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Honor Council Holds Mock Trial

EMMALINE DEIHL
STAFF WRITER

Because of its confidentiality rules, the Honor Council is often perceived as a mysterious organization, unlike the more transparent SGA, House Council and various other committees and organizations. Though the Council handles Honor Code violations, a task that is important to the integrity of the academic community, not

much has been known about it in the wider campus community. Instituted in 1922, the Honor Code is a defining feature of Connecticut College, allowing students to be personally responsible for their academic and social actions and creating a sense of trust and community among students and faculty. Students are expected to uphold the Honor Code at all times, but when violations do occur, those students are judged by a panel of their fel-


low students: the Honor Council. On Friday, November 11, Honor Council put on a mock trial to demonstrate how a typical hearing works and how Honor Council operates. Alicia Cauteruccio '12, Chair of Honor Council, described the purpose of the mock trial. "One of the most important things about the judicial process is that we really do value confidentiality, but, at the same time, students really do need to be educated about how the judicial process

works, because it is so unique to Connecticut College. Students do ask for more transparency in the judicial process, but it is difficult." "Having these mock hearings is a great way for students to come in and educate themselves and be able to witness what a hearing is like without us having to compromise our standards of confidentiality. Even if you're not anticipating ever coming before us, it's always good to know how the process works."

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WHAT THE % @ & ★ !! HAPPENED TO COMIC BOOKS?!

Of MetaMaus and Men: Graphic Novelist Art Spiegelman visits CC



ALLISON CAROON/STAFF

CAROLINE LAZAR
STAFF WRITER

I spilled a hot cup of cider on my sweater when I saw Art Spiegelman lounging with English professor and Writer in Residence Blanche Boyd outside of Shain last Tuesday. Pulling wet wool from my skin and maintaining an air of cool in front of the Pulitzer Prize-winning graphic novelist of *Maus* were mutually exclusive events. I mopped myself off with a fistful of napkins and

stared over at Art with a look later described by Boyd as "groupie-ish." It was impossible not to stare as Spiegelman relaxed before his afternoon panel event. I read enough *Maus* in school to be in awe of the legendary cartoonist. There he was, stroking a salt and pepper beard and smoking his school spirit in the form of a Camel cigarette. My admiration for Spiegelman was clearly matched by the many members of the Conn community who

crowded the Ernst Common Room to watch him discuss his cartooning career with English professors Lina Wilder, Jeff Strabone and Boyd, who is also the director of Connecticut College's Daniel Klagsbrun Symposium on Creative Arts and Moral Vision, which sponsored the event. Spiegelman's defining work, *Maus*, is a 1986 graphic novel which tells the story of his father's life and imprisonment in the Auschwitz concentration camp,

and depicts Jews as mice and Germans as cats. From the very beginning of the panel event, Spiegelman tended to shy away from discussing his masterpiece in favor of talking about his love for the art and history of comics, which Spiegelman said developed compensatorily as a way to counteract having a lack of skill in baseball. Though he gamely responded to the questions posed by the professors addressing the origins of *Maus* and his views on "Holokitsch"

(the oversentimentalization and exploitation of the Holocaust in popular media), Spiegelman made it clear that he has never been interested in being "the Elie Weisel of comic books." His goal in creating *Maus* was never to represent a population at large and, in downplaying the novel's iconic status, said that it "was understandable because when I made *Maus*, there was no context [for comparison]."

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The Best Dorm Rooms on Campus



Emily Sollars' room in Jane Addams House.

PHOTO BY HANNAH PLUSHDAWG

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Whitewashing History

ETHAN HARFENIST
OPINIONS EDITOR

The celebrated graffiti KB-Larrabee tunnel is no more. While the tunnel itself still stands, the spirit that made it such a unique and cool place has been sucked out; it is a shell of its former self, a whitewashed, soulless hallway and nothing else. When I found out the years of intricate graffiti that decorated the otherwise grim walls were

smeared over with a coat of ugly white paint, rage coursed through my veins. How could someone do that without informing a single person about it? Did it occur to those whitewashing the tunnel that they were systematically destroying a piece of Connecticut College history? Would they even care if students spoke out against whitewashing the tunnel?

I lived in KB my freshman and junior years. Aside from having Coffee Grounds on the first floor and being conveniently located across from Cro and a Frisbee throw away from Harris, the KB-Larrabee Tunnel was one of the coolest things about the dorm. It was a mysterious space, a sort of punk time capsule and art gallery all at once.

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EDITORIALS /// LETTERS

NOVEMBER 14, 2011

THE COLLEGE VOICE

"The views and opinions expressed in *The College Voice* are strictly those of student authors, and not of Connecticut College. All content and editorial decisions remain in the hands of the students; neither the College's administration nor its faculty exercise control over the content."

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Editorials

In September 2009, editor-in-chief Claire Gould '10 wrote an editorial about the print vs. online newspaper debate after the removal of free copies of the *New York Times*, the *Boston Globe*, and *USA Today* from campus. Gould's main arguments for print were the experience of holding an actual newspaper in your hands and the clarity of knowing which articles the editors deemed most important by layout characteristics that cannot translate to the web, such as which articles were placed above the fold on the front page of the paper.

In response to Gould's editorial, opinions editor Alfred DeGemmis '10 stressed the ways in which web editions of the paper are similar to print, arguing that an equivalent solution should be provided if print copies of the paper are unavailable. "The College Voice's website is living proof that articles can be displayed in a way that gives priority to whatever the editorial staff deems most worthy," said DeGemmis.

Major newspapers around the world are still grappling with the print vs. online debate. Here at The College Voice, we are working on making both our print and online editions of the paper strong mechanisms for sparking debate and conversation around campus and beyond.

The most significant benefit to the website is its capacity for interactivity among editors, writers, students, faculty, staff, parents, alums and readers outside of the campus community who do not have access to the physical paper. Beyond discussions with friends in the library or over a meal in Harris, web comments prompt debates among people with whom you may not normally converse. Popular online articles like the most recent "Where is our Camel Pride?" are incredible jumping-off points for wider campus discussion and potential change to campus culture. The new Voice web layout promotes this kind of productive conversation through the clarity of its design and the emphasis it places on reader commentary.

At the end of her term as editor-in-chief of The College Voice last year, Lilah Raptopoulos '11 expressed an interest in developing the multimedia section for the paper's website. She believed that expanding our web presence would be appropriate in the evermore web-focused realm of journalism. This year's creation of the multimedia section is the most recent addition to both the editorial staff and the Voice website. Consisting of photo slideshows and video content, the section is one

of the web-only sections of the paper, along with fiction and blogs.

I became the multimedia editor of The College Voice because I believe that the unique capacity of new media to prompt a high degree of interactivity between content creators and viewers is extremely beneficial to the objectives of a student newspaper. The ever-increasing popularity of YouTube, particularly the channels that encourage the participation of their viewers, is a testament to the significance of public video content to our media-rich culture.

