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THE COLLEGE VOICE

CONNECTICUT COLLEGE'S INDEPENDENT STUDENT NEWSPAPER

A Closer Look at Africana Studies

Important Major Receives Resurgence of Attention

ANDREW SHAW
ARTS EDITOR

Connecticut College has an Africana studies program. Though not well known, it is by no means new. It has been on the books for years and is being resuscitated now because, as Africana studies major Maurice Tiner '17 says, "It needed to happen." He explains, "Students wanted to be able to say that I graduated with an Africana Studies major or minor, and I took these classes. ... [There was a] want and need for the major ... to be here for students to take advantage of."

The discipline of Africana studies itself arose from the same need. It "came out of a historical moment in the 1960s and 1970s when students, black students, were demanding a curriculum that addressed their needs," says Courtney Baker, Professor of English and the director of the Africana studies program. The field is "interdisciplinary by nature," combining "cultural studies and historical analysis, the arts and social sciences." At Conn, this includes the following departments: Anthropology, Sociology, Philosophy, Art History, Dance, Music, Hispanic Studies, English, French, Film Studies, Economics, Education, Government, History and Human Development. Geographically, Professor Baker says, Africana studies is "global, covering ... everywhere ... black people exist."

This breadth is due to the purpose of the major: to examine "the complexity of black existence," as Nathalie Etoke, Professor of French and Africana studies, says. She emphasizes that "race is not a conversation. It's the practice of daily life. ... It's life." She says, "As long as you can produce culture," one object of study in Africana studies, "you're producing life – and you are raising life in spite of everything."

The discipline "centers the experiences of black people, our cultural productions, and takes race, in particular blackness, as a serious critical lens and object of study," says Professor Baker. It is political, "deeply connected to the politics of black life, both nationally and internationally." Africana studies necessarily grapples with the question of "what it means to study black life in higher education."

Daryl Brown '17 offers one answer to this

question, saying, "I think it could bring a new perspective to all students. When I got to college I felt I was cheated in high school [because] there was some information that was omitted and ... [that] I wasn't exposed to." Africana studies, he says, "can provide exposure and ... develop new perspectives – or better perspectives – about America [and] the world." The field is in some ways a challenge to Eurocentrism, recognizing that Eurocentrism, though it is often "taught like it [is] the foundation of all history," is not "the only way to go." It is "just one section of history," Brown says.

The foundational course for the major is Africana Studies 201: Intro to Africana Studies. For Olivia Dodd '17, now an Africana studies major, the course "was the first time that I had been acutely aware of how much history I had not been taught." As she says, "This is the continent where humankind came from. ... Why don't I know anything about it?" In the course, she began to understand "that there are so many points of view and a lot of points of view that you will be able to hear and you won't be able to hear" depending on your perspective. The discipline "introduces you to ... what has always been there but what people don't really see."

Brown provides one example of this. Learning about ancient African history, he says, he realized how significant the influence of Africa has always been: from how different cultures organize families, to the practice of circumcision; he emphasized that the African diaspora introduced practices that are "a huge part of multiple cultures." As Professor Etoke says, "If people study the history, they will understand that what's happening today is not new."

CONTINUED ON PAGE 4

Who Gains from Shared Governance?

KEVIN ZEVALLOS
CONTRIBUTOR

I love shared governance. I mean, why not? At Connecticut College, we pride ourselves in a "system of governance in which the perspectives of all groups are considered in the institution's decision-making process." I can rest easy knowing my perspective, my voice and those of more than 1800 other students are being represented. Last I checked, my peers and I thought exactly the same way on every issue, so there's no need for me to worry.

But wait: what if, for some magical reason, I just so happen to find some disagreement or disapproval with what the College's administrative body is up to? Or with the Student Government Association for that matter? Where does my voice come into play?

To clarify, for all those who might not know, "shared governance is a system in which separate constituencies are all represented fairly, each by a governing body that can address the concerns and policy issues facing members of the shared governance community." These governing bodies consist of the SGA, President Katherine Bergeron's senior cabinet, Staff Council and the Faculty Steering and Conference Committee (FSCC). While the system acknowledges our existence and allows us brief, yet limited, opportunities and spaces to participate in decision-making processes, it does not let us dictate what our priorities are as students, how we should go about achieving these priorities and who should compose or participate in each respective decision-making process. The sad fact is that the College Senior administration gains more from having shared governance than we – students – do.

But why should students have a voice? We're just students. We're not "qualified;" we're not

"experts." We don't know any better. In other words, "shared governance does not entail equal decision-making power for all bodies... Where it is feasible and practical, decision-making power should be shared." The ambiguity of words like "feasible" and "practical" lets the administration decide when students become a part of the conversation at its convenience. The sad fact is that this distance from decision-making opportunities not only pacifies us as students but also as potential activists. Let's look at sheer numbers. Students overwhelmingly dominate the campus population yet our ability to participate in the overall improvement of our college is limited to a myriad of nebulous and exclusive committees.

As people who live and study here, we have just as large a stake in campus ordeals as anyone else does, and with that comes a strong insight into many of the problems on our campus. It's easy for the Board of Trustees or the senior administration to come into conflict with making the "right" decision when issues of profit and affordability contradict social well-being. Let's imagine for a second that students had more decision-making power in regard to campus policies. How long do you think it would take students to realize that campus policies regarding school breaks and closed cafeterias largely target and marginalize low-income students? How long would it take students to create a solution(s) that would help students who cannot afford a flight back home and/or meals, but also take into consideration the lives of dining services staff?

CONTINUED ON PAGE 8

IN THIS ISSUE

NEWS

Announcement of Strategic Planning Committee members

5

Baseball reigns supreme as the weather turns colder

14

OPINIONS

Student suggests that Conn should go tobacco-free

7

Conn theater tackles current issues

12

SPORTS

ARTS

On This Year's Commencement Choice

When the 2016 commencement speaker was announced, our staff hummed with approval. Yes. Amazing, a journalist, I guess what we're doing must be important! Naturally we approved, and her appointment was welcomed, almost without question, by many of our peers as well. The news of Rukmini Callimachi's nomination was met with an interest not unlike that generated by Seymour Hersch's Openheimer lecture in 2014.

Admittedly, most of us hadn't heard of Callimachi, which probably wasn't uncommon among the student body unless you were a member of the search committee. Perhaps a reason for that lies in the easy admiration the public holds for investigative journalists – those intrepids who put their lives in jeopardy endeavoring to unearth the 'truth.'

So we Googled her – and we were impressed. Callimachi's stories bring life to news as if she were a fiction writer. One of her most recent pieces, *ISIS and the Lonely Young American*, in *The New York Times*, recounts the conversion experience of a young American girl solicited by ISIS recruiters – largely by way of Twitter. The story is angled to show you why she joined the extremist group, and to do it without the kind of rhetoric that would have you first point a finger at the convertee for even entertaining the idea.

Callimachi's work is immensely important in the public sphere. More broadly, her writings have covered the rise and fall of extremist regimes in Africa, military dictatorships and the complexities of capitalism. They give voice to Afghani women and Somali pirates, in immensely different ways. Her work picks up the pieces of the post-colonial world and reassembles them with an intelligibility not bound to the prevailing narratives of Other characteristic to journalism. Her work is essential for us, being so far removed.

Oh, and did we mention that she's also an award-winning poet? In 1998, Callimachi won the Keats-Shelley Award for her poem, *The Anatomy of Flowers*. Commencement Committee, kudos to you! If we had the space, we would have ran her poem, as well. Maybe we'll run a couple when graduation nears.

Come Commencement this May, Rukmini's address will most likely bring perspective, and life, to our own narrative in the same manner. Here's to the Commencement Committee for all their good judgment, and to Rukmini, for agreeing to speak.

- Luca

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(No) Harm in Asking

DANA GALLAGHER
HEAD COPY EDITOR

On Sept. 30, in Ernst Common Room, Anthony Jack, Ph.D. Candidate in Sociology at Harvard University, examined the divergent socialization experiences of lower-income youths at a Connecticut College symposium.

His talk entitled, “(No) Harm in Asking: Class, Acquired Cultural Capital, and Academic Engagement at an Elite University,” was sponsored by the Dean of Inclusion and Equity. It was the first in a series of common hour events focused on the African-American experience. In exposing the layers of social stratification that exist within the neediest of minorities, Jack calls upon colleges to recognize the ways in which socioeconomic position corresponds to academic prowess on campuses.

Jack focused largely on how institutional practices can exacerbate the exclusion felt by a university’s most vulnerable students. Beginning in the late 1990s, several colleges adapted no-loan policies to remove the image of higher education as a bastion for the privileged; efforts to support students financially, however, may not prove far-reaching enough to close gaps resulting from social class distinctions. According to Jack, “colleges lag in readying themselves for increasingly diverse student bodies, in part because they habitually get their new diversity from old sources.” His own research reveals that, from 2003 to 2009, nearly half of all lower-income African-Americans who had matriculated at prestigious schools had attended private high school. Programs like Prep for Prep and A Better Chance, which place lower-income students in affluent private schools, can ease the transition of African-Americans to college; these students have learned the social and cultural norms necessary to seize opportunities in environments defined by the economically advantaged.

African-Americans with a degree from private schools are dubbed the “privileged poor.” Although they receive excellent educations, their acquired cultural capital is more indicative of academic success than the name of a

high school. By contrast, African-American graduates of distressed public high schools, the so-called “doubly disadvantaged,” typically enter college with little exposure to environments where wealth sets the cultural tone. Although experience allows the “doubly disadvantaged” to regain footing with “the privileged poor,” navigating the social sphere take time. As they struggle to understand the framework of their new world, the “doubly disadvantaged” lose access to social and academic networks.

To determine how class-based boundaries hinder assimilation at college, Jack interviewed over 100 “privileged poor” and “doubly disadvantaged” students at a “renowned university.” Jack emphasized the confidence of one interviewee, Ogun. Having escaped her troubled neighborhood to attend a predominantly white prep school, Ogun found the transition to college manageable. Because her high school required teachers to stay after hours, visiting a professor during office hours seemed natural. In her own words, Ogun felt “empowered to go talk to a professor and say, ‘I want to meet with you.’ [Her] school instilled in [her] that [she’s] allowed to do that and it’s actually [her] right.” When she struggled with a topic, Ogun had no qualms calling one instructor on his cellphone.

Alice, another student interviewed by Jack, however, faced unalloyed culture shock in her freshman year. At her public high school, students frequently skipped class, burned trashcans and engaged in brawls. She confessed that, because she’s “too intimidated or too afraid to go and talk to people,” her attendance at school-sponsored events is an anomaly. Her fear of college as an institution extends to professors; even when professors advise classes of their office hours, Alice questioned whether her presence is truly desired. If the “doubly disadvantaged” view professors as authority figures rather than facilitators, Jack notes, they shall lag behind their peers in cultural capital. One school official with whom Jack spoke admitted that the distribution of college awards is fueled by student-teacher relationships. “Students whom counselors don’t know,

they’re just not in the mix,” the official commented. The benefits of learning to interact with persons in positions of power extend beyond accolades. Referencing a study conducted by Northwestern University, Jack explained that firms hire according to “cultural matching,” as well as skill. To gain entry to many higher-level professions, one must pass the “airport test.” For example, if stranded at an airport due to flight delay, a potential candidate should be able to converse at ease on topics of interest to a presumably upper-income co-worker.

To close the opportunity gaps at the university level, Jack indicates that legislators must first fashion policy to address “the entrenched structural inequalities that plague America’s forgotten neighborhoods and neglected public schools.” Patrick T. Sharkey, an associate professor at New York University, seems to confirm this view. He reports that the test scores for children of high poverty neighborhoods are significantly lower if a parent was raised in an impoverished area as well. To address the “multigenerational nature of inequality,” he says in a blog post, “the focus must move to durable urban policies.”

