

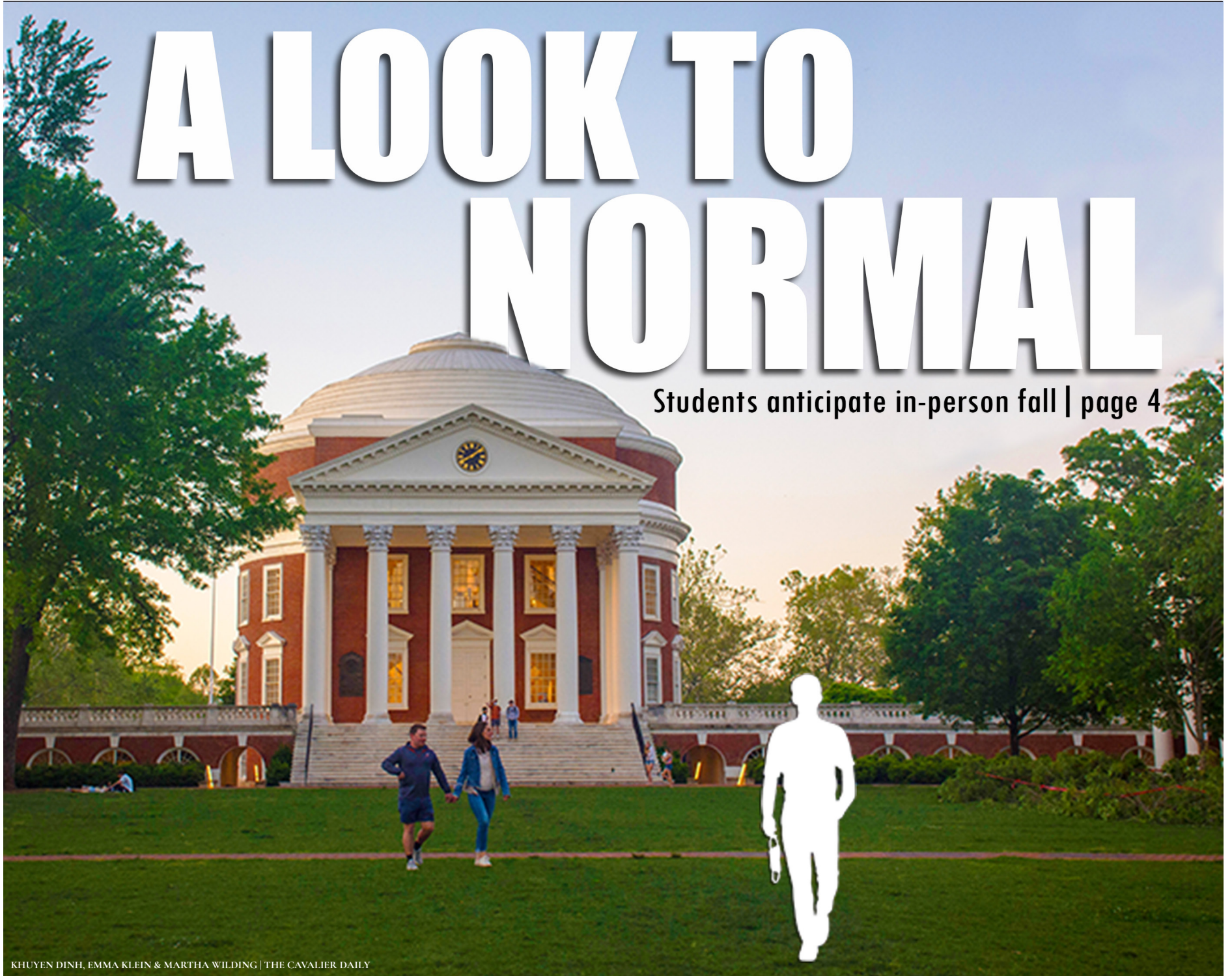
THE CAVALIER DAILY

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A LOOK TO NORMAL

Students anticipate in-person fall | page 4



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NEWS

This week in-brief

CD News Staff

Fully vaccinated individuals can gather without masks when socially distanced, U.Va. says

Fully vaccinated individuals are permitted to gather outdoors without masks, according to an update to the University's COVID-19 safety guidelines. The new policy is in accordance with new Centers for Disease Control and Prevention guidelines released April 27. The CDC considers individuals fully vaccinated two weeks after their final dose of the vaccine.

The policy only applies to situations outdoors when individuals can maintain a six-foot distance from one another. Masks are still required in larger outdoor settings — those which would exceed the University's 75-person outdoor gathering limit — such as athletic events and the upcoming Final Exercises ceremonies.

"We are so grateful for the many ways U.Va. community members are doing their part, most significantly by getting vaccinated as soon as possible and continuing to observe the University's health and safety measures," the update from Provost Liz Magill and Chief Operating Officer J.J. Davis said. "Thank you for your ongoing dedication to keeping each other healthy and safe and to making this challenging year as rewarding as possible for all of us."

Deputy University spokesperson Brian Coy said that University leaders notified the University Police Department and U.Va. Ambassadors prior to the announcement, but officers are not required to ask about vaccination status during interactions with community members.

"No U.Va. personnel will be expected to question individual community members about their vaccine status," Coy said. "However, we do expect that students will follow this policy, on their honor, as they would any other University policy. As Ambassadors identify violations of gathering limits or physical distancing policies, they will continue to intervene as they have all year."

The University currently has an indoor gathering limit of 25 individuals and an outdoor gathering limit of 75 individuals. Students are still expected to wear masks and practice social distancing.

4.29

5.2

5.3

U.Va. leadership addresses community concerns about affordable housing initiative at community engagement event

University President Jim Ryan and J.J. Davis, chief operating officer and chair of the University's housing advisory group, met with members of the community in an hour-long Zoom session April 29 to kick off the community engagement effort for the University's affordable housing initiative, which will support the development of over 1,000 low-cost units in the local community.

Announced in March 2020, the University's affordable housing initiative promises to support the development of 1,000 to 1,500 housing units in Charlottesville and Albemarle County over the next 10 years. Though plans were paused shortly after the announcement due to the COVID-19 pandemic, the event marked a recommitment to this goal.

As part of the plan, the University will contribute land owned by the U.Va. Foundation and partner with third-party developers. The location of the first batch of homes has not yet been chosen, as community feedback will play an important role in that decision.

"There is a complicated and not entirely happy history of development in Charlottesville, including U.Va.'s role in it," Ryan said. "Financial profit is not at all our driver and our goal has the support of the Board of Visitors and the entire leadership team of the University."

Pointing to work already underway, Ryan cited the Charlottesville Area Community Foundation's acquisition of a 3.75-acre property in Albemarle County for the development of a permanent shelter. Currently the site of a Red Carpet Inn, the County Board of Supervisors approved the rezoning of the property in February. In April, the CACF — to which the University is a contributor — made a \$4.25 million grant for the purchase of the land.

"I have thought for a long time that Charlottesville really needed to take on the issue," Ryan said. "There hasn't been up to this point a designated overnight homeless shelter, and so I think this is an incredibly important step, which is why we've supported it."

Addressing a comment from an anonymous donor to the University during the meeting about whether individual donations would be used toward the affordable housing project, Davis clarified that donor funds would not be used.

In his final remarks, Ryan restated the importance of the University's connection to the surrounding communities.

"I believe strongly that U.Va. and our neighbors in Charlottesville and Albemarle County ... are linked together and our fates are tied together," he said. "[Contributing] to increasing the supply of affordable housing is one part of that."

City Council authorizes notice to remove, contextualize, relocate or cover Lee and Jackson statues

Charlottesville City Council met Monday night to discuss plans surrounding the Robert E. Lee and Stonewall Jackson statues. Excluding a budget amendment resolution, all City Council members approved the rest of the meeting's consent agenda, which included authorizing the publication of a notice of City Council's intention to remove, relocate, contextualize or cover the Lee and Jackson statues. The Council plans to hold a public hearing on the next steps for the statues.

This development comes four years after the City's first attempt to remove the statues was prohibited by state courts. The Supreme Court of Virginia ruled April 1 that the Lee and Jackson statues in Charlottesville were never subject to state code §15.2-1812, which was passed by the General Assembly in 1997 and bans localities from removing, interfering with and contextualizing or covering monuments without following appropriate guidelines. The Supreme Court's ruling asserted that the code was only meant to apply to statues erected after 1997, excluding the Lee and Jackson statues which were constructed over 50 years before the code's passage.

The Robert E. Lee statue was erected in 1924 while the Stonewall Jackson statue was erected in 1931. Both statues were commissioned by Paul Goodloe McIntire — namesake of the University's McIntire Amphitheatre, McIntire School of Commerce and McIntire Department of Art — who also donated land for the parks in which the statues are located.



SOPHIE ROEHSE | THE CAVALIER DAILY

The Supreme Court of Virginia ruled April 1 that the Lee and Jackson statues were never subject to the state ban on the removal of monuments.

Students, faculty, alumni and parents voice opinions on free speech at U.Va. at community listening session

The Committee on Free Expression and Inquiry held a listening session Monday from noon to 1:30 p.m. for community members to voice their opinions on free expression at the University. More than 20 attendees — including students, professors, alumni and parents — spoke during the listening session, which was conducted via conference call.

Around eight professors spoke during the session, with several faculty members voicing concerns that the University administration no longer tolerates criticism of University policies. Computer science Prof. Andrew Grimshaw said that he felt like he could not express honest opinions on events at the University.

"Increasingly, constructive criticism of the way things are going is really frowned upon, particularly around curriculum and the fact that in particular cases the standards are being significantly lowered to encourage 'broader participation,'" Grimshaw said. "When you attack those discussions, you're basically attacked as either racist or as delivering microaggressions on the rest of the faculty."

Economics Prof. Kenneth Elzinga expressed that the University should craft a statement that echoes that of the University of Chicago and is accessible to students so that students know that their speech is protected. Elzinga also advocated for the University to be a marketplace of ideas in the Jeffersonian tradition.

Alumnus Hal Reynolds said that he hoped that the administration would prioritize hiring faculty that understand the importance of free dialogue and how valuable a time college is for learning how to exchange ideas.

"We all go to college to open our minds and to be exposed to new ideas," Reynold said. "I hope the University administration is seeking faculty who understand this principle just as the Founding Fathers did."

During the last quarter of the session, some students spoke up, saying that the student body had different types of concerns regarding free speech.

Third-year College student Caroline Campos articulated that students' freedom of expression has been policed unequally depending on their identities and backgrounds.

"Black students, students of color and other marginalized students are utilizing a freedom of expression that has historically, and even presently, been largely more policed than when white students are using a freedom of expression," Campos said.

Third-year Batten student Ryan Alcorn argued that there is a difference between criticism of ideas and violation of freedom of speech principles.

"I wanted to remind the previous speakers generally that being criticized for holding offensive ideas isn't legal censure, but it is a central tenant to the marketplace of ideas that ideas that are offensive and wrong will lose to ideas that are better," Alcorn said. "I really hope that the University of Virginia's statement will recognize the difference between widespread and public condemnation among students of ideas that we find offensive and the legal consequences for that speech."

Leslie Kendrick, committee chair and vice dean at the School of Law, said that this session was the first step in the process of crafting the statement.

Students question effectiveness of break days

The last break day before the end of the semester took place on April 15

Stratton Marsh | Staff Writer

In October 2020, the University announced that the structure of spring 2021 would look notably different than in years past. Instead of a week-long spring break during early March, there were going to be four break days interspersed throughout the semester, with each break day falling on a different day of the week — Wednesday Feb. 17, Tuesday March 9, Monday March 29 and Thursday April 15. With only a week left in the semester and the last break day having passed three weeks ago, students have raised questions as to whether these break days provided them with an opportunity to rest, or if they even limited students from traveling during the semester.

The University explained that this decision was meant to limit students from traveling during the week-long spring break. Last year, spring break travel led to spikes in COVID-19 cases, such as at the University of Texas at Austin, where a spring break trip to Cabo San Lucas led to 64 cases among travelers and their community contacts. In the October 2020 Return to Grounds email sent by Provost Liz Magill, these breaks were described as an opportunity for students to rest.

“In order to limit travel to and from Charlottesville, the traditional week-long spring break will be replaced by multiple, shorter breaks for students to rest and recharge in the midst of a stressful semester,” the email said.

Last year’s spring break was interrupted by the March 11, 2020 announcement from University President Jim Ryan that classes would be moved online and that students would not be returning to Grounds in the foreseeable future.

Many other schools, such as James Madison University and Virginia Tech, have adopted a similar spring semester structure, with interspersed break days replacing an official spring break. Virginia Tech had five break days spread throughout the semester while JMU only had three.

Third-year Architecture student Rohan Singh argued that due to the nature of online classes, not having a spring break did not stop people from leaving town during the semester.

“If the concern for UVa. was kids leaving town and going to Florida or wherever, kids are still going to Florida,” Singh said. “I still see kids doing classes from a beach somewhere, and they’re still posting about going out and having drinks at bars.”

Fourth-year College student Jeanne Rockwell said that although she agreed that students traveling for a full week would have been a serious public health concern, students were still traveling during the semester.

“People traveling for a full week [for spring break] was incredibly

frowned upon, even though I know some people,” Rockwell said. “It’s been getaways anyway ... just within shorter periods of time.”

Magill addressed this travel in a UVa. Spring 2021 Update on March 4.

“This year, the pandemic makes those trips unwise and unsafe, which is why we opted to cancel traditional spring break and offer several break days throughout the semester instead,” the email said. “Unfortunately, we have heard reports of students considering taking ‘unofficial spring break’ trips together. Please don’t.”

Singh said that the break days felt ineffective not only because students traveled out of town, but also because the intended “break” days did not re-

“I tried to find a balance between being productive and enjoying myself,” fourth-year Commerce student Matthew Chilton said. “In the mornings I would catch up on stuff I needed to do and then in the afternoon go outside and play basketball or go to breweries”

Rockwell also said that she tried to spend time outside on break days.

