Capitalism Works for Me! - But Does It?

SARAH ROSE GRUZSECKI
OPINIONS EDITOR

With its gaudy twinkling letters and blaring red scoreboard, the Capitalism Works For Me! public art piece currently positioned outside of Cro is tough to miss. Perhaps that’s the point. Designed by artist Steve Lambert to spark conversation about our economic system, the piece has served as a rarity in promoting these frequently silenced conversations around the country. “I realized there wasn’t really a space for people to talk about capitalism and how to make it better,” Lambert explained, while displaying the piece in Times Square. The art piece was originally brought to campus to commemorate the 106th anniversary of the Center for the Comparative Study of Race and Ethnicity (CCSRE) and to represent the culmination of the Center’s year long study on capitalism. Center Director and Education Department Chair Professor Sandy Grande describes that students spent the past year examining race, capital, and capitalism. The Center had always wanted to incorporate a public art piece into their studies, but Grande worried that after discovering Lambert’s work, the possibility of bringing it to campus would be slim. However, after contacting the artist and the current holder of the art piece, The Station Museum in Houston, Texas, possibility quickly shifted to reality. With the support of the Art Department and CCSRE student members, arrangements were made for the political piece to be brought across the country for viewing and conversation at Conn.

At the Station Museum, Capitalism Works for Me! was featured as part of an exhibit titled “Corpocracy.” As detailed by the modern art museum’s website, “Corpocracy is defined as the absurd reality of our society in which corporations...” CONTINUED ON PAGE 10

Endgame Comes to Conn

ALEXIS CHENEY
STAFF WRITER

Waiting for pain medication. Looking out the window at a barren landscape. Savoring a stale biscuit. Such dismal actions comprise the lives of the characters in the post-apocalyptic world of Samuel Beckett’s Endgame. Director Patrick Gallagher Landes ’16 brought such devastated world to Connecticut College on Saturday, April 2 and Sunday, April 3 in Palmer with the support of Wig & Candle, the College’s student run theater group. The recent performance fittingly corresponded with the 59th anniversary of the play, which originally opened on April 15, 1958, in London’s Royal Court Theatre.

Representative of the Theater of the Absurd, the play explores the meaning of life when most of humanity has died. Endgame, referring to the last part of a chess game when few pieces remain, takes place in the hovel of the crippled, blind and nearly deaf protagonist, Hamm (Cami Netland ’18). He sits in a rolling chair at the center of his shelter for most of the play describing the hopelessness of his existence and ordering his servant, Clov (Cory Carola ’16), to entertain him. However, with bad legs and a broken morale, Clov struggles to acquiesce to Hamm’s demands. Even the dinky tasks of rolling Hamm around the room or telling him a story challenge Clov. Just when existence in the hovel could not seem any more joyless, Hamm’s existence in the hovel could not seem any more joyless, Hamm’s
teeth to the last part of a chess game when few pieces remain, takes place in the hovel of the crippled, blind and nearly deaf protagonist, Hamm (Cami Netland ’18). He sits in a rolling chair at the center of his shelter for most of the play describing the hopelessness of his existence and ordering his servant, Clov (Cory Carola ’16), to entertain him. However, with bad legs and a broken morale, Clov struggles to acquiesce to Hamm’s demands. Even the dinky tasks of rolling Hamm around the room or telling him a story challenge Clov. Just when existence in the hovel could not seem any more joyless, Hamm’s
death (Kinh Nghiem ’18) and Neill (Jessica Craig ’16), emerge from their separate ashbins. The couple CONTINUED ON PAGE 11

KIPP Infinity Elementary School is located on West 133rd Street in Harlem, right next to the City College of New York. It is a part of the Riverside Park Community, a complex of buildings in Harlem that includes over 1,000 apartment buildings. KIPP Infinity takes up one of the floors of one of these buildings, where it serves students from kindergarten to grade four, a group of over 500 students, mainly young students of color. According to their website, 92% are on free or reduced lunches, and, as explained by Lamar Ok ’12, nearly all are from Harlem. Some even live in the Riverside Park Community buildings.

I met with Ok over spring break, though classes at KIPP, which stands for Knowledge is Power Program, were still very much in session. Ok teaches third grade math and social justice (a curriculum he designed himself) in the orange University of Texas room.

His classroom is spacious and bright to home. As a student, Ok didn’t grow up in New York City but is a native of Providence, Rhode Island. He attended Conn at age 16 on a full scholarship after a mentor and alumni encouraged him to consider it. He recalled the peaceful and safe feeling he had when visiting, the attraction of Tempel Green and the close proximity to home. As a student, Ok was heavily involved in campus life: he was a youth coordinator at Unity House, worked backstage for Eclipse, studied modern dance under Associate Professor of Dance Heidi Henderson and was a driver for OVCS. Ok cited his sur- The art piece was originally brought to campus to commemorate the 106th anniversary of the Center for the Comparative Study of Race and Ethnicity (CCSRE) and to represent the culmination of the Center’s year long study on capitalism. Center Director and Education Department Chair Professor Sandy Grande describes that students spent the past year examining race, capital, and capitalism. The Center had always wanted to incorporate a public art piece into their studies, but Grande worried that after discovering Lambert’s work, the possibility of bringing it to campus would be slim. However, after contacting the artist and the current holder of the art piece, The Station Museum in Houston, Texas, possibility quickly shifted to reality. With the support of the Art Department and CCSRE student members, arrangements were made for the political piece to be brought across the country for viewing and conversation at Conn. At the Station Museum, Capitalism Works for Me! was featured as part of an exhibit titled “Corpocracy.” As detailed by the modern art museum’s website, “Corpocracy is defined as the absurd reality of our society in which corporations...” CONTINUED ON PAGE 10

CELS Spotlight: Creating and Influencing Education with Lamar Ok ’12

DANA SORKIN
EDITOR IN CHIEF

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Over spring break, nine members of our editorial staff got the opportunity to attend the College Media Association’s National College Media Convention in New York City. The Convention was four days long and included dozens of sessions, workshops and lectures led by educators, journalists and even some students from across the country. Not only was it helpful to hear tips and tricks from professionals, it was also beneficial to gather with staff from other collegiate newspapers to discuss and share ideas. Being able to send both graduating and non-graduating students to the Convention was another bonus and will help us create an exciting vision for the paper going forward.

One of the more interesting sessions I attended was titled “Beyond Political Correctness,” led by Associate Professor of Journalism Rachele Kanigel from San Francisco State University. The session was interactive and gave students an opportunity to both assess the importance of political correctness in media as well as ask specific questions regarding term usages and interview practices.

Professor Kanigel, who specializes in the ethics of journalism, began her presentation by showing a list of historically marginalized groups. She then encouraged us to turn to the person next to us—most likely a stranger—and write down terms that have been associated with that group. I was immediately nervous: the thought of discussing sensitive issues with a stranger intimidated me. After a hesitant discussion with my partner, Professor Kanigel dove further into the conversation, encouraging us to ask questions and open up.

Professor Kanigel succeeded in creating an environment in which, it seemed, participants were comfortable. Especially with terms or ideas that exist in a gray area of language, a territory in which interpretation or context can be easily altered, she was helpful in diffusing the tension that often surrounds discussions of political correctness. She also created a space for discussion about whether or not political correctness is actually important. I have often heard, in political discourse, the insinuation that we are in a “phase” in which we care about language and the way we describe the identities of others. While I believe in the importance of political correctness, the session made me see how, as journalists, we have the power to label others, thereby making decisions about which pieces of their identity are the most important or, in the case of a newspaper, newsworthy.

Something as small as a headline can make a decision about identity and shape the way an article is read. Though Professor Kanigel’s tactic initially made me nervous, it quickly became clear that the space was a constructive one dedicated to making our writing better and our practices more responsible. There is a certain panic characterizing discussions of political correctness, but the session was a good reminder that we cannot fit all of our language into ‘Correct/incorrect, offensive/not offensive, what have you. Caring about language, within or without journalism, means asking questions, building trust and investing time and energy in our writing and everyday conversation.

- Hallie
Senior Thesis Spotlight: Sophie Sharps '16
Researches NYC Charter Schools

Sophie Sharps, '16, stated when discussing her honors thesis on charter schools that she always felt deeply invested in public education. However, her specific interest in charter schools and the privatization movement did not fully blossom until she traveled abroad in Chile. After discovering that over 60% of students in the country were served by the private educational sector, she decided to investigate the country's rapidly changing educational landscape through her final independent study. This piqued an interest in the privatization of education, which Sharps quickly carried over to her PICA internship with the New York City Department of Education. Intrigued by the heated educational politics of her home city, Sharps decided to conduct her thesis research in New York, which currently houses over 200 charter schools and remains at the epicenter of the charter school debate.