For the short-term, however, Jack encourages colleges to reexamine their current policies from a more nuanced lens. School should implement voluntary pre-orientation programs to guide low-income and minority students in their acclimatization. By allowing for constant contact among students and faculty, pre-orientation erodes social barriers. Keeping the dining halls open during spring break, schools can also ensure that low-income students unable to venture home can eat healthfully and are able to function at optimal levels. Such measures guard against the possibility that “elite colleges will continue to privilege the privileged while neglecting those not fortunate enough to gain exposure to the advantages that money...can buy.” •

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History Department Inducts First Phi Alpha Theta Class

Students Lead Initiative to Bring Society to Conn

SAADYA CHEVAN
STAFF WRITER

"You as students of human thought and action have expressed a desire to continue upon the high paths of history..." With these words the first induction ceremony of the History Department's new Phi Alpha Theta honor society begins. Starting this year, senior history majors with qualifying GPAs will have the opportunity to be inducted into the Phi Alpha Theta Honor Society. The addition of the honor society will greatly benefit those who become members, especially after graduation. Such benefits include networking opportunities as well as graduate scholarships and awards.

Senior Allison Blanning, a member of the History Department Student Advisory Board who helped form the society, is excited to use the society as a resource after graduation. "They have really good fellowships after you graduate, and a lot of really good connections. It's being part of a history fraternity essentially. You get to meet a lot of people who are interested in the same things, and it's really good for networking. You put it on your resume and then someone says 'oh, me too!'"

The benefits of Phi Alpha Theta are already apparent here at Connecticut College. Professors Lisa Wilson, the chair of the history department, and Ann Marie Davis, also of the history department, are members of the society. Professor Wilson even won a book award in 2000 for her book *Ye Heart of a Man: The Domestic Life of Men in Colonial New England*.

Interestingly, the Connecticut College chapter of Phi Alpha Theta was formed mainly through the efforts of students. It was Blanning who conceived the idea of forming the society. She found out about the opportunities it offered while researching possible CELS internships last year. She then pitched the idea of forming a Connecticut College chapter of Phi Alpha Theta at a Student Advisory Board meeting. The board's advisor, Professor Fred Paxton, asked the other faculty in the department what they thought of starting a chapter and was met with great enthusiasm.

The next step was submitting an application to the Phi Alpha Theta honor society itself. This turned out to be "a kind of laborious project" according to Paxton. Since

Professor Paxton was the advisor to the Student Advisory Board, he was charged with gathering the necessary materials needed for the application, which he said included gathering signatures from various people at the college (history department chair, president of the College, etc.), course descriptions of history department classes and the curriculum vitae of the history department faculty. One of the most important moments in the process for Professor Paxton came when he met with the SAB to discuss what the entry requirements for the chapter would be. For Professor Paxton this was an opportunity to allow students to direct the process of the chapter's formation. Professor Paxton will serve as the faculty advisor of the chapter once it is formed because of his intense involvement in the application process.

The induction ceremony is scheduled to take place at 5:30 on Oct. 10 in the Chu Room of Shain Library as part of Fall Weekend. At that time eight members of the Class of 2015, who were unable to be inducted in May because the chapter's application had not been accepted at that time, will be inducted into the society as part of a ceremony that will bring the new chapter into existence. Professors Wilson, Davis and Paxton as well as President Katherine Bergeron will also be inducted as honorary charter members. A professor from Roger Williams University will be in attendance to validate that the ceremony took place in the proper fashion.

The ceremony itself is very strict: "They say unless you read [the script] word for word you are not constituted" says Professor Paxton showing an incredibly detailed seven page script, the main part of which calls for six people to read and represent the six "historical ages": Prehistoric, Ancient, Medieval, Early Modern, Contemporary and Future. "It's great in its bombastic rhetorical qualities," says Professor Paxton. "It's a little bit like Mozart's *The Magic Flute*, where they have the initiation ceremony into the Masonic group." When asked about whether he will be able to arrange for some of the finer stage directions to be executed properly, Professor Paxton replies that no, they will not be able to light candles in the Chu Room. •

A Closer Look at Africana Studies

CONTINUED FROM FRONT PAGE

"Sometimes," Brown says, Africana Studies is "treated as if, 'Oh, that's the black stuff. It doesn't have any connection to me.'" That is incorrect. Each of us "[is] irrelevant if [we] can not relate to ... other people," as Professor Etoke says. Africana studies is "not just for black students," David Canton, Professor of History and Interim Dean of Institutional Equity and Inclusion says. "It's for all students." And "it's like any other major." Brown says, "I would like Africana Studies to be held at the same validity as any other [major]." Brown spoke the frustration of feeling that his major was being trivialized.

Brown acknowledges a greater student demand than he initially expected, however. "When they introduced this, I thought it was just going to be me and all the other black kids." But the major has a wider draw. There were "tons of people interested in minoring and majoring," a result, Brown says, that "shows ... how the campus feels." And he's holding out for even more students. "I'm sure it's more students. I bet you some students don't even know we have Africana Studies ... and are interested."

The major is here out of need, but what does it mean to study Africana studies at Conn? The "much-desired" and "urgently-needed" program is in part a response to lived realities, Professor Baker says. "We're in a historical moment," in the U.S., the world, and on this campus, "where black lives and black dignity are under siege in many ways." And "the course of study [teaches] students ... [to understand] a core configuration of the world, which is a racial configuration, and explores that globally," she says. The existence of a major validates that work. Africana Studies "provides a space and a format for students, faculty and staff who are already working on this, and who want to

work on this, to collaborate." The results are impressive. "If you create spaces, focused spaces, where students, faculty, and staff can gather to talk about and learn about an area of interest, that those conversations can often operate at an *extremely* high level and be completely fascinating and genuinely productive," she says.

About the College's support for the major, Professor Baker says, "We're in talks ... with [the administration] to get a clear indication of the institution's investment in the program." Alumni and trustees are helping in this process, "[getting] involved in strong calls for the administration to invest in the work of developing curricular and social resources for black students, faculty and staff on campus," she says. Investing in Africana studies is in line with the College's rhetoric about interdisciplinary and full participation. Both Professor Baker and Dean Canton single out the Africana studies program for the inclusiveness of its faculty representation. "We have the most diverse faculty representation of any program or department on campus," Professor Baker says. Tiner says that Connecticut College "should be ... proud" to support an Africana Studies program.

The students and faculty are excited about the future of Africana studies at Conn. "I see a great future ahead of us," Brown says. "I imagine in ... ten years this is a huge department. ... I think this is going to go into Connecticut College's history. Because my passion for this I definitely see in a ton of freshman. ... People have this passion. Black, White, Latino, whatever, they have this passion."

Meanwhile, Africana Studies 201, which is open to majors and non-majors, will continue to be taught. Sign up for this spring. •



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Finding Conn's Commencement Speaker

SAADYA CHEVAN
STAFF WRITER

In a recent e-mail to the Connecticut College community, President Katherine Bergeron announced the selection of investigative journalist Rukmini Maria Callimachi as the keynote speaker of the College's 98th commencement, scheduled for May 22, 2016. Callimachi was born in Romania, but fled from the country to Switzerland with her mother and grandmother when she was five, and then came to the United States when she was ten. Callimachi has earned an impressive record so far in her career. She is a two time Pulitzer Prize finalist who currently covers Islamic extremism for the *New York Times*, for which she wrote a series of articles called "Underwriting Jihad." This series explored how ransoms paid by European governments became one of the main sources of funding for Al-Qaeda. Before joining the *New York Times*, Callimachi worked for the *Associated Press* as its West Africa Bureau chief from 2006-2014. She also covered the aftermath of Hurricane Katrina while working for the AP. On Callimachi, Ben Halvorsen '16, the co-chair of the 2016 Commencement Committee said, "I don't know what kind of speech she's going to give, but you know it's going to be a big one."

The process of selecting a commencement speaker is somewhat secretive, in part to prevent the College from potentially offending any of the people who are considered for or offered the opportunity. As Halvorsen explains "You don't want a speaker to feel like they're your second choice. You want to be like 'Oh yeah, you're our number one!'" Every year in the fall, a committee is formed consisting of faculty, administrators and students in the junior class. The committee meets to make recommendations about potential commencement speakers for the next academic year's commencement (so the committee formed for the fall of 2015 will be making recommendations for the commencement speaker in 2017 who will be the commencement speaker at the current junior class' graduation). The students on the committee consist of the junior class president, who co-chairs the committee, and four members of the junior class who represent various interest groups on campus.

The process has been controversial in the past. The most recent controversy came a couple years ago over the selection of Louis B. Susman, former United States Ambassador to the United Kingdom, as the 2012 commencement speaker. Some students felt that Susman did not properly embody the spirit of the college, and petitioned the administration via change.org to make the selection process more transparent. This resulted in the number of students seated on the committee being increased from two to five, and the inclusion of the class president as part of the final selection process for the speaker.

The committee is briefed on potential speakers. Current college policy dictates that Connecticut College does not pay its commencement speakers to speak at the College. Speakers are awarded an honorary degree and are compensated for travel and lodging expenses. Because of this the College uses its connections to try and identify potential speakers, says Halvorsen. "One of the College researchers does all this research on

alumni connections and all the other relationships the College has, so it's like this is an alumni's good friend, this is an alumni's husband or something like that," says Halvorsen.

Another method the committee uses to identify potential speakers is soliciting recommendations from the junior class via e-mail based on connections that members may have to potential speakers. However, Halvorsen notes that, "Generally those connections are kind of loose at best."

Both Halvorsen and fellow co-chair Bonnie Wells, the secretary of Connecticut College, believe that not paying the commencement speaker actually benefits the College. "You get people who actually care. There have been some really good ones in the past. One was a really famous dude, but he was also the father of an alum, and he really spent his time doing his research about that grade, and so he made references to things that only the kids in that grade would understand and know, so he got a lot of laughs. People really appreciate that stuff," says Halvorsen. According to Wells, most similar small liberal arts colleges have the same policy for compensating their commencement speakers.

The committee also tries to conduct outreach to the junior class. As the list of potential speakers is narrowed to people the committee thinks would be actual good choices as speakers, a poll is conducted among the junior class to see who among the possibilities they feel would make a good speaker. Halvorsen notes that unfortunately, there is often not very good turnout for the poll. He recalls being told by a college statistician to try to aim for a 50 % response rate. According to Halvorsen, "The people who have strong opinions vote, and I guess the people who don't, don't. The people who have strong opinions, they're going to pick a candidate who reflects their issues, so that's why normally you get a lot of political possibilities." However, the poll does have an effect on the commencement speaker list. Halvorsen notes that some potential speakers who do well in the poll may have been overlooked by the committee while others who do poorly may have been favored by the committee. This can effect whether or not the committee recommends those people as speakers.

Once the committee's work is completed at the end of the fall semester, a meeting is scheduled with senior administrators, the president of the College and the president of the junior class for sometime during the spring semester. During the meeting, the participants review the committee's recommendations, and express their opinions to the president about the various possible speakers. Ultimately, the final decision about who the commencement speaker will be is made by the president of the college. A letter of invitation is sent to the person who is selected. By the time the College receives an acceptance it is usually the summer or fall before commencement. If the speaker accepts in the summer, he or she is not announced until the fall once students have returned to campus. •

Strategic Planning Committee Announced *Work Begins to Plan for the Future*

DANA SORKIN
CO-EDITOR IN CHIEF

On Sept. 30, President Katherine Bergeron announced the final list of the students, staff and faculty members who would make up this year's Strategic Planning Committee. John Nugent, director of institutional research and planning, will staff the committee, and the school will also work with outside consulting firm Keeling and Associates. K&A has worked with numerous other schools in past years, including other NESCACs such as Colby College and Hamilton College, according to their website. The committee will be meeting bi-weekly, with frequent visits from the K&A consultants.