“I used them as a day to relax and hang out with friends ... and just turn my brain off for a day,” Rockwell said. “I usually spent them outside. I’d go on like a long run and then maybe go out to a vineyard or something with my friends.”

Singh and Rockwell both commented on a feeling of monotony

hours and listen to some music,” Singh said.

The arrival of springtime has seemingly brought reason for optimism. The Blue Ridge Health District is now in Phase 2 of vaccinations, meaning that everyone over 16 is eligible to receive a vaccine. Graduation for the Class of 2021 is scheduled to happen in person on May 21 through 23. Furthermore, with the arrival of warmer weather, the University has encouraged students to gather outside when possible, still masking and staying socially distant. Due to low COVID-19 case counts, the University increased the indoor gathering limit from six to 25 and outdoor gathering limit from 25 to 75 April 26.

ease like COVID-19 is that mitigation measures require isolation and social distancing. According to the Centers for Disease Control and Prevention, symptoms of anxiety increased three-fold between summer 2019 and June 2020 while the prevalence of symptoms of depressive disorder increased fourfold. These increases disproportionately affected young adults, people of color, essential workers and unpaid caregivers. 63 percent of young people reported substantial symptoms of anxiety and depression.

University students have struggled with their mental health during the pandemic — like so many young adults. Some students have said that pandemic fatigue has made them more anxious about a lot of daily tasks, lack of physical touch has made connection more difficult and COVID-19 has contributed to depression.

Rockwell said that it felt like the only mental health service promoted by the University was Student Health’s Counseling and Psychological Services and that there should be more publicity surrounding the therapy services offered by the Women’s Center. CAPS offers individual therapy services, psychiatric services, group therapy and emergency services while the Women’s Center offers counseling services and support groups. She said she also wished there were more expressions of solidarity within the University community.

“We should have gotten more reminders that we’re in this together — not making them super cheesy, but rather more authentic,” Rockwell said. “Maybe allowing and planning for more socially distanced things outside because nothing on Zoom would have made me feel better in the moment.”

Singh expressed frustration that there are little to no resources for students like him who are at home this semester, especially as it relates to having access to testing and vaccinations through the University. He has found support only through student groups, notably through the Multicultural Student Center. There are approximately 19,600 students that have indicated that they are living in Charlottesville this semester.

“In terms of really supporting students who are off campus, like myself, there’s just basically been like nothing,” Singh said. “Besides going to class, I don’t have a real tie to UVa. The only thing that I’ve felt supported in are the student groups that I’m a part of.”

With the conclusion of classes Thursday, students are gearing up for finals, which run Friday through May 15. Students living on-Grounds must move out of dorms within 24 hours after their last exam or by 5 p.m. on May 15.



ANISHA HOSSAIN | THE CAVALIER DAILY

ally relieve any of the academic workload of the semester.

“Break days definitely felt performative in the fact that there was no real break from the workload that happens during a normal school week,” Singh said. “Both from an academic and from a health perspective it seemed somewhat performative.”

On two of the break days, Singh did work online for a job, and for the other two he got caught up on recorded lectures and played basketball. Singh is living at home with his family in Northern Virginia this semester.

A common refrain among students was that later in the semester, break days were an opportunity to spend time with friends outside in warmer weather.

This semester. They said that with classes, work and online meetings, sitting at the computer all day caused days to just blend together. Rockwell expressed that although she has a remote job, takes classes and runs a club, there’s not much variation in her days.

“All of my life is spent at one desk, and I don’t get breaks throughout my day sometimes,” Rockwell said. “You know, virtual learning is exhausting, even though you’re just sitting in the same room all the time.”

Students expressed that the best way they’ve found to break the monotony has been taking frequent breaks and going outside.

“Now the weather’s getting nicer on weekends, I like to set up a canvas and go paint on my deck for a couple

According to Chilton, these factors mean that students at the University are feeling more optimistic than earlier in the year.

“It’s definitely trending more optimistic than it was a couple months ago, in that now we get to walk at graduation, and some of the restrictions are being lifted,” Chilton said.

Singh and Rockwell separately agreed that although they thought the decision to switch from a week-long spring break to sporadic break days throughout the semester was an appropriate decision to limit the spread of COVID-19, they felt that the University could be doing more to respond to students’ concerns about mental health and other issues.

The nature of an infectious dis-

Students and faculty look forward to fall semester

U.Va. plans to return to more “normal operations” in fall semester as long as vaccines remain available to students

Leigh Bierman | Staff Writer

The University announced plans to return to in-person learning April 1, which will be characterized by more normal operations for key parts of University life including housing, dining, libraries, recreation and transportation. After over a year of interrupted operations, this announcement has been long-awaited by many students and faculty.

The University is basing these plans on the expectation that vaccines will be widely accessible by the beginning of the fall term. The Blue Ridge Health District officially entered phase 2 of vaccine distribution April 12, and U.Va. Health has since been scheduling vaccine appointments for all University students.

The prospect of returning to normalcy is exciting yet daunting, many students and faculty members said. For example, third-year College student Katie Strickland expressed her longing to return back to the classroom alongside faculty across disciplines.

Strickland said she originally sought out in-person class offerings on SIS but was disappointed when her classes ended up being 100 percent online. While the prospect of learning in-person again is exciting, Strickland is still hesitant to believe she'll return to a fully normal fall semester in 2021.

“When I heard this announcement, I was excited that U.Va. seemed to be committed to doing more, but I'll believe it when I see it,” Strickland said. “The appeal of going back in person is feeling engaged. Online I get distracted easily and constantly feel overwhelmed, lost and isolated. I just find it so hard to sit still and listen passively to an online class, sitting in the same room all day.”

Likewise, second-year College student Yasmin Horner expressed her excitement to return to normalcy.

“I'm really looking forward to going back and getting my life back in a sense and getting to feel like just a college student again, rather than having the pressure and responsibility of the pandemic to deal with,” Horner said.

University faculty are likewise looking forward to the anticipated return to in-person instruction.

“I can't wait — I can't wait to get back in the classroom with the students, simple as that,” Commerce professor Dorothy Kelly said.



AVA MACBLANE | THE CAVALIER DAILY

The prospect of returning to normalcy is exciting yet daunting, many students and faculty members said.

For the spring semester, only 27 percent of classes included an in-person component.

During a normal semester, students tend to capitalize on the physical proximity of professors in their classrooms, arriving to lecture a few minutes early or lingering after to chat. Kelly noted that building connection while teaching a class over Zoom was a challenge.

“It's easier to read, to connect with students in person — it's easier to read their body language when they're in front of you instead of in a little, tiny little box on the screen, so I just can't wait,” Kelly said.

Organic Chemistry Prof. Laura Serbulea, who has been teaching via a hybrid model, shares Kelly's excitement, alongside a few concerns regarding the shift.

Her 32 students completed the fall semester without contracting COVID-19 while working in spaces only at half capacity, which fueled confidence in continuing the model for the spring.

“Currently, we are at 50 percent capacity in the chemistry labs — or nine students — and organic chemistry labs differ in the sense that students must work in their books at benches,” Serbulea said. “So the question remains how to go back to full capacity safely. Considering that the vaccination is not going to be mandatory for students, [that's] another thing that tells me that we need to be still cautious.”

With a hybrid model, Serbulea worked to have quality time with students — in her class, students rotated days they came in person and otherwise joined virtually

in Zoom. In the classroom, she set up a to-go snack station with fruits and individually packaged treats in an effort to connect with her students.

“The time gave me five minutes to chat — not just ask if they finished the experiment and acquired the necessary data but touch base and see how they're feeling and how things are going in general on a weekly basis,” Serbulea said.

Visiting Economics Prof. Maria Westerfield mirrored this initiative, though in a slightly different way, to increase face time with students.

“This past year, I started offering a small amount of extra credit to students to introduce themselves during my Zoom office hours, and the small incentive increased office hour turnout

significantly,” Westerfield said.

Westerfield thinks that students are eager for in-person engagement in classes and that most are ready to return to socializing and working face-to-face with peers.

Making it to this point has been the result of shared sacrifice and collaboration, not only including students and faculty, but the custodial staff as well.

“Moving furniture and chairs and blocking off distances and plexiglass — all of these things need to be recognized,” Kelly said.

The University will communicate final plans for the fall semester by July 15, detailing specific safety measures based on the distribution of the vaccine and guidance by public health officials.

Jefferson Trust awards over \$100,000 of grants

Grants are capped at \$10,000 and went to community projects focused on anti-racist curricula, STEM and access to education

Kristin O'Donoghue | Staff Writer

The Jefferson Trust awarded \$109,800 worth of flash grants to 14 projects focused on various elements of the student experience starting in January — more than double the amount of flash grants awarded in 2019. Projects supported by this year's funding include supporting access to education, diversifying and implementing anti-racist curricula and promoting STEM subjects, among others.

The trust seeks to allow “great ideas at the University to come to fruition and demonstrate the powerful benefits of donor-led, university-based grantmaking,” according to its website. Its mission is “to foster a dynamic community of alumni and friends of the University of Virginia who provide catalytic grants in support of innovation and leadership.” The trust invests in individuals whose efforts lead to positive impact on the student experience, the University community or society at large.

“It is clear that the University community is working hard to make a positive impact on students of all ages,” Grants Administrator Amy Bonner said. “Flash grants affect local toddlers, high school students and, of course, UVA. students at all levels. The trustees are pleased to be able to support so many high-quality proposals.”

Grants are capped at \$10,000 and are awarded monthly beginning in January. Since its inception in 2006, the Trust has awarded over \$9.8 million to 242 trustee-selected projects across Grounds. A board of trustees — composed of alumni, parents and friends of the University who represent almost every school and a variety of professional divisions — selects the grant winners.

“Through their service, [the trust engages] directly with, and invest in, the people and projects that advance UVA.,” the website said.

The selection process involves a reading and evaluation of the submitted grant proposals, wherein board members look for how a grant can impact and reach students and the community. Through three flash cycles, the trust received 39 proposals requesting \$307,577. Flash funding cycles begin each January and will be available monthly until funds are depleted.

A majority of this year's flash grants focused on the student experience at all levels. Student-led programs included 2020 Extraordinary Moments, which will develop a documentary; Hands-On History, which will research Civil War history; Girls Who Code, which will provide a gender-inclusive community for those looking to learn coding; and the Va. Medical Review, which will provide an online platform for scientific and medical articles written by students. According to Seese, trustees have been pleased by

the innovative projects that have been proposed by the community.

“Throughout the difficulties and strain of COVID, our trustees have remained excited and optimistic about the resilience of students and the creative ideas that continue to bubble up throughout the University,” Seese said.

Several projects awarded grants will be pursuing anti-racism work in the University and Charlottesville community.

With a \$6,200 grant, a group of faculty and graduate students from the University's Writing and Rhetoric Program will produce a syllabus for an ENWR 1510 course that focuses on Thomas Jefferson, the University, Charlottesville and their relationships to colonization, slavery and white supremacy. ENWR courses are part of the Writing and Rhetoric Department at the University, and ENWR 1510 courses are one of the classes students can take to fulfill their first-year writing requirement.

The course — “Teaching Writing and Anti-Racism” — will encourage and support instructors “with a broader goal of widespread adoption of a course that would build student awareness of racial inequity,” the trust's website said.

Project leaders English doctoral candidate Cherrie Kwok and Anastatia Curley, assistant professor and associate director for pedagogy in the Writing and Rhetoric Program, said they were motivated by the “Historic, Yet Unmet Demands” document that the Black Student Association circulated last summer, which called on the University to take a more active role in combating white supremacy.

The demands call on the University to expand its current curriculum, stating that “all students, regardless of area of study, should have required education — either inside or outside the classroom — on white supremacy, colonization and slavery as they directly relate to Thomas Jefferson, the University and the city of Charlottesville.” The circular materials developed for this course will be sculpted with the themes highlighted by the BSA in mind.

In developing the syllabus and curricula, the project team will solicit feedback from faculty at the Carter G. Woodson Institute for African-American and African Studies and from students in BSA.

“Since we're writing teachers and not historians, we won't be trying to provide an exhaustive history of UVA. and Charlottesville,” Curley said. “Instead, we'll be asking students to look at the narratives of that history and consider what they say and what they leave out.”

Project leaders are eager to collaborate with others, including students

and faculty members, and urge those seeking involvement to reach out to Kwok at mk7kf@virginia.edu, and Curley at ac9we@virginia.edu.

“Our hope is that [students] emerge as thoughtful readers and writers, able to consider and respond to both recent history and the longer history of white supremacy in Charlottesville and at UVA.,” Curley said.

In addition to the ENWR 1510 classroom project, a project called “Extending Jefferson's Vision on Leadership: Learning How To Discuss Race and Racism Through Humility” was awarded a \$9,189 grant to teach University students strategies to reframe anxiety surrounding conversations about race as an opportunity to learn.

The project is a response to the current moment — defined by the COVID-19 pandemic, tragic events of Aug. 11 and 12, 2017 and police violence against Black Americans — which has precipitated nationwide conversations about race and racial inequalities.

The Unite the Right rallies of Aug. 11 and 12, 2017 that took place in Charlottesville moved members of the University and Charlottesville to grapple with its history of systemic racism, and ongoing advocacy against police brutality across the nation have made the need for this education increasingly necessary.

Nearly one-third of the flash grant winners involved STEM initiatives that seek to educate and empower the next generation. The Interactive + Digital Electronic Arts Lab was awarded a \$1,927.96 grant to introduce high school students to STEM concepts through a remote, hands-on creative experience involving arts and crafts, circuits and musical representation.

Co-directors Rachel Gibson and Matias Andres Vilaplana Stark, doctoral candidates in Music Composition and Computer Technologies, launched the i+DEAL project to teach Charlottesville high school students science, technology, engineering, arts and mathematics skills such as circuit building, physical computing and coding.

“Having worked on developing STEAM-related projects beforehand, I felt like I understood how the arts can not only help students become well-rounded individuals, but also have the potential to provide a pathway to technological literacy in the 21st century,” Stark said.

Gibson and Stark hope to empower students with technological literacy to prepare them for an increasingly digital world.