As a sociology major, Sharps has spent the year working with Professor of Sociology Ronald Flores to conduct quantitative analysis on charter schools and their positioning in New York. Focusing on data from the New York City Department of Education and The US Census Bureau, she has examined when charter schools opened, where they are, what they look like demographically and how these demographics compare with local neighborhood statistics. When discussing her research, Sharps described how in many conversations surrounding charter schools and their implementation in underserved communities, corporate reform marketers will promote the schools as a means of providing families with "choice" when faced with decisions about the education of their children. In her thesis, however, she asserts that such statements often disguise the inequity that charter schools frequently perpetuate. "For-profit and nonprofit groups are exploiting low-income communities because they don't have any other options," Sharps said. She added that charter school reformers frequently enter underserved neighborhoods because given limited access to other promising educational opportunities, there is a market need to do so. The barriers children and families face in accessing well-resourced schools is inextricably tied to disparities in taxes and public school funding. According to the National Center for Education Statistics, many northeastern states designate over 59% of property taxes to elementary and secondary schools. This means that a school in a low-income community will receive fewer educational funds than one in a middle or upper-class area. Such a statement holds broad implications, not just for Sharps' research in New York City, but also for our local community. Here, non-taxable land from Conn, the Coast Guard and Mitchell College pose enormous obstacles in acquiring public school funding in New London.

In the argument for school choice, Sharps also highlighted the consequences of competition. She explained that charter school advocates frequently argue that "if you create a lot of good schools, then the bad ones will close. But if the failing schools are closing in areas that desperately need education, you're not serving the needs of that community. This competition often breeds inequality and is especially exacerbated at the neighborhood level.

These privatization efforts sharply dissent from the original conception of public schools in serving the public good within our democracy. "Historically, Horace Mann's "common school movement", at the foundation of our..."

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public education system, was intended to serve as society’s ‘great equalizer.’ The fact that public education relies on taxpayer dollars means that citizens have stake in this public good and thus are able to hold the public education system accountable. When our educational system is placed in the hands of private organizations and corporations, particularly elite members outside of the educational arena, we strip communities of one of the fundamental tenets of democracy,” Sharps detailed.

Although Sharps maintains this critical stance towards privately run public schools, she does highlight that not all charters are created equal. In New York City, many residents will instantly recognize Success Academy as a corporately sponsored charter school network that currently markets 34 charter schools throughout the City’s boroughs, with the exception of Staten Island. Utilizing a grocery store metaphor, Sharps refers to these expansive charter networks as the “chain stores” of charter schools. Primarily run by management organizations, these networks go into very specific communities that primarily serve low-income students and students of color. Similarly to many public educators, Sharps expressed significant reservation about these forms of charters and their outside corporate involvements. “I don’t understand how someone outside of education can serve the educational needs of students,” she said in frustration.

Sharps emphasizes, however, that although “chain store” charters like KIPP and Success Academy make up the majority of charter schools in the United States, there are some that continue to run independently. Again referencing the grocery store metaphor, Sharps describes these charter school models as “Ma and Pop” schools, which frequently function within the community while serving neighborhood students. These charter schools are far more likely to represent and welcome community voices and recognize the needs and values of neighborhood students. Such charters provide a stark contrast from “chain store” network models where wealthy white executives frequently dominate over charters serving disadvantaged youth.

Walking out of my conversation with Sharps, one thing became increasingly clear: charter schools are complicated. As a prospective teacher who feels deeply invested in public schools and their original purpose, I hold similar reservations about charters and their potential in creating and sustaining educational equity. However, in order to truly understand the impact of these privately run educational systems, it is imperative that we look from the ground up. While it may be easier to overlook the systemic nature of these charters, we must ask ourselves why they are created in the first place.

Hillel Hosts Lecture on Israel-Palestine, Ways to Create Peace through the Economy

DANA SORKIN
EDITOR IN CHIEF

At 5 p.m. on Wednesday, Mar. 30, Connecticut College Hillel hosted an event entitled “Palestinians and Israelis: Building Economic Pathways to Peace” in Blaustein 216. This event represented the culmination of the work of Simon Luxemberg ’18, Daniel Kramer ’18 and Connor Wolfe ’17, who together entered the 2016 Hillel BDS movement of the year.

The event featured two speakers, Bassem Eid and Erez Tzadok, who travel together lecturing on ways in which economic advancement can be used to ensure peace in the region. Eid is Palestinian political analyst based in Jerusalem with a background in Arab and Palestinian affairs. Tzadok is the CEO of Avi Fund Management, and is an expert on global markets and investments in Israel. Together with Interim Dean of Institutional Equity David Cantor as moderator, they lectured in front of a full room.

Tzadok spoke first, explaining right away that while his background is in business, he “believes in coexistence,” and aims to achieve it through investing in ethical companies. The speakers’ main example of a company in the region was SodaStream, which manufactures a home device to carbonate water and create your own soda. SodaStream was the source of controversy in 2015 when they closed their largest factory, located in the West Bank, after pressures from the international BDS movement.

The boycott surprised him, he said, because of all of the workers in the SodaStream factory, half were Palestinians. He said that in the region there are approximately 50,000 Palestinians working in factories like SodaStream’s, many of which are owned by Israelis, and that these workers are paid more than five times that of Palestinians working in other companies. The money these workers earn in the factories goes right back into the Palestinian economy through private consumption, though there are still very high rates of unemployment (approximately 20% in the West Bank, and an even higher rate of 45% in the Gaza Strip). Because of this information, Tzadok advocated for more factories to be built in Palestine and cited the BDS movement, saying he didn’t understand it and that they “want Israel out of our home.”

In these factories, Tzadok said, Palestinians and Israelis “get equal rights, equal opportunities.” Furthermore, he said, “no one ever gets hurt at the hands of another human. These factories are places of peace, he said, and “we need to take advantage of the economy” to continue to create peace.

Eid, whose voice boomed in comparison to Tzadok’s more level tone, said the ordinary Palestinians are seeking three things: a job, an education and healthcare. They “see fighting, rather than identity,” he began.

Eid was particularly critical of BDS, as well as the Palestinian Authority, during the course of his talk. “Everyone around the world is trying to sacrifice the Pal-
CONTINUED FROM FRONT

Conn. Though he described the experience as tough, he felt especially supported by his professors and created one of the first LGBTQ student support groups on campus. He documented these experiences, along with another trans student, through the writing and performance of a play in front of a packed room. In looking through the Voice's archives, I found the article written about the show by then-Editor-in-Chief Jazmine Hughes '12, during which Ok joked about expecting people to attend the showing in Cro's Nest, but instead performing for over 200. He felt as though he came out of his shell while at Conn, describing these experiences as letting him “live a little.”

As a Human Development major and a student in the elementary education certificate program, Ok excelled academically, specifying in particular Professors of Education Michael James and Sandy Grande as crucial in his development as an educator. “They shaped my view on education,” said Ok. Knowing his passion lay in the education of young students of color like himself (“My calling is black and brown kids.”), he told me. Ok was shocked when he had been placed in a predominantly white school district for his semester of student teaching in the spring of his senior year. He admitted to having trouble empathizing with white people, but said the experience changed his life. Teaching a class full of young white students (there were only two or three students of color in his class) “changed my view on whiteness and white privilege.”

A precursor to the curriculum he would later use at KIPP, Ok created a unit on racism and privilege during his time student teaching. The students were not only receptive, but took matters into their own hands: Ok described a day when the students wrote letters to Arizona lawmakers in response to the controversy over anti-immigration sentiment. “Teach the hard things younger,” Ok told me afterwards.

With graduation approaching, Ok struggled with his decision on where to go and what to do after graduation. He knew he wanted to continue teaching, but coming from a low-income background, he couldn’t wait weeks — perhaps months — for a teaching position to become available. Though hesitant, Ok considered the controversial Teach America program for which he had offered himself a position, as well as a strong initial salary.

TFA has been a topic of much conversation on campus recently, with SGA contemplating passing a resolution to forbid TFA from recruiting on campus. Critics of TFA view the program as taking students with limited teaching experience and placing them after only a summer of training into some of the country’s most underserved schools. Alternately, many Conn students had TFA teachers as young students, and peers. Ok trained over 60 white teachers on issues of privilege and power, and, when I asked him about the differences between teaching elementary students and adults fresh out of college on this topic, he paused for a second to consider his experiences. Though younger students are more receptive right off of the bat, he decided, older students come with prior experiences that inform their thinking. Regardless, both are equally important.

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Garland Nomination Continues to Face Gridlock

DANA GALLAGHER
HEAD COPY EDITOR

Defending his nomination of Merrick Garland for the Supreme Court, President Obama penned an op-ed for The Houston Chronicle on Mar. 25 urging Congress to prioritize the Court's over partisan politics. “If Judge Garland has a hearing, he warns, would serve as a harbinger of "a process for nominating and confirming judges that is beyond repair." By refusing to meet with Garland, GOP leaders are "going down a path that would jeopardize our democracy, and betray the vision of our founding fathers," President Obama reasons.

