, the university has a non-retaliation policy that prohibits retaliation against any individual that either reports a discrimination or harassment concern, or cooperates with an investigation.

“The philosophy here is that often times people don’t come forward and ask for help or support or make a report because they’re worried about the impact it might have on the relationship with the person that has ... control over them,” Richardson said.

The training also covered the definition of sexual misconduct and how to recognize these behaviors. Richardson gave an example of a “mythical” colleague or classmate to illustrate how behaviors can range from unwanted comments to serious nonstop threats.

The training session concluded with resources and reporting options for students and employees, as well prevention strategies.

“Anybody here can experience sexual misconduct and be a target of it,” Richardson said. “Anybody can be harassers, anybody can be harassed ... All of you as employees and students have resources available for you if you find yourself in this situation.”

These resources available to UW students and employees are both on and off campus, whether they want to seek support or make a report. Sev-

eral of these resources can be found on cards located in restrooms around campus. Confidential support — meaning that information will not be shared — includes Victim Advocate, Tacoma General Hospital Emergency Room, YWCA of Pierce County, and Student Health Services — a partnership between CHI Franciscan Health and SHS committed to providing healthcare services for UWT students.

Other support services include Student Counseling Services — located in MAT 354, Rebuilding Hope, Sexual Assault Center for Pierce County and the Crystal Judson Family Justice Center.

Individuals who want to make a report can visit the Title IX investigation office, the University Complaint Investigation and Resolution Office, Human Resources or talk to SafeCampus.

SafeCampus can connect individuals with the police, the Title IX coordinator, or a confidential advocate that provides free 24/7 safety planning and support. Richardson stressed to the training attendees that it is important to remember that making a report does not remain confidential as it requires an investigation and questioning.

Among the preventative strategies she shared was to notice the situation, see it as a concern, assume responsibility, know what to do and do something about it. Richardson hopes that there will be greater understanding of how to prevent sexual misconduct, harassment and violence in the future through better training and outreach. She also encourages individuals to be resources and allies, rather than just bystanders.

First Gen Fellows and Pack Advisors bonfire event serves Husky community

Students attending the bonfire on Prairie Lane Trail danced, played games, and roasted hot dogs and s'mores.

By STEVEN LeBEAU
NEWS REPORTER

UW Tacoma's First Gen Fellows and Pack Advisors collaborated to host a bonfire event on the Prairie Line Trail Nov. 16. The event, which ran 5-7 p.m., was an opportunity for new students to make new friends, play games, and eat s'mores and hot dogs. Games such as Apples to Apples, UNO and a giant-sized version of Jenga were available to play.

"This is ... exactly what we should be doing on a Friday night," Associate Vice Chancellor for Student Services & Administration Kathleen Farrell said. "We're in the middle of a really tough time of the quarter and a tough time in our world. Coming together as a community ... [is] what a campus should be about."

Kevin Mattox, operations assistant of First Gen Fellows and graduate student in UWT's accounting program, believes the event helped to build a sense of community among students, something he felt was missing when he was working on his undergraduate degree.

"There wasn't as much of an awareness of getting people from different experiences together," Mattox said.

During the event, students congregated under the purple tent next to the bonfire preparing to roast hot dogs or s'mores. Other students participated in icebreakers like "the human knot" or danced to music from a boombox. The party was illuminated by the bonfire and the red traffic lights from the Prairie Line's railroad sign.

Kristi Soriano-Noceda, the program support supervisor for First Gen Fellows, thinks that events such as this are important for understanding one's peers.

"[Events like the bonfire] break those barriers so that students can learn and hear from other students [about] what they're feeling [and] their struggles," Soriano-Noceda said.

She also commented that both first year and first-generation college students often find it difficult to connect, especially when they do not live on campus.

"During [my own] undergrad, I would come to campus and leave, and nobody would say anything to me unless I was in a group project," Soriano-Noceda said. "I didn't get the full experience that I was actually paying for."

According to Soriano-Noceda, research shows that students who participate in activities outside of the classroom are more likely to succeed in college. However, many students find it hard to motivate themselves to come back to campus once their classes are over.

"I didn't feel like hanging out at these types of events," international student Kuniya Yoshikawa, who attended the bonfire, said. "I think the change of environment ... and being [a] first year [student] at [a] new college made me scared of going out of my comfort zone."



COURTESY OF JENIFER PALFFY

Dozens of students came out to the bonfire event hosted by First Gen Nov. 16.

"I feel like [students] were more welcoming than what I expected," Yoshikawa said. "It's very fun!"

From his personal experience, Yoshikawa encourages other students to come out to these activities, even if they may not feel like going. "You never know how many friends you are gonna make," Yoshikawa said.

Yoshikawa said it can be difficult being thousands of miles away from his home of Japan, but that attending events like the bonfire help him feel less isolated. He plans to attend more student activities in the future.

Huskies in the hallway: What is your favorite Marvel movie, and why?

COMPILED AND PHOTOS BY HAIDEN VANDERLASKE & ELLA LUCENTE



Jaylyn Wong
Sophomore
Criminal Justice

"I would say 'Avengers: Infinity War' was my favorite because it added a lot of suspense and action."



Shelton Wright
Sophomore
Criminal Justice

"'Iron Man.' Tony Stark is awesome!"



Alexandra Dogbe
Junior
Biomed

"'Guardians of the Galaxy' because of Groot."