“Through this workshop we can open a new world of possibilities for younger minds that might have engaged with technology only from an end-user perspective,” Stark said.

Students will make their own mini



KIKI MCLAUGHLIN | THE CAVALIER DAILY

Projects supported by this year's funding include supporting access to education, diversifying and implementing anti-racist curricula and promoting STEM subjects.

musical synthesizers and engage in jam sessions together. In the long term, the project team hopes to “prepare the next generation of music graduate students for creating and hosting STEAM- and music-related workshops,” according to the trust's website.

“We have as much to learn from them as they do from us, and I love the idea of helping each other grow in unexpected and unconventional ways,” Gibson said.

A \$10,000 grant was awarded to an initiative that will outfit the 10th & Page Toddler's House with high-quality, evidence-based childcare in the Montessori tradition for low-income children in the neighborhood, fulfilling an urgent need. The Toddler's House of 10th & Page is a joint initiative of the psychology department's Montessori Science Program, the UVA. Equity Center and community partners Pilgrim Baptist Church and City of Promise. Montessori is a child-centered method of education that involves child-led activities, classrooms with children of different ages and teachers who encourage independence among their pupils.

The Toddler's House will also provide a demonstration and research site for University faculty and students investigating the principles and characteristics of evidence-based early-childhood learning and its potential for multi-generational, transformative impact within under-resourced communities.

“This project is motivated, in part, by a larger, nationwide movement amongst the Montessori community to bring the approach back to its roots as an education for social justice and equity,” co-director Corey Borgman said.

Angeline Lillard, co-director of the project and professor of psychology, has been studying Montessori's

methods for more than two decades. She plans to offer a COLA course — a one-credit, graded seminar open to all new first-year students — in which students will explore the neighborhood and its history, the need for childcare and current offerings, the principles of community-engaged research and the promise of Montessori and its alignment with Jefferson's vision for university education.

Student involvement with the project will also be possible through Engagements courses, which serve as the foundation of the general education experience, as well as research projects aimed at improving early childhood education and potential volunteer activities coordinated with student organizations like Madison House.

“In the century that has passed since the establishment of those first classrooms, a compelling body of evidence has accrued demonstrating the strong, positive, holistic benefits of a Montessori education,” Borgman said.

The grant will allow the team to hire “committed and qualified teachers and to sponsor them for the best available Montessori training beginning this summer.” Montessori training is expensive and often rigorous, so the grant will open opportunities for those who otherwise would not have access to it.

Borgman described the long-term goals of the project as “broad and ambitious.”

“We aim to support the long-term, holistic flourishing of as many children as we can serve,” Borgman said. “We know from other similar sites that high-quality, high-fidelity Montessori education has the power to initiate a lasting, positive ripple-effect — initially amongst children, but expanding to caregivers, and then out into the wider community.”

LIFE

The silver lining of Lawn living during a global pandemic

Lawn residents reflect on how the pandemic has affected the honor and experience of living on the Lawn

Anna Heyse and Bella Coulter | Features Writers

In the University's second full semester during a pandemic, students are continuing to adjust to the ever-changing restrictions implemented on Grounds. For first years, this is the only college experience they know, but for fourth years, this is a frustrating ending. The highly competitive Lawn resident application process has a slightly different meaning for the current and future residents as they adjust to these changes.

In contrast to the current students living on the Lawn, who could not have predicted that COVID-19 would impact their Lawn experience, next year's Lawn residents are applying knowing the challenges that come with the pandemic. Amidst all the changes Lawn residents have endured, they cite familiar reasons for applying to live there.

"I applied because I was really excited about the social elements of the space, and in particular, smaller gatherings — like just [being] able to have my door open and have friends in my room," fourth-year College student Moriah Hendrick said. "So a lot of those gatherings had to be shifted outside, but I do still feel like I've been able to have a lot of those interactions, and so that's been great."

Fourth-year College student Jacob Olander expresses similar sentiments, citing the incredibly social environment as his main reason to apply. Year after year, the Lawn has been a hotspot for gatherings and parties — which is what attracts many of its residents. Even with a pandemic, current residents are still able to feel the benefits of the central living space on Grounds.

"I applied because I wanted to have a community space, and I'm a pretty extroverted person," Olander said. "I thought the idea of living in a central location where people can visit pretty much all the time was very ap-

pealing to me. And I also had other friends who had done it, who lived here before, and really enjoyed it, so I applied. And luckily it worked out."

In addition to the social expe-

er historical events that have shaped our country.

One fourth-year College student on the Lawn Selection Committee who wished to remain anonymous pointed this

that was definitely another thing that drew me in."

The Lawn Selection Committee has already made its selection for the following school year and is excited about the new stu-

view process is done by an assortment of 60 fourth-year students from all of the University's academic schools who review all of the applications over a couple of weeks. There are multiple rounds where each member reads dozens of applications and scores them based on the strength of the submission. Due to the nature of the pandemic, selection committee members were asked not to focus too strongly on each student's GPA or academic performance but to instead look at each application more holistically, which meant looking at extracurricular activities, community involvement and just generally how the applicants choose to spend their time over summers and during the school year.

"I think it was just really inspiring to read all the incredible things that all these third years had done, and all the ways that they had adapted to the absolutely ridiculous circumstances that we're living in," the committee member said. "For me, it was a cool reminder of how many wonderful people there are at the school."

Despite all the changes during the pandemic, the appeals of living on the Lawn stand firm in the minds of its residents and applicants. The strange situation has led residents to adapt and overcome, continuing to pave the way for a bright future at the University.

"Part of that honor and admiration that I feel for the community has come from watching how resilient they've been and how adaptable they've been," Hendrick said. "And they've done a really, really great job of making this a space that can be home not just for them or for us, but for friends and younger community members as well."



COURTESY JACOB OLANDER

Jacob, a fourth-year Lawn student, enjoys leaving his door open during a sunny day to study in his room.

rience, the Lawn also provides an opportunity for residents to live and study in a place of rich history. It is the location of dozens of protests and demonstrations since the school's founding, as the University's history spans the Civil War, the Civil Rights Movement and countless oth-

out as a main attraction for her during her application process.

"Even though the historical landscape of the Lawn is really complicated, and sometimes really dark, I think there's also something really powerful about living in such a historic space," the committee member said. "So

dents that will soon be gracing those rooms. Even though the application numbers were lower this year, the process was still very competitive, and committee members worked hard to ensure they chose the best group of people.

The intensive application re-



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A guide to finding the best bubble tea for you

From unpacking the process of ordering bubble tea to sharing some recommendations, this how-to guide has it all

Grace Park | Food Writer

Bubble tea, also known as boba tea, is a drink you can enjoy year round with an endless variety of different flavors and toppings. By selecting the right combinations, you will be able to enjoy new tastes and textures with every visit — or you can always stick to one or two of your favorite drinks if you are too afraid to try new things like myself.

For University students, the two bubble tea shops within walking distance are Kung Fu Tea and Möge Tee. Although they both sell bubble tea, they both offer a unique experience as they sell distinct flavors, toppings and sizes. In light of these differences, I highly recommend trying both to find out which combinations work best for you.

Upon arrival, ordering at both places might be a little intimidating as the menu is filled with different sections and options. Hopefully, this article will help make the ordering process easier and help you discover your favorite drink!

To start off, Kung Fu Tea, also known as KFT — which is my personal favorite between the two — is located at 1001 W Main St near the University Hospital — a little further than Möge Tee from Grounds. KFT is available for takeout and delivery, and they just recently opened their indoor space, where you can sit, study or play free board games or cards with your friends.

Similar to other bubble tea shops, you get to choose your drink, toppings, size, ice level and sweetness level. Basically, everything at KFT is customizable. First, choose between their two sizes — medium and large. Next, people usually opt for either a punch — which is essentially a fruit tea — or a milk tea base and then choose a specific fruit tea flavor, such as the Lychee Black Tea or a specific milk tea, such as the Honey Oolong Milk Tea.

After that, you have the option to choose your ice and sweetness levels. Ice levels are regular, less, no ice or warm. Sweetness levels are extra (120 percent), regular (100 percent), less (70 percent), half (50 percent), little (30 percent) and zero. KFT also sells their teas hot, which is a good option when you crave a warm drink in the winter.

Finally, the last step is to choose your toppings or no toppings at all. Their toppings include pudding, tapioca — which

are the black chewy bubbles usually found in bubble tea — nata jelly, red bean, coffee popping bubbles, herbal jelly, grape popping bubbles, aloe and mango popping bubbles. Some drinks, like the Mango Green Tea and the Peach Oolong Tea, already come with their own toppings — the former has mango jelly and the latter has peach bits. Besides the already included toppings in some drinks, toppings can be bought at extra charge.

Although any drink can be purchased year round, I personally find that milk teas, iced or warm, go best with the fall and winter seasons, while the more refreshing fruit punches best fit summer and spring. My go-to drink in the colder months is a medium Oolong Milk Tea with nata jelly, less ice and 70 percent sweet. In warmer months, I switch it up and go for a medium Mango Green Tea with bubbles — instead of the mango jelly — and the same level of ice and sweetness. Some honorable mentions are Mango Snow with bubbles and Winter Melon Milk Green Tea with bubbles as well.

A new bubble tea shop, Möge Tee, opened this year and is located on 109 14th St. NW near Poke Sushi Bowl and Christian's Pizzeria. A quick walk from Grounds, Möge Tee is perfect if you want unique drink flavors or something different than KFT. Möge Tee is available for takeout and delivery, and contrary to what Google says, their indoor space is open to sit, study and drink with your friends.

Unlike any other bubble tea places I have been to, Möge Tee stands out for its specialization in a cheese foam fruit tea. It might sound weird or unappetizing at first, but the slight saltiness of the cheese foam and the sweetness of the fruit tea balance each other out, and the drink tastes like a fruit cheesecake. According to the menu, without the cheese foam, the fruit tea is vegan friendly.

They also have a variety of other drink selections to choose from such as fruit tea, milk swirl, fresh fruit yakult, tofu pudding and Super Parfait. Despite having similar names, the cheese foam fruit tea and fruit tea have different consistencies — the former is thick with a smoothie-like consistency, while the latter is more watery. What I find interesting is that they use actual fresh fruit in their fruit teas and other drinks. For example, the Cheese Foam

Mango Fruit Tea includes fresh mango slices, and the Super Fruit Tea is garnished with fresh citrus slices and watermelon. If you're feeling inclined to go all out, though, the Strawberry or Mango Super Parfait may be the choice for you. These towering drinks are served parfait-style with layers of fresh fruit in a fruit-flavored milkshake base.

After choosing your drink, you have the option to choose your ice and sweetness levels. Ice levels are zero, light (50 percent) and regular (100 percent), and sweetness levels are zero, light (30 percent), half (50 percent), less (70 percent) and regular (100 percent). Möge Tee has medium and large options for some selections — Uji Matcha, Cheese Foam Tea, Bubble Tea, Milk Swirl and Tofu Pudding — while Cheese Foam Fruit Tea and Fruit Yakult only come in large sizes.

The last step is to choose your toppings or no toppings at all. Their options are herb jelly, red bean, coconut lychee jelly, chewy regular bubble, aloe, pudding, oreo, creme brulee, white bubble, tofu pudding and cheese foam. Depending on the toppings, additional charges differ from 65 cents, 75 cents and 80 cents.

My go-to drinks are the Cheese Foam Mango Pomelo, which comes with its own toppings and fresh pomelo, and the Cheese Foam Berry Tea. Unlike KFT, I haven't been to Möge Tee as often so I lack the experience to give a solid opinion when it comes to what drink flavors and toppings to get. However, out of all the different drinks I have tried, every single one of them was fresh and refreshing — I have not been disappointed.

On most days, I have to control myself to not buy more bubble tea than my bank account can afford. Although it depends on the size, toppings and type of drink, my typical KFT order costs about \$5.51, and my typical order at Möge Tee costs around \$6.75. One of my favorite things to do this semester is buy a treat from either KFT or Möge Tee and drink it at the Rotunda with friends. I get to both spend quality time with good people and enjoy one of my favorite drinks — I highly recommend it. Bubble tea is good on its own as dessert, but it also pairs well with different foods, such as picnic foods. To destress after finals week, find a combination that works for you and treat yourself to a highly addictive drink.



GRACE PARK | THE CAVALIER DAILY

Unlike any other bubble tea places I have been to, Möge Tee stands out for its specialization in a cheese foam fruit tea.



GRACE PARK | THE CAVALIER DAILY

Similar to other bubble tea shops, at KFT you get to choose your drink, toppings, size, ice level and sweetness level. Basically, everything is customizable.

Top 10 post-pandemic things to look forward to this fall

After two and a half semesters online, students will never take the little things for granted again

Ben Rosenthal | Top 10 Writer

1. Football, football, football

As a former fake fan who used to leave football games after the third quarter if it looked like an easy win, I will never, ever take a moment of U.Va. football for granted again. I can admit that I used to go mainly for the Bojangles truck, but after watching the entire season from the couch, I found myself missing everything about the true football experience — even jumping up and down to that song that goes “oh-woah-oh-oh” for the 16th time despite my aching feet begging for mercy.



MARTHA WILDING | THE CAVALIER DAILY

2. The crowded Chick-fil-A line at the Pav

The few times I wandered down to the Pav this semester, I was deeply disappointed to find that the lines were somewhat reasonable. It only feels like the Pav experience if the Chick-fil-A line literally extends into the hallway and makes you question your valuation of your own time. There is a direct correlation between how long you wait for your sandwich and how it tastes — on my honor.

3. Actually seeing the lecture halls our tuition pays for

Yeah, I know, part of me likes taking class from bed too. But the logical part of me recognizes that we are paying tuition dollars for supposedly state-of-the-art lecture halls that I have not stepped foot in since March 2020. So, out of spite, I am excited to sit in a squeaky chair with a desk that is way too small to even take notes on, despite that being their entire purpose.