CASTING THE NOMINATION PROCESS AS AN EXAMPLE OF POLITICAL PACKAGING BY REPUBLICANS, President Obama distorts readers from the Senate’s evolution toward populism. Republican Senators, perhaps not incorrectly, feel that eschewing a confirmation hearing is in line with constitutional good practice. In a letter to Senate majority leader Mitch McConnell, Republicans on the Senate Judiciary Committee argue that the Constitution may specify the President nominates a Supreme Court justice, "but the power to grant, or withhold, consent to such nominees rests exclusively with the United States Senate.” Recalling Minority Leader Harry Reid’s 2005 declaration that “nowhere in the Constitution does it say the Senate has a duty to give the Presidential nominee a vote,” Senate Republicans may cast Democrats as obstructing important judicial appointments. Withholding support for a Supreme Court nominee during an election cycle is not a strategy unique to Republicans. When Lyndon Johnson nominated Abe Fortas as Chief Justice with seven months remaining in his final presidential term, 19 Democratic Senators refused to consider any Johnson nominee because he was set to leave office. These law-makers preserved a vacancy for Republican Richard Nixon, who ultimately nominated conservative jurist Warren Burger. The significance of a Supreme Court blockade during the 2016 Presidential elections, therefore, more in the rationale for judicial interference than an undue politicization of the nomination process. In their letter to Senator McConnell, Republicans on the Judiciary Committee argue that Justice Scalia’s death presents Americans with “an exceedingly rare opportunity to decide, in a real and meaningful way, the direction the Court will take in the next generation.” Implicitly, the election of a conservative President over his predecessor preserved a vacancy for a liberal judicial appointment whose preference to which Americans should expect their next Supreme Court Justice to adhere. Because lifetime appointments and confirmation by a then non-popularly elected Senate theoretically insulate Supreme Court justices from popular control, the framers of the Constitution sought to prevent "excessive democracy."
...it is possible to respect other opinions while still disagreeing—attempting to take the moral high ground in a debate leads to countering talking points that do not form any sort of counter argument. When emotions get involved, rational thinking usually goes out the window.

There are several instances I have seen when discussions are skipped altogether on this campus. From yard signs supporting Mr. Trump being thrown away or vanishing at the Bowdoin-Ridgeland, to events on campus talking about people being "Stumped by Trump," the default view seems to be that the political views are not worth discussing at all. Some people believe in outright censorship of ideas. In other cases, people go too far in their attacks. The most troubling comparison I have seen is the one between Donald Trump, a businessman-turned-politician candidate, and Adolf Hitler, the leader of the Nazi party and an eventual extermination of over eleven million human beings. No, this was not said in a moment of anger by a select few. Many networks, including CNN, the Huffington Post, NPR and the New York Times have now fanned this noise. Some on campus were even taken up on this idea and have run with it. In two of my classes I have heard this view expressed, which leads me to strongly believe it goes on in other classes as well.

The option, however, does not prohibit filibusters on nominees for the Supreme Court. Establishment Democrats, like Senate Democrat Patrick Leahy, had maintained the Senate's essential role as the "cooling sauce" in legislative squabbles with the House. Present Republican obstruction, according to Toobin, may render the filibuster's elimination more politically palatable come 2017. A change in filibuster rules, on account of blowback from reaction on the Garland nomination, would signify further weakening of the Senate's role as a protector of the minority party's rights. Federalists argued, when framing the Constitution, that the existence of an aristocratic Senate and more populist House would fragment power and thus create obstacles for either the wealthy minority or non-majority to dominate government. Current Republicans, by taking action in the name of popular sovereignty, and Democrats, by pursuing a revision of traditional Senate rules to "democratize" the Senate at the expense of democracy, both parties associate democracy with legislative action on behalf of the majority party, and little discussion is devoted to the balance of power or the voice of the minority party. If Senators fail to engage in meaningful dialogue on the next Supreme Court nomination, the issue of public expediency, then they concede to the ominous threat of a democracy that may thrive only in the absence of political conflict.

This is Not 1934

CARLOS HEROS CONTRIBUiOR

The presidential election season is upon us once again! Every four years, you hear the same tired old debates, adventure discourses, televised debates and the exchange of policy ideas. Any time we turn on the radio (yes, some of us still get our news through the radio) or television, we constantly hear about and see the lives of a select few who decide to run for the position of leader of the free world. Social media, such as Facebook, Twitter, Instagram, Snapchat and YouTube has become an increasingly popular avenue for entertainment, but also one for politics (I never thought I would see the day that Snapchat would be openly utilized by politicians, but here we are). Of the vast number of candidate who initially entered the race, we are left with five main candidates, including Jeb Bush, Bernie Sanders, Donald Trump, Ted Cruz and John Kasich. From an anecdotal account, as an idea, Donald Trump leads, and by email from The College Voice to the students here at Connecticut College, the overwhelming majority of students lean to the side of Hillary Clinton and Bernie Sanders, with the next in line being Donald Trump. The racial belief of this trend varies among students, some focusing more on foreign policy, some on economic policy and some on social justice. However, Trump appears to see take issue with Mr. Trump specifically. In my experience here, I have witnessed numerous instances where teachers move right pass disagreeing with his policies and instead go straight for his character and manner. I believe this is something that will be largely focused on in this article, so if politics or other points of view are an upsetting or threatening subject, this article might not be your favorite section.

Around college campuses we have students as well as professors and other forms of people who should hold this all-important job of serving as the face of the country. In addition to online donations and plugs, there are posters, bumper stickers, shirts, computer stickers, phone cases, you name it - all with creative slogans and the candidates' name. Along with the campaigning and supporting of candidates, they also denounce and attack their opponents. For me, this is what has changed the most when the issue of politics comes up. Often times, discussions on policy and position turns into swearing, hurt feelings and character attacks. Focusing on more in the "Trump phenomenon," media from all sides have spearheaded attacks on his campaign. Trump is unique in that the left and the right both take issue with his message and stance. Disagreeing with him is fine (as in many cases indefensible), but when people debate issues other than policy, political debates erode into nothing but a flinging of insults and name-calling.

This is Just Not 1934

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from taking root on American soil. By affirming the need for citizen input in the nomination process, Democrats push for the Senate to adopt the governing philosophy of the "people's" House of Representatives. As the Senate to adopt the governing philosophy of the government whose members have been directly elected since the founding of the United States, the Senate may seek to extend the same vision being Donald Trump in the race.

Many networks, including CNN, the Huffington Post, NPR and the New York Times have now fanned this noise. Some on campus were even taken up on this idea and have run with it. In two of my classes I have heard this view expressed, which leads me to strongly believe it goes on in other classes as well. First and foremost, making comparisons to the Holocaust, an event in which millions upon millions of people were singled out due to certain traits or beliefs and then tortured and killed, is simply nothing to compare to. No. Many scorn Trump's more extreme positions, such as temporary ban on Muslims who are unable to be vetted properly from the United States from war torn areas, or how he advocates on deporting the millions of people who came to America illegally. Although controversial, they do not compare to hunting down people and intentionally sending them to their deaths. When this topic of Nazis or Hitler is brought up so casually, it causes desensitization to this tragic historical event. It is also instilling to the millions of victims who were killed, to have their sacrifices invoked for such a relatively trivial manner. This like. When these supporters (and even potential supporters) are students, professors and reading material extalizing the extreme comparisons to Hitler, does that make them Nazis for disagreeing? The answer is no, it does not. It makes them human for having a point of view that is not always right, even, and too many times have I witnessed students draw comparisons similar to this in class as a copout for either not supporting the candidate or not knowing any specifics.

Sitting by two people in Harris one afternoon, I heard the words "believing in Trump" more than a couple of times. How could I not listen in? What I heard was two people with very differing opinions talk about this issue, and the man who liked certain candidates and were dissuaded by others. One of the students brought up the language used by Trump to describe Mexican immigrants and how it was offensive and had no place in politics. He believed it was wrong to categorize a large group of people based on the actions of some and explained that this creates fear. The other person acknowledged this language as offensive, but stated the fact that he did not think his language was written that way or even with the intention that others would see his words. He then went on to say that he was being "stumped by Trump," being "Stumped by Trump," in the Obamas of the 90s, the Bushes of the 90s, the Clinton's of the 90s, the Clinton's of the 90s. He believed that this is the kind of conversation I hope to hear in class and around campus because it shows that it is possible to respect other opinions while still disagreeing. Attempting to take the moral high ground in a debate leads to countering talking points that do not form any sort of counter argument. When emotions get involved, rational thinking usually goes out the window.