Tina Van
Senior
Business Administration

"'Deadpool 2' because it is just the right amount of funny with action."



Gabi Crosby
Program Coordinator for
School of Engineering
and Technology

"'Black Panther.' The cinematography was amazing."

UWT hosts 9th Annual Native American Education Symposium

NAIES aims to spread awareness of Indigenous and Native students and create a welcoming college campus for native youth.

By **BENGISU INCETAS**
NEWS REPORTER

The 9th Annual Native American Education Symposium was held in William W. Philip Hall Nov. 16. Elders, educators and students gathered to eat, listen to speakers and participate in various workshops. The purpose of the symposium — originally formed in 2009 — was to address indigenous students on campus, enlighten others about native culture and background, and to promote ways to implement indigenous diversity in colleges. Students from various local middle and high schools also attended the event.

Nedralani Mailo, the program support supervisor for the Center of Equity and Inclusion, explained the goal of the symposium.

“We wanted to highlight ways that educators and students can be activists,” Mailo said. “Whether that’s through art or by bringing more indigenous ways of teaching into the classroom.”

Besides being able to hear from the keynote speakers — Sui-Lan Hookano in the morning and Asia Tail in the afternoon — the symposium also featured two breakout sessions. DJ Crisostomo, a pre-college coordinator, and Vanessa Frias, a pathways to promise fellow, led a workshop titled “It’s All About You.” The pair spoke about their personal experiences as indigenous and native college students. The goal of the workshop was

to help students feel prepared in applying for college and discover what career paths they want to pursue. It also aimed to make students feel more welcome and ready for college life in general. They shared their individual stories of hardships and spoke of ways to ease the transition between high school and college.

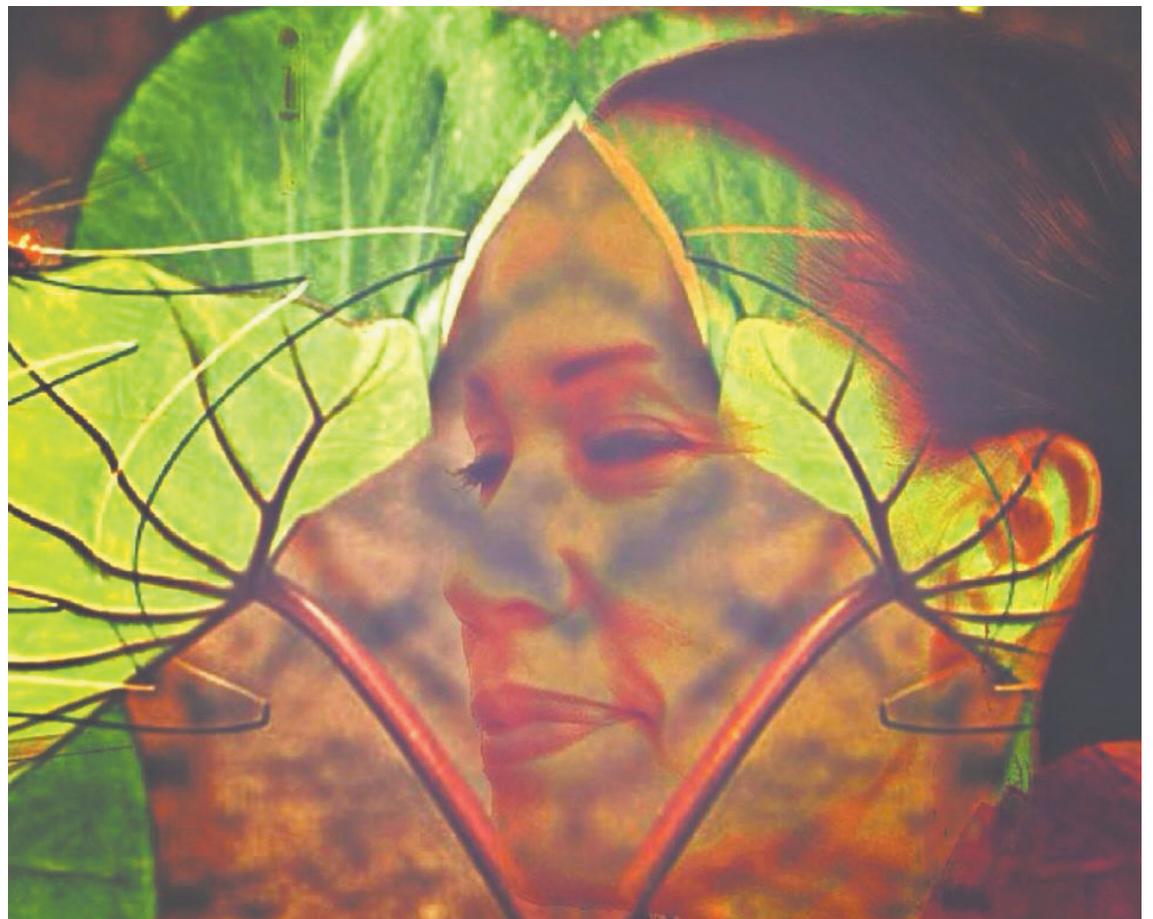
At the workshop, each table of students were given a paper to write about places they hoped to visit. They were able to discuss their responses amongst each other and with the entire group.