4. Trick-or-Treating on the Lawn

Taking part in this event was the most precious thing I have ever done in my life. Find a CIO and join it purely for the purpose of having an excuse to get behind a table and immerse yourself in the adorableness. You get to hand out candy to a bunch of five-year-olds in surprisingly elaborate costumes and eat all of the leftover candy your table has when you inevitably overspend — on the CIO's credit card, of course!

5. Studying in a library and regaining any semblance of productivity

I remember grabbing a coffee and a muffin from Starbucks and heading to the library for a few hours, getting my work done in a calm environment and then heading home at 6 or 7 p.m. to enjoy the rest of my evening. While I could still technically go to Clemons Library, I live off-Grounds, and the idea of driving to Grounds and paying for parking just to go study doesn't sit right with me. So now I write my essays from my desk, which is the nickname I've given my bed. Once we're back to in-person classes, I actually look forward to getting back into the stacks.

6. Deleting Zoom

This is mostly wishful thinking, as I imagine we'll always have Zoom in some capacity — whether it be for group projects, office hours or CIO meetings. But spiritually, I would like to delete Zoom, smash my computer in half and throw it into the river. The program itself actually works very well, but it represents all that is evil in the world, and I will never be able to emotionally separate its good functionality from its bad circumstances. So hasta la vista.

7. Bumping into those distant acquaintances on Grounds

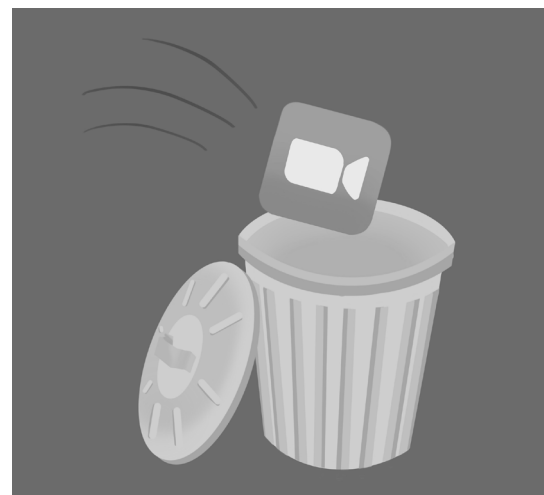
Don't you miss it — you know, interacting face-to-face with the little extras in the movie of your life? Running into the guy who falls asleep every morning in that 8 a.m. discussion at Newcomb? Seeing some girl jogging the same exact route every day and wondering where the heck her energy and motivation comes from? Those little encounters have certainly been missing from my life the past couple of semesters. While I used to hate seeing somebody from my first-year COLA and wondering whether or not it would be awkward to wave, I now miss simply having the dilemma altogether.



MARTHA WILDING | THE CAVALIER DAILY

8. Not having a COVID-related project in every class

As a public policy student, this is inescapable. And that is fair enough. But even some of the electives I've taken the past three semesters absolutely shoehorned topics on COVID-19 in for relevance. And, you know what? Statistics is already painful enough — I don't need to add a pandemic to the curriculum. Yes, vaccine efficacy is a great example of confidence intervals or whatever. But do I want to think about that? Absolutely not. Give me my 84 percent, and let me live.



MARTHA WILDING | THE CAVALIER DAILY

9. Holding onto your precious saliva

Rapid saliva testing has probably been a major reason why the University has seen such low cases since, well, fraternity and sorority rush. But I will be excited to partake in saliva testing again. First off, they 100 percent made the tube narrower this semester, which just added another challenge I didn't need. Secondly, there is something incredibly dehumanizing about standing in a parking lot and spitting over a loading dock next to 15 complete strangers. So, thank you — but goodbye.

10. Actually attending college

Altogether, every little point I made above adds up to a greater truth — online college isn't the same. Even if you've been in Charlottesville, studied outside on the Lawn and made time for friends, there is still so much we have missed out on. Whether you're a current first year who hasn't gotten a real lecture yet or a rising fourth year who is eager to return to the things that once annoyed you, get ready and get excited.

SPORTS

Storylines to follow after the spring football game

After a fair number of new faces joining and veterans leaving, what will the 2021 team look like?

Ben Anderson | Sports Columnist

Virginia football had its spring game Saturday, concluding its session of offseason practices. It was the first time since the 2019 Commonwealth Cup that Scott Stadium held a sizable amount of fans, and although attendance was still limited, the atmosphere was completely different than the 2020 season. The Cavaliers also got to show off some of their newest pieces, and plenty of athletes gave Virginia fans much to be excited about. With that being said, let's take a look at a few of the storylines surrounding the Virginia program heading into the 2021 season.

Transfers will play a large role in the team's success next year.

In a year where a record-breaking number of athletes entered the transfer portal in football, Virginia added only five transfers to the 2021 roster. But the small number should not be associated with a small impact on the team, as the two transfers that played in the spring game this year look to have a sizable influence on the team's success. Junior tight end Jelani Woods is simply a monster of a human being. At 6 feet 7 inches tall and 275 pounds, he stood out from the minute he stepped on the field and did not disappoint once play started. Woods moves with the fluidity of a lanky wide receiver and will immediately be one of junior quarterback Brennan Armstrong's favorite targets. On the defensive side of the ball, junior cornerback Anthony Johnson also looks to break into the rotation of defensive backs, and he may have played into a starting role on Saturday. Johnson brings an air of physicality to the Virginia secondary, making a couple of strong hits during the full game period. Look for both transfers to play a lot during Saturdays in the fall.

The secondary looks to be vastly improved.

It was no secret that the Virginia secondary was a weak spot of the team last year. Ravaged by injuries, the defensive backs struggled mightily on the way to giving up the most passing yards in the ACC. But there is plenty of reason to believe that this year's secondary will exceed expectations, and it all stems from one major factor— experience. The top six players in the rotation will all be

juniors and seniors, with Johnson, senior Nick Grant and senior Darius Bratton likely starting at the cornerback position and North Dakota State transfer senior Josh Hayes also getting plenty of playing time. All four bring loads of game time with them, and a more physical style of play mentioned earlier should have a dramatically positive effect on the Cavalier defense. At the safety positions, sen-

Jr. would be lost for most, if not all, of the next season with a torn ACL. With perhaps their most exciting player out for 2021, it would be understandable if people saw the wide receiver corps as a dud. In the spring game, however, the offense seemed set to prove any doubters wrong. The top four pass-catchers of Woods, senior Keytaon Thompson, sophomore Dontayvion Wicks and senior Bil-

ACC, there is still plenty to like about the Cavaliers' passing offense moving forward.

Who will fill the starting spots at linebacker?

Another cause for concern for next year's football team was how the Cavaliers would fill the hole at linebacker left by two fan favorites. With Zane Zandier and Charles Snowden both gradu-

side, redshirt freshman Jonathan Horton and sophomore D'Sean Perry seem to be popular picks to fill the void. No matter who ends up starting for the Cavaliers in the fall, Virginia always seems to have a strong linebacker corps, and there is no reason to expect that 2021 will be any different.

The running back rotation will be a topic to watch.

Once sophomore Mike Hollins announced he would be returning to the team after opting out of the 2020 season, many Virginia fans were excited with the potential of the running back room for the fall. Hollins, along with senior Wayne Taulapapa, senior Ronnie Walker, Harvard transfer Devin Darrington and early enrollee Amaad Foston, would make up perhaps the deepest set of backs in the Coach Bronco Mendenhall era. During the spring game, it was also evident that each player had different skills that would help the team win. Taulapapa was — as usual — reliably getting two yards when the team needed one, and Hollins showed the combination of burst and strength that excited the Cavaliers his freshman year. A nice surprise, however, was the addition of Foston to the lineup. Already crowned by Mendenhall as the best pass-catcher of the five, the early enrollee danced his way into the endzone during the spring game on a pretty wheel route from Armstrong. The versatility of the running back room, along with rumbles from inside the program that coordinator Robert Anae plans to use the position more in the pass game, has created an air of excitement around the position group for the first time in a while.

Virginia kicks off its 2021 campaign against in-state FCS opponent William & Mary at Scott Stadium Sept. 4. Kick-off time and television information is to be determined.



COURTESY VIRGINIA ATHLETICS

Freshman running back Amaad Foston — an early enrollee for the Cavaliers — impressed many with his pass catching abilities Saturday.

ior Joey Blount returns yet again, and senior De'Vante Cross moves back to his more natural position. A lot of the woes last year involving the secondary stemmed from players having to start in positions other than the one they were most comfortable with. But with everyone healthy and ready to go, look for the defensive backfield to be much improved.

The wide receiver core should not be underestimated.

Earlier this spring, Virginia received awful news — dynamic sophomore receiver Lavel Davis

ly Kemp IV will be a force for the Cavaliers in 2021. Wicks, who was hurt last year, looked just as potent as many hoped he would be, which is an incredible sign for any player coming back from injury. Thompson seems to have fully embraced his slasher role on offense, and he was nearly untouchable in the spring game, racking up yard after yard and making defenders miss regularly. And finally, Kemp is as reliable as ever, where he will always be a weapon in the slot and off of screens. While the addition of Davis might have given Virginia the best set of receivers in the

ating, a myriad of players could be next up to fill the roles they played. Senior Elliot Brown and sophomore Josh Ahern seem to be getting the most press about filling out the rest of the starting lineup, but it would be wise not to count out a lineup of hungry young players, all of whom played well on Saturday. Redshirt freshman Sam Brady and sophomore Hunter Stewart seemed to be getting a fair amount of run at the inside linebacker position, with Brady in particular having a strong spring game. As for Snowden's position on the out-

Kariem Al Soufi: A man of commitment

The native of Paderborn, Germany is attempting to earn a starting spot on next year's offensive line while observing Ramadan

Sam Liss | Associate Writer



COURTESY VIRGINIA ATHLETICS

Despite growing up in Germany — a country whose men's national soccer team has won four World Cups and where soccer is king — Al Soufi found it boring and sought a sport that fit his strong build.

It is 3:04 a.m. on April 28, and sophomore offensive guard Kariem Al Soufi has already started his day.

"[I just] need to get something in my stomach," the 6-foot-3, 350-pound Al Soufi said. "I made a plan with my nutritionist what to eat before the sun comes up."

Al Soufi is Muslim and observes the holy month of Ramadan. One of the five pillars of Islam, Ramadan, or Sawm, is the ninth month in the Islamic calendar in which all healthy adult Muslims fast from dawn to sunset. Born in Paderborn, Germany to two Syrian immigrants, Al Soufi credits his family for his devotion to his faith.

"Even my grandparents taught me what is right and what is wrong based on our religion," Al Soufi said. "We didn't change our whole lives because of our religion, but it was important to us."

Alongside their faith, competitiveness has also always been a staple of the Al Soufi family. A former member of the Syrian national basketball team, Kariem's father would dazzle on the hardwood, while his children dreamed of someday playing on

similarly large stages themselves.

While his brother's professional soccer career was cut short by an injury, Kariem and his sister, a basketball player, appreciate their family for not only their competitiveness but also their support.

"I can relate to my father ... we talk a lot about the sports schedule and how hard it is and how you have to keep trying," Al Soufi said. "I used to go to [my brother and sister's] games, they used to go to my games — it was all really supportive."

Growing up in a country where most know of football as a sport played with a round ball and two goals, Al Soufi needed all the support he could get as he searched for a sport that would suit his massive athletic frame.

"I was never a really big soccer fan — I thought it was boring," Al Soufi said. "Then I got bigger, and I couldn't play soccer, and I switched sports several times until I found my sport, which fits me."

Really, Al Soufi came across American football completely by chance.

"I went to school with a friend

and I saw him playing with a football and it was the first time for me seeing that ball because we are used to round balls," said Al Soufi.

The friend told Al Soufi that he played for a local club called the Paderborn Dolphins and encouraged Al Soufi to try out. Still in search of a sport that would cater to his abilities and relinquish his competitive fire, Al Soufi decided to give it a try — and it is safe to say he made the right choice.

"The first tryout went really well," Al Soufi said. "I fell in love instantly."

Al Soufi is not the only German to fall in love with American football in the past decade. With the NFL and the Jacksonville Jaguars having already successfully tapped the English market, the gridiron is quickly making its way across Europe. Boasting two current NFL players and a host of former pros, American football popularity in Germany has skyrocketed over the past few years as NFL games have become increasingly accessible thanks to streaming services such as DAZN.

himself observing the strict fast by himself.

"There was one guy I met who worked at [Observatory Hill Dining Hall] who shared my culture," Al Soufi said. "We used to text back and forth, but I don't have a close contact with him anymore."

COVID-19 restrictions on group gatherings have made finding a community in Charlottesville even more difficult for Al Soufi.

"I was looking for a mosque," Al Soufi said. "They have a Muslim community in Charlottesville, but unfortunately they are closed and can't have actual in-person meetings."

Despite these challenges, the offensive lineman has found a loving community in the football team. Since Ramadan began April 12, Al Soufi's teammates have been amazed by his heightened level of competition while not eating or drinking.

"[The offensive linemen] were wondering how I could play football and not drink nor eat," Al Soufi said. "So I told them that it's different than they think because we always talk about deliberate practice in our meetings, and the funny thing is that [fasting] really helped me improve and focus more on my techniques and the little things."

From modern NBA players like Enes Kanter to legends such as Hakeem Olajuwon, many Muslim athletes have noted similar abilities to heighten their play during this holy month. Unlike these names, however, Al Soufi understands that there is still much work to be done until the world knows his unique story.

"I'm coming from a background that is not usual — growing up in Germany with a Syrian culture and with Syrian parents," said Al Soufi. "I know I am not there yet, [but] I want to achieve big things whether it is football or in life."

Spring for college football means earning your role on next year's team. Over the past month, Al Soufi has certainly demonstrated his commitment to the team and more importantly to his own faith. This undying commitment will certainly not go unnoticed as he hopes to strap on the pads for the Cavaliers this fall.

As of 2019, Germany had 500 American football clubs and almost 40,000 registered players nationwide. In Al Soufi's hometown, there was only one club — the Paderborn Dolphins.

