ANNOUNCER: This is Bascom Beat. A show dedicated to helping you navigate student life at UW. Featuring new guests from campus each week. Together, WSUM and the Division of Student Life are answering your questions. Want to reach out to us? Use the #BascomBeat on Twitter, and we might just answer your question on the show. And now here's Bascom Beat.

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ALEESA: All right. Welcome to WSUM 91.7 FM Madison. This is Bascom Beat. Back for week 4.

ARGYLE: Back in the house.

ALEESA: It's crazy it's October.

ARGYLE: Ooo, the ghosts and goblins come out.

ALEESA: I know. The station is decorated with cobwebs and fun things. But it is October, and it actually feels like October --

ARGYLE: You bet.

ALEESA: -- outside. How was everyone's weekends?

ERICA: It was all right. I was really sick. It kind of harshed my vibe for several days.

ALEESA: I was sick, too. I'm like at the end of a cold and cough. And my roommates are all sick. People I work with are sick. It's just like that -- every time the temperature drops, I feel like people get sick.

ARGYLE: And it makes me wonder about these microphones again as we're talking into them and the sickness you're talking
about.

ALEESA: Well ...

ARGYLE: I'll try not to think about that.

ALEESA: I like to think I haven't gotten sick from being in the studio.

ARGYLE: Yeah, good point.

ALEESA: Hopefully. I mean, who really knows.

YOGEV: I just use hand sanitizer all the time.

ALEESA: There is hand sanitizer.

MAN: You just need one for your mouth, too, when you talk into the --

ARGYLE: Tasty.

YOGEV: Yeah.

ERICA: Isn't it bad to always put hand sanitizer on?

ALEESA: It is, yeah. You're not supposed to do in place of, like, washing your hands.

ERICA: Well no, because your body needs to be exposed to some sort of, you know, viruses in order to be immune to them later.

ALEESA: Yes.

YOGEV: I'm not a scientist. I wouldn't know.

ALEESA: How was your weekend, Yogev?

YOGEV: It was good. I also felt, you know, October -- I started watching "American Horror Story," and the feeling of Halloween. And I have like all of my door decorations for my door
because I'm a house fellow.

ALEESA: Oh, fun.

YOGEV: And they are, they're like pumpkins and some are ghosts or you know. Typical Halloween stuff, and I just have to write all of my residents' names on it and then put it on their doors. But I'm getting in the mood, too. And then I am also a little bit sick, so I'll probably be talking --

ARGYLE: Goodness gracious, what am I doing in here? That's very crafty of you with the door decs, by the way.

YOGEV: Yeah, mmm.

ARGYLE: It's an impressive skill set.

YOGEV: The other house fellows were pretty surprised. They were like wow, we can't believe you actually did some work, Yogev.

ALEESA: I remember in I was in Smith, they had a door decoration contest for who could decorate their door the best for Halloween. And my room, second place in all of Smith Hall. We went all out, and it wasn't even that much. We went -- we got like a black piece of paper and like white crayon, and I drew this really awesome like tree, like spooky tree.

It was cool. It was really cool. I was actually really proud of myself and my roommates for doing it. But you know, yeah. We're getting in the spirit. It's going to sneak up on us. Ha.

ARGYLE: This weekend was my birthday.

ERICA: Oh, happy birthday.
ARGYLE: Thank you, it was fun. I took Friday off because I never try to work near my birthday. I try to give myself either the day off or the day near it off. We went out to Mickies Dairy Bar for breakfast.

ALEESA: Fun.

ARGYLE: And then went out to Geeks Mania. Has anybody ever been to Geeks Mania? It's an arcade on the west side where you pay one price and then you can play in there for the whole day for free. Like it's basically, you know, a set charge.

YOGEV: It's like a Netflix.

ARGYLE: So it's on Odana, and you kind of just -- and so I spent three or four hours there with my best friend and my son just playing, you know, all sorts of video games. And then ice cream cake was the dessert. I had ice cream cake, and then got to open presents. It was a pretty good day.

ALEESA: That sounds awesome.

ARGYLE: Yeah.

ALEESA: That sounds cool. Arcade games are cool.

ARGYLE: They have throwback games, they have current games. Man, I could spend like, you know, a day or two in there. I have spent a day or two in there.

ALEESA: All right. Well, we've got a lot coming up on our show today. We have a couple Twitter questions, and we're going to go through our weekly calendar. Lots of stuff going up on campus.
And later, we'll have an interview with Warren Scherer, the Assistant Dean and Director of the Gender and Sexuality Campus Center. So lots to look forward to.

We're going to start with some Twitter questions. The first comes from Stella. She asks why does UW-Madison have school the Wednesday before Thanksgiving? Out-of-staters -- as in out-of-state state students -- are 32% of the students, and it cost $500 for many of us to fly home for three days. ASM proposed this day off in 2016, but UW did not adopt it. Thanks.

ARGYLE: That's a very good question. So I did some research on this because there's some information behind it that kind of explains it.

So little did you know, probably, that state law sets the academic calendar to not start before Labor Day. So we cannot officially start the semester, per state law, before Labor Day.

So the other part of it is that there is a contract, right, with your faculty and the staff who teach classes. So that contract ends at the -- on December 23. We could extend past that, but that would mean we'd have people coming back to work on the 26th, 27th of December and so on.

The other component to this that's kind of important is that federal law requires a certain number of class days for certification. So you cannot become an accredited university without a certain number of class days in your semester.
So all this combines with meaning we could do one of two things. We could give the day off before Thanksgiving or we could have students come back on the 26th or 27th of December to finish their semester. What would you choose?