What I aim to accomplish through the multimedia section, particularly through its video content, is a continued emphasis on hearing the voices of the student body and the wider campus community. Our first video, "On the Street: The College Voice," is a series of brief interviews with students about their views on the paper and its website, including their ideas for improvement. I think this concept introduces the objectives that I want the section to promote through each video we produce in the future: to listen to what students have to say and to use their comments to change the campus community. For example, we are now in the process of completing a video about school spirit to further the current debate on campus about whether or not our campus pride is lacking, specifically in our support of athletics.

In editor-in-chief Jazmine Hughes' recent editorial "On Shared Responsibility," she prompted students to come into the Voice office and "criticize, compliment, or coerce" when feeling particularly opinionated. I ask you to take this a step further by bringing your opinions online. Read an article or watch a video, then post a comment and start a conversation. And if you see a camera around campus, stop by and share your thoughts.

- Meaghan Kelley
Multimedia Editor

Free Speech

Upon reading Liakos's article on the Science Leadership Program, I felt the need to correct him on a couple of things. First, the name of the program is not Science Leadership Program; it is The Science Leaders Program. Second, his statement: "The Science Leadership Program seeks diversity of gender and race as well as of economic backgrounds. Thus, need-based financial aid from the college is a requirement for eligibility in the program. While any freshman science student can apply to the program, women, minorities and financial aid recipients are the most likely to be accepted, according to the program's website" is clearly incorrect. If you go to the program's website and scroll down to the bottom, you will find the following statement: "All prospective science majors at

Connecticut College who are U.S. citizens and who qualify for need-based financial aid are eligible for the program, but admission priority is given to women, students of color, students with disabilities, first-generation college students and students who are economically disadvantaged."

Why am I making a big deal about this? Let me introduce myself first, I am a member of the first class of the Science Leaders Program, and as many of you know, I am profoundly deaf but I voice for myself and use interpreters and other accommodations in classes and meetings. Thus, I have a disability, and that is a minority that wasn't mentioned in Liakos's statement, but the statement, "students with disabilities" was mentioned on the program website. Very few

deaf people actually attend colleges, let alone graduate with a science degree, so it is kind of a big deal when they do because the sciences are hard, of course, but harder for deaf people, with the complex vocabulary and the structure of the sciences. Most deaf people don't have the same access to education that prepare them for colleges and thus they drop out in their freshman year. The same is true for all minorities, but some people just forgot that diversity isn't just about gender, race, or economic backgrounds rather, diversity is a group of people that come from all kinds of backgrounds, be it gender, race, sexual orientation, disability, economic background, or other traits. The bottom line is that we all are humans and it is just that some groups are smaller than others. Many people

I know who happen to have disabilities don't often get the nod "Oh I understand what you are going through" or any kind of understanding from their peers without having to really explain their feelings, the way how people of color or other groups, can do, but the minorities have all kinds of challenges to overcome in order to be successful and that is what the Science Leaders Program is about. That is also what diversity means, to appreciate and be proud of who you are, of all the obstacles you have overcome, and the contributions you all make to Connecticut College to make it the place to be.

Sincerely,
Anne Kearney

World News

ATLAS has compiled headlines of world news not normally seen on the front page of the *New York Times*.

THE AMERICAS

UNITED STATES OF AMERICA— Staff Sergeant Calvin Gibbs was found guilty on fifteen counts of murder in Afghanistan, three of which were premeditated. He likened severing fingers from a corpse to taking the antlers of a deer. The automatic sentence is life imprisonment, but he received only eight-and-a-half years.

OCEANIA

AUSTRALIA— The rainwater in Tasmania is so pure that it allegedly has been shipped to Australian Olympic Athletes when they compete overseas.

AFRICA

SWAZILAND— Schools in Swaziland are at risk of being shut down due to the country's financial crisis. South Africa has yet to release the \$355 million bailout loan to Swaziland, and thus Swaziland schools, which have not received funding from the government, have had their water and electrical services cut. Additionally, they are in risk of running out of chalk and paper due to insufficient funds.

EUROPE

ITALY— The lower house of Italy's Parliament has passed austerity measures demanded by the EU. This is designed to restore the confidence in the country's economy. The vote also paved way for Silvio Berlusconi to resign as prime minister.

ANTARTICA

A group of explorers planning an expedition to the South Pole stayed in supermarket freezers for some time in order to get used to the bitter Antarctic. They camped in the freezers for 24 hours at -13 F° in an attempt to emulate the -76 F° temperatures in Antarctica.

SOUTH ASIA

CHINA— Starting in the 1990s, November 11th has become a special day for many Chinese bachelors. The "Super Singles Day" is for Chinese bachelors that wait to get married on a date with only the number one. This year's 11/11/11 has made the tradition ever more prevalent and exciting for Chinese bachelors. In Shanghai alone, 3,300 couples got married on 11/11/11. According to official agencies, the total number of marriages was ten times the average marriage rate per day.

NEWS /// FEATURES

Honor Council Revealed

Honor Council Mock Trial sheds light on one of the most important and confidential aspects of Conn's Honor Code



Mock defendant Taylor Gould '13 speaking before Honor Council Members (left to right) Kevin Ith '14, Evert Fowle '14, Madison Winey '15, Alicia Cauteruccio '12 (Honor Council Chair), Anna Williams '13, Liana McHugh '12, Tom Schrader '12 and Staff Advisor Dean Sarah Cardwell.

CONTINUED FROM PAGE 1

Before the trial began, Cauteruccio explained that Honor Council acquires cases through campus safety reports as well as reports filed by students, faculty, staff and other community members. A committee, led by Cauteruccio, reviews these reports and decides which cases should be brought before Honor Council in order to subsequently determine the appropriate response or punishment.

The trial began with the members of the Honor Council panel introducing themselves. The panel consists of students as well as advisor Sarah Cardwell, Associate Dean of Student Life.

For the mock trial, Honor Council member Taylor Gould '13 acted as the respondent in a case of a violation of academic integrity. In this case his professor accused him of both using outside sources on his history midterm when he was expressly told not to, and also of plagiarizing those sources. The professor found hyperlinks in Gould's essay that led to evidence of direct plagiarism when investigated.

Gould was asked if he had any conflicting interests with any of the members of the council. He said he knew Dean Cardwell, but her presence was nevertheless deemed acceptable because she does not vote on the cases. If the respondent knows someone on the panel in a way that would make the situation uncomfortable for that panel member, resulting in a bias, the council member will remove himself or herself from that case.

Cauteruccio then proceeded to read aloud the letter from the professor accusing the respondent of plagiarism. The midterm, signed with the Honor Code, was attached to the letter as evidence, including the description of the assignment.

The respondent read the Honor Code pledge aloud. He was offered the chance to make an opening statement, in which he said that he had been very busy at the time of the midterm, rushed the assignment, took notes off online sources

and did not notice or know how those notes and hyperlinks directly translated into his essay. He pleaded responsible, although he had initially denied plagiarism when confronted by his professor. The trial proceeded, with the members of the council asking questions of the respondent to contextualize the situation and determine the respondent's level of responsibility.