"When I started playing football it was not big at all, nobody really knew about it, nobody really went to the games," Al Soufi said. "It started growing with German TV channels showing NFL games."

However, Al Soufi doesn't just represent the 40,000 German football players in his pursuits at Virginia. A son of Syrian immigrants, Al Soufi represents a community of over 800,000 ethnic Syrians — the third largest immigrant population in Germany. To Al Soufi, this community is also his family.

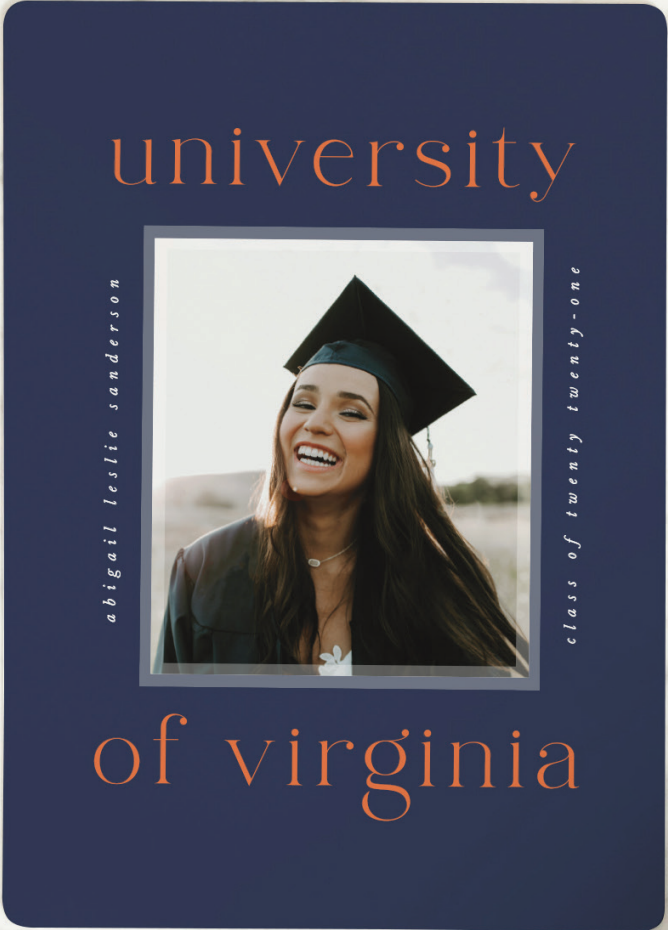
"We have [a] big community in Paderborn — they're all connected through the two mosques," Al Soufi said.

Having lived in Charlottesville for two years now, Al Soufi is still in search of a community of friends that share similar religious and ethnic traditions. During the month of Ramadan, the offensive guard has found

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HUMOR

How to “study” for online final exams

It's that joyous time of year again when students forget to eat and spend so much time stressing over studying they forget to actually study. Finals season is upon us and this year it will look different for many of us who are taking our exams online. Below I have included several helpful tips and tricks to minimize time spent studying while maximizing your score and free time to enjoy your last two weeks of college.

The first step to any successful online exam is figuring out exactly what you are allowed to use as a resource on the exam. No one wants to be expelled or suspended from the University for cheating on a 1000 or 2000 level class. The most effective way to avoid this possibility is to attend your professor's office hours and instead

of asking questions about the material or any of that stupid stuff, you want to go full FBI on them and figure out down to a T what is allowed to be used. Some might argue this will rub your professor the wrong way, but honestly who cares — in the end, all we need is a C to get our degree and be on our ways.

Once you have acquired a specific list of all possible resources, you need to begin determining which are valuable and which are not. So let's start with the most obvious one — your own notes. Now this one is more or less irrelevant because you and I both know you weren't taking any notes as you laid cuddled up in bed at 10 a.m. while the professor yapped on Zoom. Next up in its probability of being allowed to use as a resource

would be your textbook. Now you may be thinking a textbook isn't that useful or it's too hard to find information in, but you are wrong. First step in the process is to dog ear, or bookmark if it is an online textbook, the glossary so when you have no idea what a Nash Equilibrium is you can quickly figure it out. After this, the only other real benefit comes if you have an online textbook with good 'ole command + F. Command + F will allow you to find any word or key phrase in the book and read the short little paragraph to figure out whatever the answer is and be onto the next question in no time at all.

Alright now, moving on to some of the more unlikely but possible resources your teacher may approve. First up — using past tests or quizzes. While this may

not seem like it is that beneficial, it is. Professors have become just as lazy as students during the pandemic so there is no chance they are coming up with a completely new exam with all new questions. Therefore, all you need to do is have those babies downloaded and command + F through them in 15 seconds to find where they asked the same question on the first midterm and boom — your 20 percent is now a 50 percent. Our final possible resource your professor may let you use is the internet because well, f—k it. They are just going to make their test that hard and they wanted the sadistic satisfaction of knowing they beat you and the internet at the same time. In almost every case in which you are given the internet Chegg and anything similar will be outlawed and most

likely baited with traps of fake exam questions set by your professor, so just don't use it. Beyond that, it is unlikely the internet will be of much use to you because if it was going to be useful, your professor wouldn't let you use it.

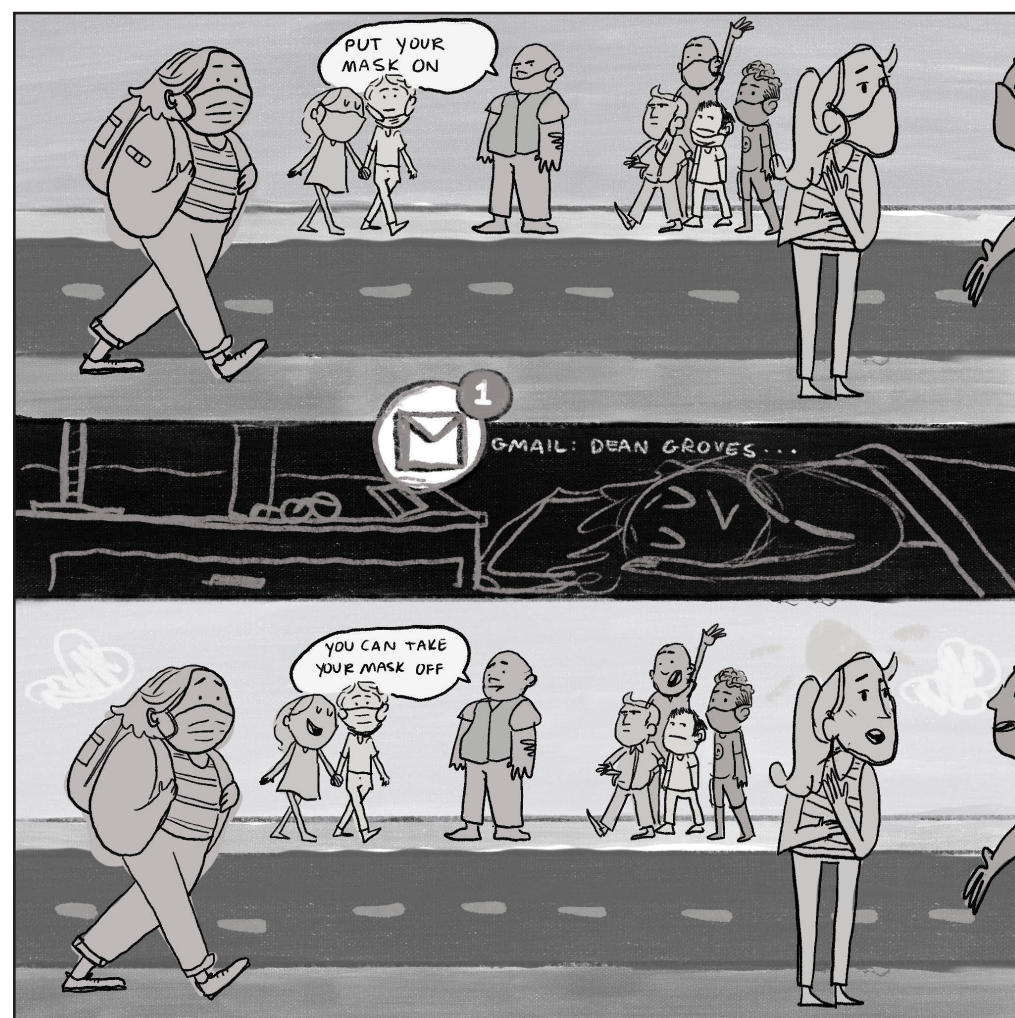
The final scenario to discuss is if your professor makes it a closed note test with no outside resources. If this is your situation, accept my sincerest condolences because there is no hope for you and I recommend accepting your inevitable failure now so you can move on and enjoy your final two weeks of the semester.

MALACHY DWYER is a Humor columnist for *The Cavalier Daily*. He can be reached at humor@cavalier-daily.com.

CARTOON

Whole new world

Audrey Lewis | Cartoon Editor



OPINION

LEAD EDITORIAL

Mandate vaccines and ensure a safe fall semester

The University must take precautionary measures — like requiring vaccines — to create a safe fall semester

Just over a year ago, activity on Grounds seemingly came to a screeching halt after the first COVID-19 cases were reported in Virginia. The University's administration moved swiftly to transition thousands of in-person classes to online instruction, with most students not returning to Grounds after spring break. While at the time there were still a lot of unknowns about the virus and its impact, one year later, not only have we become intimately familiar with mask-wearing and social distancing, but there is now the potential to return to a more normal life.

The Food and Drug Administration issued emergency use authorization in December 2020 for vaccines developed by both Pfizer and Moderna. Two months later, similar approval was given to a vaccine developed by Johnson & Johnson. While these first doses were initially made available only to frontline workers and those with underlying conditions, all individuals aged 16 and older in

Virginia are now eligible for immunization. In an email sent out to the University community April 9, Dean of Students Allen Groves announced the University would begin administering vaccines to students. While this is undoubtedly a step in the right direction, there remain a number of other steps that the administration ought to take if the University is to see a 'normal' semester in the fall.

First and foremost is the issue of ensuring that every member of the University community is vaccinated. While thousands of students have already taken advantage of the University's vaccination program, many still have not and immunization is completely voluntary. For these reasons, the COVID-19 shot should be added to Student Health's list of Required Immunizations. While community members will still be able to seek an exemption if they have circumstances which prevent them from being immunized, adding the COVID-19 vaccine to this list will nonetheless provide an incentive to those who

have not yet taken the time to schedule an appointment.

Furthermore, a plan must also be implemented to ensure that students who have not yet matriculated at the University will also be fully vaccinated by the start of the fall semester. This is especially important considering the timeline necessary for vaccinated individuals to become fully immunized. For example, while the Johnson & Johnson vaccine entails just a single shot, it takes four weeks to achieve "significant protection." Conversely, while the timeline needed to achieve this same level of protection is just two weeks for both the Pfizer and Moderna vaccines, the obvious drawback is the fact that two doses are required. In the case of the Pfizer vaccine, the timing between these two doses is 3 weeks as opposed to 4 weeks for Moderna. Needless to say, ensuring that a single student is fully immunized against COVID-19 is a time-intensive process that cannot be achieved overnight. For these reasons, the University

administration must ensure that all students, particularly incoming first years and international students, are fully immunized prior to arriving on Grounds so as to avoid large outbreaks like those that occurred in dorms this year.

It is imperative above all else for University administrators to listen to the science and take guidance from the Centers for Disease Control and Prevention. Throughout the course of this pandemic, a common theme has been the need for flexibility. In writing this editorial, we would be remiss if we did not acknowledge the fact that circumstances and indeed the very nature of the virus itself may be dramatically different come this fall. As such, it is vital for the administration to stay true to the "Finish Strong" banners across Grounds. Prevalence testing and masking requirements in indoor areas will likely be needed, at least partially, this fall — particularly if the virus continues to mutate. In addition, the University needs to be explicitly clear and

transparent about the reasonings behind their policies, and must take into account how any CDC guidance relates to life on Grounds.

Ultimately, while it is incumbent upon University administrators to do everything in their power to ensure a smooth transition to what will hopefully be an in-person semester in the fall, members of the University community must also do their part. To put it simply, getting vaccinated is the only way that we as a community will be able to beat this virus. If you have not already scheduled an appointment, we encourage you to do so as soon as possible. Similarly, reach out to those around you and make sure that they are also getting vaccinated. There is unfortunately a lot of fear and misinformation surrounding these vaccines and it is important for us to allay these concerns. Lastly, while it is certainly tempting to disregard COVID-19 guidelines entirely once fully vaccinated, it is vital that we continue to remain cautious and look out for those around us.

THE CAVALIER DAILY

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The University failed to stand up for free speech

In banishing Kieran Bhattacharya from Grounds for asking a controversial question, the University betrayed its responsibility to uphold free speech

Recently, a judge ruled that former University medical student Kieran Bhattacharya could proceed with a lawsuit against the University. This lawsuit comes after the University banned Bhattacharya from Grounds because he questioned the legitimacy of microaggressions during a discussion on the topic that took place in October 2018. More specifically, Bhattacharya questioned the definition of microaggressions provided by Dr. Beverly Colwell Ada, one of the professors leading the discussion. Following this questioning, Asst. Prof. Dr. Nora Kern submitted a “professionalism concern card” in response to the content and tone of Bhattacharya’s question. The Academic Standards and Achievement Committee then decided to write to Bhattacharya, reminding him to be civil and recommending that he receive counseling. Later on, however, this recommendation became a mandate, and Bhattacharya was required to be evaluated by psychological services in order to continue taking classes. Bhattacharya found this to be unwarranted, and disputed the mandate for being both undeserved and given without expla-

nation. After his hearing, Bhattacharya was suspended by the University for “aggressive and inappropriate interactions in multiple situations,” and he was required to leave Grounds Dec. 30, 2018.