ALEESA: The earlier.
ARGYLE: So it's not great, we know, for students.
YOGEV: It goes by year or by semester?
ARGYLE: By semester.
YOGEV: Okay.
ARGYLE: Because your credits are given out on a semesterly basis. So you have to have a certain number of class days in the semester to be accredited and to meet the federal requirements for that.

So we're kind of in a jam, right? The state won't let us start earlier, which would be the ideal situation, because a lot of schools start earlier. They'll start, you know, sometime in August. We can't go later because people have contracts or bring people back late in December probably isn't feasible for a lot of people. And we have to hit a certain number of class days.

And so all that results in sometimes breaks that are shorter than we'd like them to be, like the Thanksgiving one for people who have to fly out of town.

ALEESA: Yeah, I know -- I think a lot of times people -- people see like usually the private universities who have like an entire fall
break and things like that. But I'm assuming those schools just get
to be more flexible because they're private and not public.

ARGYLE: That's right. They're not required by state law to be
open certain days. They set their own class schedule, and they can
do whatever they want. We don't have that luxury.

Now, if you want to contact your legislature to --
representative -- to maybe make a change in that, I think there
would be a lot of support for, you know, thinking about how the
semester could be different if we could get some more flexibility.

YOGEV: Now do you know the reasoning behind why they
don't want it before Labor Day?

ARGYLE: I don't know the exact reasoning. My guess is that
it's a throwback to our agrarian culture where you had a lot of
people who were maybe working farms or other things like that.
And so you know, having had labor, you know, around during the
summer period would be more important. But I can't say I've
actually done the work to trace it all the way back to say what's the
rationale here.

ALEESA: You know like during ASM, were you there, Yogev,
when that was proposed?

YOGEV: I was -- in 2016, I was an intern.

ALEESA: Oh, okay.

YOGEV: And so I probably -- I was involved in ASM. I
probably was not on Council. I definitely wasn't on Council back
ALEESA: Got it.

YOGEV: So I'm not sure what they're -- you know, like oftentimes aside from just asking for the day off, you have to have like justification like. So I don't know what they --

ALEESA: What the conversation was.

YOGEV: Yeah, what the conversation was if they knew about this like state law. Maybe it was a resolution to change the state law possibly if that's like the way that we have to go.

ARGYLE: Yeah. So we hear you on that frustration, and we're sympathetic to that. Wish we had more flexibility to address it. But at least now you understand we're not just being mean.

ALEESA: Yeah. The nice thing is I do think there are -- I mean, it's dependent on professors and TAs. But a lot of TAs will cancel that, if it's like Monday/Wednesday, they'll like not have class Wednesday, not have discussion Wednesday. So usually that's the nice part is I think the staff also want to go home, even if it's just a couple miles away, they'd also like to hang out with their family.

ARGYLE: Yup. Faculty, staff have the discretion to kind of run their class the way they see fit.

ALEESA: Awesome. Okay, so we have another question. This is a fun one. Nick asks where do you get your socks? And I'm assuming this is towards Argyle, and we could all talk about where we get our socks.
ARGYLE: Yes, I think hosiery is really important. What do you all think?

YOGEV: What did you say?

ARGYLE: Hosiery, it's really important.

YOGEV: It is. I get my -- I also have fancy socks, but I only wear the fancy socks when I'm like really dressed up.

ERICA: When they're visible.

YOGEV: Yeah, when they're visible you know when, when like all the way rolled up. You can't see because this is radio, but I'm showing myself putting on knee socks. But yeah, so I get mine -- I think I got mine from like Kohl’s or something. I got like eight of them. And then I just -- I don't dress up that often. I'm sure Argyle dress up more. So I don't need more than eight in my life.

ARGYLE: Do you have a favorite pair of socks?

ALEESA: Yeah, do I have a favorite pair of socks. They have little -- they have nesting dolls on them. They're fun socks. And now that it's getting cold out, I get to wear my like my exciting fun socks. Socks are fun. I think like -- I really like the -- I mean the best socks are just like the really thick, cozy, warm ones that you wear with your boots.

ARGYLE: Yeah.

ALEESA: Sometimes they peek out a little, and they're fun.

ARGYLE: How about you, Erica? Favorite socks?

ERICA: I usually just wear regular bland socks. Because I'm
really not into -- I like fashion, but that is like too much effort for me to wear fancy socks every day. Or even like some days of the week.

But I do have some cool socks. I have socks with like skeleton hands and skulls on them. But I also have like blue socks with a picture of Jesus on them, even though I'm Jewish. He's like walking on the water of the socks. I don't know why, I thought it was really cool. And I think those are the coolest socks I have. A couple others. I think another skeleton sock variety.

ALEESE: 'Tis the season.

YOGEV: Lots of stuff in there.

ALEESE: You better pull those out, Erica, for --

ERICA: I definitely will.

ALEESE: -- towards Halloween.

ARGYLE: So I love sitting in meetings that are like, you know, important and then you look down and you see somebody's socks and they're funny or they're silly. So I love wearing just kind of goofball socks.

So actually for my birthday, I got some new socks. I got a pair of socks with donuts on it. I got a pair of socks from Finland and my -- my father-in-law said you know, now you can pull those up, and say the meeting is finished, and show the sock.

[ALEESE LAUGHING]

ARGYLE: Total bad joke, right? And I got a couple of Nintendo remote control throwback socks. So just you know, I think it's fun.
I think you gotta just kind of mix it up, you know?

ALEESA: Yeah, for my sister's wedding, my brother-in-law got a pair of socks for each of his groomsmen that he thought they would like and like kind of fit to their personalities and their likings. And they took a nice picture with all of their socks. It was fun. They're all like little nerdy guys. So they were like different like some from books or video games or different things. It was cool. It was cool. It's a fun way to show your personality and your hobbies.