“We are in this space as family,” Crisostomo said while students shared during the workshop. “When your family members are talking, give them that respect. We have come through an awful lot of stuff to be where we are in life. As you are sharing something very serious, give them that respect.”

Students then discussed their career goals with one another. Afterward, Crisostomo and Frias shared their own job experiences. Crisostomo’s parents were born and raised in Guam while Frias’s parents were from Mexico. Crisostomo told attendees about his first career, which was running the house arrest program in Pierce County.

“It sucks, actually, to lock people up that look just like you,” Crisostomo said about his time there.

Frias shared her story about high school and college, where she worked



COURTESY OF SUI-LAN HOOKANO

Speakers Sui-Lan Hookano and Asia Tail (not pictured) each delivered keynote presentations at the 9th Annual Symposium.

multiple jobs in different cities and overseas before returning to Washington state.

As Frias presented her slides, she referred to “Unidos Podemos,” the English translation being “United, we can.”

“My family is really rooted on the idea that you cannot make it on your

own, but you definitely have your family who always has your back,” Frias said.

Both Frias and Crisostomo wanted to leave important advice with the students. Frias encouraged guests to make everyone feel welcome anywhere they go.

“[Be] an active listener and [be] empathetic [rather than] sympathetic, knowing [that] everyone has a different story,” Frias said. “Listen ... actively without having to share your own personal experiences and get into the moment of ‘Is it appropriate for me to share my own story?’”

Students face off against staff and faculty in Pantry Drive

The annual Pantry Drive challenges students, staff, faculty and RSOs to donate food and hygiene products to help secure the Pantry’s shelves.

By **MITCHELL FERMO**
NEWS REPORTER

The student versus faculty and staff Pantry Drive competition has reached its halfway point. Organized jointly by the Center for Equity and Inclusion, the Center for Student Involvement, the Student Activities Board, and the Center for Service and

Leadership, the month long donation drive runs Nov. 13–Dec. 12. The winning group will earn bragging rights over the other.

All proceeds and donations collected during the drive go towards filling the UW Tacoma Pantry, which is located in DOU 104 and open Monday through Friday, 9 a.m.–5 p.m. The Pantry provides students

with supplementary and culturally relevant foods, as well as hygiene products and some school supplies.

The drive accepts all different kinds of donations from students, staff, faculty and registered student organizations. Recommended food items include cereal, rice, peanut butter, granola, coffee, and tomato and pasta sauces. The Pantry also accepts

hygiene products such as deodorants, toothbrushes, dental floss, diapers, pads and tampons.

Currently, there are labeled boxes for students, faculty and staff located in the Dougan building, the UWY, the Cherry Parkes building, the CSL in the Mattress Factory, and the Center for Equity and Inclusion located in West Coast Grocery.

In addition to the competition, registered student organizations are encouraged to donate in the name of their respective departments. The winning RSO that donates the most weight will receive \$100 toward their respective RSO Operation Funds. Donations contributed by RSOs will count towards the students’ overall weight total.

UWT Pantry Food Drive

SUGGESTED ITEMS TO DONATE	ITEMS NOT ACCEPTED
<ul style="list-style-type: none"> • Cereal • Crackters • Canned goods • Pasta & sauce • Coffee • Diapers 	<ul style="list-style-type: none"> • Rice • Oatmeal • Peanut butter • Granola • School supplies • Hygiene products
<ul style="list-style-type: none"> • Damaged items • Opened items • Items in glass jars 	<ul style="list-style-type: none"> • Expired items • Unlabeled items • Home canned items

DETAILS

Date: Through Dec. 12

Donation Bin Locations: Dougan, UWY, MAT 107, West Coast Grocery

Competition: Students vs. staff & faculty



PHOTO BY SARAH SMITH



Donation collection boxes labeled for “students” and “faculty/staff” are in Dougan, UWY, Cherry Parkes, Mattress Factory and WCG.

PHOTOS BY SARAH SMITH

Opinion: Why universities need effective diversity courses

Are you ready to broaden your perspective?

By **CHRISTIAN BELL**
OPINION EDITOR

UW Tacoma is keen to promote its diverse student body and call itself an urban-serving campus. But is achieving visible diversity enough to suggest we value diversity?

This fall, our campus responded to news that student leaders were casually using the N-word in campus housing. Despite forums on the issue, some students feel there is still work to be done in terms of creating a more tolerant and understanding environment at UWT. Can diversity courses be a part of the solution?

One of my favorite definitions of diversity comes from Queensborough Community College. Paraphrasing, it states: Diversity is the recognition, acceptance and respect towards individuals despite difference.

Conversely, limited perceptions of the world create an atmosphere of ignorance and hatred or fear of the unfamiliar.

For example, UWT and other campuses like The University of Puget Sound were targeted this year with a series of intolerant messages linked to a white nationalist movement. These messages were taped onto certain doors around their campuses.

According to the Southern Poverty Law Center, hate crimes in the United States have skyrocketed. In 2017, there was a record of 7,175 hate crime incidents reported nationally. These numbers reflect a 17 percent increase from the pre-

vious year.

In times like these, universities cannot afford to let the appearance of a diverse student population make them self-congratulatory and idle in their efforts to promote diversity. It's not enough.

So, to combat hate and intolerance, UWT and many campuses across the nation have made diversity courses a part of their general education requirements — but are they effective?