In a follow up email to the campus community after her initial announcement of the committee, President Bergeron explained that the committee will work towards "identify[ing] our goals and priorities for the next five to 10 year. The process will engage the whole community: staff, faculty, trustees, alumni, parents and friends of the College. It is one of the most ambitious projects we will undertake this year."

Grace Juster '16, one of the students selected for the committee and the president for the class of 2016, told the *Voice* via email that by the end of the year the goal is to have a stronger idea of "what distinguishes Connecticut College and a plan to best emphasize the assets and opportunities found here."

According to the Strategic Planning Process page found on the College's website, the work of the committee will be split into three categories during the course of the year. First, the "engagement, information gathering, and planning phase," which will occur from August-December 2015. This phase will consist of interviews, surveys and general

data and information gathering plans. To interact with the larger campus community, the committee has planned larger open forums, similar to the "town hall" style meetings held in previous years when the curriculum reform was underway. Juster explained: "We are in a data gathering stage and need to hear your voices to make changes."

Phase two will begin in January 2016 and last until early April. During this time, the committee, and the larger College community, will review the findings from the previous phase, as well as continue to refine the goals and objectives of the plan going into the final phase.

The final phase will begin in April, and will end with the academic year. "Implementation/action plan completion" will see the handoff of the plan to the Implementation/Action Planning Group, and ultimately the final review and approval of the strategic plan that will lead the College into the future. Juster stressed the importance that seniors will play in throughout the year as the plan is formed, calling it an "opportunity for our class to reflect on what went well or what could of gone better during our time here and make Conn the best it can be for future classes."

The other student representatives on the Strategic Planning Committee are Roxanne Low '19, Gil Mejia '17 and Jake Varsano '18. •

Suze Clues

Editor's note: The College Voice is bringing back the classic advice column in a big way! Ask Suze, our in-house relationship and lifestyle guru, all the questions you've been mulling over. Send Suze your questions at www.sayat.me/CCCollegeVoiceAdvice.

My boyfriend and I met here at Conn, but with graduation coming up, I'm worried about what's to come. Any advice on big transitions like this?

First of all, congratulations on having successfully navigated this strange hook-up culture we call the Conn social scene and on finding a fellow Camel who makes you happy. Second of all, I am a firm believer in thinking about what your goals and dreams are and how you are going to make them a reality. This might come along with making some personal sacrifices. You are about to embark on a confusing/exciting/scary time where you really start to figure out what field you want to work in and where you want to be in life. It's so important to think about what is ultimately going to make you happy professionally or personally. Sometimes, that means taking advantage of opportunities and letting go of some others. If your goals and your boyfriend's goals align, that's awesome, and I wish you the best of luck. But if you think that your post-grad plan might involve traveling the world or moving across the country, it might be wise to think about how you can make things work or how to appreciate the start of a new adventure. Ultimately if this is a person who truly cares about you, the support will be there no matter what.

How do you keep work/play balance?

Anyone who knows me knows that I have struggled with this my entire time at college. I'm actually sitting in the library right now while I could be doing college things. But maintaining balance is important if you hope to keep your mental sanity during your time here. My best tips would be to prioritize what is the most important to you and to try to build your work around that. If there's a specific event that you'd like to attend or a gathering with your friends that you need to go to, factor that into your weekly plan when you're trying to figure out when to work on assignments. While school does come first, you're not going to do well if you are losing your mind with stress, and having a social life (whatever that entails for you), is also an important part of college. Over-scheduling yourself with clubs also isn't the way to go. Learn how to say "I'm sorry, I can't" and think about which activities are the most important to you. Do those, and you'll ultimately be happier and probably have a little less on your plate as well. Figuring out balance is pretty challenging, but it is the key to not driving yourself crazy during college. •

Modern Research: Forming (and Exercising) Your Own Political Opinion

MAIA HIBBETT
OPINIONS EDITOR

Over the summer, I nodded my head half-heartedly while a friend of mine lamented the fact that, due to bureaucratic institutions like the Electoral College, her vote would never count. She pointed out that as a liberal in Massachusetts, the general consensus in her state would usually swing in the general direction of her favor, and, therefore, she saw no need to vote.

Of course, in the last gubernatorial race, the Commonwealth of Massachusetts picked Republican Charlie Baker over Democrat Martha Coakley. I can count off the top of my head ten Massachusetts friends of mine who, misjudging the political climate in the region, elected not to vote in the race despite being of age.

As I interpret it, our generation's political apathy stems mainly from two sources: disillusionment—which I can understand—and misinformation. I find the latter of these harder to excuse, especially when it provides older generations with grounds for dismissing the former.

Most of us can likely agree that when we log on to any social media service—primarily Facebook—we see an onslaught of political posts, whether from activist friends or conservative uncles. A report for the Pew Research Center in June 2015 by Amy Mitchell, Jeffrey Gottfried and Katerina Eva Matsa notes that 61% of surveyed Millennials admitted to getting their political news from Facebook, while 37% reported getting news from local TV stations. Among Baby Boomers, these numbers were

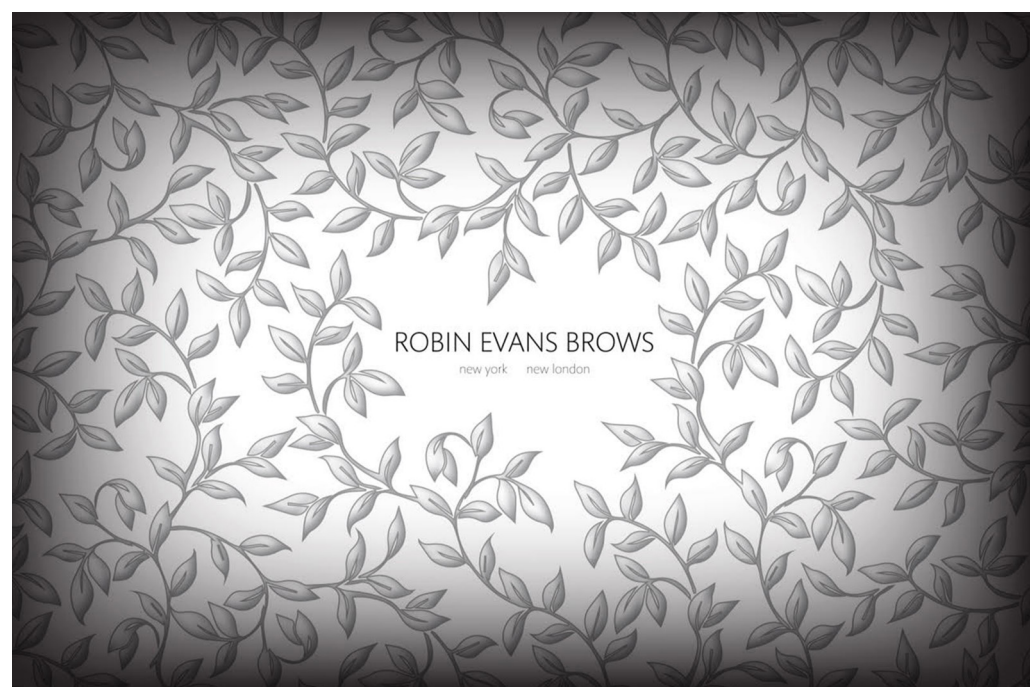
almost entirely reversed; 39% sourced some political news from Facebook, and 60% learned the news from local TV.

When surveyed more extensively about their political news sources, Millennials were also less familiar with outlets for political criticism according to Mitchell, Gottfried and Matsa. Of 36 outlets featured in the survey, Millennials reported being less aware than Gen Xers and Baby Boomers about 18, including *The Glenn Beck Program*, *The New Yorker* and NPR, and more aware than older generations about two: BuzzFeed and Google News. Awareness between generations proved fairly equal when concerning the other 16 sources.

By presenting this data, I do not mean to discount all of the news sources trusted by our generation—I have often been one to turn to *The Daily Show* for an update on current events, and I would definitely listen to Jon Stewart over Bill O'Reilly, though the former is a comedian and the latter, technically, is not. The danger, however, of relying more on social media for news is that consumers of social media news might end up voting in accordance with a social trend rather than their actual beliefs.

This issue has an easy fix: actually clicking on the articles your friends share. While all news outlets are subject to biases, reading—or even scanning—full articles provides a better insight than simply reading headlines and Facebook comments. Additionally, we can then read about the same topic from different angles in other sources, allowing us to get closer to the truth.

CONTINUED ON PAGE 8



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Out of Sight, Out of Mind?

HANNAH PEPIN
CONTRIBUTOR

What exactly are we *not* supposed to do in our dorm rooms? According to the Connecticut College student handbook, which every student is supposed to read, the use of drugs and alcohol is strictly prohibited. While these rules are explicitly outlined, it is questionable how closely they are followed. This begs the question as to whether the rules should be strictly enforced, or whether a little leniency may be necessary for a happy and “healthy” campus.

According to the handbook, “the College’s alcohol and drug policies are informed by federal, state, and local laws.” This statement implies that marijuana and other drugs are illegal, and you must be 21 or over to consume an alcoholic beverage. The handbook reaffirms that these rules are in place to “care for the larger community while supporting the educational mission of Conn.”

The main reason that these rules are in place is not because of the illegality of substance use but to keep students safe. Our floor governors, housefellows and other residential life staff members are neither blind nor foolish. I have heard it recommended frequently that students should simply go to the Arbo when they want to expand their palate of green plants, a method of which I know many students take advantage. There are ways to avoid drinking and partying in dorms, but students still do it, which makes a tough situation for the residential life staff.

According to Sara Rothenberger, the Director of Residential Education and Living, residential life staff members are trained to “confront things against law and policy.” All members of house staff go through about a week of training before first years arrive on campus; during this week they partake in various team building activities, as well as seminars to enhance their ability to

respond to drugs, alcohol, sexual assault and other problems that may take place in residence halls. In case they have not emphasized it enough in the past few weeks, our Floor governors and housefellows are always around as confidants to provide students with support in all aspects of their educational and social lives. Rothenberger added that the main goal of the house staff is to prevent threats to health and safety. They are not around to catch students doing something wrong, but to set the tone in the building.

Rothenberger made sure to dispel the myth that the house staff is there simply to get students in trouble. Our floor governors and housefellows are a necessary addition to our dorms for reasons of safety and to prevent any infringement on the rights of others. While your neighbor on one side may enjoy smoking and your neighbor on the other may drink, another student down the hall may choose to not engage in either activity; it is the job of the residence staff to make the environment safe and comfortable for every person in the dorm, regardless of their extra-curricular activities. As Rothenberger described, “everyone needs to have a sense of belonging.”

As we go through the academic year, what is important to try to remember is that the residence life staff genuinely wants to keep everyone safe. However, their jobs are not always easy. After speaking with a floor governor, who prefers to remain anonymous, I learned more about the drug and alcohol scene on campus from a professional, peer perspective. Like Rothenberger, she explained that the house staff goes through a “vigorous, week-long” training session so that members are equipped to handle possible situations regarding drugs and alcohol.

I learned that all problems regarding marijuana should technically be brought straight to Campus Safety, but it is

true that some house staff may decide to smell or see only certain situations. Some activities are casually forgotten in many cases that I have witnessed, which I do not say as a critique of the house staff’s performance, but rather I wonder how readily other students are willing to hold their peers accountable. The floor governors do not want to be seen as “fun killers,” as my friend explained, so sometimes it is difficult for them to put their foot down.