ARGYLE: I don't think -- -- there's not one place I think I get mine from. I mean I get them from all over. It's really just kind of whatever you find something that is kind of cool. And there's a lot of State -- actually State Street shops that have fun, cool socks. So good, little, cheap gift for people.

ALEESA: Yeah, agreed.

ARGYLE: But we do appreciate the question, Nick. So if you have socks that you want to show off, tweet those to me. I'd love to see what you're sporting.

ALEESA: So speaking of social media, if you want to tweet a question to us just like Stella and Nick did, you can use the #BascomBeat. You can tweet WSUM. You can tweet Argyle Wade. We will get your questions, we will answer them on this show.

So if you want your questions answered about anything about the show, anything about UW, really, anything you want that you think you want a student perspective on, you want administrative
perspective on, we have it here. An ASM perspective. Lots of perspectives here. So be sure to use the #BascomBeat.

We're going to switch gears. So I thought it'd be appropriate to talk about midterms. Scary, right? I have two exams on Thursday. So you guys have exams coming up or papers or anything?

ERICA: Um, this is like the worst answer ever, but I don't know. My classes tend to be more writing, like more essays.

ALEESA: Yeah, sure.

ERICA: So I have a huge, huge essay due tomorrow at 10:45. No, no, no. At 1:00. I do. At 1:00 p.m. I have a huge essay due, so I'm going to spend all day working on that. Beyond that, do I have a midterm coming up. But that's going to be around, you know, Halloween time.

ALEESA: Yeah, no, I think papers are still midterms, too.

ARGYLE: Yeah.

ALEESA: I had a paper due on Sunday, projects. Just school is kicking in. So we thought we'd start, talk a little bit about what is everyone's favorite study spot? I can start maybe. I'll start. My -- sometimes I like to study at the station. Otherwise --

ARGYLE: You don't get distracted when you study at the station?

ALEESA: I actually, I mean, sometimes I do, sometimes I don't.
ARGYLE: Yeah.

ALEESA: I get more distracted when I worked here because people would just come up and ask me questions. But sometimes it depends on like the time of day. Like later at night usually there's just less people around.

But I also like studying at Memorial Union at that really -- that space behind all the food by the Terrace, that big room with all the glass windows. I really like studying there, and there's a lot of cool little spots in Memorial Library -- Memorial Union, sorry. But I am not a library person. I can't do libraries. I cannot do dead violence. Otherwise I like --

ARGYLE: No. You need something.

ALEESA: Otherwise I like try and find a way to distract myself because there's literally nothing going on around me. I like feel the need to like -- I just -- I have -- yeah. So I like some little -- a little bit of commotion going on around me.

ERICA: College Library is pretty loud.

ALEESA: Yeah, there are some floors of College Library. But I still -- I just don't know if I like -- I don't like the environment of like everyone around me is miserable.

[LAUGHING COVERS ERICA'S WORDS]

ARGYLE: What about the cages? Does anybody do the cages?

ERICA: I can't do the cages. It's scary. It's weird.

ARGYLE: It's just too scary? Really? I think it would be like
kind of like throwback weird, cool, retro fun.

ERICA: The dungeon?

ARGYLE: Yeah, but it's kind of so sterile that -- maybe that is the problem with distractions, right? This is like total like no distractions.

ALEEZA: Yeah. I cannot do the cages. I don't know how people are-- people will like actually lock themselves in there and have their friend come get them. That just -- it's also scary. Like what if something is happening outside of the library, and you have no idea?

YOGEV: Right. Well, I don't know.

ALEEZA: I guess that's what phones are for these days.

ARGYLE: All right. So I -- last year we did a poll. We do this thing called Wisc Opinion every week on the weekly. The student weekly that comes out on Wednesdays. We have little polls at the bottom of them, and then you can get prizes if you answer those polls and get selected.

And so I did a poll last year of what were the lesser known study spaces on campus. So I want to test your knowledge to see if you all can name the lesser known study spaces on campus.

So I have seven -- seven different places on campus that people have said, they're not well-known, but they're good places to study. Okay, Erica, what do you got?

ERICA: Ebling Library?
ARGYLE: That is correct. That is one of them.
ERICA: It's the coolest library on campus.
ARGYLE: Wow.
ERICA: It's the medical student library. It's awesome. It's the coolest library we have.
ARGYLE: Okay, that's good. So we got one of seven.
ALEESA: Do people study at Elvehjem?
ARGYLE: That's not on my list, but that is a good one. Where is that one at?
ALEESA: That's connected to the Chazen. I've heard it's the other side. I've heard people like to go. I don't know if there's a library there or what is actually --
ARGYLE: Just a space?
ALEESA: -- in there but I think there are space -- a nice --
ARGYLE: Right. Well, this is not a scientific list, so it could very well be a good spot.
YOGEV: There's a -- there's a place, I don't know what it's called. I don't remember what it's called. There's a place right next to like, you know where like QQs is, way past there?
ALEESA: Yes.
YOGEV: It's a Subway. It's right by Union South.
ERICA: The Discovery Building?
YOGEV: Not Discovery Building. But that is also a good one, but I think -- I don't know if that is on the list or not.
ARGYLE: No.
YOGEV: Because it's more known.
ALEESA: Yeah.
ARGYLE: Oh, which one is it?
YOGEV: The Discovery Building.
ARGYLE: Yes, that one is on the list.
YOGEV: Oh!
ARGYLE: Wisconsin Institute for Discovery?
ALEESA: The WID?
ARGYLE: The WID Building.
ALEESA: The WID, yeah.
YOGEV: Yes.
ARGYLE: That is, that was very popular.
YOGEV: There's like a bar --
ALEESA: Called The Library?
YOGEV: Yeah, called The Library.
ARGYLE: That one is not on my official list.
[LAUGHING]
ARGYLE: Couldn't imagine.
ERICA: -- campus sponsored.
YOGEV: These are only campus sponsored ones?
ARGYLE: Well, just to keep it, you know, adult and everything.
YOGEV: Yeah.
ALEESA: The WID, yeah, the WID is cool. It's also -- I like
places with natural light, too. Where it's like big windows, which I think campus has a lot of --