Diversity courses, as defined by UWT's general education requirements, are courses that "focus on the sociocultural, political and economic diversity of human experience."

So — what makes a diversity course effective? I interviewed Tanya Velasquez, a senior lecturer whose sociology courses focus on race and racism, and asked her about the subject of diversity courses.

Q: Are there any preconceived notions about diversity courses? If so, how can we combat them?

A: Yes, there are. On a practical level, students have said, "I just need to know how to answer the diversity question during an interview," or they are seeking advice about how to get along with (insert any racial, ethnic, religious or sexually minoritized group here) in the workplace. Therefore, some students think diversity courses are lightly organized around superficial, vague ideas and behaviors like "embracing or celebrating differences" and "treating everyone equally" — which most people believe they already do. This insufficient approach is the "McDisneyfication" of anti-oppression work, strip-

ping it of all its power to create real change. It's less challenging, apolitical, and therefore much more appealing to do "diversity-lite," free from the cognitive dissonance that is necessary to develop and maintain a critical consciousness about the roots of inequality across race, class, gender, sexual identity, ability, etc. and the ways we may be personally complicit. To combat the preconceived notion that diversity courses are simply "value-added" — or worse, cultural tourism — we have to begin by deconstructing individualistic approaches that divorce thinking or behaviors from history and power. Further, we must challenge the myth of meritocracy and colorblind racism. I mention race specifically because in education, we often use the word "diversity" when we really mean race or racism. As educators, it's our job to introduce a more critical and explicit way of talking about racism, sexism, classism, ableism, heteronormativity and so on, as products of oppressive, interlocking systems and structures not just the result of individual "bad actors." Also, students must begin with a meaningful examination of their own group identities and where they have been placed in our social hierarchy — historically, economically, socially, culturally and politically.

Q: What is your definition of an effective diversity course?

A: My definition of an effective diversity course is based on research conducted by practitioners and scholars in the field, and the counter-hegemonic narratives of those whose very lives we are moving from the margins to the



ILLUSTRATION BY BRUNO MARQUEZ

We are stronger together.

center. A social justice curriculum that teaches students to critically think about structural inequality, as well as excavate their own implicit biases, can provide a starting point for students to understand how institutional racism functions and rethink their worldview for greater social change. So, an ideal experience is one that creates transformative, liberatory spaces for learning that dismantle interpersonal power dynamics and allows students to imagine themselves as emerging anti-oppression advocates or activists. It's unrealistic to think that this kind of learning outcome is wholly possible in one quarter. Research consistently shows that positive, sustainable change must be addressed beyond one course or a series of workshops. In other words, my definition of an effective diversity course is one that's never done. An effective diversity course will promote a lifelong commitment to ongoing learning that comes from a place of humility so that we can work in coalition with others in the struggle.

Prior to transferring to UWT, I attended Bellevue College where I took a course called Race in the United States. This course was effective not only because of the material I learned, but also because of the knowledge and passion of the instructor. It taught me skills such as examining and confronting biases, as well as articulating my ideas. Therefore, I believe all staff, faculty and administration should be required to take diversity courses so that when racial tension arises on campus, they will have the knowledge and skills to intervene or correct intolerant behavior.

In a time rife with open racial conflict, we need more than cursory diversity courses that make people "celebrate differences." We need effective diversity courses for everyone — courses that specifically tackle the ugliness and uncomfortableness of racism, both individually and institutionally. These are the first steps to turning obstacles like intolerance into opportunities for greater understanding.

Opinion: Community gardens bring environmental care home

This movement creates opportunities for accessible healthy lifestyles and awareness of environmental protection.

By **ALYSSA TATRO**
OPINION COLUMNIST

There is an increase of concerns over sustainability and environmentally conscious decisions in American culture. We have a need to craft creative solutions to problems that our lifestyles bring to Earth and our local communities.

One solution that should be given more attention and resources is community gardens — collectively owned small gardens that are harvested by and for the community. Community gardens, which are appearing all over the country, are a testament to the power of collective action and care.

The benefits of community gardens are numerous as they shine a light on an exciting future where people can take charge of their own health and bring their neighborhoods together. Community gardens offer a place where a

neighborhood can harvest fruits, vegetables and plants that benefit the local ecosystem. These gardens can also improve air and soil quality, increase biodiversity of plants within the area and offer nutritious plant produce to the local community members.

These gardens are especially useful in urban areas where there are historically lower-income populations. The gardens can help mitigate the impact of a food desert — the lack of healthy and accessible food options in a specific region. Gardens do this by making healthy foods more accessible to low-income populations.

Gardens also offer a way for community members to participate in physical activity, spend time outdoors and improve their quality of life. The health benefits alone are enough to convince anyone that community gardens are a great solution to environmental and com-

munity injustice.

Community gardens are a way in which neighborhoods can form friendships, social networks and increase positive community membership. These spaces of community gathering also act as an educational tool to bring awareness of the Green Movement to children and urban populations.

The installation of community gardens can help reduce traffic emissions from grocery trips and, over time, create a system in which communities are healthier, more sustainable and more connected with one another. With climate change becoming an increasing pressure on the world and localities, we could look to community gardens as a grassroots effort to create eco-friendlier neighborhoods and educate more citizens about the importance of a healthy environment, healthy food, and the benefits of social

gathering and collective action.