While the rules for how to handle illegal substances in residential buildings are pretty black and white and completely outlined in the student handbook, it is easy to bend them. I believe that students on campus are going to smoke and drink whether there are blatant rules in place or not; therefore, I understand why the residential life staff members are sometimes inconsistent in how they handle the situations. That being said, it is our responsibility as adults to be subtle and unobtrusive in our dorm rooms, especially on the weekends. It will make the jobs of our residential life staff much easier if things are kept on the down low.

Whether you decide to partake in these activities or not, most everyone understands that they come hand in hand with college life. If you aren’t doing it, you know somebody who is. The leniency of floor governors is appreciated in most situations, and their presence is even more appreciated in unsafe circumstances, so it is essential not to take advantage of them. We should all continue to enjoy our weekends and be respectful of the space and people around us. •

Kicking Cigarettes in the Butt

ALICE GILBERT
CONTRIBUTOR

It’s official: The #1 party school in the country just made its campus tobacco-free. Syracuse University (ranked the top party school by *Princeton Review* for 2015) recently joined a movement of colleges across the country to ban tobacco products: both smoking and smokeless, including E-cigarettes. According to its website, Syracuse did so “to promote a safe and healthful work environment...encourage tobacco users to reduce or eliminate their consumption, and to protect nonsmokers from exposure to tobacco smoke.” The idea of eliminating tobacco from college campuses is not a new one, but recently it has really begun to take flight. According to no-smoke.org as of July, 2015, there are 1,577 smoke-free campuses, 1,079 of which are completely tobacco-free. I am surprised that Conn has yet to join this trend.

Smoking is obviously a health hazard both to those engaging in it and to those who fall subject to its effects by way of secondhand smoke. As we have known for several years, smoking is the leading cause of preventable death in the United States. The derivative consequences, however, extend beyond the health effects secondhand smoke.

Smoking creates an image problem, especially on a college campus. As prospective students tour our beautiful school, they often find themselves walking through clouds of smoke. Conversely, they could walk through the campus of a school like Syracuse, and find that the air was clear and their experience was not tainted by the cigarette smoke they inhaled passing the library. Although it seems like a minor detail, this difference could influence a student’s perception of our campus’ health and wellness.

As a school with an outstanding sustainability program, it is only logical that we also target the toxic fumes that are released into the air with every exhalation of a cigarette. The fumes affect not only other people but also the environment. We take great pride in the College’s reduced environmental footprint, yet our smoking policies do not reflect this whatsoever. The only policy we have regarding

smoking reads: “Given the documented risk of secondhand smoke, smoking is prohibited inside all College buildings. It is also prohibited within 20 feet of all College building exterior doorways.” I find it hypocritical that we place so much emphasis on our school’s environment, yet there are not even designated smoking areas: as long as you’re not inside or within 20 feet of a building, you’re good.

Smoking cigarettes has gained a substantial stigma during the past decade, thanks to endless advertisements saying that a pack of cigarettes will not only cost you an absurd amount of money but also “your smooth skin” or “your teeth.” Despite the negative publicity and the common knowledge that tobacco products lead to a plethora of diseases, cancers and health complications, they appear to be making a comeback. When I returned to campus this year, one of the first things I noticed was an apparent increase in student smokers. Whether this is due to a habit picked up while studying abroad or an overall resurgence in cigarette smoking, I found that several other nonsmokers had similar observations.

In order to stop this trend in its tracks, a drastic policy change needs to occur. Conn is an extraordinarily progressive school in our environmental policies, our nuanced curriculum and our application process. We are also a school in which faculty and staff care deeply about the health and wellbeing of all students. The Green Dot program and our Student Health and free Counseling services illustrate our devotion to the prevention of serious physical and mental health issues. However, smoking, which has been deemed deadly, has received almost no attention. I truly believe that if Conn joined the tobacco-less campus trend, we would become more desirable to prospective students and their families, as well as be safer for those already here.

Several questions may arise from what I have proposed. What would a tobacco-free campus look like for smokers and nonsmokers alike? How would the policy be enforced? Don’t people have a right to smoke where and when they

like?

The policy would definitely be transformative in that it would encourage current smokers to quit and discourage future smokers from picking up the habit. There are several resources provided by the Health and Wellness Center, according to Mary DeBriac, who represents Health and Wellness for Faculty and Staff. DeBriac said these include, “a benefit through our prescription drug provider for smoking cessation nicotine replacement therapy products (patch, gum, inhaler, etc.)” The Center also offers smoking cessation assistance. If Conn were to become tobacco-free, these resources would need to be offered more publically to smokers looking to quit.

As far as enforcement, a tobacco-free campus should be treated the same way we treat underage drinking. If someone is caught smoking, it should be left to the discretion of Housefellows and Floor Governors to either report an incident to Campus Safety or issue a warning. House staff would require extra training and information in the realm of smoking in order to prepare themselves for this policy change. Additionally, classes in smoking cessation would need to be readily accessible, and the management of individual situations should take into account the seriousness of nicotine addiction.

I am fully aware of the severity of nicotine addiction and do not expect that this policy would cause all smokers to quit. I am also aware that not every smoker has the desire to quit. Becoming a tobacco-free campus would not require that all smokers stop smoking, rather that they do so in a manner that does not affect their fellow Camels. In my opinion, Conn has done an excellent job in addressing sexual violence, mental health issues and alcohol and drug abuse. Now it is time for us to address one of the most obvious, deadly and ignored health threats: tobacco. •

Who Gains From Shared Governance?

An Alternate Perspective on a Staple of Life at Conn

CONTINUED FROM FRONT PAGE

While there are nuances in regards to student experiences here, there are also certain experiences that can and do impact us all and thus become more personal in our desire for real solutions.

Don't fret, because the College promises: "where it is not feasible or practical, all efforts should be made to promote transparency and inform relevant representatives in a timely manner of the decision and its reasoning." When Knowlton's dining hall was to close, did residents receive a personal email informing them of this fact? No. SGA passed a resolution to discuss alternative locations, with overwhelming support from Knowlton residents, but no further response was made by the administration.

"But, there's nothing better than what we already have!" I'm here to tell you, there is. I interviewed Alexander Kolokotronis, a BA/MA student from Queens College who is the Founder of SODA (Student Organization for Democratic Alternatives). One of SODA's main goals is to promote participatory democracy in the CUNY (City University of New York) public school system as well as cooperative economics in the broader worker cooperative movement in NYC. To Kolokotronis, participatory democracy "is a process whereby people make decisions about matters that affect their lives in a direct democratic and deliberative manner... Rather than distant representatives setting policy, all people in a community have the formal and substantive power to set and influence policy making." One note to emphasize here is the ability to deliberate. This means "people actively engaging and meeting with one another to reflect and discuss issues that concern and affect them." A referendum is insufficient here because there is usually little to no deliberation before a referendum is held, and the process of its conception is usually top-down. Therefore, certain referendum questions are often phrased in obscure and confusing manners. One concrete way of promoting participatory democracy is participatory budgeting.

Participatory budgeting (PB) is a "direct and deliberative democratic process in which members of a community decide how to allocate and spend a portion of the public budget, instead of politicians or bureaucrats deciding for you." A public budget includes the revenues and expenses of a public institution. It would also include where resources are being allocated. The word 'public' is usually a misnomer as people (including Connecticut College) are "neither encouraged or primed to actively look into or

question the budgets of public institutions." This apathy toward gaining access to the public budget is reinforced by the fact that people do not have the ability to exercise any concerns or suggestions toward the allocation of resources. Even though many people ask, "where is all my tuition money going?" they do not pursue the question further.

We, as students, know we have no more say in the matter. While the idea of PB may seem overwhelming and unrealistic to some, it is only because we are in an environment that is deeply embedded in bureaucracy and apathy, making it nearly impossible for most students, faculty and staff to exercise agency.

PB involves a four-step process. First, identifying and diagnosing a problem, then deliberating, discussing and proposing potential solutions after implementing projects

If we don't learn democracy at school, where are we going to learn it?

and monitoring the completion of the project.

As an example, let's say the campus community recognized we have limited access to healthier food options in the dining halls. The campus community determined that replacing Just Mayo, a vegan alternative to mayonnaise, with the mayonnaise we have now would be a healthier alternative, both for our stomachs and the environment. This would lead to voting on whether or not to supply Just Mayo in the dining hall. Finally, members of the campus community would directly and publicly engage with dining services on whether or not people are using, and enjoying, Just Mayo.

PB could also serve as a way to enhance the student experience here at Connecticut College. It could provide a space and opportunity for students to express their concerns, not just individually, but collectively. We are a

community, aren't we? It's time we get past what's best for "me" and start thinking about what's best for us. Yes, that would mean longer meetings, as anything that is participatory is inherently longer, but this is a small price to pay for bridging the many social divides here on campus.

This is especially important given the talks SGA and many student organizations are having in regard to the allocation of club funds by SGA's finance committee. Instituting PB can serve as a way to build trust between student organizations and SGA, create stronger transparency over the allotment of funds to clubs, learn about the common goals of each club and finally establish a collective dialogue over yearly academic priorities.

I see PB as one step toward creating an actual community that frames its thinking around the collective instead of the individual. For people complaining about apathy here on campus, PB is one tangible way to get people at Conn more involved and active.

If we are going to be sincere about having or building a democratic world, then we must learn democracy at school too. If we don't learn democracy at school, where are we supposed to learn it?

Participatory democracy includes restructuring student government along lines of inclusive politics, and this can extend far beyond PB. When speaking of reconfiguring decision-making apparatuses, I think we have to talk about how faculty, non-teaching staff and students can play a significantly larger role in decision-making (if they cannot take most or all administrative power). Today, we have the example of Mondragon University, in Spain, which operates as a university cooperative, with students, teachers and non-teaching staff all operating the university together.

I am not claiming that PB or other measures of participatory democracy will fix every single problem. However, I do believe that when the greater campus community has control over funds, we can then shape our priorities, collectively. Solutions should not have to be decided by the senior administrators who, for the most part, do not interact with many students on this campus and have only been working here for one to two years, with the exception of Lee Hisle, Ulysses Hammond (who is retiring) and Paul Maroni (who is also retiring). •

Modern Research: Forming (and Exercising) Your Own Political Opinion

CONTINUED FROM PAGE 6

We all draw political conclusions without doing thorough research first. I first heard of Bernie Sanders, for example, on *The Daily Show* right after Sanders announced his candidacy. Jon Stewart played a clip of Sanders shuffling papers at the podium and mumbling into the microphone, then exiting the stage after only a few minutes, claiming that he had other business that demanded his attention. Stewart ridiculed him with a comment that an inattentive old man like Sanders could never take on Hillary, and I mimicked this stance.

Had I done my own political research, I probably would have been excited about Sanders's socialist economics and the inclusion of racial justice in his platform from the start. Instead, I commented that he was too old, completely ignoring the most demographics of electability for presidents.

I did not scrutinize my source, and I decided, instead, to believe what I wanted.

When done right, however, popular culture and social media can surely help keep Millennials engaged. Also in June, Anna Swanson

reported for *The Washington Post* about the release of a new app called Brigade, dubbed "like Tinder for politics" by its founders.

I downloaded Brigade to see what it was really about, and I found myself impressed. The app presents users with simplified blurbs about issues—for example: "college athletes should be paid"—and then offers them the options to agree, disagree or mark "unsure." After the user's response, Brigade presents a pie chart showing the popularity of responses and offers users an optional comment bar to explain their positions.

Brigade distances itself from bipartisan biases by avoiding presenting a liberal or conservative affiliation to each issue. It also commendably prompts new users to select a preferred pronoun: she, he or they.

While developments like this one are great and should aid our generation in forming their own political opinions, we cannot simply inform ourselves and think this is sufficient. When it comes time, we all need to go out and vote. •

The Continued Evolution of Empowering Women on Campus

As Told By Vaginas becomes the WE Initiative

SAMANTHA WEISENTHAL
CONTRIBUTOR

Editor's note: Samantha Weisenthal '18 is a member of the Women's Empowerment Initiative executive board.