ARGYLE: Yeah.
ALEESA: -- which is nice, but the WID is cool.
ARGYLE: All right, think of one up on Bascom Hill.
YOGEV: On Bascom?
ALEESA: The Law Library.
ARGYLE: The Law Library is correct. Ding, ding, ding.
ALEESA: Also natural light.
ARGYLE: That's right, that's why I said --
ALEESA: People like -- people like big windows and natural light to be -- you just feel -- I feel like it just feels more natural and better. It's just so hard to close yourself in.

ARGYLE: How about the Kohler Art Library? Does anybody know where that is?
ERICA: No.
ALEESA: Kohler.
ARGYLE: The Kohler Art Library.
YOGEV: [UNDISTINGUISHABLE; OVERLAPPING VOICES] and stuff?

ARGYLE: Yeah, I don't know. I don't know even know where it is. But somebody can Google that real quick. That's one that was on the list. Anybody -- how about the --
ALEESA: Oh, that's in the Chazen.
ARGYLE: Yeah. Is that the one, maybe?
ALEESA: That's the one in the Elvehjem.
ARGYLE: Okay, I just didn't know the name of it.
ALEESA: Yes.
ARGYLE: Perfect. So you got that one right.
ALEESA: Nice.
ARGYLE: What about the one at the base of Bascom Hill?
YOGEV: The base of Bascom Hill?
ARGYLE: Hmm.
YOGEV: The base of Bascom Hill?
ERICA: Is it the Education Building?
ARGYLE: No.
YOGEV: At the --
ERICA: Science Hall?
YOGEV: -- Dean's Office?
ARGYLE: Wisconsin -- the Wisconsin Historical Society has a really cool library. Very cool.
ALEESA: It's Harry -- everyone is always like Harry Potter exactly. Like you walk in. Again, I like that place, it's beautiful, but you have to be quiet in there.
ARGYLE: Yes.
ALEESA: It's like a dead silent space.
ARGYLE: It is. It's very like, you don't even like whisper in that place.
ALEESA: Yeah. But it is beautiful.

ARGYLE: How about Mills Music Library. That's actually in Memorial Library, right? I think it's in -- it's one of the sub-libraries inside of it, and that's where you get like all the CDs and records.

ALEESA: Oh, it is in Memorial Library.

ARGYLE: Yeah. It's a cool library. You can check out a ton of stuff in their stacks.

ALEESA: Cool.

ARGYLE: And the last one is the School of Library and Information Sciences Library. I think that's probably in College, maybe. It might be a sub-library.

ERICA: Is sounds like it'd be in College.

ARGYLE: School of Library and Information Studies.

ARGYLE: Yes, it is in College.

ARGYLE: So those were the ones other students had mentioned. But maybe not fit your criteria if you're looking for somewhat social but not too social.

ALEESA: I think the -- I just like also just places where people can talk, like --

ARGYLE: Yeah.

ALEESA: You know, I've done -- I've been in The Historical Society before, and I was just like --

ARGYLE: Yeah, just not.

ALEESA: -- texting my friends who were sitting in the same
room as me, like how are you doing this? How's homework going?  
So. But --

YOGEV: I don't know if you've been to the new Business Library.

ARGYLE: Mm-mm.

ALEESA: Oh, that just opened.

YOGEV: Yeah.

ARGYLE: Is it the one on the first floor?

ALEESA: Yeah, in the Business School.

YOGEV: It's -- well, it's on three floors.

ARGYLE: Yeah.

YOGEV: And that's what's really cool about it is the first floor is the computer lab.

ARGYLE: Yeah.

YOGEV: The second floor is like the collaborative zone I think is what they call it. You can talk while you're studying and stuff like that.

ALEESA: Cool.

YOGEV: And then the third floor is like dead silence. So if you change your mood throughout the day, then you could --

ALEESA: Yeah.

YOGEV: -- upstairs, downstairs.

ALEESA: That's another thing is when I'm studying all day or doing homework all day, I have to get a change of scenery at some
point or else it's just a lot. So that's nice in the Business School that you can move around to what you need.

So we also thought we'd talk about maybe some good study habits or resources that you can get if you need help with things. As far as I know, there's a lot on campus to get resource -- to get help.

There's GUTS, which is the Greater University Tutoring Services. There's the Writing Center. I've gone to the Writing Center before. I remember I was just like wow, I haven't -- I think it was the beginning of a semester, and it was like I have not written a paper in so long. I just need to get back into the groove. It's usually college students or grad students that like will read it over with you and help you out.

McBurney, if you have a disability or like anything that you need help with, they can help you out. And going to your professor and TA I think is also always good. Going to their office hours or emailing them. I just went to my professor for a paper to make sure I was on the right track. I think that's always helpful. Do you guys have any other tips?

ARGYLE: No, I always thought whenever I was in school that I could get things done more quickly than what they could be done. So one of the tips I have is it's always going to take twice as long as what you think, and it's probably going to be even a little bit longer than that. But that was -- I think even to this day I struggle with that. Because I always think, oh, I can get this done, right?
YOGEV: Yeah.