Tacoma is a host to many community gardens including the Barangay Tropical Park community garden, Swan Creek Park community garden, Proctor District community garden, Green Thumb community garden, Hilltop Urban Garden and UW Tacoma's very own Giving Garden.

UWT's Giving Garden was an initiative by the environmental science program in urban gardening that began in 2009. All produce harvested from the garden is donated to the Good Neighbor Café in Tacoma to provide meals to the homeless and low-income families.

These gardens can be thought of as not only resources throughout Tacoma, but as community efforts to mitigate adverse environmental and health impacts within Tacoma's broader community. Community gardening is a great way to get one's foot into the



PHOTO BY SARAH SMITH
UW Tacoma's giving garden is located on Fawcett Avenue.

door of sustainable living and create healthier and happier communities across the country.

Opinion: 7 signs that Trump's America is heading towards a dystopian future

The dystopian genre is interesting to read and watch, but have you noticed how America itself is resembling "1984," "Wall-E," and "The Hunger Games" more and more?

By **JENNY LAM**
OPINION COLUMNIST

Since the 2016 election, our future has looked fairly bleak. Although the Trump administration cannot be entirely to blame, it has played a hefty role in leading our society towards an awful dystopian nightmare — the ones usually seen on the big screen.

Ever since his retirement from "The Celebrity Apprentice" and transition to president of the United States, our uber-narcissist first-world leader, Donald Trump, has gathered a storm of attributes that clearly reveal his plan towards America's dystopian future.

With the nuclear war threats and his ignorance towards human rights, the nation that we once deeply stood for is now slowly deteriorating in this age of Trump.

It has recently occurred to me that these dystopian tropes seem all too familiar. Surely, we've seen it on TV or read it in a book — right?

Well, those dystopian fictions such as "The Hunger Games" and "The Giver" aren't just another text from another genre of literature — they have become a prominent source of examples that serve as a cautionary tale to contemporary society. They are a warning to Americans about some kind of modern trend that could soon turn into reality. Maybe it is time to revisit that copy of George Orwell's "1984" or "Animal Farm" sitting on your bookshelf from high school, or even binge-watch Hulu's "The Handmaid's Tale" to get a look of what our future could soon become.

So, before we realize it is too late, here are the seven signs that prove we're

heading towards a dystopian nightmare:
USING HEAVY PROPAGANDA TO CONTROL CITIZENS — GEORGE ORWELL'S "1984"

Propaganda plays a powerful role in manipulating the masses. This can be easily proven with Hitler's Nazi regime. Words and imagery coupled with mass media can achieve domination of millions. For instance, Trump's campaign is mainly supported by senior citizens and the misinformed. As he preys on the weak and vulnerable, they often don't understand the concept of bias nor do they really know how to fact check their news sources.

FEAR OF THE OUTSIDE WORLD — GEORGE A. ROMERO'S "NIGHT OF THE LIVING DEAD"

Trump's campaign pledges to wall off the U.S. from countries such as our southern neighbor, Mexico, as well as members from predominantly Muslim countries and Syrian Refugees. He has put in a lot of effort to reinforce the notion that the world outside of the U.S. is to be feared or disrespected. For example, he refers to third-world countries as "shit-holes" or places full of "drug dealers," "criminals" and "terrorists."

UNDER CONSTANT SURVEILLANCE — CHARLIE BROOKER'S "BLACK MIRROR"

If you've ever seen Netflix's "Black Mirror," it's hard to deny that our future might end up as depicted in the show. With the rise of technological advancement, every aspect of our lives continues to be watched and even persuaded by technology. Facebook and Google know us better than ourselves. Technology will soon be used as a tool for the government to spy on us. Anywhere you go, there are surveillance cameras — in the

store, at your work and even in your homes. These can also be easily hacked — ever heard of the conspiracy theory of the FBI spying on us via our laptop cameras?

PRESSURE TO CONFORM TO THE NORM — MARGARET ATTWOOD'S "THE HANDMAID'S TALE"

The internet nowadays — especially Twitter — is where social justice crybabies and religious zealots flock to judge your opinion when it differs from theirs. People are forced to identify themselves based on their gender and what their functions are to society. They're shunned from expressing individuality for not being "right in the eyes of God." The Trump administration has already taken steps to prevent federal civil rights from applying to transgender people. So, if they plan on having any civil rights, they are pressured to identify as cisgender.

DISTRUST OF THE NATURAL WORLD — PIXAR'S "WALL-E"

There are excessive amounts of pollution in our air, water and land. It's slowly destroying our earth, and the government could care less about green initiatives. Our president has even gone so far as to pull out of the Paris Climate Change Agreement. However, over 97 percent of scientists agree that global climate change is real. Our first-world leader refuses to not only act on any significant changes, but to even acknowledge it. We will soon realize the damage to our planet when it's all too late and we're living like the "Wall-E" movie.