"Having these mock hearings is a great way for students to come in and educate themselves and be able to witness what a hearing is like without us having to compromise our standards of confidentiality."

—Alicia Cauteruccio

Honor Council treats each case differently and therefore gathers as much information as possible about the specific case and the context of the situation. The panel asked many questions about a variety of aspects of the case, such as the respondent's relationship with his professor, his writing process, his grade in the class at the time, his motivation to use other sources, his preparation for the midterm, his understanding of academic integrity and plagiarism, time constraints on the assignment, how his actions might affect his classmates and how he may work to prevent future offenses.

The council asked these questions and offered advice, such as the possibility of consulting the Writing Center. Members of the Council emphasized the importance of the judicial process as a learning process; Honor Council does not simply aim to punish people. It is of the utmost importance, they argued, that students understand and learn from their mistakes and so are able to work on preventing future violations.

After the respondent answered the questions, he was offered the opportunity to make a closing statement, in which he expressed his wish to apologize to his professor and classmates, emphasizing that Honor Code violations do not reflect well on the entire community. Cauteruccio then stressed the importance of confidentiality.

After the trial, the audience asked questions of the council to further illuminate the judicial process at Conn. After a hearing, the council meets to discuss the case. If the respondent is found not responsible, that is the end of the case. If the respondent is deemed responsible, the council then discusses the appropriate sanction.

Typical sanctions, in cases of academic integrity violations, include failing the assignment, failing the class, or either dropping or capping the grade. The council makes these suggestions to the professor, but the professor has the final decision.

Contrary to popular belief, if someone is found responsible for an academic integrity violation, they are absolutely not allowed to withdraw from that class. The respondent can also receive a social warning, be put on social probation, be suspended or be expelled.

Before determining the final sanction, Honor Council meets with one of its faculty advisors, Philosophy professor Simon Feldman or Mathematics professor Kathy McKeon, to discuss the case and receive feedback, without using the respondent's name. If the adviser seriously disagrees with the ruling, Honor Council will reconvene to discuss the case again. Respondents may also appeal a decision and use the judicial review process if he or she feels that the ruling was unfair. Before a hearing, respondents may also talk to a Judicial Process Ombudsman to learn more about the process. Honor Council strives to create a fair process that allows them to gain a deeper understanding of the case and involve a variety of opinions, members emphasized in their presentation.

Dominating these meetings, Ehrlich maintained, are people "who love to hear themselves talk" and who want to "achieve their own goals and advance their own agendas."

An example of the lack of productivity at SGA that Ehrlich named is an initiative to build a new dormitory on campus, which he characterized as a pipe dream that is "a waste of money" and well beyond SGA's purview. Despite successful initiatives such as the ban on Chiquita bananas and the growing campaign against bottled water, Ehrlich still felt that "they weren't accomplishing" enough.

Ehrlich had also reached out to The College Voice, writing a weekly feature for the news section describing SGA's agenda and public meetings. According to Ehrlich, some members of the Execu-

CC Dissent Sparks Debate on Campus

MEGAN REBACK
COLUMNIST

Editor's Note: This is the fourth installment in a series covering the Occupy Wall Street movement and its effects both on and off campus.

On Guy Fawkes Day, also known as "the fifth of November," fifteen Connecticut College students travelled to New York City to continue protesting the influence of corporate wealth in politics and economic inequality.

The day marked the 406th celebration of Guy Fawkes Day, which commemorates Fawkes' attempt to lead a plot to blow up the Houses of Parliament and bring down England's Protestant monarchy. He was caught, imprisoned, tortured and ultimately sentenced to death by hanging. The sinister image of Fawkes' face was first popularized by the 1980s graphic novel *V For Vendetta*, and the subsequent 2006 film adaptation. The international hacking collective Anonymous appropriated the image, and it has since become iconic on the streets of New York and in Zuccotti Park.

While the day was celebrated with the movement's typical motions, including marching, general assemblies and stack lists, the commemoration of Fawkes never reached radical proportions. CC Dissent Organizer Juan Pablo Pacheco '13 said, "The march to the Court of Justice in NYC on Saturday had the potential to organically develop into a massive act of civil disobedience. But it did not. Why? I believe it is because the people were expecting an established plan when there was none; people were too scared to act collectively in an improvised fashion."

Pacheco compared this type of protesting to protests in his native Colombia, where resistance movements develop when just a few people take to the streets. "People could have used the momentum in an improvised, organic and collective way. The energy was there, but it was lost because of fear. Thus, as much as I respect the level of horizontal organization kept by this growing movement, it seems as if the angry masses are letting the historical opportunity of resisting and confronting pass under their noses."

Freshman Cesar Moran attributes this fear that Pacheco describes as coming from "a corrupt society [that tells us] to hoard and defend our space, property and resources. Dare to teach the world a new reality where hospitality, generosity and compassion are the norm."

In addition to fear, the media circus that has kept tabs on the Occupy Wall Street movements has proved disheartening to protesters attempting to express their beliefs. Carrie Rubury '12 noted, "The actual bodies of the media, people not interested in following the actions of the rest of the other marchers, had an negative effect on the peacefulness of the protest."

As the movement has continued its momentum in New York, across the United States and around the world, a new group called CC Dissent at Connecticut College has attempted to advocate for the goals and agenda of the movement on campus.

Initially, the group co-authored a letter to Connecticut College's Student Government Association advocating for the school's support for the Occupy

movement on campus, as many peer institutions have done.

One portion of the original letter clearly outlined the real-life impact of economic disparity, particularly on students:

"For three decades those at the very top of the economic ladder have prospered while the vast majority of our population is increasingly indebted and impoverished. The concentration of great wealth in poorly regulated banks and corporations threatens our democracy and enables the plundering of our national resources. The gap between rich and poor is greater than ever before in our nation's history. Our wealthiest citizens are not paying their fair share. We join Occupy New London and Occupy Wall Street in demanding solutions to improve the economic and social circumstances of everyday people. This crisis and the austerity measures under consideration by the government will affect the future of our generation. Many of us, now deeply in debt, may find ourselves unemployed when we graduate. The current economic situation is such that some of us will probably carry these debts for decades to come. Where is the federal bailout for students, crushed and dispirited by debt?"

When CC Dissent brought the letter to SGA, it was met with hesitation, and many senators outright rejected the letter for myriad reasons. Some were uncertain about how their constituents would feel about a vote of support for the letter, while some maintained their own biases in rejecting the letter.

For instance, the house senator of River Ridge and Winchester, Nicholas Gollner '14, sent an email to his constituents vilifying the movement, and warning students to "check your facts and formulate your own views; resist the urge of many a liberal college student to become swept up by a popular idea. I am open to discussion, please email me or stop by my house sometime."

Meanwhile, CC Dissent has changed their letter significantly, and removed any mention of the Occupy movement itself. Instead, they framed their support in terms of "local and national social movements working to bring about much needed change in our society, in particular the end of structural inequalities as they exist today. We conceive of civil disobedience and the non-violent occupation of public spaces as clear examples of direct action that have historically furthered the democratic cause."