This is Not 1934
CELS Bridges Academia and Post-Grad

SAADYA CHEVAN
STAFF WRITER

Though my graduation is three years away, knowing I have to leave Conn makes me worry about eventually suspending my participation in diverse career-building activities, which I consider irreplaceable. Outside of college, where else can one simultaneously play in the theater pit band, write for the student newspaper and research relationships across disciplines? CELS makes me confront the future, something I fear and avoid. I think other students face this same problem when dealing with CELS, as career planning demands that students look toward an uncertain future beyond Conn. For this reason, I wanted to better understand CELS.

I learned, first of all, that CELS is no longer called CELS. It is now the Career Office of Professional Development. Former Connecticut College President Claire Gaudiani coined the acronym CELS, for “Career Enhancing Life Skills,” as part of her goal of providing all students an opportunity to articulate their undergraduate accomplishments - in other words, what they are doing in college.

According to career advisor Nicole Cell, “when [CELS] was first developed, almost everyone at the institution was considered as a potential stakeholder, and there was input from all different constituents on campus, administrators, staff, faculty and students.” In the early days of the program, the office even made t-shirts saying “CELS is for everyone.” More recently, the CELS office has continued to attempt to make connections to faculty and the classroom by organizing first-year workshops by freshman seminar and inviting faculty, staff and student advisors to participate.

Another criticism leveled at the career program is about the name “Career Office of Professional Development.” There is no mention of pedagogy particularly impressive. I find our career office’s philosophy and pedagogy particularly impressive. My perspective on career advising is that it is an afterthought to academic work. However, the advisors do not intend this to be the case. Rather, they want it to be a homogenous part of the liberal arts experience. They see learning career enhancing life skills as one part of the learning that occurs on campus. With processes like the “STAR” stories, advisors teach students the ability to articulate their undergraduate accomplishments - in other words, what they are doing in college.

Career advisor Lori Balaratic said “One of my jobs is to help students articulate ‘Why did I choose this?’ and ‘Why does it matter?’ because I don’t want anybody to be sorry when they get to be seniors.” While CELS contextualizes this process as making students appealing to potential employers, it is also a useful skill in general. Being able to explain what it is that you do is essential in academia and in life.

I think that limiting information about job opportunities is a terrible idea, in part because our school’s career office solicits this information and is thus expected to share it as a professional courtesy. There will always be a greater population of students who are not interested in a particular industry than those who are, and if a majority of students limits the opportunities advertised, they risk hurting the minority of students who might be interested in those publicized opportunities. Instead, students must learn to sift through the information thrown at them to find what matters.

Ultimately, I think that our career office treats a fine line between helping and hindering students’ aspirations. Although a few months ago I felt that workshops should focus mainly on helping students practicing the skills they are taught, my discussion with the career advisors has pushed me into the opposite camp. The career office might not take enough time to contextualize the skills taught in workshops. Students need to understand the specific reason that what they’re doing matters or they’ll have less investment in the process.

As a potential stakeholder, and there was input from all different constituents on campus, administrators, staff, faculty and students. According to career advisor Nicole Cell, “when [CELS] was first developed, almost everyone at the institution was considered as a potential stakeholder, and there was input from all different constituents on campus, administrators, staff, faculty and students.” In the early days of the program, the office even made t-shirts saying “CELS is for everyone.” More recently, the CELS office has continued to attempt to make connections to faculty and the classroom by organizing first-year workshops by freshman seminar and inviting faculty, staff and student advisors to participate.

The Implicit Privilege of the Founders Day Challenge

MAIA HIBBETT
OPINIONS EDITOR

With its dramatic soundtrack and clever slogan, “TogetherWeCon,” the Founders Day Challenge promotional video embodies the sentiment of the challenge as a whole: technically well-intentioned, but a bit too much on top. Though the video comment that Conn students “would rather shop at Harvest Fest than online” sounds a bit brusquely, and the claim that the honor code is as strong as our granite walls” either hyperbolizes or raises architectural concerns, I should put aside my ad hominem criticisms to note the problematic implications of this challenge. The Founders Day Challenge could surely benefit our institution, but we must also consider the socioeconomic assumptions that are made when a challenge like this one is one possible.

The challenge itself exemplifies relativistically straightforward, “matching gift” style fundraising. If Conn receives at least $1,000 gifts between May 5 and Apr. 5, 2016, CEO of AOL and Conn alum Tim Armstrong ’93, will reward the givers’ efforts by donating an additional $100,000 to the College.

Matt Glasz, Director of Annual Giving for the Alumni Relations Office, explained that Founders Day, the challenge’s launching date, marks “the date when the charter was officially signed.”

“Nothing was really here, said Glasz, "except the idea of the College." Glasz noted that although the College has been through fundraising efforts in the past, with the help of Armstrong’s promised bonus gift, this is Conn’s first Founders Day Challenge. While this year’s challenge may be Conn’s first, it is far from CONTINUED ON PAGE 8
Welcome to Hamas West: Connecticut College continues to be entangled in polarized Israel-Palestine discourse

Lucia Powell
Editor in Chief

It seems we can't go very long at Connecticut College without issues of free speech and the "events of last spring" returning to haunt us. Most recently in change.org, an online petition targeting Conn's "MOU" between the College and the highly contentious organization "C-resents Palestine." This MOU is limited, and we must once again question privilege in higher education. While this MOU does not require any form of college identification, such as a student e-mail, in order to vote. Because each vote is essentially geo-tagged, it is public information that its signatures are coming from places like Brazil, Amsterdam and South Africa. These signatures express outrage at this College's open and public endorsement of anti-Semitism. They have also probably never stepped foot on campus.

Connecticut College continues to be entangled in its anti-Semitism discourse. It makes three claims: first, that the College failed to uphold the Honor Code (in reference to what these outlets have called "libel of one's community"), second, that it created a hostile environment for Jewish professors and students; and third, that it failed to act with academic integrity during the "libel-ing" of its "facts," targeting our stance toward the College. These signatories express outrage at "the Pessin Foundation's" establishment of the New England Association of Schools and Colleges, is a certain perception of Jews, which may be expressed as hatred toward Jews. Rhetorical and physical manifestations of anti-Semitism are directed toward Jewish or non-Jewish individuals and/or their property, toward Jewish community institutions and religious facilities," according to the Connecticut College story.

Petition hit 1,000 supporters. "We're one brain cell beasts among millions," according to one article. The title of another piece: "Welcome to Hamas West, AKA Connecticut College." These conversations are characteristic of the tone and angle taken by those reporting on the event. Some have written a string of incidents - e.g., the condemnation of a professor in the spring of 2015, the anti-Taglit Birthright posters - and re-packaged them as symptoms of an anti-Semitic whole. The resulting articles have been untruthful at best, malicious at worst. It would be fine to say that these types of organizations and people deserve to be ignored. In no instance would it be rational for us as a student body to localize our own college experience through the eyes of propaganda websites that are using us as material for a polarizing global discourse. It just becomes an entirely different project when their claims are rendered valid by our own campus.

The petition, which is 100 signatures short of 1,500, is a troubling instance of this. And, as of this Sunday, a Google search of "Connecticut College" brings up headlines concerning anti-Israel hate within the first page. So while the petition allows for the success of fund-raising efforts against similar schools, this brays a telling detail. Like at Conn, the majority of students at these peer institutions come from wealthy backgrounds. This socioeconomic privilege translates into anti-Semitism, as much of this petition's traffic is acertain perception of Jews, as synonymous with anti-Zionism, which is often muddled with anti-Semitism. Officially, "Anti-Semitism is a form of hatred toward Jews. Rhetorical and physical manifestations of anti-Semitism are directed toward Jewish or non-Jewish individuals and/or their property, toward Jewish community institutions and religious facilities," according to the Connecticut College story.

Connecticut College and other colleges and universities; several practice is not even limited to the business of academia, public opinion and sometimes, absurd manner. These aren't college students, and, sometimes, absurd manner. "What is this petition really trying to achieve?" asked Daniel Kramer '18, a leader in Conn's Hillel group. "It's trying to engage people and we don't need more negative attention drawn to the tone, that's not what we're setting out to do here.

What petitions like these go to show is the double-edged nature of online platforms for public opinion. We can claim that petitions give voice to the body of our population that is voiceless - and they can serve that function - but they can lead to just as much disconnectedness within our own community. We ought to be wary of virtue, of the promise of websites named change.org, and recognize them as equally fraught with the contentious nature of free speech as any public forum, regardless of their uplifting names. More important, we ought to be framing our own discourse and not letting others tell us how we talk about it.

More important, we ought to be framing our own discourse and not letting others tell us how we talk about it.

The difference between these two opinions owes, in part, to the difficulty of defining anti-Semitism, which is often muddled as synonymous with anti-Zionism. Officially, "Anti-Semitism is a certain perception of Jews, which may be expressed as hatred toward Jews. Rhetorical and physical manifestations of anti-Semitism are directed toward Jewish or non-Jewish individuals and/or their property, toward Jewish community institutions and religious facilities," according to the European Monitoring Center on Racism and Xenophobia. And yet it is a definition endorsed by the U.S. government, its trends and political nature - the definition includes clauses concerning the right to Israel's existence - make it an unwieldy one to use in the current discourse surrounding Israel and Palestine.