For individuals who are oppressed by society, a community of conversation can bring relief, self expression and power. This community must live within the ideals of empathy and sympathy, and it must fuel the self expression that will in time lead to equity and compassion for each separate individual.

The Vagina Monologues by Eve Ensler provided an incredibly relevant voice for women during the late 1990s, when the work was created. Ensler explored uncharted territory, from the smell of the vagina to the hair that dresses the "down there."

While we value Ensler's work, as a feminist movement we are beginning to realize that not every woman is born with a vagina. Beyond this, some parts of *The Vagina Monologues* stereotyped different parts of society through sweeping statements and metaphors that made cliché the struggle feminist movements as a whole are trying to fight against. As Alia Roth '14 stated in her article for *Thought Catalogue*, "...when a production that has been performed year after year in our community has resulted in the boredom of the audience, the falsification of our generation's voices, the silencing of some students and triggering of emotions, it is time for the re-production of this show on our campus to end; the Connecticut College community has moved on." *The Vagina Monologues* no longer spoke to the experience of the women we as a community try to empower, and therefore it was time to try something new.

It is important to acknowledge that certain aspects of *The Vagina Monologues* stayed relevant. There were several reasons why we kept the word 'vagina' in the name last year. Juliette Verrengia '16, the technical producer of this year's show and a member of last year's executive board, said, "for the first year it was important to keep the word [vagina] in the title to keep the show congruent with *The Vagina Monologues*. Now that we are more established the word vagina is not as important to have directly in the name."

Although we have changed the individual monologues performed in the show, the overall intention of the show remains. The empowerment of hearing a woman's story through the voice of a fellow woman who can empathize with the experiences of others

has always been the driving force of the production. What feels even more empowering is that we are reading the stories of the women with whom we attend class, go out, and eat meals. The ability to not feel ashamed based on personal female experience is something we as a collective try to practice.

Verrengia added: "Many cis-gendered women find strength from feeling comfortable outwardly saying the word vagina," and for this reason, we wanted to keep the word in the title.

However, through further discussion as a group and a community, we began to realize that by using the word vagina we were limiting our audience of women. "It would be detrimental to ignore the conversations about being exclusive to some individuals...There are other things that are more important to women than having a vagina, and a lot of the things we go through may or may not be routed in that." We as a community accept every woman no matter how controversial her womanhood may seem.

So now, as a community on a mission to legitimize the experiences of women, we have become something new yet again: The Women's Empowerment (WE) Initiative. We chose this name for several reasons. As Mattie Barber-Bockelman '16, the reading committee chair in charge of reviewing and selecting submitted monologues, put it: "It was most striking to me that this group was a vehicle for women's mobilization on the campus, that's what we wanted to the name to reflect. The word initiative and the connotation it brings makes it more active. By making it an initiative it is less stagnant and more progress based." Being a feminist medium on this campus means that we are here to express all the stories of women that have been oppressed by the patriarchy. We are here to empower women, to take a stand, to live in sisterhood and to make a difference. "This is what we are and what we live. It's not just about what we are saying it's about what we are doing," Barber-Bockelman continued.

The show we create will never be the same show twice. The artistry and power of the community we all feel so blessed to be a part of surprises us each time we read or perform these monologues. As a woman on this campus I could not feel more blessed to have a sisterhood who I know understands some part of my experience being a woman. Every woman has a voice in the WE Initiative, and at the end of the day, I think that's what Eve Ensler would want. •

How to File an Incident Report

Step by Step Instructions on the New System

SARAH ROSE GRUSZECKI
OPINIONS EDITOR

Editors Note: Sarah Rose Gruszecki '18 is a Floor Governor in Branford House. This year's Floor Governors and Housefellows went under extensive training on the new reporting procedures. The College Voice feels this information is essential to share.

Following the critiques of the system, the need for reform in bias incident reporting became especially imperative. Reporting procedures went under a complete overhaul in order to develop an accessible reporting procedure that would require a more immediate administrative response. The following is a step by step guide for how to file campus incident reports on camelweb.

Bias Incident Reporting:

The student handbooks defines bias as "an adverse action that harms, intimidates, or threatens individuals or groups who are members of a protected class (based on race; color; sex; gender; sexual orientation; gender identity, expression and characteristics; age; religion; national or ethnic origin; predisposing genetic characteristic; visible or invisible disability; or status as a disabled veteran or veteran of the Vietnam era). This includes, but is not limited to severe verbal or written conduct, threats, physical assaults, vandalism, destruction of religious symbols, and/or graffiti."

If you witness an incident which you feel qualifies as a bias incident, it is essential to respect the honor code and hold your peers accountable. Incident reports should be filed as soon as possible and are strongest when submitted within 24 hours. If you have any additional questions or concerns about a specific incident, you can contact your floor governors or housefellows. These staff members all received specific training on reporting procedures and are here to help you. Dean Cardwell, the Senior Associate Dean of Student Life and Dean Canton, the Interim Dean of Institutional Equity and Inclusion are also excellent resources.

1. Go to camelweb.conncoll.edu.
2. On the top of the page, there is a tab which includes the option "incident reporting" on the far right. Click this.
3. Fill out the form with all the information that you have about the incident. It is crucial to include the names of all those involved and provide a detailed description in the space provided. In the description, make sure to use names (not pronouns) when describing student involvement and be sure to include everything you witnessed. If you have

emails, pictures, or graphics which provide further information or evidence about the incident there is a space to include this information as well.

4. Press submit. Your report will be reviewed both by the Interim Dean of Equity and Inclusion and The Office of Student Life, after the which appropriate action will be taken. You may be asked for more information as necessary but your commitment to keeping our community safe will be sincerely appreciated.

Incident Reporting:

These report may be used by faculty, staff, or students to report violations or a general issue. This form is received by the Office of Student Life. This form should only be completed when there is no suspected bias involved and is also available under the "incident reporting" tab on camelweb.

Sexual Misconduct Anonymous Reporting Form:

According to the college handbooks, this form "may be used by students to submit an anonymous report of sexual misconduct. The information provided on this form is used for the College's Annual Security report and to inform our understanding of the prevalence of such incidents. The person submitting this form may remain anonymous and should not personally identify anyone involved." When filing this type of report, it is important to understand that anonymous reporting limits the College's ability to follow up on the incident. This form is received by the Senior Associate Dean of Student Life and the Title IX Coordinator and may also be accessed through camelweb under the incident reporting tab.

If you or someone you know has experienced sexual misconduct, Darcie Folsom, Director of Sexual Violence Prevention and Advocacy, is an excellent person to speak with. If you have any questions or concerns about an incident, she is a completely confidential resource. Darcie's think SAFE interns Anna Marshall '16, Juliette Verrengia '16 and Erin Moran '16 are additional contacts to discuss incidents of sexual misconduct and possible courses of action.

Darcie's office can be reached at 860-439-2219 during business hours. She can be contacted after-hours through campus safety or the administrator on-call. If you would like to contact Darcie, you can also reach out to the floor governor or housefellow on call and they will gladly direct you. Darcie's office is located in the hallway on the second floor of Cro in room 222. •



is expecting!

Come visit our new baby
"The Walk-In," over in Harkness.
Opening Fall Weekend.



Strolling Through Identity

Three Temporary Exhibits at the Lyman Allyn

KATIE COWHERD
CONTRIBUTOR

The Lyman Allyn Art Museum, located just off the south end of campus, currently has three temporary exhibits. All three are worth the short walk, and as Connecticut College students, the Lyman Allyn is free for us to enter with our school-issued ID. The temporary exhibits take up almost the entire second floor of the museum, and each shows a different way identity is expressed and explored.

The Gaze Returned: Portraits from the Collection is an exhibit featuring both completed works, displayed on the gallery's walls, and the works of visitors, clipped to empty frames to the left of the entrance. Six benches are arranged in the center of the room, each facing a different direction, and each equipped with an easel and mirror. The exhibit explores questions of the artist's identity. Each work of art shows a specific depiction of the subjects' identity based how the artist chose to show the subjects. There are different expressions of identity all around the room, ranging from self-portraits to commissioned portraits of politicians wearing their fiercest expressions. The portraits show two points of view at once: they show how the subjects chose to show themselves to the world and how the artist - and by extension, the world - sees the subject. The Lyman Allyn describes the role of portraiture as an art form trying "to show in paint of ink the invisible, tangible qualities on an individual human life."

There are both paintings and photographs in the collection, the oldest from the 17th century and the newest from the year 2000. All of the works show strikingly and acutely portrayed individuals. The clothing styles and the style of portrait change as the pieces get older, but every single one shows the same thread of human desire to be recognized and celebrated as an individual.

Launchpad of the American Theater: The O'Neill Since 1964 takes up two rooms on the second floor. The first room is small and dark, featuring a screen flashing quotes from myriad celebrities and artists who knew and loved the O'Neill Theater Center. Every quote says something about how the theater was a safe haven for them, a place where they could create, learn and challenge each other in an otherwise ruthless industry. Industrial looking shelves stacked with worn out plays and silver framed photos of celebrities are shoved in the corner. The corner seemed out of place. It was the kind of place I expected to find myself in during a theater professor's office hours in Palmer.

There's no noise coming from the projector showing the quotes, so when I heard someone breathing very loudly behind me, I whirled around. Finding no one there, I of course left the room very quickly, only to discover that the noise was some kind of sound effect for a scale model of the O'Neill campus in the second room. I think it's supposed to sound like waves. The model itself is beautifully detailed and surrounded by pictures of performances and descriptions of the theater's many annual conferences, including one about puppetry. Glass tables in the center of the room contain black and white prints displaying the O'Neill's long and impressive history. Shoved in the corner, next to the door so you almost miss them, are two American Theater Wing Tony Awards.

Come in!: Elizabeth Enders Recent Work is the largest of the three current featured exhibits at the Lyman Allyn. One of Enders' largest paintings is the first thing you see coming up the stairs to the second floor, and two more paintings line the short hallway leading to three long gallery rooms. Enders' work is diverse. Some of it is childish in the best sense of the word, capturing life in its simplest and most innocent form. Some of it is complex. She mixes her blues with pinks, oranges, greens and reds to give her work the same chilling depth as ice. She paints everything from landscapes to plants to abstract thought. Most of her paintings are oil on linen, but she uses watercolor and pencil with the same mastery. There is even a fourth room, small and dark, with only two little benches, that features a slideshow of photographs on the far wall. Enders selected the photographs herself. They are sketches from her various travels, showing how she keeps a sort of paint journal to remember the feel and spirit of a place so that she can paint it - and do justice to it - later on. Charlotta Kotik, curator of contemporary art at the Brooklyn Museum, describes Enders' work as a place where "representation and a nod to abstraction happily coexist."

Each exhibit focuses on individual expression and identity in different ways, from the introspective and focused portraits, to the art of expression through theater at the O'Neill, to the way that Elizabeth Enders connects her innermost thoughts to aspects of nature and landscape. Identity can be as focused as a photograph or as abstract as Enders' oil painting *Language/Poem/Harbor/Sky*. The Lyman Allyn is open Tuesdays through Saturdays from 10A.M. to 5P.M. Admission is free to Conn students. Take a walk over.

Baking in Unity House, French Style

MOLLIE REID
NEWS EDITOR

On a rainy Friday afternoon, a small group of students and faculty from the French Department gathered in the Unity House kitchen to bake Madeleines, a spongecake-like French pastry with origins from the Lorraine region of France. This event, which was held on Oct. 2, was a part of a series of French-themed events hosted by this year's French language fellows, Alexis Cheney '16 and Lena Mininberg '17.