According to one anonymous source in SGA, the new letter "is as general as something that could have been written for the Tea Party. There really is no reason why we can't pass it."

However, as of recent, SGA has not formally backed the letter or rejected it, particularly since the new draft is so drastically different. SGA Vice President Teddy Fisher '12 said, "Given it's clear that we aren't ready to make a decision, I encourage constituents to make their voice heard and talk to their senator." •

SGA Exec Ehrlich Resigns, Citing Dysfunction

DAVID LIAKOS
NEWS EDITOR

Dorian Ehrlich '14, who served as Chief of Communications for the Student Government Association Executive Board, has resigned from SGA, citing the personal pressures of the position as well as objections to the style and approach of SGA operations this semester. Ehrlich has previously served on SGA as a senator and as Presidential Associate; he was elected Chief of Communications for this semester without an opponent.

In addition to personal discomfort with public speaking and voicing his opinions in meetings, Ehrlich cited the decline since he served on SGA last year in the productivity and usefulness of SGA meetings as factors in his resignation.

"What's different now," Ehrlich said, "is Nate Cornell's not there anymore," referring to last year's SGA President, Nate Cornell '11. Whereas under Cornell, SGA Executive Board meetings typically lasted thirty minutes, this year's SGA, under the leadership of President Diane Essis '12, regularly holds meetings that last nearly two hours, according to Ehrlich.

Furthermore, the extension in the length of the meetings has not resulted in greater productivity, Ehrlich said. Instead he described "heated and unproductive arguments" as a regular feature of SGA discussions, pitting the Executive Board, consisting of the President, Vice President, Chief of Communications, Chief of Finance, Parliamentary and President Associate, against the Chairs Council and the Assembly.

Dominating these meetings, Ehrlich maintained, are people "who love to hear themselves talk" and who want to "achieve their own goals and advance their own agendas."

An example of the lack of productivity at SGA that Ehrlich named is an initiative to build a new dormitory on campus, which he characterized as a pipe dream that is "a waste of money" and well beyond SGA's purview. Despite successful initiatives such as the ban on Chiquita bananas and the growing campaign against bottled water, Ehrlich still felt that "they weren't accomplishing" enough.

Ehrlich submitted his resignation via email to the Executive Board. He has yet to receive a formal response.

According to Edward Fisher '12, SGA Vice President, the Executive Board will

choose a replacement Chief of Communications among candidates nominated by the senators, to be approved by a two-thirds majority of the Assembly. The candidate will be decided "at our Executive Board meeting next Monday. The candidate will be confirmed next Thursday and take office immediately."

In the meantime, On the Can, perhaps the best known duty of the Chief of Communications, "will be written by the PR Committee in Dorian's absence," according to Fisher. Other duties will be performed "on an interim basis" by other SGA members until a replacement is approved.

"It wasn't working out," Ehrlich said of his relationship with SGA. "They thought I was doing a bad job and we just didn't like each other. I tried to be as transparent as possible." •

Best Dorm Rooms on Campus

This past week, photo editor Hannah Plishtin captured the handsomest and most finely decorated rooms that she could find.



Bryson Cowan '12, Freeman House



Catherine Monahan '12, Earth House



Erik Karwatowski '12, Abbey House



Hannah Plishtin '13, Harkness House



Naomi Hoffman '12, Harkness House



Nicole Moomjy '12, Abbey House



Gabby Salvatore '13, Freeman House



Ben Schachtel '13, Freeman House

Spring 2012 Course Previews

Better than Preregistration Advising

ANDREA AMULIC
STAFF WRITER

Just in case you're interested in learning something during your time at Conn, or if you want to take an interesting course that may be off the beaten path, here is a sampling of what's being offered next semester.

ENG 332/GWS 332: Exquisite Corpses

Professor Courtney Baker

Through examination of several books and movies, the class will address the effect of dead bodies on narrative. Specific topics will include race, gender, systemic death and "expendability." Professor Baker, in commenting on the course, cited the work of theorists who ask about "what lessons the living should take from the dead and how to be responsible in an ethical and political sense to the dead." The course will address this responsibility through the study of narrative as a way to understand death. Professor Baker described the class as "a cutting-edge collective project" that seeks to comprehend our culture's obsession with death. This course is open to juniors, seniors and other students who have taken ENG 220, and there are only twenty spots. And because courses about death are apparently popular, why not stay six feet under with the Sociology of Death and Dying (SOC 230) while you're at it?

HIS 334/AMS 334: Historicizing 9/11

Internationally and Locally

Professor Jim Downs

The historical examination of the events of September 11, 2001 offered by this class aims to provide students with a greater understanding of that day. The class will examine the history of American foreign affairs from the late eighteenth century through the twentieth, and will address the impact of global changes in New London. The course is supported by the Holleran Center and will include a community-based oral component that will require students to interview local residents on a variety of historical issues. The oral component to the class is unique to the History Department and may be particularly appealing to hopeful historians, as field research in history often involves such oral narratives. Professor Downs noted, "Currently, the history department does not offer any courses that either train or use oral history as an important vehicle to further the study of the past." He cited the past success of including a brief community-based oral component in his Narratives of Illness course, and is eager to utilize the component in a more in-depth manner. Enrollment is capped at thirty students, and either HIS 105 or AMS 201 may serve as prerequisites.

SOC 216: Society in an Age of Climate Change

Professor P. Godfrey

Are you curious about the recent temperature weirdness we've been weathering? Are you confused about why you're still seeing white pants long after Labor Day has passed? As promised by Conn's course catalog, this class will examine global climate change and its social, economic and political implications, "and how these affect and exacerbate social inequalities based on race, sex/gender and social class." The course will also address sustainability efforts and will take a national and international approach to the topics presented. Unfortunately, the Mystery of the White Pants will remain unsolved, but maybe that's what the Lifetime Channel is for. Several reviewers on *Rate My Professors* describe this visiting professor's classes as "life-changing;" there are no prerequisites for the class and seats are limited to thirty, so grab them while you can.

EAS 320 / HIS 320: From Tea to Connecticut Rolls: Defining Japanese Culture through Food

Professor Takeshi Watanabe

If you've never really given a great deal of thought to your sushi rolls, maybe now is the time to do so. This class will examine Japanese culture through study of the whaling industry, tea ceremonies, sushi and fusion cuisine. These topics will be addressed through aesthetic, political, intercultural and historical approaches, and the course will also offer an optional one-credit section taught in Japanese. Professor Watanabe is teaching this course for the first time, and is excited for his students to "experience food directly, intellectually and physically." The course includes a field trip to a Japanese Zen monastery in the Catskills and potentially a trip to New York to meet with a top Japanese chef. Enrollment is limited to thirty students because of these trip opportunities, and interested students are encouraged to contact Professor Watanabe directly: "I hope students with diverse interests will come to this class, since it will cover economic, environmental and sociological issues that have not otherwise been featured in East Asian Studies courses."