THE ILLUSION OF A PERFECT UTOPIAN WORLD — SUZANNE COLLINS' "THE HUNGER GAMES"

America is the best country in the world — right? People want to live

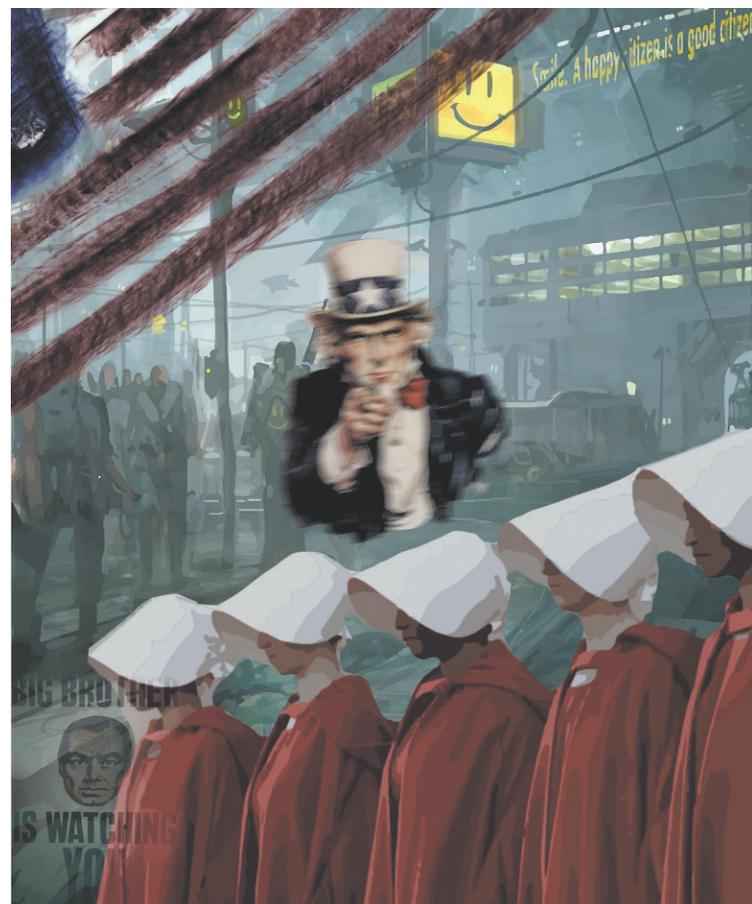


ILLUSTRATION BY BRUNO MARQUEZ

May the odds be ever in your favor — under his eye, war is peace, freedom is slavery, ignorance is strength.

here, there are ample job opportunities and "The American Dream" is very much alive, right? We seriously have the best propaganda. As we constantly tell ourselves that we're the greatest nation in the world, our patriotism hides the fact that our so-called great nation is actually built on the backs of exploitation of cheap labor from the lower class. The upperclass, on the other hand, are the picturesque models of America, depicting a false reality as the Capitol does over the districts in "The Hun-

ger Games."

DEHUMANIZATION — BOOTS RILEY'S "SORRY TO BOTHER YOU"

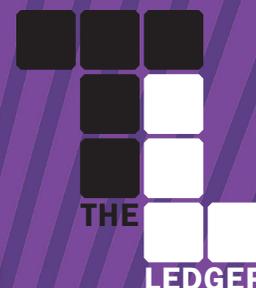
Lower-class citizens are merely seen as wage slaves. Big corporations such as Amazon, McDonald's and Walmart overwork their employees and blatantly exploit those in desperate need of money. They promise benefits and overtime hours but strategically keep their employees under 40 hours per week to make sure they don't qualify for the health and dental care benefits or paid time off.

The Ledger is now accepting letters to the editor!

Submit to: ledger@uw.edu

Include:

- Your first & last name
- "Dear Editor," as the opening of your piece
- Respond to one of our articles or happenings on campus



The amazing, spectacular legacy of Stan Lee

Lee did far more for the world than just appear in cameos.

By **Haiden VanDerSlaske**
A&E Editor

Behind almost all of your favorite comics, superheroes and supervillains is one name — Stan Lee. Lee passed away Nov. 12 at the age of 95. He — along with other notable creators — generated a comic book universe by writing his own storylines and creating beloved characters, which were later adapted as action-packed movies and TV shows. Because of Lee's work, fan-favorite characters such as Spider-Man and Captain America exist.

Disney — the current parent company of Marvel — continues to spend millions of dollars to release new content inspired by Lee's original characters. Marvel has six Netflix original series, each with at least two seasons, as well as three series on ABC, one series on Freeform, one Hulu original and more in the works. In addition to the TV series, Marvel has produced 20 movies since the Marvel Cinematic Universe began with "Iron Man" in 2008. Lee personally created roughly half of the characters in the MCU, and was a co-creator for "X-Men."

Lee also paved the way for diversity and inclusiveness within the superhero universe with the creation of the comic series "Black Panther" in 1966. After the 2018 film adaptation of the series was released, Lee wrote about the success of the film and the origins of the character.

"Black Panther broke box office re-

ords this year, but did you know the character also made history 52 years ago?" Lee wrote on Twitter. "In July '66, the Wakandan King became the first black superhero to appear in mainstream U.S. comics when he leapt onto the pages of 'Fantastic Four #52.'"

Fans of Lee's "Black Panther" comic and the 2018 film appreciate the African superhero's impact on diversity in the media.

"'Black Panther' really should have been made a long time ago," UW Tacoma sophomore Zoe Manuel said. "I'm just happy now that we have something to show little kids that anyone and everyone can be a hero, doesn't matter the race or gender — or anything for that matter."

Another groundbreaking comic series co-created by Lee in 1963 was "X-Men" — which focuses on a group of minorities that have sub-human qualities and come from diverse backgrounds and locations. During the time Lee began writing, diversity such as this was uncommon in comic books. As a result of his innovation, other comic writers began to create new, more diverse characters as well to reach a broader audience.