Simon Luxemburg '18, another student grant recipient, suggested, "Because we're almost a campus community and society in general" talk about anti-Semitism in this context, we must clearly define what it is and when anti-Israel and/or anti-Israeli fervor translates into anti-Semitism or else hatred. It will be necessary for us to work with them in re-imagining other ways to have this conversation than via an incendiary poster campaign. We need to sharpen our language in discussing something as complex as the Israel-Palestine conflict. As much as we, not some third party blogs with agendas of their own, should be the ones to shape how we talk about it.

Continued from page 9

the first of its kind, as institutions in higher education across the country celebrate their Founders Days by soliciting donations. The practice is not even limited to colleges and universities; several national fraternities and sororities also mark their foundation with this practice.

"It's something that a lot of our peer institutions do," Glasz added. "But we've done this for five years, for giving weeks, or giving months. It's sort of a natural fit for us to do it on Founders Day." Connecticut College, the roughly 40-45 of these so-called "peer institutions" are "schools that are in our size range of enrollment, endowment, selectivity of admissions process." They are primarily found on the East Coast and include all of the NECAS colleges but also feature institutions like Colorado College, Davidson College and Pomona College. They are, in a word, elite.

While it makes sense for Conn to gauge its success in fundraising efforts against similar schools, this brays a telling detail. Like at Conn, the majority of students at these peer institutions come from wealthy backgrounds. This socioeconomic privilege translates into anti-Semitism, as much of this petition's traffic is a certain perception of Jews, as synonymous with anti-Zionism, which is often muddled with anti-Semitism. Officially, "Anti-Semitism is a form of hatred toward Jews. Rhetorical and physical manifestations of anti-Semitism are directed toward Jewish or non-Jewish individuals and/or their property, toward Jewish community institutions and religious facilities," according to the Connecticut College story.

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Enter

The mug melts your hands like warm gum. Hours slip by. The computer screen is beginning to hurt your eyes, and the black line on the glowing page is blinking, blinking, blinking.

You run your fingertips across the keyboard, clicking the little bumps on the "1" and the "j." It is 2:14 in the morning. Your sheets smell, and you tell yourself that you need to wash them soon.

You try to capture snippets of scenes. There are two girls - cousins who pull their bras and do their makeup against their skin. They stuff their bras and do their makeup in the purple shade of an oak tree, after a shopping mall. They smell like cigarettes. You aren't sure. You leave them there, huddled over a journal. He felt particularly scholarly on this bright, shimmering afternoon, with the breeze tickling his wavy arm hair and the children in the playground shouting with glee. There was something about this time of day - this little hiccup between afternoon and evening - when everything is so calm that it almost turns sad. But no, it wasn't sadness that he was feeling - not today. It couldn't be. It must have been happiness. Yes, that was it. It was happiness, he concluded, as he heard the lightest of ruffles above him and looked up to see if there was a bird - a sparrow, maybe, or a blue jay - resting on the branch.

Donald squinted his eyes and saw nothing but brilliant patches of light flickering between the leaves. How nice, he thought. He scribbled in his journal: "Fleecing, fleecing, fleecing, light, between the leaves that shine so bright." He had been working on his pensmanship. Today he was trying out a loopy, elegant cursive, which made the "c's" look on the page squiggly in the prettiest of ways.

He heard a shout from the playground. A cluster of children was running around on the wood chips. A small boy was chasing them. "Here I come! Here I come!" The other children did not seem to like this game. They looked - what was it? - all no, disgruntled, perhaps. They looked disgruntled, and they told the boy to stop. One girl began to cry, and scuttled over to a woman in a large overcoat who stood on the sidelines. The girl hugged the woman's leg - presumably this was her mother - and pointed at the boy, who had now turned into some sort of ferocious animal. A dinosaur, maybe.

Donald wrote in his journal, "Twitl... twiddle, tippity tot, off to mother duck she goes."

The "t's" were threaded with delicate crosses that swept from the pen like tiny bursts of wind.

He noticed an ant squirming across the page, and bent down to get a better look. It was made up of three shining liquid beads - little drops of ink.

"Drippity drop, drippity drop, the ant like ink has come to plop."

No, that wasn't it. He scratched it out.

"Drippity drop, drippity drop, I crawl right for my finger tip."

He looked at the letters - the "d's making quite delicious curls - and suddenly remembered the boy on the playground. He wondered what that small, funny creature was up to.

Donald looked up and found the boy playing in the sandbox, filling up a bucket and pouring it out on a girl's head. The girl covered her eyes and her shoulders started to shake. She was perplexed - no, crestfallen - and she ran away towards the sidelines to find her mother.

"Scaldly, diddly, diddy, po, she runs away, oh, oh, no!" The breeze once again ruffled Donald's arm hair, and he was aware of a faint humming noise coming from his stomach.

"Rumbling, rumbling, rumbling tum, beside the children's playful hum." He looped each letter with a careful grace. By the time he finished the last word, he had filled up an entire page. It was really something. Marvelous.

Donald returned to watching the boy, who was now sitting alone beneath the polka-dotted specks of light that shone down from the black rubber of the steps leading up to the slide. Most of the other children had left - perhaps they had gone home for a Hot Supper - chicken soup, no doubt - which mother would serve with quick and lovely hands and thick red pot holders. But not this boy. No, this boy had not left. In fact, now that Donald looked around, he noticed that no more children were there at all, and no mothers were either.

The streetlights began to glow in the evening air. Donald could taste the crisp, tart sting of the particles as they entered his lungs like a swarm of tiny, tiny dew drops.

He closed his journal and stood up. He watched the poor boy sitting all by himself on the wood chips. Donald's heart ached for the sad little critter - it was really quite a shame, to be all by oneself when the sun had started to fade - and especially so close to dinner! He took a breath and started to walk towards the boy. Steppety, steppety, crunchety crunch, now off to see the boy in a hunch.

He arrived at the slide. The boy looked up from beneath the stairs and Donald could see tears on his smooth face. Donald reached down to touch the boy's shoulder.

Then, in a shriek, "Marvin! Marvin, what are you doing? Marvin, get away from there!"

A mother duck in an overcoat came bustling over from behind the fence, her voice as shrill as a crack of ice. The boy shrank away. "I didn't do anything!"

"What did I tell you about talking to strangers? Come here this instant!"

The boy emerged from under the steps. "It wasn't me!"

The matter grabbed the boy by the arm and pulled him away. It was supertime, no doubt. She had probably made chicken soup or vegetable soup, perhaps - and it was simmering on the stove and she was impatient because she had to get back in time so that it wouldn't overcook. Donald watched as the boy wept under his mother's grip. He felt sorry for the little pigeon.

"And you," said the mother, as she turned around to look at Donald. "Stay away from my kid or I'm calling the police."

There was a pang in his stomach. Something was not right.

She shuffled back around and hugged Marvin close to her - close, close, close, wrapping her long overcoat around his trembling shoulders, her whispers piercing the air.

"Don't you ever go near that man again. Ever. You know better than that." Donald realized that he hadn't noticed how cold it was. He wasn't even wearing a jacket.

He stood on the wood chips for just a moment longer, watching the mother and her boy huddle together, all the way home, just in time for soup, while the wind prickled his eyes until they began to water.

And then he headed home, just in time himself, for tonight he was planning on making his favorite soup of all, though at the moment he couldn't remember just quite what that was. Soon enough, he would remember. Yes, soon enough.

Tra-lilly-la, lilly-la, lilly-lurn, happy, happy, happy.

ILLUSTRATION BY ANNA GROFIK
Sometimes the World is Beautiful

ANDREW SHAW
ARTS EDITOR

I often forget that the genre of the essay exists outside of college classrooms. And so, when essays astound me, they do so with an element of surprise, the joyous surprise of discovering words that can express some thought or feeling that I haven’t been able to express. James Baldwin did this for me. His line to his nephew, “to be committed is to be in danger,” has reminded me that I’m never going to be able to escape the possibility of getting hurt, so I might as well live despite that possibility and in defiance of that possibility. This is the world I’ve been building when I’ve needed buttressing.

Though it didn’t express thoughts that I had no way to express, Adrienne Rich’s essay “Split at the Root” expressed thoughts that I hadn’t thought of before. I return to their words. The words that essays can do continually astounds me.

It did so again a couple of weeks ago, when I found Oliver Sacks’ new book, Gratitude, in a bookshop one evening. Over a couple of hours, I read the neurologist’s book of essays. He died at 82 from cancer in August of last year, having sent to me a last set of work. Sacks’ writings on his life and on capitalism, his art piece. I hope people credit all of those involved in it. This includes the people who unloaded crates, those who put it all together and the individuals who brought it up from Houston and interacted with curators.” While the art piece serves as a source of emotional discussion about capitalism, it is equally important to take note of the system of capitalism that went beyond creating the art and making its show casing at Connecticut College possible.