REL 346: Cults and Conversion in Modern America

Professor Eugene Gallagher

This class will take a "historical and comparative" approach to examining why the followers of Jim Jones did, in fact, drink the Kool-Aid. Professor Gallagher described the goals of the course as being "to improve our understanding of certain aspects of contemporary religious activity and the general social response to them and, hence, of the general phenomenon of 'religion.'" Groups to be examined include the Shakers, Mormons, Peoples Temple and the Church of Scientology. Downside: 9:00 AM. Upside: Tom Cruise as a potential guest lecturer? Claire Wambach '12, a religious studies minor, said, "Even 'mainstream' religion is often regarded as controversial, so I'm interested in learning about groups that are so over-the-top." The class is open to sophomores, juniors and seniors, and enrollment is capped at thirty.

ANT 240/FRH 240: Black Paris/Black New York

Professor Catherine Benoit

This interdisciplinary course will examine the "historical and contemporary presence of the African diaspora" in Paris and New York, two cities with relatively high numbers of African immigrants that have experienced major cultural movements as a result of this diversity. The course will include an optional one-credit section that will be taught in French, so interested students will be able to improve their language skills. The prerequisite for the class is ANT 104, but you may also appeal to Professor Benoit if you're super interested in the negritude movement or the Harlem Renaissance.

GOV 205: Insurgency and Counterinsurgency

Professor William Rose

This class is perfect for those unlucky students without the necessary prerequisites for How to be President 101 (also known as GOV 494Y): learn about how you can attempt to take down the government and exactly what the government will do to make sure you don't! The class will address causes and consequences of insurgency, as well as various governmental responses to it; the objectives of the course are to inspire students to think critically about a variety of viewpoints on definitions of and approaches to understanding insurgency and counterinsurgency. Professor Rose was inspired to create the class after reading the work of Bruce Hoffman, a successful Conn alum whose work examines U.S. approaches to insurgency in Iraq after 2003. Professor Rose described the class as "explicitly interdisciplinary," as it devotes focus to political and historical examinations of insurgency and counterinsurgency, and said, "I love teaching the class because going back and forth between historical and political science readings is an adventure for both students and for me." The class is open to thirty sophomores, juniors and seniors, and its prerequisites are GOV 142 or GOV 113.

Sex, Self and Sondheim

NORA BRITTON
STAFF WRITER

Last Wednesday marked the final presentation in the Sustainability in the Arts lecture series, which began with an introduction by David Kyuman Kim, Associate Professor of Religious Studies. Professor Kim set the stage for the event by explaining that arts "open up space" to questions that we would not otherwise be able to explore. "Being Alive: A Talk in Three Acts," the afternoon's lecture, explored sustainability in the context of musical theater and provided a supporting example of Kim's argument for the role of the arts in society.

Professor Kim quickly relinquished the podium to Ann Pellegrini, Director of New York University's Center for the Study of Gender and Sexuality, Associate Professor of Performance Studies and Religious Studies and author of several books, including *Performance Anxieties: Staging Psychoanalysis, Staging Race*. Her impressive resume, she explained, is the product of following her interests, especially musicals. "You should Gleeify the campus," she said with a laugh.

Like a play, her lecture was bro-

kup into what she referred to as acts, the first entitled "Being Alive." Through analysis of Freud and other major thinkers, she developed the lecture's guiding question of "How do we inhabit the now?" or, in other words, how do we sustain ourselves and our society?

Her unique response to this question began with a song, an element of the presentation that was popular with the audience. A few bars of the song "Being Alive" from Stephen Sondheim's musical *Company* drifted from the speakers. Once described as the "bit-terest, most unhappy song ever written," the lyrics "*Someone to need you too much / Someone to know you too well / Someone to pull you up short, / And put you through hell*" were accompanied by a longing melody.

After breaking into a few lines of the song herself, Pellegrini went on to explain that her love of musicals derives from their "violation of reality." "In fantasies," she explained, "our desires can range widely and wildly." However, she could never get enough of this Sondheim musical, for it demonstrates that the "tragicomedy of desire" is that "the object [of desire] is

always lost."

The lecture detailed the conflict between the difficulty and pleasure of desire, and presented this conflict as an inescapable component of being alive. As the song "Being Alive" expressed, "alone is alone, not alive," and thus social sustainability is of the utmost importance.

The second act, titled "Feelings," began by asking "why does the value of freedom come crashing to the fore when it comes to sex?" Here Pellegrini asked how we address sex in our society. On the one hand, there is the "fantasy for change and risk;" there are individual and societal ideas about what constitutes "good sex." And yet, though sex is rampant in society and popular culture, there is "hesitancy in the pleasure of sex," which makes queer sex, for example, to become a "scapegoat," according to Pellegrini. This hesitancy may arise because sex is a crossing of boundaries, a "site for bodily vulnerability," and many are thus uncomfortable discussing "what's messy in sex."

"How do we start talking about sexual error?" Pellegrini wondered aloud. How can we talk about "sexual mis-



Professor Ann Pellegrini of New York University

takes and not punish self or other?" The answer came in the third act: "You Make Me Feel Mighty Real." *Company* became the subject of the lecture once again in this act, while Pellegrini considered the answers to the numerous questions she had posed. Robert, the play's protagonist, gave insight into "how to live and not fall ill," as Pellegrini described a scene in which Robert did not answer his door, despite his friends' numerous knocks. Instead, Robert "luxuriated in being alone"; Robert was praised for appreciating his selfhood, for knowing that "he's alone and he's alive."

"Both religion and art emerge as

places of enchantment," she argued, meaning that the arts ultimately allow us to have these difficult conversations that typically cannot take place in different mediums.

Finally, the lecture returned to the original question about how to "inhabit the now." For a moment, Pellegrini paused as she projected the lyrics "*To help us survive / Being alive, being alive, / Being alive!*" onto a white pull-down screen. So, how does one inhabit the now? Pellegrini triumphantly concluded the lecture with the pronouncement: "Fuck reality, fantasy helps us survive being alive!" •

OPINIONS

Whitewashing History

Years of vibrant self-expression painted over as KB-Larrabee tunnel gets a clean-up

CONTINUED FROM PAGE 1

While I never spray-painted anything down there myself, I always admired the quirky stencils, the more intricate pieces and everything in between (my personal favorite was the stencil of Kermit the Frog holding a pistol in his hand). The tunnel was such an outlier from the rest of campus: an anarchic display of student expression with not a hint of administrative input. It was a student-run space in every sense of the word.

Who would have the audacity to reverse-Jackson Pollack this space, as if it would be perfectly fine to simply do away with the artwork of the tunnel and transform it into a plain white passage with no hint of personality? I've been hearing scores of rumors swishing around campus about who the culprits might be. The administration is obvi-

ously the first to come to mind; in one swift motion, without telling a soul, they bum-rushed the tunnel and whitewashed it shoddily in an effort to suppress freedom of expression. Maybe there is some building code that requires connecting corridors to be as boring as humanly possible. Maybe yet another coffee shop is being built down there.