A recording of the entire event that led to Bhattacharya’s suspension has been posted on Soundcloud, and I recommend that everyone listen — Bhattacharya begins speaking 28 min-

utes in. While I found Bhattacharya to be unnecessarily combative, the notion that his behavior merited any further disciplinary action — let alone expulsion — is nothing short of absurd. While he could have been more polite, Bhattacharya ultimately did what all students should do — he asked professors challenging questions. After all, as an institution with the goal of creating an environment “marked by the free and collegial exchange of ideas,” the University should take it upon itself to

encourage — not punish — students who present challenging, heterodox and even controversial responses to what their professors teach. Such challenges are an essential part of a healthy intellectual climate at the University, and in a certain sense these challenges are necessary to fully understand the truth, wherever it may lie.

This is even true with the example of the discussion on microaggressions

age rather than scorn.

What was perhaps even more disappointing was the defense that the University gave for why Bhattacharya was not protected by the First Amendment. According to the University, Bhattacharya was not protected because what he said was offensive speech, but more specifically, “offensive student speech.” I understand that universities have a need to curtail

the University is doing its job. The main point of a college education is to challenge prior assumptions in order to produce a more formidable worldview, and challenging these assumptions almost always requires some form of offense.

This story is frankly an embarrassment for a University which claims to value free expression, and now the University is the source of another national controversy surrounding free speech. Having listened to Bhattacharya, I can candidly say that his questioning was at worst annoying. He asked difficult questions, and the University responded in turn by banning him from Grounds. This is one of the most stunning examples of intellectual intolerance I have heard of, and certainly the worst at the University. Hopefully, Bhattacharya will win his case in court, and the University should feel rightfully ashamed for its role as an ideological despot in this case.

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that led to Bhattacharya’s suspension. After listening to Dr. Ada’s response to Bhattacharya’s criticism, I felt like I had a stronger understanding of what Ada really meant by microaggressions. In many cases like this, challenges from students allow professors to respond to the most common doubts that people might have regarding the truth of their teachings. This then presents professors with an opportunity to clear up any confusion. As such, this is something that they should encour-

lewd or vulgar language in certain situations, and that such restrictions do not necessarily impact the educational or intellectual climate of the school. However, what Bhattacharya said was neither lewd nor vulgar — it was just inquisitive and difficult. Of course, while what Bhattacharya said could have been offensive to some people, offense is often unavoidable when engaging in free discourse about important topics. In fact, I would argue that being offended is often a sign that

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SAM MATTINGLY is an Opinion Columnist for *The Cavalier Daily*. He can be reached at opinion@cavalierdaily.com.

The APIDA community is hurting. Does U.Va. even care?

Asian Pacific Islander and Desi American students and faculty continue to organize without institutional support

On July 14, 2020, an unnamed 89-year-old Chinese woman was approached by two men who slapped her and set her on fire. On Feb. 3, 2021, Noel Quintana, a 61-year-old Filipino man was on his way to work when he was slashed across the face from ear-to-ear. On March 16, 2021, eight people — six of whom were Asian women — named Xiaojie Tan, Daoyou Feng, Soon Chung Park, Hyun Jung Grant, Suncha Kim, Yong Ae Yue, Delaina Ashley Yaun Gonzalez and Paul Andre Michels were murdered at their workplaces in Atlanta, Georgia.

As anti-Asian hate crimes have skyrocketed over the past year, the Atlanta shootings should not have been a surprise. The warning signs were all there, but no one was listening. Nearly 3,800 hate incidents were reported to Stop AAPI Hate, a non-profit social organization, from March 2020 to Feb. 2021. This number is likely an underestimate and is only growing as Asians and Asian Americans are attacked daily. Filled with pain and rage, Asian Pacific Islander and Desi Americans have been demanding change by organizing and protesting in marches and rallies nationwide, using social media to spread awareness and donating to victims and their families. However, our calls for help are only ignored and downplayed — just like how we

have been treated our entire lives — and the University is not an exception.

As an Asian American student at the University, I am very disappointed by the lack of response from University leadership towards the increase in anti-Asian violence. Two days after the Atlanta shootings, all undergraduate students, including myself, received an email from Kevin G. McDonald, the vice president for Diversity, Equity, In-

I am very disappointed by the lack of response from University leadership towards the increase in anti-Asian violence.

clusion and Community Partnerships, Dean of Students Allen W. Groves and Emily Springston, the associate vice president of the Office for Equal Opportunity and Civil Rights, titled “Standing in Solidarity.”

The message was short and lacked depth for numerous reasons. First, it was not addressed from University President Jim Ryan as the leading authority figure to educate and empower members of the school and community. Instead, he relied on others to draft and send out emails. Second, I was notified that there were three separate audiences — one email to undergraduate students, one email to faculty

and graduate students and one post on Twitter. This fragmented communication negatively impacts the effectiveness of the messages and increases mistrust in leadership. Third, the emails sent to undergraduate students, faculty and graduate students highlighted the works of Professor Sylvia Chong and the Asian Student Union. As a member of ASU, I felt as if senior leadership was highlighting our work

harassed while working or my mom assaulted while grocery shopping. My professors did not provide tangible ways to support APIDA students such as canceling a day of class, offering deadline extensions or providing a space during class for students to discuss these events. Why was no one talking about this? Why is everyone acting like everything is okay? Why does everyone assume that APIDA

harassed while working or my mom assaulted while grocery shopping. My professors did not provide tangible ways to support APIDA students such as canceling a day of class, offering deadline extensions or providing a space during class for students to discuss these events. Why was no one talking about this? Why is everyone acting like everything is okay? Why does everyone assume that APIDA

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materials and resources. I connected with Professor Chong and other students of color to articulate a list of action items that the University could undertake to improve the wellbeing of the University’s APIDA students, faculty, staff and Charlottesville residents. This process of collaboration and engagement was not forced — rather, we acted out of a shared sense of grief, anger and frustration. We are doing what the University should have done.

I want to believe that our school will uphold its commitment to “enhancing the wellbeing, safety, and success of all University faculty, students, staff, alumni, visitors, and our neighbors.” However, based on the University’s and President Ryan’s lack of response to address anti-Asian violence and racism, I am doubtful. They say they care, but they are not proving that they do. Actions speak louder than words. APIDA members and I urge President Ryan and other leadership members to carefully consider our demands because they will only make the University a more equitable and inclusive school.

We are human beings and we deserve respect. We will proudly take up space and speak our truth. We will no longer remain silenced.

YURI KIM is a first-year student in the College.

ARTS & ENTERTAINMENT

FYP's 'Singin' in the Rain' goes COVID-friendly

The First Year Players delivered a new kind of production with this virtual performance

Lauren Whitlock | Staff Writer

The First Year Players' spring production of "Singin' in the Rain" looked very different from their past productions, with numerous modifications to accommodate COVID-19 safety measures. Most notably, the First Year Players did not do an in-person performance but instead chose to pre-record the production and offer three pre-recorded virtual screenings through ShowTix4U from April 30 to May 2.

"Singin' in the Rain" is a Broadway adaptation of the classic 1952 film of the same name. It follows three Hollywood stars in the 1920s as they struggle to make the transition from silent films into talking ones. In the process, male lead Don Lockwood, played by first-year College student James Good, falls in love with theater actress Kathy Selden, played by first-year College student Lauren LeVine, much to the chagrin of his conniving on-screen love interest Lina Lamont, played by first-year College student Adriana Gao.

The First Year Players took many precautions to ensure the safety of its cast throughout recording. Except for ensemble dance sequences, which were recorded in masked groups, each actor's performance was filmed individually by the crew and then edited alongside others' performances in post-production. This was particularly noticeable in scenes when multiple characters were talking to each other, requiring the editors to constantly bounce back and forth between each character's separate shot.

While this editing style was jarring at times, it was a creative way for the students to make the show work in such a limiting situation. Caitlin Woodford, director and third-year College student, acknowledges difficulties with the new format in its program, but hopes that audiences



COURTESY FIRST YEAR PLAYERS

Caitlin Woodford, third-year College student and director, led the The First Year Players' spring production of "Singin' in the Rain."

can look past them.

"As you watch this production," Woodford writes in the program, "you will absolutely see some things that aren't perfect. We are brand new to this format, and yes, there may be a few things that catch you off guard. But as you watch, I would ask you to approach this production with all the joy you can muster."

In spite of the challenges, the pre-recorded format enabled fresh changes for the First Year Players. Unlike past live per-

formances, the cast was able to perform from a number of picturesque areas around Grounds, including the amphitheater and the Rotunda gardens. They even took advantage of the weather for the titular "Singin' in the Rain," which was performed, you guessed it, in actual rain.

Aside from the advantages of recording, the show also embraced the time period of the 1920s with various vintage costumes chosen by Jenna Benzing, head costume designer and third-

year College student, and Jenna Hauger, assistant costume designer and second-year College student. These included several flapper dresses, featured in pale purple in Kathy Selden and the Dancing Girls' "All I Do is Dream of You" and in a devious red in Lina Lamont's "What's Wrong With Me?" Another noteworthy vintage costume was the retro long-length yellow raincoats accompanied by big umbrellas featured in the "Singin' In the Rain" solo and finale.

In a more modern twist, the First Year Players used vintage costumes to place female actors in traditionally male roles, like first-year College student Violette Cadet who wore a suit and tie to play movie producer R. F. Simpson. And in an even more modern twist, many of the costumes were accessorized with partially clear face masks to accommodate COVID-19 guidelines during dance sequences like tap number "Moses Supposes," choreographed by third-year College students Grace Chang, Jessica Ferebee, and Aubree Hill, and second-year College student Caroline Simmons.

Even occasionally encumbered by face masks and other restrictions, the cast demonstrated extensive talent. Gao stole the show with her excellent portrayal of Lina Lamont, complete with a consistently ditzy accent and fittingly exaggerated facial expressions. Good was also a charming Don Lockwood with impressive vocals and a convincing Mid-Atlantic Accent, and first-year College student Jack Kehoe's comedic talents shone in the role of Don's friend Cosmo Brown.

While coronavirus guidelines created many obstacles for this spring's First Year Players production, their first show during the pandemic, the cast and crew unwaveringly demonstrated passion for the production. From acting just as enthusiastically alone as together, to editing extensively in spite of limited experience, the First Year Players did not let the pandemic subdue their enthusiasm for theater. As producer and third-year College student Julia Ruth Preston expresses in the show's program, the cast and crew certainly did embrace main character Don Lockwood's sentiments in the title number — "Come on with the rain, I've a smile on my face!"

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Casts of ‘Grey’s Anatomy’ and ‘Station 19’ talk pandemic

VAFF hosts casts of “Grey’s Anatomy” and “Station 19” to discuss portrayals of COVID-19, race and mental health on television

Grace Eberhardt | Staff Writer

The Virginia Film Festival hosted members of the “Grey’s Anatomy” and “Station 19” casts Sunday on Zoom to discuss the challenges of tackling heavy topics on television as part of its Beyond the Screen series. Panelists included Jason George, Kim Raver, Boris Kodjoe, Krista Vernoff and Kevin McKidd. The event was moderated by VAFF Program Manager Chandler Ferrebee.

“Grey’s Anatomy” fans have long applauded the show for its efforts to address relevant social and political issues in ways that remain thoughtful and entertaining. When the spinoff show “Station 19” premiered in 2018, audiences were happy to encounter the same spirit of change. When COVID-19 hit, most popular shows on television chose to leave the pandemic out of their storylines, but “Grey’s Anatomy” and “Station 19” made the decision to use their platforms to show the struggles of first responders fighting the virus.

According to showrunner Krista Vernoff, the writers of both shows were initially hesitant, but they ultimately agreed they had a responsi-

bility to include the pandemic in the newest seasons. As the biggest medical drama in television history, “Grey’s Anatomy” had the perfect opportunity to help viewers see the toll the pandemic takes on the doctors, nurses and hospital workers on the frontlines.

“Our part is telling stories and bringing us together as one through storytelling,” said Kim Raver, who plays Dr. Teddy Altman on “Grey’s Anatomy.”

When George Floyd was murdered in May 2020 and the country erupted in protest, Vernoff had another important decision to make. Both shows under her command famously strive for racial diversity. Given the number of Black characters on both casts, covering the pandemic but not police brutality would be conspicuous to the audience.

“We’ve locked ourselves squarely ... in 2020, and so we’re not going to do one thing and not do another thing,” Vernoff said. “That would be racist. We would be a part of the problem. So then it became about how do we be a part of the solution in a way that feels authentic, and in a way that doesn’t

add to pain?”

The result was two episodes tackling police brutality and the realities of being a Black first responder. On “Station 19,” characters gathered and watched the news coverage of George Floyd’s death, reflecting on the fear and grief they felt. The “Grey’s Anatomy” ensemble spent a full episode focusing on the protests in their city and the violence against Black protestors. Black characters contemplated their individual relationships with protesting for equality. Most memorably, the episode showed a traffic stop where one Black character was harassed by white police officers.

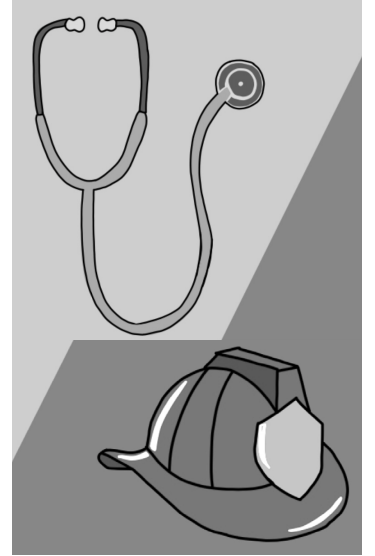
This was not the first time these characters spoke on race. In 2018, one “Grey’s Anatomy” episode told a story of a boy who was shot by the police trying to get into his own house through a window. At the end of the episode, Dr. Ben Warren, played by Class of 1994 alumnus Jason George, sat down with his wife to talk to his sons about police brutality.

According to the panelists, Vernoff structured these narratives around the perspectives of the Black cast mem-

bers and their experiences with police brutality and race in America.

“The normalizing of Blackness is something I think we were able to touch on in the episode as it pertained to our experience with this murder,” said Boris Kodjoe, who plays Robert Sullivan on “Station 19.” “It was super powerful. It forced people to change their mindset from being colorblind — which has been in the past an objective — to throwing it out the window and saying, ‘No, we don’t want to be colorblind anymore because that doesn’t serve us. We want to be color conscious.’”