Unsurprisingly, reactions to the art piece have been mixed. While some students voted “yes” and were quick to state their support for our current capitalist system, many others challenged the economic system and who benefit from it. “I voted no because although capitalism works for me, it doesn’t work for everyone and only a few can benefit from it. It doesn’t serve the collective community and our life is intertwined with people in my community,” described Emma Horst-Martz ’18. For those interested in continuing the conversation, staff, faculty, students and community members are welcome to attend a faculty debate on inequality, racism and capitalism on April 26 in Ernst Common Room from 4:30-7 p.m. Sponsored by the CCSRE, the debate will feature three faculty who represent three distinctly different perspectives on capitalism: Courteney Baker of the English Department, Ed McKenna from the Department of Economics and Edward Stringham, Davis Professor of Economic Organizations and Innovations at Trinity College. The event will include discussion of the piece and the intersection of race, capital and capitalism.

Community members are also invited to continue voting on whether capitalist works for them on the following dates:
- Monday, April 11th 11:00-1:00pm
- Monday, April 18th 11:00-1:00pm
- Monday, April 25th 11:00-1:00pm
- Monday, May 2nd 11:00-1:00pm
- Monday, May 9th 11:00-1:00pm
- Monday, May 16th 11:00-1:00pm
- Monday, May 23rd 11:00-1:00pm

This focus on the individual lends his essays at least some of their power, avoiding as it does the potential for clumsy, grandiose generalizations that an unmanageably large scope – say, humankind might not. He thanks individuals’ humanity. “My predominant feeling is one of gratitude. I have loved and been loved; I have been given much and I have given something in return […] I have had an intercourse with the world…” Above all, I have been a sentient being, a thinking animal, on this beautiful planet, and that in itself has been an enormous privilege and adventure.” At one point, he writes that “the future is in good hands.” It’s quite a statement coming from him.

Acknowledging the personal violence inherent in even the most natural of deaths and endings, he writes, “Each death I have felt as an abruption, a tearing away of part of myself.” But he chooses to focus on something else: on beauty, and on love – and on these things despite and in defiance of this violence (much like Baldwin does, as a matter of fact). When Sacks “sees” the entire sky “prowed with stars,” he connects that “celestial splendor,” “the heavens’ beauty,” with “life” and “transience.” He tells friends that it is this beauty that “[h]e would like to see…again when [he is] dying.”

His relationship with religion was also a navigation between violence and a sort of beauty. Though he grew up Jewish, he eventually left organized religion in part because of its “capacity for bigotry and cruelty.” But he returns to it, in a way, near the close of his life and this book, when he shares a Sabbath meal with devout friends. About that experience he writes, “The peace of the Sabbath, of a stopped world, a time outside time, was palpable, infused every thing.” The book ends with this peace, with the word “rest.” Sacks writes, “I find my thoughts drifting to the Sabbath, the day of rest, the seventh day of the week, and perhaps the seventh day of one’s life as well, when one can feel that one’s work is done, and one may, in good conscience, rest.”

When I learned of his death, I chose to remember him for the humanity of his writing. There’s a certain resonance, I realize now, with the very best teachings of religions in the humanity, love, and gratitude that he expresses in these essays. I think that that is why I am drawn to him so much, and why, as he hoped, his words might resonate with people after his death: because he is able, to the very end and despite his fear of the end, to express a communal, collective love.
Experiencing Hamilton

ALLIE KYFF
SOCIAL MEDIA COORDINATOR

As the librettist for the Broadway musical Hamilton, Lin-Manuel Miranda has created a musical fantasia about the man on the ten dollar bill and a Founding Father of the United States, Alexander Hamilton. Without a doubt, Hamilton is as revolutionary as the young man who helped create the America we know today.

My experience with the musical Hamilton is similar to many. I came across it through word of mouth and on social media and, because at this point Hamilton is essentially impossible to see live (it’s sold out until 2017), like many others I spent 2 hours on a winter afternoon listening to the musical. With each song, I became more and more entranced by the story of the visionary, revolutionary and youngest Founding Father. I immediately understood what all the hype was about. Hamilton isn’t just a musical about a founding father. It really is an ode to cacophony, as hip-hop styles are incorporated into almost every track. In addition, the cast of Hamilton looks a lot like America today: racially and ethnically diverse. Hamilton’s immense popularity is indicative of the time we’re living in: America as hip-hop styles are incorporated into the charactersonthestage.

The musical begins with Hamilton’s first meeting with political rival, Aaron Burr and continues to tell the trials and tribulations that Hamilton faced as he helped the United States become the independent country that it is today. The American revolutionary era was a time in which words carried great clout. When the characters on stage are debating foreign alliances like in “Cabinet Battle #1”, it makes perfect sense that the debate would parallel a rap battle like the ones we know today. What makes it even more exciting is that the stakes are really high. Decisions transpiring from the battles could put America into ruins.

The verbal dexterity that the actors display really helps the audience understand how powerful the words they wrote were. In the opening song “Alexander Hamilton,” James Madison sings, “Then a hurricane came, and devastation reigned / Our man saw his future drip, dripping down the drain / Put a pencil to his temple, connected it to his brain / And he wrote his first refrain, a testament to his pain.” These lyrics reveal the power that writing has. The verse refers to a 1772 performance of Hamilton experienced in St. Croix. Hamilton wrote an account of the event in a letter to his father and was persuaded by an older friend, Henry Knox, to send it to the Royal Danish American Gazette. It was published, anonymously, in the Oct. 3 issue. In response to the letter, residents of St. Croix took up a collection to send Hamilton, who was previously self-educated, to America for more schooling. Hamilton wrote himself out of his circumstances and the musical invites the audience to do the same.

I encourage everyone to listen to Hamilton. Whether or not you’re interested in American History, hip-hop, or musicals currently, you will probably play it on repeat once you’ve listened to it once.

CONTINUED FROM FRONT

Hamilton was a revolutionary who helped create our nation. Because of his age and humble background, Hamilton didn’t necessarily get along with the Founding Fathers who he worked alongside. Drama typically ensued wherever Hamilton went because of his polarizing attitudes and opinions. In other words, Hamilton’s story is perfect for a musical, and Miranda succeeds in telling it.

The opening song “Alexander Hamilton” is similar to many. I came across it through word of mouth and on social media and, because at this point Hamilton is essentially impossible to see live (it’s sold out until 2017), like many others I spent 2 hours on a winter afternoon listening to the musical. With each song, I became more and more entranced by the story of the visionary, revolutionary and youngest Founding Father. I immediately understood what all the hype was about. Hamilton isn’t just a musical about a founding father. It really is an ode to cacophony, as hip-hop styles are incorporated into almost every track. In addition, the cast of Hamilton looks a lot like America today: racially and ethnically diverse. Hamilton’s immense popularity is indicative of the time we’re living in: America as hip-hop styles are incorporated into the charactersonthestage.

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CONTINUED FROM FRONT

The actors, with the assistance of Stage Manager Natalie Boles ’17, Lighting Designer Anna Langman ’19 and Designer James Robinson ’16, offered contemporary audience members a dark vision of life if humanity fails to protect the environment from global climate change. Landes asserts: “Samuel Beckett had a profound vision of the end of the world that fits humanity fails to protect the environment from global climate change. Landes asserts: “Samuel Beckett had a profound vision of the end of the world that fits
Air Still Left in Deflategate

COLE MITCHELL
SPORTS COLUMNIST

The NFL's appeal of Tom Brady's Deflategate case started March 3, 2016. The appeals included neither Brady, the New England Patriots' quarterback under question, nor Roger Goodell, commissioner of the National Football League, who gave him the original penalty. Instead the appeal featured hours of arguments between lawyers in front of three judges. During the appeal, Brady's side did not do very well in answering key questions, and the possibility remains that Brady's suspension will stay on the table.

Deflategate started after the 2015 AFC Championship game between New England and the Indianapolis Colts. It was reported that a majority of Patriot footballs were inflated "significantly" below league standards. Brady and others on the Patriots staff were targets of an investigation, and during that offseason Brady was suspended four games. The Patriots also received the suspension on the grounds that Brady had been denied due process. The case is now back in court following the NFL's appeal of Berman's decision.

During the appeal the major question centered around Brady's decision to destroy his cellphone. Tom Brady originally received the suspension because the NFL felt that he was involved or knew about the tampering of footballs in order to throw tighter passes. Brady destroyed his cellphone, and during his court case said that he occasionally destroys his cellphones to maintain privacy. This admission came up during the court sessions in March and the judges were certainly questioning Brady's reasoning.