But it doesn't add up. The whitewash job was so poorly done that it couldn't have been the administration that spearheaded this— anyone who has seen their response to bathroom graffiti knows that they are thorough as can be when they want to eliminate doodles. Although I would have secretly loved this to be the answer (I actually had another article written lambasting the administration), it doesn't seem to be the right one. I feel that the school would

have been more transparent about the situation and at least given a heads up via email saying, "Don't walk down there, we're making this school even whiter on November 11" or detailing a list of reasons why they must white-

That tunnel was one of the few things that made Conn feel like it isn't just an L.L. Bean catalogue shoot in New London.

wash the tunnel in order to comply with something or another.

I'm leaning more toward the theory that it was students, sadly enough. If this is the case, I am seriously con-

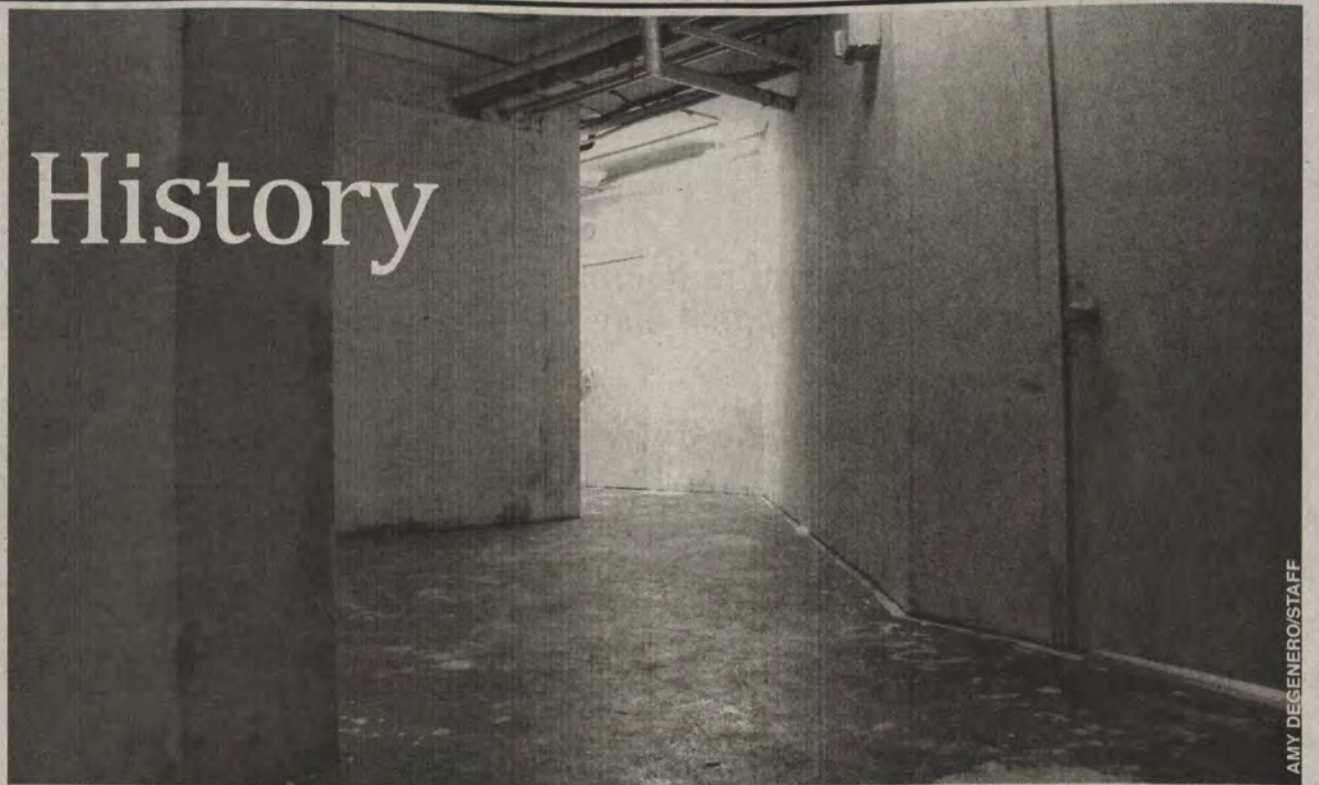
cerned for this college. This action baffles me and my peers, and only proves more to us that this school is slowly losing its originality and becoming a pretty uninspired place all together. If you have to prove something by destroying somebody else's artwork, at least amputate a limb off of the eyesore crouching outside of Blaustein.

But it doesn't matter who committed the act; it's been done and cannot be undone. What's important is that the KB-Larrabee tunnel was one of the few things that made Conn feel like it wasn't just an L.L. Bean catalogue shoot in New London, and now it's tainted permanently. Its location and aesthetic said, "There is an underground at this place! Express yourself and let your mind wander with a can of spray-paint and go fucking nuts!" It represented

no-holds-barred experimentation and freedom, what should be two cornerstones of a place that considers itself a distinguished liberal arts college. It was diverse, colorful, fun and inspirational. Now it's a whitewashed wall— a perfect metaphor for what is happening to Connecticut College.

I will hug and protect the graffiti room in Abbey House tighter than ever now that I know that citadels for expression are under fire on this campus. I will mourn the loss of the years of artwork that were destroyed with inconsiderate brush strokes of white paint. I can only hope that artists will descend down to the tunnel and repopulate the walls with eye-catching graffiti and gun-toting Kermits soon enough. •

AMY DEGENEROSTAFF



The formerly colorful, graffiti-adorned walls of the KB-Larrabee tunnel have been coated in a thin layer of white paint. Evidence of the art is still peeking through, as well as on the floor and ceiling.

SGA: Student Government Ambivalence?

CANDACE TAYLOR
STAFF WRITER

Have you ever asked yourself the question, "What does SGA do for me?" or perhaps, "Who the heck are the students that serve on SGA?" or even, "Am I happy with the efforts and accomplishments of our student government?" Overall, I've felt I don't know the students who represent me. Yes, I've looked up their names and class years on the college's website, but I don't truly know what they stand for or what their intentions are as representatives of the student body. I can see a disconnect between SGA and the larger community it serves, and I think it's time to identify what has caused this disconnect so we can begin to bring about change.

Only four of twenty students I informally surveyed could identify our student body president (Diane Essis '12).

My first questions are: Who are the students that serve on SGA? Do most students on campus know? I only discovered the full SGA executive board and assembly after I looked it up for this article. I conducted a brief survey with about twenty participants to see how well other members of the student body knew SGA. I asked each person if they could name the SGA president. Only four of the twenty could identify our student body president (Diane Essis '12), and it wasn't until the eighth person that I could finally find someone who could answer the question. This was extremely disappointing, and while I could blame the student body, I don't think that would provide an answer to the problem.