Lee was known to make cameo appearances in films based off of his comics, which often left viewers wondering when and how he would show up next on the silver screen. Prior to Lee's death, Marvel pre-filmed cameos for movies that have yet to be released such as "Spider-Man: Far From Home" and "Avengers 4."

"It was almost like a game for me,"



ILLUSTRATION BY BRUNO MARQUEZ

Rest in Marvel paradise, Stan Lee.

UWT junior Hannah Eklund said. "Wondering where Stan Lee would show up and what humor he would add to that certain scene. He was always able to add a certain pizzazz to each movie."

Beyond his beloved cameos, Lee bridged the gap between creators and fans. He created panels and a "Dear Editor" column on the Bullpen Bulletin in his comics which allowed a direct line from fans to him. After Lee's passing, a video was posted on his personal Twitter account that showed his devout love for his fans all over the world.

"Sometimes, at night, when I'm sitting here, and I'm thinking, 'Oh, what's it all about?'" Lee said in the video.

"And then I get a letter from a fan, or I read something, or I see something, or I remember something, and I realize, it's so lucky to have fans ... fans who really care about you."

It is clear that Lee's love for his fans is reciprocated, with millions of people mourning the loss of the comic book writer.

"Stan Lee passing away felt so sudden," UWT sophomore Shelton Wright said. "When you saw him in those cameos, it seemed like he would just always be there. Like you would always expect to see him at some point in the Marvel films, and now that's over. Respect to his legacy."

Lee will be missed by his fans, and

his hard work with Marvel will not be forgotten. May the legend live on through his wonderfully crafted comics, his cameos and his loyal fandom. And, as Lee put it, the best kind of superhero is not the one with the best powers or the most ability, but the one who cares.

"A hero is someone who is concerned about other people's well-being, and will go out of his or her way to help them — even if there is no chance of a reward," Lee responded when asked what a hero means to him. "That person who helps others simply because it should or must be done, and because it is the right thing to do, is indeed without a doubt, a real superhero."

'Overlord' utilizes shock factor to immobilize viewers

History and the undead clash in this unexpected success.

By **Evan Martinolich**
A&E Columnist

Possibly one of the most researched time periods in history, World War II transformed the path of humanity for ages to come. Through a variety of horribly negative measures — including obscure experiments — the Nazi regime gained the world's attention, as every nation on the planet attempted to put an end to their crimes. With a combination of dramatized speculation and storytelling, "Overlord" is a film that opens the viewer's eyes to what might have occurred if the ally forces had not intervened — or worse, an extreme case of what may have been covered up.

The film follows Pvt. Boyce (Jovan Adepo) and the rest of his American airborne company — led by the short-fused Cpl. Ford (Wyatt Russell) — after their plane went down just outside a small town in France. They evade the inhabiting Nazi troops, and their fight for survival begins shortly after they meet and escort Chloe (Mathilde Ollivier) to her nearby home — where they eventually

confront Nazi commanding officer Wafner (Pilou Asbæk). When they aim to destroy an enemy radio tower, Boyce soon discovers their heinous plan to raise the dead — which takes precedence over the original objective.

Immediately, "Overlord" propels the audience into its action-packed theme. Within the first 10 minutes, bullets annihilate Boyce's plane. The film's level of intensity is quickly established with brutality and seemingly endless gore and cringe-inducing violence. While the R-rating may have hinted at what images would be seen in the film, it is a pleasant surprise that the producers fully utilized the rating and left no question as to why it was given.

With horror and action serving as the main two genres, "Overlord" does not fulfill the promise it made to be type of horror movie audiences might expect. However, after attending a matinee viewing, audiences may be left haunted by thoughts about the atrocities left unaccounted for by the Nazis — specifically, their countless vile experiments. The real horror of "Overlord" comes from the fact



COURTESY OF PARAMOUNT PICTURES

Pvt. Boyce struggles to escape the lab of horrors with a fellow comrade.

that the experiments depicted in the film aren't incredibly exaggerated from what actually occurred. Cruel and inhumane, the film's Nazi scientists are depicted performing experiments such as separating limbs and spinal chords from their subjects and reanimating them.

Although the film is fairly enticing, the primary objective of Boyce and his team dramatically shifts towards the destruction of the secret lab responsible for the impending disaster facing the French town. Despite the plot of the film being

advertised as a struggle against the undead, that part of the story doesn't come into play until really late in the film. This is a shame, especially with a run time of almost two hours. The ethics of the situation are clear, but the seemingly effortless deterrence from the initial mission is slightly unrealistic. The original plan is thrown out the window — despite the urgency stressed by every character in the film aside from Boyce.

While displaying seldom seen shortcomings, "Overlord" possesses a unique,

REVIEW

"Overlord"

★★★★☆

The Good:

- Audiences are glued to the screen by nonstop action.
- Fully utilizes R-rating with intense violence and gore.
- Horror given to the audiences through specific themes.

The Bad:

- Partially rushed due to unnecessary plot points.

mysterious premise which captures thrill-seeking audience members easily. Non-stop action and vast amounts of viscera create an atmosphere that keeps viewers' hearts pounding and their eyes wide open. Easily one of the most fast-paced movies of the decade, "Overlord" will continue to draw in viewers and keep them satisfied with a blend of shocking visuals and unique historical-fiction.