"We had a meeting with the head of the French Department, Professor Nathalie Etoke. She told us that Professor Benjamin Williams of the Department liked to bake. I met with Professor Williams to talk to him about my honors thesis and baking. He mentioned making Madeleines because they were easy to make and he had the right baking pan," said Cheney. [Editor's Note: Baking Madeleines requires a special kind of cooking mould that gives the cookies their unique scalloped shape.] "Laura Little of the Language and Culture Center bought the ingredients for the Madeleines," said Cheney.

The event proved to be the perfect

setting for the attendants to get to know each other as well as Professor Williams, who joined Connecticut College in 2015. "We listened to French music and spoke in French. We also talked about the various French accents that exist throughout the world, and how some of us preferred to use our American accents when speaking in French," said Cheney.

Many of those at the event shared Cheney's enjoyment of such a laid-back setting. French and International Relations double major Kate Sullivan '16 said, "I went to the event because I really like to bake and I like to be a part of the French Department events as much as possible. It is definitely nice to see and talk to professors in a more relaxed environment."

Cheney and Mininberg plan to host more French-centered events this semester, like a salon where students can talk about current events, a wine and cheese mixer and a "francophile" study abroad fair for prospective students. •

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In Palmer 202, “Disgraced” Takes Center Stage

MOLLIE REID
NEWS EDITOR

Upon walking into Palmer 202, audiences of Wig and Candle’s production of Ayad Akhtar’s *Disgraced* see two figures frozen in place, situated in a well-furnished apartment, ready to begin the play. One figure, Amir Kapoor, portrayed by Ramzi Kaiss ’17, is a corporate lawyer at a large firm specializing in mergers and acquisitions. Amir, who was born in Pakistan and raised Muslim, has actively chosen to assimilate into New York life and longs to be made partner at the firm. His relationship to Islam, as the 90-minute play unfolds, becomes more complicated as discussions of faith, racial profiling, 9/11 and other issues and historical moments, develop.

The other figure who shares the stage with Amir is his wife, Emily, portrayed by Kristina Harrold ’16. Emily, a white painter, is fascinated by Islamic traditions and art. She seeks to integrate the culture and history into her own work, which is to be presented in an upcoming, high profile show.

In the first scene of *Disgraced*, Emily encourages Amir to engage in a court case involving a local imam who has been accused of working with a terrorist organization. Her sentiments about Amir’s involvement are shared by his nephew, Abe Jensen (born Hussein Malik), played by C. Barbaros Manisali ’17. Abe strongly believes that the imam has been falsely convicted and urges Amir to participate. Amir does not act as the imam’s official counsel, but appears at the trial in support of the imam. His presence is misunderstood by the *New York Times*, which causes Amir great anxiety both professionally and personally, as his name is publically printed along with the firm’s.

Months later, Amir and Emily host a dinner party for Isaac, a Jewish art curator, played by Jason Karos ’18, and his wife, Jory, portrayed by Mellissa Edwards ’18, an African-American colleague of Amir’s. After discussing Emily’s excellent cooking skills and Jory’s lack of such skills, conversation among the four quickly gains momentum. Isaac mentions the *New York Times* article, which places Amir in an uncomfortable situation, tugging at something deeply personal. Debating about the history of Islam, its role in contemporary America and the world post-9/11, racial profiling, Islamic and Judaic traditions, Israel, the Qur’an and the Talmud, among other subjects, Amir and Isaac come to physical blows.

The dinner party further deteriorates after Amir and Jory return from buying champagne. As Jory accuses Emily and Isaac of kissing each other on the couch, Amir yells at Jory for being made partner at the firm instead of him. He believes that the incidents surrounding the imam’s case have weakened his chances of becoming a partner and that his endless dedication will prove irrelevant. The highly charged energy of the scene results in the use of racial slurs from both couples. The explosive scene becomes even more

turbulent as Amir discovers that Emily and Isaac had an affair in London. Amir reacts to this news by physically abusing Emily, which Abe accidentally becomes witness to.

These three characters reunite on the stage in the play’s concluding scene. After getting into an argument with a Starbucks barista about personal identity and contemporary issues relating to the Middle East and the U.S., Abe and his friend are questioned by FBI agents. Abe risks deportation, but finds that Amir’s help is limited. The play concludes with Amir sitting alone in his apartment with one of Emily’s paintings, a portrait of Amir inspired by Velázquez’s “Portrait of Juan de Pareja,” who was of Moorish descent.

After each showing of *Disgraced*, audiences were invited and encouraged to stay for a talkback to discuss the play and its underlying themes. These talkbacks were supported by the Department of Theater, the Department of Religious Studies, the Office of Religious and Spiritual Life and the Connecticut College Asian & Asian-American Student Associated (CASA). A number of Conn faculty and staff led the talkbacks, which gave viewers an opportunity to reflect on what they had just watched.

The talkback for opening night was led by Professor of Religious Studies Sharon Portnoff, Professor of History and Director of the Global Islamic Studies Program Eileen Kane and Professor of Religious Studies Sufia Uddin. Dean of Religious and Spiritual Life Claudia Highbaugh led the Oct. 2 talkbacks. Professor Uddin and Professor of History, Frederick Paxton led the Oct. 3 talkbacks.

Due to an immense interest in the play, Wig and Candle added a Saturday matinee to their show times. The sharpness of the play’s dialogue and its excellent presentation by the show’s actors and actresses, the relevance of the play’s material to contemporary times, and the hard work of the crew make *Disgraced* a show that one could watch several times and still leave with questions and curiosity.

Wig and Candle’s production of Disgraced was directed by Teresa Cruz ’16. Stage managing was done by Pansy Nguyen ’19; Janan Shouhayib ’16 was the dramaturg; Lana Richards ’17 was the fight choreographer; Elissa Webb ’17 was the technical director; Rebecca Brill Weitz ’18 was the lighting designer; Jack Beal ’18 designed the poster and was the photographer; and Cat Boyle ’16 was the artist for the show. •

Students to Perform “Elephant’s Graveyard” on Fall Weekend

ANDREW SHAW
ARTS EDITOR

To open their season, the Connecticut College Theater Department is performing George Brant’s play *Elephant’s Graveyard* over Fall Weekend. The story is based on an incredible historical event: the 1916 hanging of an elephant – yes, an elephant – in a small Tennessee town (this is the only known case). According to the script, the story “[explores] the deep-seated American craving for spectacle, violence and revenge.”

In advance of the show, *The College Voice* wanted to learn more about the process and effort that went into bringing this story to life. The *Voice* spoke to Lana Richards ’16, Assistant Director, and Brittany Baltay ’16, Stage Manager, via email to learn more about what it took to produce such a unique show.

The College Voice: What have been some of the best moments in putting together the production of *Elephant’s Graveyard*? Some of the most challenging?

LR and BB: Time is always the biggest challenge when putting on shows at Connecticut College. We started rehearsing the second week of school, I think, so you always wish you could have more time to experiment and play with the show.

It’s been really exciting to work with Caz Liske, our guest director from Moscow. [Editor’s note: *Cazimir Liske teaches at Moscow Art Theater, National Theater Institute.*]

We’ve been doing these improvisational exercises called études that ... most of us were unfamiliar with until now. It’s been a great learning experience to work with someone outside of our department who can bring a fresh perspective to the theater.

TCV: Without giving too much away, can you elaborate on some of the themes and messages you’re hoping the audience takes away after seeing the show?

LR and BB: In our society there is a large motivation to join the status quo or go along

with majority opinion, even if that majority isn’t the “right” thing to do. This play addresses that sort of mob mentality as well as passive bystanders, and how dangerous those things can be, especially when left without intervention. The show depicts a community in crisis, which was partly why the show was chosen in the first place – in response to the events surrounding race that happened on campus last spring.

TCV: What are some of the more unique aspects of this show that sets it apart from other productions Conn has put on in the past?

LR and BB: For one, the staging is pretty different from a show you might normally see at Conn. It’s not the typical living room drama or period piece. The script allows for a lot of creativity in terms of movement and staging, so there are a lot of really exciting and dynamic moments, sometimes more like choreography than regular stage blocking. Also the whole cast is going to be in black and white makeup. In general the design for the show is pretty spectacular; we’re still in tech right now putting the elements together but you can already tell that it’s going to look great.

There will be four shows, all in Tansill Theater: October 9 and 10 at 7:30 P.M. and October 10 and 11 at 2 P.M. Tickets are available in Tansill one hour prior to the performance or at the box office in Palmer.

Additional reporting by Dana Sorkin ’16. •

Baseball's Biggest Time of the Year

Thoughts on a Second Wild Card

PETER BURDGE
SPORTS EDITOR

Years from now, we will be looking at Major League Baseball's second Wild Card as a blessing. We will wonder how the game's postseason ever existed without it. It opens the field of playoff contenders and promises the excitement, intensity and buzz that many think baseball lacks. And yet, hardly anyone in baseball likes it.

Beginning in 1994, MLB included one Wild Card team from each league into its playoff system. Those two teams joined the six division winners to make an even eight-team bracket. But in later years, teams had started to run away with the Wild Card. Interest was low as postseason spots were wrapped up in early September and playoff races became runaways.

And so the second wild card entered in 2012. Each league now has two Wild Card spots, allotted to the two best non-division winners. Those two face off in a winner-take-all, win-or-go-home, heart-pounding Wild Card Game. One game. This is baseball's equivalent to March Madness, short lived though it may be. When attention in playoff series has been lacking, for two nights the sporting gods shine a spotlight on baseball, on every pitch and every error and every bundled-up fan willing the team to victory and a chance in the next round. It is just what baseball needs.

And yet since its inception, the second Wild Card has endured critics from every area of the sport. They say too many bad teams are in the playoff hunt. They say the Wild Card Game should be a three-game series. They say it is in fact more exciting to have only one Wild Card spot, making the regular season more important and leaving two teams to duke it out down the stretch in September.

Those arguments are not unfair, but are perhaps misguided. There may be too many bad teams in the playoff hunt, but this new system makes room for teams to improve. On September 1, there were four teams within five games of the second Wild Card spot. The second team, the Anaheim Angels, had a 66-66 record. Not great, but not terrible. Anaheim was 3.5 games out of the second Wild Card at this point, and a whole seven games behind the Yankees, who held the first Wild Card spot. In the old Wild Card system, Anaheim would be out of contention. Picking up seven games on a team in one month is near impossible. 3.5 games is a lot easier.

Anaheim finished the season within a hair's breadth of the playoffs, losing out to Houston on the last day of the regular season. With only one Wild Card spot, Anaheim would have been eliminated from playoff contention far earlier. They may have had a .500 record in early September, but they made a run, finishing with a respectable 86 wins. If they were out of contention at that point, the room to make a run would not have been there. Their season would have effectively ended much earlier, and they would have packed up their bags. Mediocrity in early September does not a bad team make.

But, those curmudgeons say, forget about the Angels. Wouldn't it be more exciting to have all of these teams fight for one spot? When the top two Wild Card teams wrap up their places in the postseason, there's nothing else to watch. Those two teams should contend for one spot.

Maybe, but doesn't this format also make winning the division more important? A team winning its division means that it gets to skip the Wild Card Game and can move on securely into the first round of the playoffs. In the old system, it didn't matter how a team got into the postseason—as long as a team made it, they had an essentially equal chance of succeeding. This new system puts a premium on division titles and makes these races much more exciting.

Even though the Blue Jays and Yankees appeared as locks to make the playoffs back in August, their fight for the American League East has been a must-see offensive slugfest. Over the last few weeks of the season, Texas, Houston and Anaheim all played an intense game of musical chairs at the top in the AL West. Though its playoff hopes had been cemented nearly all year, Pittsburgh had to put up a fight with St. Louis to brush past the Wild Card Game. The second Wild Card may be determined early on, but with the Wild Card Game, there is more focus on how a team gets into the playoffs, not just that it does. Such a system creates more buzz, as it puts more onus on winning the division.