ERICA: I'm the same -- oh, sorry, I'm not trying to cut you off.

ARGYLE: Yeah.

ERICA: Are you done with your --

ARGYLE: Yeah.

ERICA: Oh, okay, just wanted to clarify. So branching off of that, something that I was really, really busy last year. I had a huge, really packed schedule.

So something that I learned was that you should at least allow yourself like extra time. Because if you try to cram your entire schedule -- you can do it, but you're going to be miserable. So you have to have at least an extra hour to be able to rest and do all these other things, because things do happen.

You know, everything you plan with another person is probably going to take at least an hour longer than you originally planned it. You can't plan for life itself. So yeah. Things don't -- you can't control how your day is going to go. That's what I would say. That's my advice.

ALEESEA: Yeah. I think also, it was a really cool tool, on advising.wisc.edu you can go on their Web site and they have a learning resources list. And on that list you can like check like I need math and I want group help or individual tutoring, and it will narrow it down to the different options they have on campus to help for those specific things.
So if you need help for chemistry, I mean, pretty much every subject imaginable there's someone on campus that can help you, which is really awesome. So don't be afraid to ask for help. We've all been there where we needed help on an assignment. And it's okay to -- if you maybe procrastinated. I mean, you shouldn't, but you know, you'll learn from all your studying and homework.

ARGYLE: The two things the people that work in the tutoring centers have told me often is that one, there are students that go there that don't need help, but want to just do better. Like there's this --

ALEESA: Sure.

ARGYLE: -- kind of perception that like oh, you only go there if you're struggling. And they've actually said that that's -- they have a lot of students that go there that are doing well, and just want to do even better.

And like I think you mentioned, but going a little earlier, because at some point they're going to fill up, and they're going to probably work with students they've been working with. And so they'll try to get you in, but it gets exponentially harder the closer to the end of the semester.

So if you're even thinking about it, like just get in the groove and try to get in there a couple of times over the course of the semester. So at least they've seen your face and are probably more likely to get you a session toward the end.
ALEESA: Cool, yeah. All right. We're going to end this segment with some dad jokes.

ARGYLE: Yes. I have some dad jokes for you, and I will see how you like them.

ALEESA: Okay.

ARGYLE: All right. Let's start with this one. What's brown and sticky?

ALEESA: I don't know.

ARGYLE: A stick.

ERICA: Oh, no.

ARGYLE: Oh, yes. That was a pretty good one.

ALEESA: A stick in the mud.

ARGYLE: Okay, how about this one. How does a penguin build its house?

ALEESA: They glue it or something like that.

ARGYLE: The glue it together. Yes, that's very good. That's impressive you got that one. Okay, let's see if you can get this one. Why wouldn't the bicycle stand up by itself?

ALEESA: Um, I don't know.

YOGEV: Didn't have a kickstand.

ARGYLE: That's kind of what I thought at first. It was two-tired. T-W-O tired?

ALEESA: Funny.

ARGYLE: These are pretty good, aren't they?
ALEESA: They sound like they're on the back from Laffy Taffy.
ARGYLE: All right, last one. Two goldfish are in a tank. One says to the other, do you know how to drive this thing?
YOGEV: Oh, that took me a second.
ALEESA: Wait, I still don't get it.
ARGYLE: Two goldfish are in a tank.
ALEESA: Oh, like the --
ARGYLE: One turns to the other, and says hey, do you know how to drive this thing?
ALEESA: Funny.
YOGEV: I feel like those are the exact reactions you'd want for --
ARGYLE: -- reaction. I hit the mark there when I got those reactions.
ALEESA: There's actually -- so at The Comedy Club, they have these open mic nights. And there's a guy that goes up there and reads off a piece of paper, like, puns. Like dad jokes and puns, and that is what he does for five minutes.
ARGYLE: Wow.
ALEESA: And you just sit there like oh, my gosh. But it's actual -- I mean, like, it's funny. It just brings a smile to your face.
ARGYLE: It's endearing, right.
ALEESA: Yeah.
ARGYLE: Reminds of somebody in your family that you're like
oh, I can't stand you, but I love you now that you've done that.

ALEESA: Yes.

YOGEV: Want to hear my favorite joke, Argyle.

ARGYLE: Yeah, yeah.

YOGEV: What do you call a priest who wants to be a lawyer?

ARGYLE: Mmm, I don't know, what?

YOGEV: Father-in-law.

ARGYLE & ALEESA TOGETHER: Oh!

ARGYLE: We need like a [MAKES SOUND OF WHIP CRACKING].

ALEESA: A sound effect?

ARGYLE: We need a sound effect for these.

ALEESA: I can maybe put one in. We'll see. Maybe next time I've have one downloaded or something. I don't know.

All right. Well, coming up next, we're going to take a quick break. But we will have our calendar of events, and we'll also have Warren Scherer, Assistant Dean and Director of the Gender and Sexuality Campus Center in studio with us. So thanks so much for tuning in. This is Bascom Beat on WSUM 91.7 FM Madison.

[MUSICAL TRANSITION]

ALEESA: All right, we're back on WSUM 91.7 FM Madison with Bascom Beats. All right, we're going to start with our calendar of events.

October 4, today we are -- there's a register to vote at College,
Merit, and Memorial Library from 4:00-8:00 p.m. to help register people to vote. And I was looking at the calendar, and almost every day this week there are people somewhere on campus helping people register to vote. We talked about this last week. The midterm elections are about a month away.

ARGYLE: Yeah, I can't believe it.