5 winter desserts perfect for any holiday occasion

Move over pumpkin spice — it's time for peppermint sweets and gingerbread treats!

By **ALEX ALDERMAN**
A&E COLUMNIST

Now that most of us have risen from our turkey induced food coma, it's time to think about the tasty treat possibilities winter can bring. It is also a time of transition from fall flavors such as pumpkin spice and apple cinnamon to beloved winter flavors like peppermint, gingerbread, eggnog and cocoa. To help ease that transition, here are five festive and fun dessert recipes that are both simple and delicious!

MEXICAN WEDDING COOKIES

Sometimes referred to as Russian tea cookies, these powdery little snow balls couldn't be more festive if they tried! With only five ingredients, they make for an easy and affordable homemade treat. Start by heating the oven to 350 degrees. Beat the butter, sugar and vanilla in a large bowl until fluffy — this may take several minutes. Gradually add the flour. Pour in the pecans and continue to stir until well mixed. Shape the dough into 1 inch balls and space the balls about an inch apart from each other on a baking sheet. Bake for 15 minutes, then allow to cool for five minutes. Roll each cookie in the remaining sugar until evenly coated and then enjoy.

NO BAKE OREO TRUFFLES

Want to bake something for the holidays but don't have access to an oven? These no bake truffles are the perfect way to get the job done with very little effort. To start, blend the oreos in a food processor or crush them with a spoon until fine. Pour the crumbs into a bowl and stir in the softened cream cheese until well mixed. Roll the dough into balls of about 1 tablespoon of dough each. Set

the balls on a baking sheet and place them in the freezer for 30 minutes. Meanwhile, melt the white chocolate in the microwave. Once it is melted, add about five drops of green food coloring and stir. Remove balls from the freezer and dip each into the white chocolate mixture using a spoon to carefully roll each ball in the mixture until coated. Place the truffles back on the baking sheet and then add sprinkles over each one. Refrigerate for 10 minutes and serve.

CHRISTMAS COOKIE DOUGH DIP

A delicious alternative to savory dips, this cookie dough dip is great for holiday parties and get togethers. Serve with tasty treats such as strawberries, Oreos, graham crackers, pound cake or pretzels. To begin, place butter, softened cream cheese and sugar in a medium bowl and beat mixture until light and fluffy. Add the flour and vanilla to the bowl and beat for another minute. Add the yogurt 1/4

cup at a time and beat on low. Stir in sprinkles, saving a few tablespoons for garnish on top. Serve immediately or cover and refrigerate.

GINGERBREAD FUDGE

With only six ingredients and 10 minutes of prep time, this festive fudge is simple and quick. Begin by melting the white chocolate in the microwave. Combine the melted chocolate and condensed milk in a large bowl. Add nutmeg, cinnamon and ginger, and mix well. Stir in almost all of the sprinkles — save some for garnish — and mix until combined. Transfer fudge to a parchment lined baking dish and smooth out evenly using a spatula. Sprinkle the remaining sprinkles on top and refrigerate for an hour. Cut into squares, and enjoy.

MILK CHOCOLATE PEPPERMINT BARK

A Christmas staple, this peppermint bark is perfect for sharing with family and friends. First, put the cookies into a Ziploc bag and break them



PHOTO BY ALEX ALDERMAN

Mexican wedding cookies — yum!

into pieces using a meat tenderizer or spoon. Microwave the chocolate morsels until melted and smooth. Transfer the melted chocolate into a mixing bowl. Gently stir the cookie pieces, pretzel sticks and 3/4 cup of the peppermint candies into the chocolate.

Line a baking sheet with parchment paper and grease it with butter. Spread the mixture onto the sheet and top with remaining chopped peppermint candies. Let stand until firm. Cut or break into pieces and serve, or store in the fridge to enjoy later.

Winter Desserts

GINGERBREAD FUDGE (Makes 6 servings)

- 12 ounces white chocolate
- 1 cup sweetened condensed milk
- 1 teaspoon ground nutmeg
- 1 teaspoon ground cinnamon
- 1 teaspoon ground ginger
- 1 tablespoon sprinkles

MILK CHOCOLATE PEPPERMINT BARK (Makes 2 pounds)

- 1 teaspoon butter
- 3 11.5 ounce packages of milk chocolate morsels
- 12 mint Oreos
- 1 cup small pretzel sticks
- 1 1/4 cup coarse chopped peppermint candies

CHRISTMAS COOKIE DOUGH DIP (Makes 8 servings)

- 1/2 cup nonfat vanilla greek yogurt
- 5 tablespoons softened butter
- 2 ounces softened cream cheese
- 1/2 cup flour
- 1/2 cup powdered sugar
- 1/2 teaspoon vanilla extract
- 1/2 cup sprinkles
- Snacks to dip, such as fruit, crackers or cookies

MEXICAN WEDDING COOKIES (Makes 24 servings)

- 1 cup softened butter
- 1 cup powdered sugar
- 1 teaspoon vanilla extract
- 2 cups flour
- 1 cup finely chopped pecans

NO BAKE OREO TRUFFLES (Makes 30 servings)

- 1 package of Oreos
- 8 ounces softened cream cheese
- 12 ounces white baking chocolate
- Green food coloring
- Sprinkles

GOOD LUCK
on finals

HUSKIES!