What piece of advice can I give SGA to find a solution? My favorite high school teacher once told me a wonderful expression: Passion begets passion. When the members of SGA go out and are passionate about what they are doing, (i.e. Senator of the Month of October Neal Tan '15 going from door to door to collect signatures for the petition against Chiquita bananas) students get riled up by signing the petition and

showing support for the initiative.

SGA reps: if the people aren't coming to you, go to them. Knock on doors! Be the traveling salesman of yesteryear. Ask students what they want with your voice! You'd be surprised how productive and successful verbal communication can be (especially when it's face-to-face). Invite a resident of your dorm to an SGA meeting to see what happens rather than writing it in tiny print at the bottom of the "SGA On the Can" and hoping someone will show up. Engage with your fellow students and maybe they will engage with you. Taking the effort to make connections with your peers may also help with getting more voting participation in student body elections.

It's not enough to simply be elected and think that earning a vote from your peers means that you know everything that they would like to see done on our campus. This leads me to another pressing question: are the accomplishments and efforts of our SGA as significant as they ought to be? In my opinion, they are not. Are bananas and bottled water the only things we care about? Can the "outdated language" or "missing articles and clauses" in our constitution really be so confusing that they cause people to think it is okay to destroy their residence halls or break any of the other rules? I think not. The efforts that could go to this revision would be better spent trying to understand why so many students are expressing destructive behavior by trashing our residence halls, drinking to the point of extreme incoherency or breaking other rules and regulations on our campus. More time needs to be invested in identifying ways we can increase the level of respect for the rules, regulations and honor code on our campus as well as the level of accountability for those that do break these rules.

The idea of being a member of SGA has become too much of a title or a distinction. SGA members need to take a step down from these titles and remember why they have the positions they hold. They need to engage students more and ask them what they want way. A shift in the presence of the SGA on this campus can create a real shift in the overall atmosphere of our campus community. •

In Defense of "Sexiling"

Our sex columnist explores risqué roommate relations

Dear Fred,

As a first year student, it is required that I live with at least one other roommate. As fun as this at times may be, it is definitely negatively affecting my sex life. My roommates and I have relatively similar schedules, so it is rare that I have the room to myself. I was wondering how I could properly "sexile" my roommates. Am I justified in asking them to leave for a little while? Thank you.

Sincerely,

Sex Deprived First Year

FREDERICK MCNULTY
STAFF WRITER

Dear Sex Deprived First Year,

As many first year students are forced into doubles, triples or even quads, the issue of sexiling comes up more than one might think. Urban Dictionary defines sexiling as "[banishing] a [roommate] from the room/dorm/apartment for the purpose of engaging in intimate relations with one's significant other/sex partner." While this concept may seem simple in theory, when it comes time to do the deed, many students hesitate. How long should one reserve the room for? How much information should one divulge? Is banishing a roommate so one can have sex morally justified?

When I talk about having sex, let me be clear that I am appealing to common sense. Namely, I am referring to having sex in one's own side of the room, on one's own property, using one's own contraceptives and making use of one's own paraphernalia. If a mess of any variety occurs, cleaning it up should be a top priority. Washing one's sheets in a timely manner should also be prioritized. These are not strange or special requirements – in fact, to do otherwise would be unhygienic, rude or both.

I think most people with roommates would agree that it is not unacceptable for one roommate to ask her or his other roommates for some alone time in the room. Whether this time would be spend talking to parents, emotionally unwinding or having a heart-to-heart over Skype, most roommates wouldn't see this behavior as inappropriate. As long as it does not exceed a reasonable time and the room is in a similar state after the exile, then most roommates would be more than happy to accommodate.

I am not sure why sexiling should not apply to this logic. Barring that the person adheres to common sense, there should be nothing wrong with requesting a reasonable amount of alone time with a sexual partner.

I often hear horror stories about roommates who are either grossed out by or morally opposed to the idea of being sexiled. To me, neither of these constitutes a legitimate reason for one roommate to prevent another from having sex. Let us imagine that there is a roommate who finds violent video games to be immoral. Would he or she be justified in preventing you from playing *Modern Warfare 3* with another person when he or she is not present in the room? Of course not; that would be invasive and controlling. The same logic applies here.

There is also a huge social stigma about having sex in one's room that many people feel uncomfortable about. I see this as nothing more than irrational behavior. Having sex does not inherently "taint" a room, a piece of furniture or even a bed. Sex is not dirty, and since we have already established that directly affecting another roommate's property would be unconscionable, I see no legitimate reason why this stigma should hold any weight.

So, yes, you are justified in sexiling your roommates for a reasonable amount of time. Have a conversation with them and be entirely honest: you want to have sex in the room. Listen to their concerns (if they have any) and negotiate what constitutes "a reasonable amount of time." Do not be afraid to hold your ground and stick up for your point of view, but remember to stay respectful at all times. Living with others is hard and it takes the cooperation of all roommates to work. At the same time, do not worry too much that your roommates are against you having sex in the room. Many roommates are perfectly happy to accommodate, just as long as there are reasonable ground rules. In fact, they might have been wondering the same thing! Good luck and happy sexiling! •

Is This a Good Sign?

On Harris' no take-out policy



WILLIE MUSE
STAFF WRITER

One of the few simple joys in life is enjoying my dinner as I watch a little television and relax after a long day of classes. Perusing Harris and trying to find something that both looks good and can be carried back to my dorm in a napkin has become a daily ritual of mine. When I started craving pasta, I decided I would splurge and get a pack of paper bowls and some plastic forks.

Things were going pretty well for me. That is until one day, when I was making my nightly Harris run. I was greeted with an aggressive little sign that told me I could not take food back to my dorm.

This may not seem like that big of a deal to some. "Just get a friend, and eat with them!" I assume they'd say. But to these people I hypothetically reply that it is a big deal to me. I am a crippling antisocial person, and proud of it. The idea of trying to coordinate a time to

eat with someone else is more trouble than it's worth to me. Frankly, I've never understood why cramming food in your mouth and making conversation with the aforementioned mouth have become so closely linked.

I tried a couple of times simply sitting by myself on those raised counters near the microwaves and eating, but I felt horrible every time. It was like I could feel everyone's eyes. "Look at that freak, eating alone," I imagined them thinking. "We should all get to-

gether and spit on him later." (In my mind, everyone in Harris is a bully from the 1950s... and they're telepathically linked.) I couldn't deal with the embarrassment.

I don't particularly enjoy breaking the rules. In fact, I dislike it so much that I briefly toyed with the idea of subsidizing on nothing but fruit, prepackaged ice cream novelties and twenty-four ounce beverages for the remainder of the year, but let's be honest: that's not a sustainable diet. Against my better wishes I have returned to my old dining habits, only this time, I'm an outlaw.

Dinner for me has begun to feel like a heist. I quietly slink around the cafeteria as I decide what I want, and once my target is acquired, I snatch it up and nonchalantly head for the door, my heart trembling. My path to the exit is staggered as I stride between different members of the dining staff, hoping nobody catches me and puts me in Harris jail. By the time I've gotten back to my room, my Catholic guilt has gotten the better of me and I feel like I've done something wrong. Suddenly, my favorite way of relaxing has become just the tiniest bit stressful.