ALEESA: So if you need any help with that, these people are here to help you. There are plenty of events happening.

And October 5, Friday. So Wheelhouse Studios, which is on the first floor below like all the food, like one floor down. They do a bunch of classes, but on Fridays do this thing called Free Art Friday. And this Friday they're doing "Beyond Frida Kahlo" from 5:00-9:00 as a part of National Hispanic Heritage Month. They are learning to make Guatemalan inspired worry dolls. They're going to have some Latin American snacks and have some tradition, Brazilian dance-style samba class. So that's pretty cool. It's in collaboration with UW Latinx Culture Celebration Committee.

October 6 is game day.

ARGYLE: I can't believe a night game, too. That will be exciting.

ALEESA: I was surprised.

ARGYLE: Well you know, I think we've got some -- some pull with the networks.

ALEESA: Yeah, sometimes -- well, usually there's only like one
night game a year, and I've always thought it was because they just
don't like the kids at night -- they don't like us at night. But that will
be fun against Nebraska. So I think it will be a big game.

Union South will be a Badger Bash starting at 4:00 p.m.. The
marching band will be there, lots of fun activities.

Another thing I thought that was interesting is the Cool
Science Image Contest. I don't know if you've ever seen it, but
people kind of like take pictures of like what's on the microscope --
under the microscope and like imaging and turn it into art, basically.
Well, they don't turn it into art but they kind of label it as art, and
it's really cool.

There's a gallery on the ninth floor at the Wisconsin Institute
for Medical Research. This is the seventh year they're doing it. So
it's going through December 18, so that's until the end of the
semester, but it's really cool when you look at the pictures to see,
you know, science as something different.

And also in the science realm, October 11-14, so Thursday
through Sunday is the Wisconsin Science Festival, and that's actually
a statewide event that UW is a part of. And there's different
exhibitions all around campus. There's tours, there's workshops,
lots of fun stuff going on there. So that could be something you
may check out.

Any other events you guys have to mention? I don't know if
the Gender Sexuality Campus Center has anything going on?
WARREN: We do. So the week of October the 8th, we're celebrating National Coming Out Week because National Coming Out Day, which is October the 11th, happens during that week. So over the course of that week, we'll have a variety of programs and events, including premiering for the Semester Out Badger, so a coming out group for UW students.

In addition to that, on October the 11th we have a host of activities and opportunities for the broader campus community to connect. We'll start off the day with coffee and croissants, move through the day with some trivia, a film screening. We're going to do coming out cupcakes. And we'll wrap up the day doing some tie dye. And then Queer Students of Faith meet later that evening.

ALEESA: That was awesome. That's a lot of things to check out.

WARREN: Yeah.

ALEESA: All right. And speaking of, you just heard the voice of Warren Scherer, the Assistant Dean and Director of the Gender and Sexuality Campus Center. So thanks so much for being here with us. And we're going to start by going around and saying our preferred pronouns.

ARGYLE: This is Argyle, and my preferred pronouns are he, him, and his.

WARREN: This is Warren. I use per, per, and pers.

ERICA: My name is Erica. She, her, hers.
ALEESA: And my name is Aleesa, and I use she, her, and hers. And on that note, why is it important to say pronouns to acknowledge them to respect them?

WARREN: Thanks for asking. So there are a number of things that come to mind when I consider that question. The primary thing is recognizing the inherent dignity of someone and how they want to be addressed. I link it to the name that people want to be addressed by.

So if you have a longer name and you prefer a nickname or a shortened version of that, that's how people really get to know you. So using someone's pronouns in use or the preferred pronouns, however they disclose, that is a way to convey recognizing their dignity, respect for them, and ideally establishing rapport. So that's a groundwork to build relationship.

ERICA: Mm-hmm. Branching off of that, I kind of want to speak more about this National Coming Out Day. And so I feel like pronouns are tied into that because, well, before we talk about National Coming Out Day, do you want to define heteronormativity to us, and how that relates to, you know, different use of pronouns that we might not currently -- commonly see, things like that?

WARREN: Sure. So I mean there are many things that are tied into heteronormativity. And I think rather than using a horrendously academic engagement with it, like I would use what I would engage with, and probably a gross oversimplification of
heteronormativity. But it would be the aspect of the pervasiveness in our culture and the context being the United States, of heterosexual and cisgender being the norm.

So you, like there's this expectation that there's a specific way attached to heterosexuality, attached to being -- attached to, rather, being cisgender that are expected of people. So heteronormativity has this pressure, rather, that I -- I'm debating whether or not to use the word argue -- I would argue constrains folks. So heteronormativity expects you to be in a -- in a relationship with someone of a different gender with -- and to be in a long-term, committed, a monogamous relationship. So anything outside of that is perceived as abnormal. So like the normativity piece is there.

And then as an extension, right, and again a gross oversimplification, there's the element where it creates rigid gender expectations of folks and much to the malignment or exclusion of transgender or gender non-conforming, nonbinary genderqueer folks, as well. So there's this norm, right, and anybody who is outside of that quote, unquote norm is seen as aberrant in some way.

And utilizing a variety of pronouns, which in some cases convey folks' gender, and other ways don't, communicating or rather utilizing pronouns and asking folks, like it creates space for folks to exist outside of these limiting norms.

ERICA: Mm-hmm. So then let's talk a little bit about National
Coming Out Day and National Coming Out Week. Why is it significant to come out as, you know, not cis or not straight or any other terms that, you know, might be normative?

WARREN: Sure. So I'm of two minds. And you all have probably not heard me say this before, so and I borrow the language from, I believe, it's Maya Angelou that like my biggest mind is to acknowledge why it's important to come out. So it is important to come out to render oneself visible, right. And this is in the context of being both invisible and hypervisible.