This past year, both shows also tackled mental health. Between tragedy and isolation in the COVID-19 world, we all have to work harder than before to maintain our mental health. Watching some of the best-loved characters on television grapple with the same problems is both validating and achingly realistic. While there is something to be said for escapist consumption of media, ignoring the state of the world at times feels shallow and insincere. Shows like “Grey’s Anatomy” and “Station 19” provide an outlet



EMMA HITCHCOCK | THE CAVALIER DAILY

for the immense grief and uncertainty we all feel.

The overwhelming message conveyed by the panel was that filmmakers and creatives can build quality, inspiring and entertaining content while still doing their part to contribute to vital social change.

The ultimate finals season playlist

A mix of energizing throwbacks and modern pop hits to motivate you for finals season

Mahika Ghaisas | Staff Writer

It’s safe to say that this semester has been quite an unusual one. From Zoom classes and online clubs to awkward breakout rooms, this semester has been unlike a normal year at the University. Finals season can already be a stressful time, but add in a global pandemic and online school and it becomes even more stressful. It can be hard to motivate yourself to study and stay positive as you embark on this unusual finals season. So, if you need a mood-booster for this finals season, give this motivational pop playlist a try.

“Dynamite” by BTS

This breezy, disco-pop hit from BTS is extremely catchy and will definitely get you pumped up to study for finals.

“You Better Believe!!!” by Declan McKenna

This unrelentingly positive and upbeat song is perfect to have a dance party to and melt the finals stress away.

“Break My Stride” by Matthew Wilder

This quintessential ‘80s pop hit combines synth-pop and cool, confident lyrics to tell the story of relentless

positivity. It’s a great reminder that nobody can break your stride because you’ve got this.

“Can’t Hold Us” by Macklemore and Ryan Lewis

In need of a confidence boost? “Can’t Hold Us” will take care of that for you. With its continuous message of hope and confidence, it’s guaranteed to sweep you off your feet and help you power through these last few weeks.

“You Only Live Once” by The Strokes

Unsurprisingly, The Strokes crafted a hit that you can both scream with and jam out to — whichever one fits your mood. Scream your finals frustrations out or bop along as you study for finals — take your pick.

“Knock Knock” by Mac Miller

One of Mac Miller’s best songs, “Knock Knock” captures the upbeat, chill vibe of Miller’s work as a new artist in the hip-hop scene. Featuring a catchy backing track that’s guaranteed to be an earworm and lyrics about a carefree life, “Knock Knock” will knock out any bit of sadness for the weeks ahead.

“Daphne Blue” by The Band Camino

“Daphne Blue” is a pop-rock smash that — simply put — is a total bop. With its roaring guitars and powerful vocals, this song dazzles with its epic instrumentation and almost euphoric vocals. It’s a definite mood booster when finals anxiety and sadness make their way into life.

“Mood” by 24kGoldn feat. iann dior

One of 2020’s best TikTok hits, “Mood,” is a bop. 24kGoldn and iann dior’s energy on this track is contagious as they sing about relationships and flex on others in a playful way. “Mood” captures the hype spirit that you need to make it to the finish line.

“Love Myself” by Hailee Steinfeld

Steinfeld’s “Love Myself” has an important message of self-love and self-acceptance — one that is especially relevant during a stressful time like finals season.

“Tap In” by Saweetie

This song is total celebration material. The groovy beat and cool, catchy lyrics are great to celebrate yourself and your hard work as finals season comes to a close.

“High Hopes” by Panic! At The Disco

This is one of the most fun and upbeat songs to ever exist. With its vibrant, charismatic vocals and electrifying instrumentation, it’s perfect for when you need a pick-me-up from a tiring late night study session.

“Canyon Moon” by Harry Styles

“Canyon Moon” speaks about having hope for better days ahead. The song has a summery vibe and is evocative of pool parties and summer road trips. It’s a great reminder of the fun summer to come and motivation to just keep going.

“Watermelon Sugar” by Harry Styles

As a Harry Styles fan, I couldn’t just include one Harry Styles song in this playlist. “Watermelon Sugar” is a cheerful and lighthearted mood-booster, and the music video captures summer vibes perfectly and is a reminder for all the fun you’ll have after you ace your finals.

“I Will Survive” by Gloria Gaynor

This final song is a reminder that no matter what happens, you’ll make it through this stressful time and that life will be okay.

“Savage” Remix by Megan Thee Stallion feat. Beyoncé

Simply put, this song is the ultimate confidence booster when finals stress comes creeping up. Put this song on and watch your stress melt away instantly.

“Confident” by Demi Lovato

Demi Lovato’s earlier music is underrated. Though she has many power-pop anthems, “Confident” is one of her best. Her powerful vocals and the raging, energetic instrumentals make it the perfect song to hype yourself up before a final.

“Whatever It Takes” by Imagine Dragons

Feel like a final didn’t go well? Listen to this song from Imagine Dragons to lift your spirits and motivate yourself to get back on the grind.

“bloodline” by Ariana Grande

If you’ve been procrastinating studying, “bloodline” will give you the confident energy to motivate you to get started.

HEALTH & SCIENCE

What to expect after COVID-19 infection, vaccination

Experts recommend continuing to follow CDC guidelines as well as receiving a COVID-19 vaccine when available

Abigail Challas | Staff Writer

While the University COVID-19 Tracker shows the spring semester COVID-19 positivity rate at an all time low, a significant portion of the University body has previously tested positive for COVID-19. As of Wednesday, there have been almost 3,500 confirmed total COVID-19 cases within the University community during the fall and spring semesters. Experts give advice to those that are recovering from the virus and offer insight into what they should expect.

Dr. Costi Sifri, director of hospital epidemiology at the University, emphasized that most students have made a full recovery but some may experience lingering symptoms of the virus even after the 10-day period of symptomatic infection.

“It sometimes takes a couple of weeks to fully bounce back,” Sifri said. “You can notice some differences in energy level and appetite, general sleep and things like that.”

He furthered that it is not uncommon for people to lose their taste and smell for a couple of weeks or even months. He also listed brain fog, shortness of breath and heart rate disturbance as other potential lingering symptoms of the virus. However, Sifri explained that even if students do experience any of these symptoms, after the first 10 days of infection, they are no longer at risk of transmitting the virus.

Second-year College student Peyton Schowalter tested positive for COVID-19 in early September and experienced lingering symptoms of the virus.

“I lost my sense of smell and taste entirely for two weeks after my two-week quarantine,” Schowalter said. “My taste came back gradually and was back to normal about a month after getting COVID-19, and my smell was completely gone for a month. I gradually got it back but not until three months after I contracted the virus.”

Dr. William Petri, chief of the Division of Infectious Diseases and International Health at the University, estimated that after testing positive for COVID-19, protection from reinfection should last for approximately six months. However, after that point, scientists are unsure about the lasting protection antibodies provide. As a result, both Petri and Sifri emphasized the importance of receiving a COVID-19 vaccine after recovering from the virus.

“If you had COVID-19, it is not a reason not to get vaccinated,” Petri



EMMA KLEIN | THE CAVALIER DAILY

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said. “Part of the reason for doing that is because vaccine induced immunity is more powerful than the immunity that you get from natural infection.”

Sifri added that those who have recovered from COVID-19 should not rely on natural immunity alone for protection against reinfection. He also noted the possibility that vaccine induced immunity may provide more long-lasting protection.

Petri discussed that side effects associated with the two-dose COVID-19 vaccines — Pfizer and Moderna — may present on different timescales in those who have had the virus compared to those who have not. He explained that people who have had COVID-19 may be more likely to experience side effects such as local tenderness in the arm, low grade fever or fatigue after the first dose of a vaccine. Contrarily, people who have never tested positive for the virus may experience these more harsh side effects after the second dose.

Sifri added that this may be a result of the first vaccine acting simi-

larly to a booster shot in those who have tested positive for COVID-19 in the past. However, he noted that the evidence he has seen thus far is rather anecdotal.

Schowalter received the first dose of the Pfizer-BioNTech vaccine and experienced some mild arm soreness and fatigue.

Second-year College student Emma Forrestal tested positive for COVID-19 in early Feb., and she has since received both doses of the Pfizer-BioNTech vaccine. While she experienced arm soreness and fatigue after each dose, she experienced significantly less fatigue after the second dose.

While there are guidelines from the Centers for Disease Control and Prevention concerning safe behaviors post-vaccination, the CDC has not released similar guidance for people who have recovered from COVID-19. Petri suggested the same guidelines should apply to those who have been vaccinated and those who have recovered from COVID-19.

“Just thinking about it logically ... if you’ve recovered from COVID-

19, you have at least like six months of immunity,” Petri said. “It would be safe for you to be around other people who have recovered or other people who’ve been vaccinated.”

The University requires all students — regardless of whether they’ve previously tested positive for the virus or been fully vaccinated — to continue following safety precautions, such as physical distancing and abiding by gathering limits. Students who tested positive must still abide by the University’s masking policy, which only was reworked on April 29 to allow fully vaccinated individuals to not wear masks when socially distanced.

Students who have tested positive for COVID-19 in the past 150 days are not required to submit weekly asymptomatic COVID-19 prevalence tests. Petri explained that this is because PCR tests are very sensitive and can detect small amounts of virus leftover from an initial infection that cannot infect other people.

“Your PCR test could be positive a month later,” Petri said. “That

should not be concerning because you’re not at risk of infecting somebody else past day 10.”

Because a PCR test may provide a positive result to someone who has recovered from COVID-19, it can be difficult to distinguish between active and inactive COVID-19 infection.

“Because we don’t have the ability to determine this, we have to take the most conservative approach,” Sifri said.

He proposed a hypothetical scenario in which a student tested positive for COVID-19 in December but recently had an exposure and began to develop symptoms consistent with COVID-19. If the student tested positive again, it would be rather unclear if the positive test is from the old infection or the recent exposure.

“We just have to take that conservative approach and practice as if this is a new infection and have the same advice in terms of isolation and contact tracing that we would if it were a clear new infection,” Sifri said. “It’s just the safest thing to do.”

U.Va., Virginia Tech work to develop COVID-19 vaccine

U.Va. and Virginia Tech scientists research potential broad spectrum coronavirus vaccine using innovative vaccine production platform

Jordan Schuck | Staff Writer

It has been over a year since the World Health Organization declared COVID-19 a pandemic, shutting down any sense of normalcy in people's daily lives. Despite causing considerable isolation, the pandemic has also fostered greater connections and collaborations among communities. One of the most unlikely partnerships was between the two research teams of in-state rivals U.Va. and Virginia Tech. U.Va. Health's Dr. Steven L. Zeichner and Virginia Tech's Dr. Xiang-Jin Meng worked together to develop a potential broad spectrum coronavirus vaccine, combining Zeichner's innovative new vaccine platform with Meng's research on zoonotic viruses.

Zeichner and Meng emphasized that their research does not take away from the current vaccines but rather they are looking more towards the future as a possible fourth wave of the virus approaches and new zoonotic diseases, which can spread from animals to humans, appear around the world.

"What we're trying to do is to make a vaccine that is going to be broadly protective against many, many different coronaviruses and against many different variants," Zeichner said.

In order to create a more broad spectrum vaccine, the research team looked across many different coronavirus variants and isolated to find a highly conserved region — a section of identical amino acids that remain unchanged even as strains mutate and evolve — within the viral genome to target with the vaccine.

"There's been so much replication, so many new variants, so if something doesn't vary at all across all the thousands of sequences that have been obtained, then that's a pretty good indication that the virus for whatever reason cannot mutate that and maintain its viability," Zeichner said.

The researchers discovered a highly conserved region within the fusion peptide of the spike protein, which is essential for the virus to insert its viral genome into the host's cells for replication and infection. The region was about 23 amino acids long with a core six amino acid sequence that is identical in every single coronavirus that has ever been sequenced in animals ranging from whales to pigs to people.

Zeichner and Meng began working on implementing this targeted region of the genome into Zeichner's new vaccine production platform with a kill-whole cell technique, an innovative process that synthesizes DNA to be inserted into bacteria with majority of its genes deleted to then instruct the immune system on

how to mount a response against the virus.

Vignesh Rajasekaran, a University student who worked on the study before starting medical school in the fall, helped to design the new plasmids — the DNA that is given to bacteria to instruct it to make proteins that are put on its surface — as well as deliver the plasmids into the bacteria and test the vaccine in vitro to ensure the bacteria were expressing the right sequence on their surfaces.

"One of the unique aspects with this project is that we are using bacteria that have had major sections of their genome deleted," Rajasekaran said in an email to The Cavalier Daily. "This reduces the amount of other surface proteins on the bacteria and thus [increases] the immune system's ability in seeing the target antigen, in this case the fusion peptide of SARS-CoV-2."

Next, the researchers set out to prove the effectiveness of their technique by using the platform in a model system. Meng suggested using pigs since they are the naturally occurring host for the coronavirus porcine epidemic diarrhoea virus.

"PEDV is a very devastating disease in pigs, and the virus originally emerged in the United States in 2013 and in our first years killed more than eight million pigs," Meng said. "So we definitely see the devastation

a coronavirus can cause in the animal population."

The researchers immunized the pigs with two different vaccines, one developed from the PEDV fusion peptide sequence and the other from the SARS-CoV-2 fusion peptide sequence, then challenged them with the PED virus itself.

"What we found was a little bit unexpected," Zeichner said. "We found that the PEDV vaccine protected the pigs against clinical disease. What we didn't expect was when we vaccinated the pigs with the SARS-CoV-2 vaccine that it also protected [the pigs from PEDV]."

The key to this experiment was that both were coronaviruses but only distantly related. PEDV is an alpha coronavirus while SARS-CoV-2 is a beta coronavirus, meaning they evolved into different strains so they have many differences in their genome but their similar fusion peptide sequences allowed for both vaccines to be successful.