The judges of the case all seem to have different thoughts about the possible suspension Brady could receive if he loses this appeal. Judge Barrington Parker Jr. was the most critical of Brady's case, and Judge Deny Chin also had problems with the way Brady's lawyer Jeffrey Kessler rationalized destroying the cellphone. Chief Judge Parker made the most sympathetic towards Brady. A decision for Brady and the NFL's appeal will not be decided for a while, but, according to analysts, Berman's decision could be overturned.

When the case is decided, the NFL will most likely institute a new form of punishment for ball tampering that will be upheld in future cases. The punishment determined by the courts, if Brady is found guilty, may require action that is not on the NFL's predetermined list of infractions. Judge Katzmann believes that, because the NFL has not compiled a complete list of penalties for infractions, the judges would require a new form of punishment for Brady's inability to cooperate with the investigation.

At the very least, Deflategate will unjustly tarnish Tom Brady's legacy. Brady has won 4 Super Bowl titles, a feat achieved by his role model, Joe Montana. He and Bill Belichick are the winningest duo in NFL history as quarterback and coach. Brady has also won the most playoff games as a quarterback in NFL history. Now, in the minds of many people, there will be an asterisk next to his records that is similar to how the public perceived players who have taken steroids. Hopefully when Brady retires, people will see Deflategate as nothing in the context of his career.

As for the Patriots, they have been hard at work this offseason. They have no idea who their starting quarterback will be at the beginning of the season, but Brady will be absent for four games at most. As for the rest of the team, the Patriots have traded Chandler Jones, their top sack recorder but have signed Chris Long from the St. Louis Rams to replace him. The team also traded draft picks for tight end Martellus Bennett. New England is currently trying to sign one more tackle perimeter, and reports say he will most likely join them. So the Patriots are working to better their defense and have already added a second formidable tight end to play alongside Rob Gronkowski. They have done all this without pushing their salary cap to the brink of disaster in order to sign big time future free agents next offseason such as Don't's Hightower, Malcolm Butler and J".

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Suze Clues

What is the proper etiquette for the egg station in Harris?

Approach the counter with plate in hand. Ask the fabulous individual who is cooking eggs that day what you have. Remember your please and thank you. Place your plate on the counter, move to the side or go out and get the rest of your meal. Make your own damn quesadillas on the grill press like the rest of us.

I want to ask someone out but I'm scared. What do I do?

Seize the day my friend and go for it! What is the worst thing that could possibly happen? They say no and then you move on with your life. Approaching someone attractive does not need to be the terrifying experience we all make it to be. Just invite them to something cool on campus (or off) and say you want to get to know them better. Let me tell you, there are no Cro dances in the real world so best work on your social skills now.

GET IN THE GAME

THE QUINNIPIAC MASTER'S IN SPORTS JOURNALISM

Stop up your game and get into the action with the MS in Sports Journalism from Quinnipiac. Bring your passion and drive and we'll prepare you for a career in this fast-paced field.

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March Madness 2016

Upsets and Underdogs

MARC KLEPACKI

CONTRIBUTOR

Madness does not do enough justice to describe one of the most riveting NCAA Men’s Division I basketball tournaments in recent memory. From the first round right up through the Final Four, which began on April 2, this year’s tournament has been full of great upsets and great comebacks.

Beginning on Mar. 15, the first round most notably saw the defeat of No. 2 Michigan State by No. 15 Middle Tennessee State. One third of all NCAA brackets had placed Michigan State to make it to the Final Four, yet the Spartans lost 81-90 to a team with the 1988 most efficient offensive in Division I.

While Michigan State’s potential Player of the Year Denzel Valentine was sidelined with an injury in December, and it’s still anticipated that the Spartans would easily surpass the Blue Raiders, who had an incredible performance, shooting 56% in the field.

Also notable from the first round was the Northern Iowa (75) versus Texas (72). Northern Iowa senior Paul Jesperson lobbed a half-court buzzer beater that edged the Panthers to avoid overtime with a three-point lead. No.7 Iowa clinched a victory over Temple with a 72-70 overtime win, in which Adam Woodbury made a last second putback to end the game. Yale made its first NCAA appearance since 1962 as winner of the Ivy League, and won its first tournament game against Baylor (79-75).

In the second round, Villanova easily crushed Iowa with a 87-68 victory, leading 54-29 at the half. Immediately after the game was an exciting matchup between Notre Dame and Stephen F. Austin, who went back and forth the entire game until freshman Notre Dame player Rex Pflueger threw up the winning shot in the last second. Notre Dame won 76-75.

Middle Tennessee did not fare well in the second round, and was defeated by Syracuse 75-50. Texas A&M overcame a 12 point deficit in 35 seconds to send Northern Iowa into double overtime, during which the Aggies came out on top 95-91. Wisconsin clinched Xavier with a ridiculous three-point buzzer beater by Bronson Koenig, avoiding overtime with a 66-63 victory.

The Sweet Sixteen proved to be just as interesting as prior rounds. Villanova played the best offensive game for any team in the entire season against Miami, winning 92-69 and scoring 1.60 points per possession. Notre Dame disappointed Wisconsin after tying with only a minute left. The Irish eventually won 61-56.

The Duke Blue Devils, reigning champions of last year’s tournament, struggled to maintain a constant rhythm against the Oregon Ducks’ aggressive pressure in both halves, getting out-handled by the Ducks with a score of 82-68.

Yet Oregon lost its momentum in the Elite Eight against Oklahoma and Buddy Hield, who scored a staggering 37 points to lead the Sooners to an 80-68 victory. Villanova, ranked No.2, ended up beating No. 1 Kansas 64-59.

Syracuse was trailing the Virginia Cavaliers by double digits until the Orange had a strong comeback in the second half. The Orange defense caused Virginia 13 turnovers; combined with Malachi Richardson’s 23 points, Syracuse came back to win 66-62.

North Carolina proved to be too strong for Notre Dame’s Fighting Irish, who were out-rebounded by the Tar Heels 32-15.

As an exciting tournament nears its end, Villanova will meet in the Championship Game on April 4. Villanova has proven they are capable of incredible offensive pressure, seen in their game against Miami, so Villanova as a whole should be very competitive against the Tar Heels handfull of studs.

Carolina has a 1.48 points per possession, and averaging 90 points per game, making them the favorites to win it all against Villanova.

Sharapova’s Doping Scandal

ELIZABETH VAROLI

STAFF WRITER

The Women’s Tennis Association (WTA) currently ranks Maria Sharapova No. 11 in women’s professional tennis, but it is unclear how long Sharapova will hold this prestigious ranking in light of her recent doping scandal. Despite her long and successful career, Sharapova is facing potential suspension or expulsion from the WTA as a result of testing positive for meldonium, a performance-enhancing drug banned by the association.

Sharapova has competed on the WTA tour since 2001, ranking first for a total of 21 weeks throughout her entire career. She is a well-decorated tennis player with an Olympic silver medal, 35 singles titles and five Grand Slam titles. Sharapova is just one of ten women to ever hold the career Grand Slam. On top of her tennis achievements, Sharapova is involved in marketing and advertising; she has her own sugar line, Sugarpova, and is a United Nations Development Program Goodwill Ambassador.

Considering all this, it is not a surprise for Forbes to rank her highest paid female athlete in the world for eleven consecutive years.

With all of her success, in both tennis and business, many were shocked when Sharapova personally announced her positive drug test. Some critics claimed the popular theory that tennis’ anti-doping program fails to catch stars, and she knew of it only as meldonium.

Some defending her home country of Russia for many years, in the letter to her fans she affirms, “I am determined to play tennis and I hope I will have

THE COLLEGE VOICE is winding down our publishing schedule.

With only two issues left in before the summer, now is your last chance to be published in the 2015-2016 academic year. Don’t miss your opportunity to have your voice heard.

Join us for our weekly meetings in the Alice Johnson Room in Cro at 9pm every Monday night.
A 2016 Masters Tournament Preview

Chasing the Green Jacket

MATTHEW DELAPORTE
CONTRIBUTOR

With the 2016 Masters Tournament set to start on Thursday, April 7, players and fans are preparing for this season’s first Major tournament on one of golf’s biggest stages. The Masters is one of four Majors in professional golf and takes place at Augusta National Golf Club, which has served as the annual host for the tournament since 1934. The club selects players based on a set of qualifications from current Official World Golf Rankings, previous wins at the Masters and recent golf tournaments. This makes for a narrow, competitive field of professional golfers who will chase 1st place, the $1.8 million prize and the prestigious “Green Jacket.” This year’s list of Masters Invites is now available on the Masters Tournament homepage. While all of the players qualified to participate in the tournament create a competitive field, there are a few players who stand out as favorites to advance through all four rounds and claim first. Jordan Spieth, the returning Masters Champion and No. 2 ranked player in the World, is highly considered to be a contender for the championship title. The 22-year-old capped off an outstanding 2015 season with 5 tour wins, which included The Masters, U.S. Open Championship and the Tour Championship. Playing in this year’s Masters Tournament is also No. 1 Jason Day. Day has a lot of momentum going into the tournament, coming off recent back-to-back wins at the Arnold Palmer Invitational and World Golf Championships - Dell Match Play. Last season, Day finished first in five of the 20 PGA events he started, including wins at The Barclays, BMW Championship, and major title at the PGA Championship. A third favorite contender for the Green Jacket is Rory McIlroy who is seeking a first place finish to complete his “Career Grand Slam of Golf,” a title earned by winning all four major tournaments - The Masters, the U.S. Open, Open Championship, and PGA Championship. McIlroy is currently ranked No. 3 in the Official World Golf Rankings and enters the tournament after a solid 2015 season and strong performance at the recent Dell Match Play Championship.