So coming out, disclosing that you are trans, nonbinary, gender non-conforming, gender variant, intersex, and a host of other identities, disclosing can render oneself invisible. So both that you no longer are invisible and people don't know anyone who is, right. And then you are no longer hypervisible so that everyone is expecting you to be the standard for -- or expecting one person holding one person to be the standard for a particular type of identity.

And coming out or disclosing also creates representation for more folks. So you see multiple representations of queerness, of LGBTQ+ identities. And rather than being able to anchor oneself or rely heavily on generalizations or stereotypes, you see, well, wait a minute, I know four people who don't fit this stereotype. Maybe it's not these four people who are outliers. Maybe the stereotype is flawed or problematic.
And I think that that is beautiful, and the -- so the littlest -- well, the other aspect of my mind is to acknowledge that it is not necessary nor is it required for someone to come out. There may be a variety of reasons that someone does not come out or disclose. If they're worried about their well-being, however that's interpreted, their spiritual, their physical, their mental, their financial well-being, they may not.

If they are worried about losing access to a network, for example. So I think about family in a variety of ways. Blood family, chosen family, and your legal family. If coming out or disclosing and someone has a concern about losing access to any of those, and those are really important to their broader support network, I would not encourage someone to come out.

So then an individual has to then do a balancing act. And largely, it's been, I think, important for folks to come out to provide those multiple, that varied representations of queerness across decades.

So thinking about when National Coming Out Day, quote, unquote started in the late '80s, if I'm not much mistaken. There were very few -- there were like even fewer representations of queerness than they are now, right, and it's still important to -- for some folks to come out, right.

And I think that there are some folks who want to come out. And there are some folks who don't. Again, they don't have to
decide. The folks who do come out are doing a different type of work or a different type of labor than people who don't come out, but everyone is doing a different type of work, acknowledging that you have to come out and disclose in a variety of places or a variety of times.

Like in the course of work, someone assumes that I -- they see the wedding ring, and they ask me about my wife, and then I have to clarify, like I am married, yes. I don't have a wife, I have a husband. So things like that still happen, so the way in which like heteronormativity. So like while it's not a big production to come out, it's still, in a way, coming out because I'm having to disclose to someone.

Students navigate it very differently. Their world is -- and my pausing is related to me choosing my words. Students' worlds are different. How much agency or (sight?) do students have over the course of their social networks, their continued family support, so on and so forth.

So if they are disconnected from their family, for example, students who disclose and their family disowns them or no longer, like, engages with them, no longer financially supports them, no longer relates in any way to their life, that can have -- rather that's quite a traumatic experience, and a student doesn't -- if they perceive that could happen, don't want to go through it, so they simply don't disclose. And I think that's all right, too. That was a
far more long and drawn out answer to your question.

ALEESA: No, it was great.

ERICA: Thank you. No, that was -- it's good to have long drawn out questions -- or answers because then we get to hear a lot. So then, how was this -- I was curious about the history of this event. How did it start? And then how has it changed over time? How has this, you know, production of coming out, has it changed, and how do you expect it to change in the future?

WARREN: Ooo. So casting myself into the future is one of my favorite things to do. So thinking about the history, so the origins of National Coming Out Day, and one of the iconic images is by celebrated artist Keith Haring of a person walking through an open door.

It's a, yes, a phenomenal image, but attached to -- it was the origins of it, and I'm failing on their name. But late '80s, so '88 -- or rather '87 or '88, by two activists who wanted to memorialize a gay and lesbian rights movement work, right, acknowledging that at the time -- it would highlight even then -- so only calling it a gay and lesbian rights movement was problematic then because 20 years before there was the Stonewall Riots, which most folks see as the seminal moment in the LGBT rights movement started by queer and trans women, queer folks of color, etc. And to call it only the gay and lesbian rights movement erases the contributions of other folks. So inherently problematic.
But National Coming Out Day was, to my knowledge, founded by these two activists, I believe based in New York, who wanted to memorialize the anniversary of a gay and lesbian movement event and encourage other folks to -- to come out. And if not come out, then be willing to share their stories with some folks. So it's a way to broaden the narrative.

And while I was in high school, so this is flash forward ten years later, Matthew Shepard was killed. Or rather was found, and then died later at the hospital in Laramie, Wyoming, if I'm not mistaken. And that became a -- very clear memories for me, a rallying point around which young students -- young adults were gathering. Like here is this person who was, perhaps not out. And someone relegated him to invisibility, like essentially trying to erase him.

And I think about the connection of queer students I was friends with while in high school, and then the LGBT youth serving organization I was part of in my hometown. And national -- from my perspective, right, I haven't done any historical research on this. From my perspective, National Coming Out Day took on additional meaning after Matthew Shepard's death. So National Coming Out Day is October 11th. Matthew Shepard died on October 12.

So like from my perspective, it took on new meaning. And how it's changed from simple, like -- I think -- in many ways facilitated by a number of technologies that have made themselves available to
folks. But from simple, like, gathering and small groups, so discussion groups on college campuses, etc., were like coming out, how did you manage? How did I manage? Like what did your parents say? And so on and so forth to now folks doing entire YouTube series on the coming out process. And the numerous ways that it could go.

You prepare for the worst and still make space for the best. I will never say that there will never be a time for folks not to come out. I think coming out will change in time, though. Like we will see fewer, and hopefully so, fewer folks who are displaced or disowned by their families. And while they're doing that, they still have opportunities to cultivate chosen family.