Fine, these stick-in-the-muds may say, but baseball is not a game of isolated matchups. The regular season is made of three-and-four game series between teams, and the postseason should be the same. It is not fair to have these two Wild Card teams fight it out over the stretch of 162 games, and then have their seasons depend on one game. To them, I say, Who cares? Do we watch sports for fairness, or for excitement?

Last year, each league's Wild Card Game was by far the most-watched playoff game before the World Series (and even rivaled some World Series games in viewership), and there are always classic October moments. In last year's American League Wild Card Game, Oakland tragically gave up a four-run lead in the eighth inning and eventually lost to Kansas City on a walk-off hit in the 12th inning.

In the 2013 National League Wild Card Game, the baseball world still remembers when Reds starter Johnny Cueto, unnerved by chanting Pittsburgh fans, shakily dropped the ball on the mound and gave up a home run on the next pitch.

In a prolonged series, these plays would be lost in our collective memory bank. But the intensity and finality of the Wild Card Game focuses all of our attention into a special few moments. They stick with us and continue down in baseball lore because they mean something. They carry more importance.

There will be more moments like these, moments that remind us of the raucous October crowds and the weight of each pitch. The second Wild Card is perfect for baseball and will continue to add that autumn magic for years to come. •

October Baseball is Just Around the Corner

COLE MITCHELL
CONTRIBUTOR

Finally, October is here, and that means playoff baseball will be here shortly. Soon Wild Card teams will be duking it out in one-game playoffs to see who will go home and who will still have a chance to make it to the World Series. Fans will be louder than ever, and rally rags will be of all sorts of colors. Finally, by the end of the month,

someone will raise a golden trophy and a 2015 World Series Championship Banner.

But which teams are going to be in the 2015 Major League Baseball postseason? Many of the teams that will be in the 2015 playoffs have already clinched their places.

They include the Toronto Blue Jays and the

Kansas City Royals in the American League. In The National League, the New York Mets, the St. Louis Cardinals, the Chicago Cubs, the Pittsburgh Pirates and the Los Angeles Dodgers all have their spots.

Representing the American League, the Blue Jays and Royals have not just clinched playoff spots but have also secured their division titles. The teams fighting for the three remaining spots are all American League West teams. The Texas Rangers, who are currently in first place in the West, are the top pick to win the division. The other teams are most likely fighting for Wild Card spots but could trump the Rangers if the Rangers have a meltdown at the end of the season. It certainly would not be the first time an upset happened. At the moment, it seems like there is one spot left in the Wild Card, and the Angels and Astros will be fighting over

it because the Yankees have a three game lead over both for the first Wild Card spot.

Once the playoffs begin, the Kansas City Royals will be the toughest team to beat in the American League. Their offense, led by the young Eric Hosmer, will not let last season repeat itself when they lost to the Giants in the World Series. They have a young and energetic lineup that can hit for power, hit for average and steal bases. Even with pitcher Greg Holland shut down for the postseason, the Royals still have a powerful bullpen filled with young arms that throw very hard. In October baseball, hard throwing relief pitchers have always had success.

In the National League, the playoffs are set. The Chicago Cubs and Pittsburgh Pirates will battle in a one game Wild Card playoff. The last time the Cubs made a run in the playoffs, Chicago fan Steve Bartman was terrorized after he made a game (and history) altering catch and went into hiding. So who knows what will happen this time around. Lead by aces John Lester and Jake Arrieta, the Cubs have the pitching and the talent to beat any National League team. Garret Cole, Pittsburgh's best pitcher, and the Pirates will have to compete with their tough rivals. But seeing how Cole was unable to participate in last year's playoffs, he will be ready and fired up for what will be an amazing one game playoff between the two Central Division teams.

Everyone is going to make the argument that the St. Louis Cardinals are the best team in the National League, which is why I will not. Rather I will propose a team that can beat them. If you watched the All-Star game last summer, the first thing you remember was Jacob Degrom's ten pitch inning where he made the American League lineup look like a team of tee-ballers. The New York Mets, guided by their trio of young aces, Degrom, Harvey and Syndergaard, will defeat the Cardinals in the NLCS and ultimately win the World Series because of great pitching and timely hitting by players like David Wright and Yoenis Cespedes. •

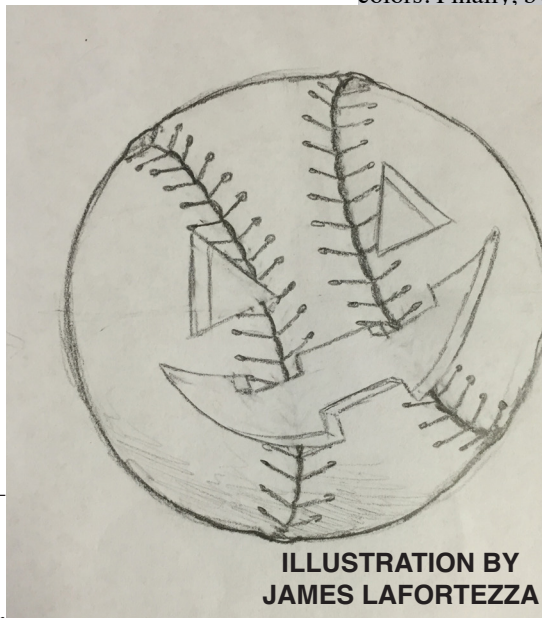


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JAMES LAFORTEZZA

Taekwondo: Maintaining Balance Through an Ancient Art Form

ISABELLE SMITH
CONTRIBUTOR

Taekwondo: broken down, the word, “Tae” means foot, “Kwon” means hand, and “Do” means art. Together, we have the art of the hand and the foot.

According to World Taekwondo Federation, taekwondo is an art of self-defense that originated in a tiny kingdom in current day Korea. It is one of the oldest martial art forms in the world, beginning 2,000 years ago. The area was constantly under attack, so the king established a system of protection. The sons of the nobles were trained in combat and discipline. The young warriors were also trained in history, philosophy and poetry. The combination of skills made the art form applicable for every day lives, not just for battle.

Taekwondo was brought to the United States in the 1950s. It is now the most practiced martial art in the world, with over 20 million practitioners. The Olympics validated it as a sport when it appeared in the Korean 1988 Olympic games. Now it is commonly practiced to provide self-defense, but also to improve character, self-discipline and confidence that can be applied to any task.

Elias Aquino '16 is a testimony to these qualities. He is a Connecticut College senior from Los Angeles, California. Majoring in Music and Botany, he is finding a connection between the two studies with German (the language of both plants and music). While applying to colleges, he heard about Connecticut College and became interested in the honor code. “Conn’s honor code is similar to taekwondo,” he said in an interview. Speaking in more depth, Aquino explained that Conn and taekwondo strive to balance individuals and build their honor. Taekwondo does this through building technique, working toward a goal, and respecting the instructor and the Korean flag, which hangs in every studio. Connecticut College does so though engaging the intellect and fostering a community of passionate people who participate in shared governance. Both encourage individuals to accept their deficiencies and work towards improvement. Because taekwondo had been such an influential part of his life, Aquino was enchanted by the idea of a school with

taekwondo values.

Aquino has been practicing taekwondo since middle school. He became involved with a studio because of an invitation from family friends. As middle school is a challenging time for most children, Aquino was eager to get involved with an athletic endeavor that demands physical and mental focus. Aquino channeled his frustration from school into improving his form and technique. Aquino said that the practice helped him lose weight, gain focus and find a channel for his energy. Taekwondo works on a belt ranking system. Because of this, there is always a goal in mind. The higher up the belt rank, the more challenging the level is to pass. The constant goal makes it easier to get back up again after a bump in the road. “They were happy years,” recalled Aquino, “I felt more in control of my life.”

When Aquino first came to Connecticut College as a freshman, he joined a martial arts club, but was disappointed to find the lack of taekwondo. Then he attempted to create a taekwondo club, but was unsuccessful. There were many reasons that piled up: he was challenged to find members; he wasn’t registered, so he was short on advertising; he became involved in other things and his focus was distracted. He drifted away from his practice. While studying abroad in Germany, he was reintroduced to the art form when joining a taekwondo club on the German campus. This experience inspired him to get back into taekwondo.

Returning to Conn in his senior year, Aquino has been practicing four times a week with a couple of fellow students. They meet in the athletic center in the zumba-boxing room on Wednesdays at 4:30pm, Fridays at 8:00pm, and Saturdays and Sundays at 3:00pm. Repeatedly, Aquino said, “No experience is needed!” He wants more people to know about the club and be willing to try something new.

If you want to work on your strength, lose some weight, improve your grade and have fun, email Elias Aquino for more information at eaquino@conncoll.edu.



The Connecticut College men’s soccer team defeated NESCAC-rival Hamilton College 2-1 at home on Sept. 26. Ousmane Dieng '18 and Ben Manoogian '19 scored for the Camels. Since then, the team has gone on to defeat Trinity 2-0 on Sept. 29, and tie Williams 1-1 on Oct. 3. The team will play their next NESCAC game, against Bates, on Oct. 7 at home.



PHOTOS COURTESY OF
OLGA NIKOLAEVA

Early Takeaways from the NFL Season

ELIZABETH VAROLLI
STAFF WRITER

Just under a month ago, on Sept. 10, the 2015 NFL season kicked off with the 2015 Super Bowl champions, the New England Patriots, facing off against the Pittsburgh Steelers. In this competitive start to the 96th NFL season, the New England Patriots took home a win, scoring 28-21. Some major players contributing to this Patriot win included Tom Brady and Rob Gronkowski. Brady, back in the swing of things after the 2014 Deflategate controversy, set a franchise record with 19 consecutive completions in his 23rd game with four plus touchdown passes. Brady appears to be playing some of the best football of his career, and the Patriots started the season declaring their dominance as the best team of the NFL.

Going into the season fans already have huge expectations for some top rookies and sophomores. Derek Carr, drafted by the Oakland Raiders in 2014, is a top up-and-coming quarterback. Carr and rookie Amari Cooper make a tremendous pair. Cooper has the potential to become the strongest NFL wide receiver in the next few seasons. Moreover, Cooper and Carr together will be capable of tearing up the NFL.

Another strong player to look out for is Atlanta Falcon's wide receiver, Julio Jones. This season and the past season have cemented Jones as the best wide receiver; he is head-and-shoulders above the rest.

Looking back on the start of the NFL season, the first four weeks of practices and games have highlighted some important team dynamics that may influence future season games. Injuries might set back the Indianapolis Colts, specifically quarterback Andrew Luck. Luck received an injury to his right shoulder, which is his throwing arm, and has been sitting out of practices. Matt Hasselbeck filled in for Luck in Week 4, but the Colts are relying on Luck's quick return in weeks to come.

This season, multiple teams have learned that it is necessary to play aggressively

throughout all four quarters of a game, never dropping their intensity. The New York Giants and the Baltimore Ravens have learned the hard way that they cannot get overly confident early on in a game.

Every team is fighting for the two coveted spots at Super Bowl 50, Feb. 6, 2016, at Levi's Stadium in California. But before teams can travel out west, some of them have to travel across the pond and play in the NFL's version of international football. These games will take place at Wembley Stadium in London.

The first match at Wembley will happen on Oct. 4, when the New York Jets face off against the Miami Dolphins. Though taking place in London, this will be considered a home game for the Dolphins. The word on the street is that the Dolphins gave up this lucrative home game against a division rival to gain rights to a Super Bowl in future years.