In addition to Spieth, Day and McIlroy, keep an eye out for three players who look to challenge the rest of the field in the major tournament. Adam Scott, ranked No. 6 in the world, is coming off recent back-to-back-to-back wins at the Honda Classic and WGC - Cadillac Championships. World No. 5 Rickie Fowler has demonstrated consistent performances during the 2016 season and continues the pursuit for his first major victory. Bubba Watson, World No. 4 and Masters 2012 and 2014 Champion, returns to Augusta looking to add to his Masters tournament victories and PGA tour wins. Phil Mickelson, World No. 20, also returns to this year’s major looking to add to his 3 Masters titles (2004, 2006, 2010). Also, look out for Henrik Stenson (No. 7), Justin Rose (No. 8), Dustin Johnson (No. 9), and Zach Johnson (No. 16). According to an ESPN release, Tiger Woods will not compete in this year’s Masters Tournament, because he is not “physically ready.” Woods continues to recover from his back surgery in 2015, and maintains progress in his rehabilitation and training. If you are looking to follow exciting golf and watch the world’s best golfers compete in a small field, The Masters Tournament is scheduled to start on April 7. Practice rounds begin Monday and coverage of all four tournament rounds is available on TV and online...
An Open Letter to Dan Shaughnessy...

PETER BURDGE
SPORTS EDITOR

Over the years, I have grown accustomed to your outrageous claims and firecracker articles that have become nearly as much of a Boston institution as the teams you write about. And, though I appreciate your no-holds-barred attitude when riling up mass dissent, I think you should stick to Boston sports. Do not go after the UConn women.

I am writing in response to your recent, now well-publicized, article that accuses UConn of being bad for women's college basketball. I write not because I take personal or moral issue with your claims, but rather because your claims are wrong.

Let's begin with your opinion that "sports don't grow in popularity unless people watch them on TV, and I don't know a lot of sports fans who enjoy 98-38 in a tournament game," referring to the Huskies beat down of Mississippi State in the Sweet Sixteen.

Your anecdotal evidence is appreciated, but were you aware that this game had the most viewers of any other Sweet Sixteen game? A viewing audience of over 900,000 may not be "a lot of sports fans" in your opinion, but do you think it is more than the 500,000 who watched DePaul play Oregon State on the same day? If UConn's excellence is so dull, why did so many people watch them play?

But maybe I do not get your point. Yes, UConn is getting the most attention of any other women's team, but the team does not make women's basketball prominent in the national landscape. You must understand that every sport goes through growing pains. It is unfair to compare women's college basketball to the men's game because it is simply younger. It is easy to laud the men's game for its competition and parity, giving rise to the Cinderella-crazed nature of its landscape.

But the women's tournament began in 1982. Do you know, Mr. Shaughnessy, when the men's tournament began? 1939. That means that the men's game has a 43-year advantage. So when you complain that the sport is not popular because this juggernaut of a team is running competition, think to the growth of the men's game.

The best comparison to UConn is John Wooden's UCLA Bruins, who from 1963 to 1975 won ten national championships.

The Huskies have also won ten championships and in 2011 broke UCLA's record of 99 consecutive wins with 90 of their own. Almost a mirror image. And I believe that if anyone said that John Wooden was bad for basketball, he or she would be exiled to Siberia.

But here is where the greatest comparison lies: UCLA won its tenth championship in the tournament's 36th year. UConn won its tenth in the tournament's 33rd year. We have the advantage of hindsight to say that UCLA was vital in the growth of men's basketball, and forty years from now, the nation will thank UConn for its vital role in expanding the women's game. Both men's and women's basketball have needed a giant to carry the game as they navigate their early years. And they aren't the only ones.

Think of the Boston Celtics of the '80s. If you think UConn winning four consecutive championships in a row is bad, how do you feel about the Celtics winning eight in a row? Or winning eleven in thirteen years? Just like UConn, they were head and shoulders above everyone else, but they eventually made the competition better. And so by the '80s, the NBA was thriving.

Or go back a century to the early, simpler days of baseball when Ty Cobb made hitting .400 look as easy as eating a donut. I doubt you would say they were bad for baseball, because, within a few generations, the sport had become an actual part of America's identity.

The point is that, at the inception of every sport, there is always a small elite group of heavyweights whose numbers and records balloon to gaudy numbers. But competition always catches up. That is the beauty of it. Sports need these titans to carry the game because, otherwise, they would fizzle out from mediocrity. They need these teams to pass the torch to next generations, as interest grows and greater athletes choose to follow that path. Greatness begets greatness.

I do give you credit for acknowledging the greatness. UCLA and the Celtics and even Tiger Woods. Where you go pathetically wrong, though, is in your interpretation of their greatness.

You write that the UConn teams and individuals had rivals, that "they had to win close games." Really?

Who were the Celts' rivals as they won eight championships in a row? What teams went into the Boston Garden thinking they were the Celtics' equal? I bet there were a lot of nail bitters as Boston bulldozed over the sport like no team has done before or since.

And can you name a legitimate rival to Tiger Woods in his prime? Did you watch all of his major championships to see Woods square off against Vijay Singh or even Phil Mickelson, to go wire-to-wire with Retief Goosen? It actually seems as though you watched none of them.

People watched golf in the Tiger Era to witness something extraordinary. In fact, the thing that made Tiger, and the sport, so popular was his dominance, his ability to run away from the rest of the field. And now golf has real rivals. It is bubbling with young stars who chose the sport because of Tiger's bar-none superiority.

Greatness is never a bad thing. I know that you admire UConn for its accomplishments, but in no way are they bad for women's basketball. The team is an exemplar of the sport and will for generations the be gold standard for coaches building their own programs. Just give it some time, as more and more young women choose to play basketball because they watched UConn and witnessed perfection materialize from the abstract into flesh and bones on a basketball court.

For that reason, because of UConn's dominance, the competition will catch up. And years from now, as you watch the entire nation enjoy an ultra-competitive, thrillingly satisfying Women's Final Four, you will thank the Huskies.

ARE TOO MANY TROPHIES A GOOD THING? ILLUSTRATION BY ANNA GROFIK

...About the UConn Women
He said, before adding that this included the Palestinian Authority, who he later said had not built a single school in Palestine. He called BDS a prelude to the genocide of the Palestinian economy, and insisted that there is no support for BDS in the Gaza Strip or the West Bank (he echoed this later in the question and answer session). “People would throw shoes on someone in a refugee camp who supports BDS,” he said.

His criticism of BDS came mainly from what he saw as a removal of BDS from Palestine. “[BDS knows] that they are totally disconnected from the situation,” he said. “Who authorized BDS to speak on behalf of the Palestinian people?”

“We don’t want to die,” Eid said. “We want to survive.” Thousands of Palestinians cross the border into Israel every morning to go to work, he said.

Towards the end of his talk, Eid had a message specifically for college students: “Don’t try and add more and more obstacles to the conflict,” adding that the situation is more complicated than students realize. Instead, he encouraged students to demand transparency in how American tax money is spent, as it relates to Israel and Palestine.

Following the individual lectures was a question and answer session for the remainder of the time.

Luxemburg spoke with The College Voice after the event, and said he was particularly happy with the large turnout from students, faculty, staff and even members of the larger community. Tzadok’s argument for investing in socially responsible and ethical companies resonated with Luxemburg, adding “from an economic and financial perspective, his argument is common and is frequently practiced by many investors today.” Acknowledging that Eid’s opinion can be considered unpopular, Luxemburg said that it was “valuable to learn about Bassem’s experiences working towards not only long term peace in the region, but true coexistence for all peoples.”

Though the semester is almost done, Hillel is still planning numerous events, including the annual Jerusalem Food Tour co-sponsored with Yalla Bina, a traditional Passover seder in April and an observation of Yom HaShoah, the remembrance of the over six million Jewish victims of the Holocaust.

FROM TOP TO BOTTOM: MR. EREZ TZADOK, SIMON LUXEMBURG ’18, MR. BASSEM EID. ALL PHOTOS COURTESY OF OLGA NIKOLAeva