"Both of those [vaccines] can protect the pigs against the PEDV," Zeichner said. "If we make a vaccine against the SARS-CoV-2 fusion peptide, it is very likely to protect people against many different strains of SARS-CoV-2."

This breakthrough presents great potential in providing a broad spectrum vaccine for COVID-19 and future coronavirus variants for both

animals and humans. The study is currently in discussions with sponsors as the research team moves toward human trials and FDA approval.

"The next study that we need to do before a human trial would be to test the vaccine in a nonhuman primate model and then challenge the vaccinated nonhuman primates with the SARS-CoV-2 to see if we can confer protection," Meng said. "If we can do that, then that will pave the way for human clinical trials."

The inter-university team's research was funded by several sources, including the Pendleton Pediatric Infectious Disease Laboratory, University of Virginia Manning Fund for COVID-19 Research and Virginia Tech internal funds.

Currently, the country is at a crossroads as vaccines roll out and restrictions loosen, but continual viral transmission can still lead to an increased risk of an evolving variant immunity, making this research integral to the fight against future viruses and mutations, like the South African and U.K. variants which emerged in early fall of 2020.

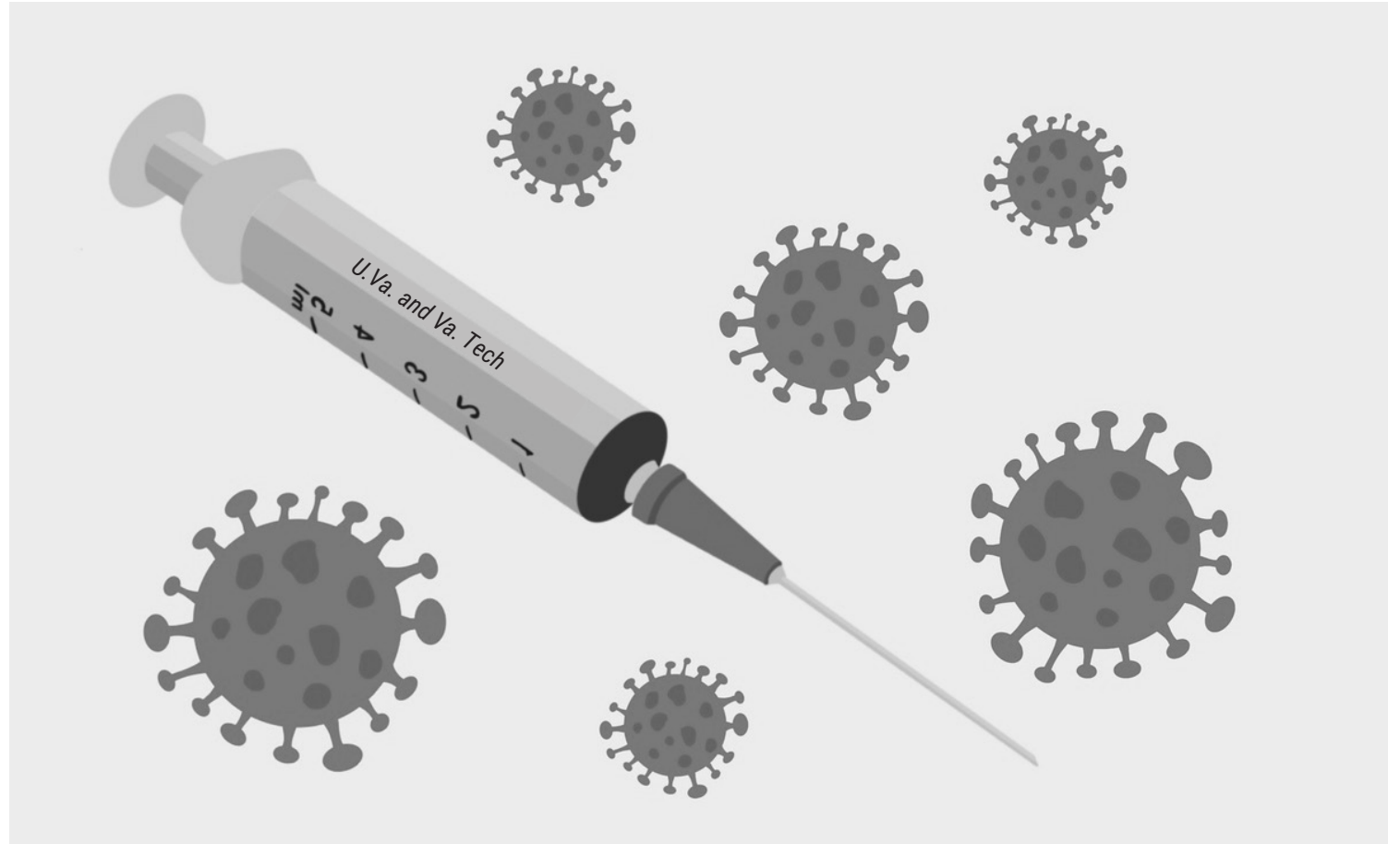
Both variants have spike protein mutations that make them more transmissible than the original coronavirus variant, and it is still unclear how much resistance the current vaccines have against these variants. Some studies have shown

that mRNA vaccines — such as the Pfizer and Moderna shots — are effective against the B.1.1.7 or U.K. variant while others have shown that the Johnson & Johnson vaccine was 64 percent effective against the South African variant. Additional studies are underway to confirm the effectiveness of the vaccines against emerging variants.

With a predicted cost of \$1 per dose compared to the \$10 per dose of the current vaccines, this broad spectrum vaccine would be easily replicable since it could be produced in existing factories and facilities within three weeks, unlike some of the mRNA vaccines that require special containment at minus 70 degrees Celsius.

"We are at a plateau now and we're headed up in the incidence rate," Zeichner said. "This plateau is at a higher level than the peak was last summer when everybody was panicking and with the new variants that are coming in that are more transmissible and more pathogenic."

With hope on the horizon for a better year, health officials say it is important to stay vigilant and responsible, as the world looks now toward future vaccines and research in the fight against the pandemic.



MARTHA WILDING | THE CAVALIER DAILY

PUZZLES

WEEKLY CROSSWORD PUZZLE

Abby Sacks | Puzzle Master

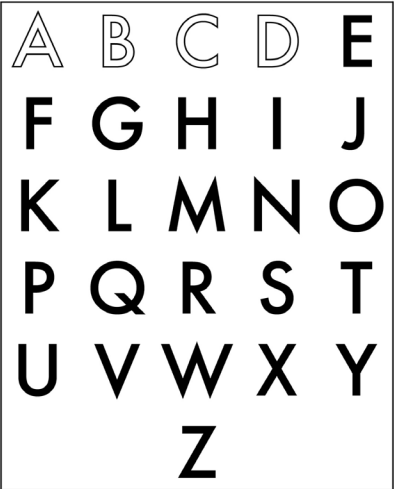
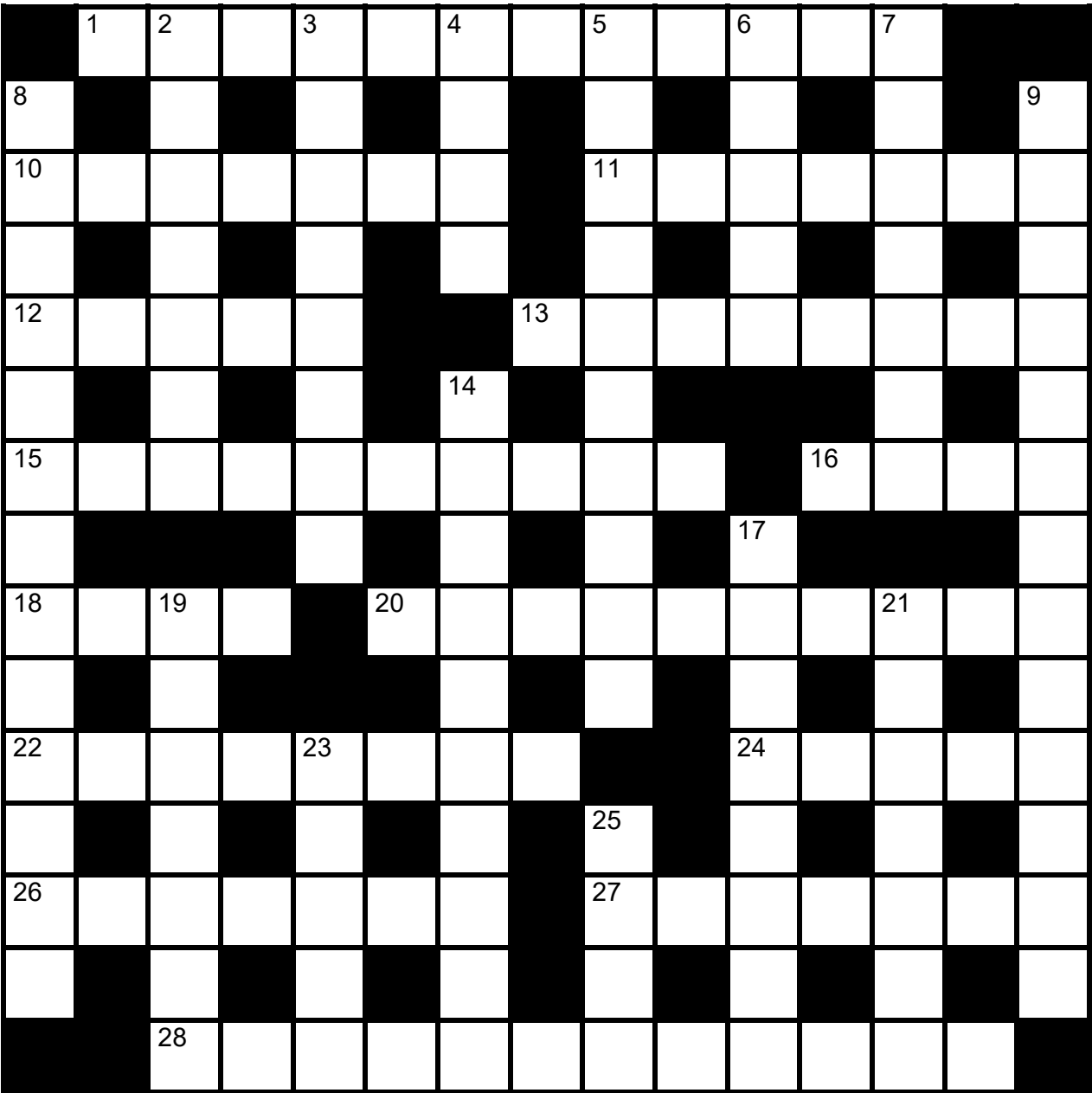
* THE SOLUTION TO THIS PUZZLE CAN BE FOUND IN THE NEXT ISSUE

Across

- 1. A person who often causes problems or questions authority.
- 10. Strawberries and this vegetable make the filling for a classic summer pie.
- 11. A group of people making a journey together.
- 12. Title of the underperforming 2015 movie starring Bradley Cooper and Emma Stone.
- 13. Brand promoted in the famous polar bear ads.
- 15. Old-fashioned way to say hotels.
- 16. A bourbon cocktail might be topped with a sprig of this.
- 18. Food-based pun made in the movie Cloudy With a Chance of Meatballs 2: "There's a ____ in the boat!"
- 20. Person in a race who runs ahead of the other competitors.
- 22. Second word of the name of the band with lead vocalist Robert Plant.
- 24. Vegetable sometimes preceded by the adjectives "Swiss" and "Rainbow."
- 26. The 41st element on the Periodic Table.
- 27. A driver who takes up two lanes. (Two words)
- 28. Tools used for castration.

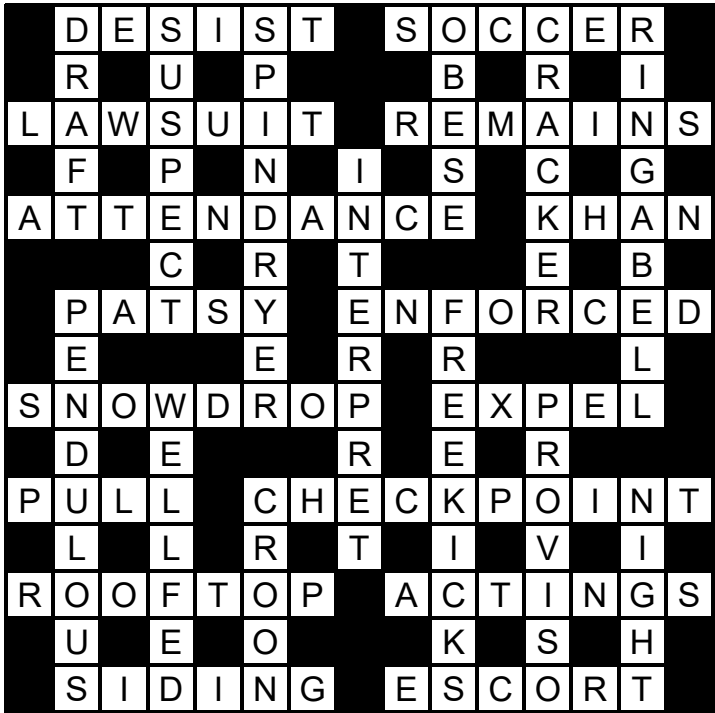
Down

- 2. Behaving in a disturbingly loud manner.
- 3. To be caught ____ is to be surprised.
- 4. There are four of these in the human brain.
- 5. The average width of human hair is 75 of these.
- 6. Country between the Yellow Sea and the Sea of Japan.
- 7. A type of square filled pasta.
- 8. To test blood alcohol content. (Gerund)
- 9. Child who is exceptional at a certain skill. (Two words)
- 14. Of or relating to a living thing.
- 17. Shakespeare play: The ____ of Venice.
- 19. To travel through an unknown area and learn more about it.
- 21. Occupation of Ms. Frizzle from The Magic School Bus.
- 23. First name of the character who joined the cast of Grey's Anatomy between the second and fourth seasons and dated character Callie Torres.
- 25. Speaking part of an exam.



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* SOLUTION FROM APRIL 22 ISSUE



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