In preparation for this overseas battle, both teams are training hard. The Jets have even enlisted a sleep specialist so that both players and coaches can perform at their best and overcome the challenges of jet lag. Other big matchups at Wembley this year will happen Oct. 25, when the Buffalo Bills play the Jacksonville Jaguars, and Nov. 1, when the Detroit Lions play the Kansas City Chiefs.

The NFL season has just started, with only four out of 17 weeks of scheduled in-season games having been completed. Fans watch eagerly to see how rookies will perform and how injuries will change team dynamics. At this point in the season, it is still too early to predict who will advance to the 2016 Super Bowl, and more importantly who will take home the ring. •

Martin Registers 1,000 Digs for Camels

WILL TOMASIAN
SPORTS LIASON

Connecticut College's Caroline Martin '16 of Palo Alto, Calif. has accomplished just about everything one would want to achieve in her prolific playing career. She helped lead her team to a 25 win season in a memorable rookie season that landed the Camels in the second round of the NCAA Championship. Martin's been honored on the All-NESCAC squad in each of the past three seasons and now she can celebrate with her teammates the recording of her 1,000th career dig.

"We are excited for Carol to achieve this milestone in her career," Connecticut College Head Volleyball Coach Josh Edmed said. "She works very hard to find success on the defensive side and this achievement gives tangible evidence to her ability to read the court well and make big plays for us."

Martin and the Camels (8-5) picked up a pair of wins in Worcester Saturday. Connecticut College knocked off the Farmingdale State Rams, 3-0, in the early match. The set scores were 25-10, 25-19 and 31-29.

In the second match of the day against Clark, the Camels battled back from 1-0 and 2-1 deficits to hold off the Cougars in five sets with the 3-2

victory. The set scores were 13-25, 25-17, 17-25, 25-23 and 15-12 in favor of the Camels.

The Cougars fell to 13-3 with the loss. The Rams from Farmingdale State moved to 6-7 with their shutout losses to Clark and the Camels.

Martin erupted with 25 kills and 27 digs, adding two blocks and one service ace in the sweep. She has recorded 1,001 digs for the Camels. Junior Ella Johnson had a big day for the Camels, registering 20 kills, seven blocks, six digs and a pair of aces. Rookie outside hitter Jenny Kellogg accounted for 15 kills, 14 digs and four aces for the victors.

Senior Andrea Mullaney posted 13 kills and three blocks for the Camels. Belinda Mullally chipped in with 11 kills, 17 digs and three blocks.

Sophomore libero Caroline Branigan recorded 38 digs, averaging 4.75 digs per set on the day.

Sophomore setter Katia Elisman dished out 80 assists to go with her 12 digs and five aces, averaging 10 assists per set in an impressive outing as the Camels' table-setter. •



PHOTOS COURTESY OF
JOHN NAREWSKI

List Qualifies for Singlehanded National Championship

WILL TOMASIAN

Skipper Charlotte List '18 of Fair Haven, N.J. has qualified for the Singlehanded National Championship. List scored 24 points to place fourth at the New England Singlehanded Championship that was hosted by Boston College. She will travel to Old Dominion University to compete in the Singlehanded National Championship November 6-8 in Norfolk, Va.

List is excited to represent the College on the national stage next month. "There was a lot of wind but it went really well," List said. "I was really just trying to keep the boat upright and get around the buoys and stay in the top five. We spent a few more days of practicing on the boat this year and I'm glad that it worked out."

Sophomore Allie Maurillo scored 46 points en route to her eighth place showing. Haley Kachmar finished in 13th place with a score of 84 points. Amanda Clark '05, a two-time Olympian for the United States, won the North American Singlehanded crown for the Camels in 2001.

It was another solid weekend of sailing for the Camel coed team, who visited Dartmouth to compete in the Hewitt Trophy Regatta. The Camels placed fourth in the 14 team field with a score of 213 points. Sophomore skipper Walter Florio, Erin Smith and Olivia Liebnick sparked the Camels with a third place finish in the C division, scoring 76 points. Senior skipper Bryce Kopp, Tori Allen and Albert Rodiger scored 70 points en route to their fifth place showing in the A division.

In the B division, sophomore skipper Hugh MacGillivray and junior crew Eliza Garry placed sixth for the Camels with a score of 67 points. •



ODE TO JOY

The Rich Tradition of A Capella at Conn

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There are at least three ways in which Connecticut College's a cappella groups differ from most other campus organizations: they are steeped in history, some as old as the College itself; they meet more often than other student groups – on average, three times a week for two hours at a time; and they are about as hard to get into as an Ivy League school. Yes, you read that right. Adam Lonner '16, president of the ConnArtists, estimates that this year his group auditioned 60 students and accepted four. That comes out to an acceptance rate of 6%, about the same as Harvard's.

Fortunately, for both those who love to sing and those who love to listen, there is more than one a cappella option on campus. Indeed, given our relatively small student body of about 2,000 students, there is a disproportionately large number of a cappella groups: seven in total, with 12-15 students in each. Tulane University, by contrast, has approximately 8,000 students but only two a cappella groups. So it's fair to say that the a cappella presence reverberates far more strongly at Conn than it does at some other schools. Surprisingly, however, the presence of so many a cappella groups does not reduce the level of competition; if anything, it enhances it, by allowing so many talented singers to participate.

Singers auditioned for the a cappella groups over a period of seven days during the second week of school, with approximately 60-80 students trying out for each group. Each group has its own audition requirements, but in general, the process consists of performing a song – a verse and a chorus – solo, participating in tonal exercises and singing with other members of the a cappella group so those conducting the audition can get a sense of how the voices blend. After the auditions, group leaders confer and decide whom to callback. After callbacks, all seven groups gather to discuss the applicants and the appropriate protocol for ensuring that a candidate is not accepted into more than one group. Traditionally, this is accomplished by employing one person from a “neutral” a cappella group – a group that has not auditioned the applicant – and having that “neutral” group member ask the applicant via the phone which group they would choose if they got into more than one group. While the question is posed in a hypothetical fashion, the applicants, whether or not they realize it at the time, are essentially in that moment choosing the group they will be singing with throughout their time at Connecticut College. Connecticut College is known for its strong, student-driven campus life. Conn should take particular pride in its thriving performing arts scene, which often provides entertainment for the greater campus. This is a responsibility that, in schools with Greek life, often falls on the fraternities and sororities. Ben Webber '16, co-president of Vox Cameli, said that the a cappella group was actually described to him as “the closest thing Conn has to Greek life” when he first toured campus. Caroline Noonan '16, co-president of the Shwiffs, said, “first and foremost, we [the Shwiffs] are sisters.”

The idea of a selective community, steeped in tradition, which sees itself as a sisterhood or brotherhood, that maintains strong alumni connections (alumni of Conn a cappella groups will often reach out to current members to perform at various venues), are additional attributes of the a cappella experience that evoke the atmosphere of Greek life. Noonan says, “My friends have described a sorority as a group of people that you can count on even if times are tough, and a group of people you want to

tell everything to first.” This, Noonan says, is a description perfectly embodied by the Shwiffs. Similarly, Alex Medzorian '19, one of the newest members of the Co Co Beaux, was told that “throughout college, friends come and go, girls come and go, but the ‘Beaux’ is there for life.”

At the same time, however, there is a stigma attached to Greek life, which explains why many a cappella members reject any comparisons between their groups and the fraternity and sorority system. That stigma arises from the unfortunate practices associated with hazing. At Conn, rumors have long circulated that several a cappella groups have engaged in certain “welcoming” hazing rituals. According to Lonner, “In the past, [hazing] was a huge problem for all of the a cappella groups. When I was a first-year, I remember our president talking about it, but only in the sense that it was something that the culture of a cappella was trying to stop.”

Indeed, according to Webber, whatever questionable conduct may have occurred in the past has long since ceased, and the a cappella groups are working diligently to eradicate the rhetoric of “hazing,” or even “initiation” from the a cappella lexicon altogether. Webber posited that rumors surrounding the welcoming process for the new members of a cappella stem from a place of simple mystification.

On the night the groups revealed who they were accepting, I remember the palpable anxiety felt by so many students. A good friend of mine could not even sit still between 6 and 8 P.M. (which was when she was told she would receive a call), and refused to part with her phone for one instant – or even go to the restroom! When she found out she got in, the a cappella group that had accepted her showed up at her door, singing the most beautiful harmony, and then whisked her away into the steamy Connecticut night. I did not hear from or see her until the next day, when she described the previous 12 hours she'd spent with her new a cappella group as “the best night I've had at Conn.” I did not ask for details, and she did not provide any.

So the aura of mystery surrounding how new members are welcomed into their a cappella groups certainly continues to fuel speculation, and perhaps is slightly at odds with the goal of putting an end to the rumors that speculation inevitably feeds. But if the groups prefer to keep the details of their traditions private, who are we to quibble, especially when the members themselves speak so warmly and lovingly of evenings spent in one another's dorms.

In describing the welcoming process, Ben Ballard '16, president of the Co Co Beaux, further underscored the stark disparity between the dehumanizing acts associated with hazing and the practices of Conn's a cappella groups. Said Ballard, “The point [behind the welcoming process] is not to drink excessively or do ridiculous escapades. We simply want to have a communal bonding experience.” Medzorian concurred: “I never was put in a position where I felt forced or obligated to do something I didn't want to do. All I was left with was a better sense of my new community and more excitement for future musical endeavors.”

There remains, according to Lonner, a “concerted effort” to disassociate a cappella's welcoming process from immoral acts. Indeed, this is an effort worth making, because a cappella groups deserve a reputation that reflects and honors all that they bring to our community. The a

cappella community provides this campus with extraordinary, life-affirming music, drawing such large crowds that there will actually be two concerts held during Fall Weekend to avoid overcrowding in the chapel. Said Noonan, “Even my friends' parents come to our events. People, from what I've found, love a cappella, even if they don't have a child performing.”

Many groups have made or are in the process of making their own albums. The Co Co Beaux, for example, are on iTunes, with impressively high sales rates, and they produce albums every three years. The most recent album features artists such as Mumford and Sons, Bastille and Adele, and the group is planning a concert at the Florence Griswold Museum. Two years ago, the Shwiffs beat out dozens of other applicants to sing the National Anthem at Fenway Park. Many groups travel to different universities, such as Johns Hopkins and American University, to perform. As Lonner put it, “I don't think you can spend a year here without at least hearing about a concert or seeing a group perform.”

Indeed, there are many exciting initiatives on the agenda for Conn's a cappella groups. The ConnArtists have just begun fundraising for their new album; the Shwiffs have an album coming out next week. Groups are also in the process of planning the “a cappella challenge,” with the help of SGA and SAC. The challenge consists of “voting on an album or song from one artist, and then being given two weeks to arrange and fully learn a new song,” said Moore. Last year's event featured Lorde, the year before featured Justin Timberlake and this year's artist has yet to be revealed. The event will be held during Halloween weekend.

There are also restructuring efforts being implemented to improve the general cohesion of all seven a cappella groups. Such efforts include the establishment of an executive board, to which each group will send one member, presumably its pitch (music director) or president (business director). The board will meet once a month to ensure unified decision making. Right now the board is working to fix the song claiming process. The process, as it currently stands, allows one group to hold onto a song for ten years, never do anything with it, but still have the ability to prevent other groups from performing it.

The idea behind claiming is to ensure that multiple groups do not perform the same song at a concert. But, as Webber said, it is also a “horrible” process that allows one group unfairly to monopolize a song for an extended period of time. One of the rules being implemented, according to Webber, would allow a group to “claim a song, then [if the group didn't use] it within either a semester or a year, [it would] lose those rights.”

Webber also noted, correctly, that in the absence of Greek life, alternative entertainment options on campus must be available and widely supported. “A thriving music community,” opined Webber, “would be my top choice.” Given the immense popularity of a cappella on campus, it's fair to say that Webber is not alone. •