ERICA: Mm-hmm. So let's talk a little bit about The Gender and Sexuality Campus Center, then. What is the role of this center on campus? And then I was also interested, why is it important that we have it?

WARREN: Oh, how much time do you have?

ERICA: We have ten minutes.

WARREN: Yes. I'll make it brief.

So our role is to broadly support, educate, and serve students. So we're a student service office. Our primary focus is UW students. So we do that in a variety of ways. We do education and training for students so that they learn about LGBTQ+ populations.

We also train and educate campus employees as a route to
improve campus climate for LGBTQ+ students. The support, so if students are needing help navigating the large bureaucracy and decentralized campus that is UW, we're here to assist with that.

We're here to cultivate a sense of belonging and a community building to students to build skills. And that I would lump in in all of that.

And -- so the campus center has been around just over 25 years. The campus center celebrated its 25th year in fall of '17. And it exists, one, there are trends across higher education acknowledging that there are marginalized and minoritized students populations.

So students who are perceived or engaged -- populations, rather, who are perceived or engaged with as if they are abnormal, that they are other in some way. And the impact of that othering in a concentrated area that is campus has an adverse impact on the student success, on their retention, their eventual graduation, degree completion, and so on and so forth.

Very higher ed -- it's not higher ed jargon, but I'm essentially referencing research out there. And we want to address that. Like any population for whom higher education was not designed, we want to then essentially support those student populations to address the ways in which society and the way in which society is amplified on college campuses, establish barriers or limitations to their overall success, whether that is making connections, getting
networked, internships, retained graduation, and so on and so forth.

ERICA: Mm-hmm. I have a few other questions. For one thing, this campus center has had a name change. Do you want to tell us a little bit about that?

WARREN: My pleasure. So for the first 25 years of its existence, the campus center was known as the LGBT Campus Center, Lesbian, Gay, Bisexual, Transgender Campus Center. And in spring of 2018, so a few short months ago, the campus center changed our name. So that work, or rather the work that was poured into it was the professional staff and the student staff, as well as the broader student body took a step back and looked at this is who we were. Who do we want to be into the future?

So acknowledging that the LGBT acronym on its own does not include a host of sexual orientations and a host of genders, right, the presumption perhaps could be that LGBT is quite limiting, and that there are other folks who are not represented or not reflected in that.

And we noted that there are trends across the profession. So doing LGBT student service -- or LGBTQ+ student work across higher education that many of our peers across the country were shifting to gender and sexuality.

One broadening so that folks of numerous genders, folks of numerous sexualities and orientations could access the services, the space, and find community there. So it created -- it created a space
for the campus center to grow into and reflect the diversification of the students' identity through accessing the center.

ERICA: Mm-hmm. And then I was curious, what are some important statistics and misconceptions that we would like -- you would like to clear up for us?

WARREN: Oh, my. So there's no -- well, and this I believe one of the myths the number of LGBT people. One of the researchers -- a researcher that I highly admire and respect in -- so I see at higher education conferences, etc., doing campus climate work talks about the number of LGBT people -- LGBTQ+ people in a given population.

And her number range is anywhere from 4% to 20% of a given population. 4% of a given population will indicate on a survey, document, or computer, will actively disclose, yes, I am LGBTQ+. And then the generous estimate up to 20% includes a host of folks who are questioning, who are navigating, and who may not be willing to disclose.

I think the -- and in celebrating in many ways when more folks come out when there are trans women who are elected to office across the country. We want to celebrate those successes, too. And those are some of the things. There are a host of other myths and misconceptions, but that might be a show for another time.

ALEESA: Yeah. So real quick, where is The Gender and Sexuality Campus Center?

WARREN: We are located on the first floor of the Red Gym in
123. So enter the building, back hallway toward the left. Once you've found the flags, you've found us.

ALEESA: Awesome.

ARGYLE: When is it open during the week?

ARGYLE: We are open 9:00 to 5:00 Monday through Friday. And then we have evening programs until 6:00, 7:00, 8:00 p.m. through the week.

ALEESA: And then the last question that we ask all of our guests is what is your favorite Wisconsin tradition and your favorite Babcock ice cream flavor?

WARREN: So I'll answer the more difficult one first. I could not possibly choose a favorite ice cream. If it's ice cream, it's my favorite. Longer story there.

My favorite Wisconsin tradition. So I will share with you that I have not tried all of them, so I dare not pick a favorite until I've tried all. I've only been here nine months.

ALEESA: Oh!

WARREN: Yeah. So I want to -- I want to try them all before I pick a favorite.

ALEESA: Okay, all right.

ARGYLE: Sounds like you have some work ahead of you.

WARREN: I do, indeed.

ALEESA: They have something at Babcock where you can get like --
ARGYLE: The sampler thing, right?
ALEEesa: Yeah.
ARGYLE: It's like 25 bucks or something. It's like 9 scoops of ice cream.
ALEEesa: Yeah.
WARREN: I'd probably develop a lactose intolerance.
ARGYLE: Bring a couple friends.
ALEEesa: It's hard because there are -- as our guests in the past have said, that there's some that just are there for like a month and then leave, and then sometimes never come back.
WARREN: Mm-hmm.
ALEEesa: So gotta get -- gotta get close with Babcock Dairy Hall. Get the insider secrets or something.
WARREN: Yeah.
ALEEesa: Well, thanks so much for being here, Warren. This is Bascom Beat. If you have any questions about the show, if you ever want to talk to us, use Twitter, use the #BascomBeat, and we'll answer your questions on air. Or if you have any recommendations, thoughts, anything like that, we'd love to hear it. Thanks so much for tuning in and we'll see you next week.
ARGYLE: Bye.

[MUSICAL ENDING]