I asked some of my fellow rule breakers for their thoughts on the matter, and many felt they had the right to take food for another reason: they're paying for it. By virtue of going to this school, most of us (those living in housing with kitchens excluded) are forced to pay for a meal plan. Given the choice between eating in Harris and using the money from our meal plans to eat food of our choosing, my hunch is that the majority of students here would choose the latter. The point is we're already restricted in what we eat. It makes it that much worse to be restricted in where we eat it as well, particularly when, as college students, much of our lives are spent on-the-go.

If the signs were there to prevent people from stealing plates and cups, then I'd fully understand. However, this is

not the case. Word around the rumor mill is that the reason the signs are there is because there is a legal risk in letting students hoard food. If a student were to save dining hall food long enough for it to go bad, they could sue the school.

The idea of trying to coordinate a time to eat with someone else is more trouble than it's worth. I don't understand why cramming food in your mouth and making conversation have become so closely linked.

Let me start by saying that if you're dumb enough to eat spoiled Harris food: it's your own fault, and you deserve diarrhea. That said, it's kind of insulting that the school is willing to assume that we're all that dumb. Everything at Conn this year feels just a little bit stricter. Sometimes I think that mandatory helmets and kneepads are not that far away. I can't help but feel as though the school sees us first and foremost as liabilities, as if, on some level, the school sees it as if it's them versus us.

There's a certain discord that is created with this way of thinking which doesn't benefit anyone. The school can cover all its bases, but things will still happen. Everyone knows that old adage: "You prevent more legal action with honey than with vinegar." In my mind, if Conn doesn't want to be sued, the best way to avoid it is by being a place that people don't want to sue. Driving these little wedges between the students and the administration does not help.

I know it's just a simple pleasure, but it's the simple pleasures that make life worth living. So to whomever it is that says we cannot take food out of Harris, I say to you: RELAX. •

Our Love Affair with Wikipedia

Does the popular information resource deserve all of its academic scrutiny?

KYLE DAVID SMITH
STAFF WRITER

"Wikipedia is a free, web-based, collaborative, multilingual encyclopedia project supported by the non-profit Wikimedia Foundation. Its twenty million articles (over 3.79 million in English) have been written collaboratively by volunteers around the world. Almost all of its articles can be edited by anyone with access to the site, and it has about 90,000 regularly active contributors. As of July 2011, there are editions of Wikipedia in 282 languages. It has become the largest and most popular general reference work on the Internet, ranking sixth globally among all websites on Alexa and having an estimated 365 million readers worldwide.

As far as reliability goes, any type of vandalism or gross inaccuracy is generally removed so quickly by the vast community of editors that most users will never encounter any of these—ever.

It is estimated that Wikipedia receives 2.7 billion monthly pageviews from the United States alone."

Where did this well-written, informative and highly reliable (there were ten citations and thirteen links in this paragraph alone before I removed them) definition of Wikipedia come from? The Wikipedia page on Wikipedia, of course. In fact, most of the research I did for this article came from Wikipedia, and that wasn't even something I did intentionally. It just so happens that when you google "reliability of Wikipedia," the first result that pops up is a Wikipedia page entitled "Reliability of

Wikipedia." Something about that felt right.

It's time to come out and say it: we all use Wikipedia. We all use it every day. We use it to look up obscure tidbits of information that are bugging us and we use it when we're at a loss when beginning an essay. Even though teachers and professors may be the biggest opponents of the use of Wikipedia, many of them will likely admit to using it too. During my senior year of high school I walked into my AP Physics teacher's office to ask him for help on a homework problem. He was looking at the Wikipedia page about the material we were covering in the next day's class to remind himself which direction the force of a magnetic field travelled in a certain example. He was the best teacher I've ever had, and he used Wikipedia.

There is simply nowhere better in the world to look for quick reference information than Wikipedia. It is the Internet's response to the type of nagging questions that keep us up at night. This, though, wasn't necessarily the goal that the founders of Wikipedia had in mind. Sue Gardner, executive director of the Wikimedia Foundation, stated in a *New York Times* article marking the tenth birthday of Wikipedia, that the ultimate goal of Wikipedia is "to offer the sum of total of all human knowledge in the native language of all of Wikipedia's users." Essentially, Wikipedia's mission is to be able to give the totality of human knowledge to all people with a computer and Internet access.

If this goal were accomplished today I doubt that teachers and professors would be critical about students using the site. It's not uncommon to hear professors going on tirades about not even thinking about looking at Wikipedia while writing an important essay. It wouldn't be too much of a stretch to imagine my high school physics teacher going on a similar rant if he were the one who had caught me using the site. The reasoning behind this makes sense.

If anyone in the world can change millions of articles to make them say anything they want them to, how can any of it be trusted to be reliable?

Wikipedia has a review process, although this process is markedly different than the process behind a standard peer-reviewed source. Although the authors behind any given Wikipedia article don't necessarily hold degrees in the fields of the content they are creating, the idea is that, over time, incorrect information can be removed until an accurate consensus can eventually be agreed upon as bits of information are patched together. There are many ways that this model can be corrupted, but Wikipedia tries to combat these with locks and protections on sections of articles or even whole articles themselves. There are also extensive guidelines on how to edit correctly.

As far as reliability goes, Wikipedia is highly accurate in many ways. Any type of vandalism or gross inaccuracy is generally removed so quickly by the vast community of editors that most us-

ers will never encounter any of these—ever. The biggest criticisms that come from expert reviews are of structure, not of content. In fact, in December 2005, a single-blind study comparing science articles from Wikipedia to articles from *Encyclopaedia Britannica* performed by *Nature* found that most Wikipedia articles were just as accurate as their counterpart articles. While some of the biggest criticisms of Wikipedia come from academia, experts in academic fields generally find Wikipedia articles to be more accurate than non-experts do, according to a study conducted by the website Ars Technica. This doesn't mean that Wikipedia is always a good source as there have been very notable cases of inaccurate information. One such instance was when, for twenty months, the site said that Hillary Clinton was the valedictorian of her class at Wellesley (she wasn't). Numerous other editing scandals have taken place; most of them have been well-publicized due to political campaign spinning.

It's hard to imagine, however, anything changing for students using the site. In the last ten years our brains have been wired for Wikipedia. The biggest question is whether it's preferable for students to go on pretending they're saintly, pretending to have never even viewed a Wikipedia page, or whether we all would be better off if we came out, professors included, and admitted to the love affair going on between information-thirsty students and Wikipedia. I'm hardly suggesting that it should be okay for Wikipedia to be used as a main source; rather, I'm suggesting that it would create a more comfortable and more preferable environment for academia to open itself up to this form of base-up transparency. Honesty in information is a key component to the establishment of a trusting relationship. Furthermore, having academia alongside Wikipedia would aid the site in accomplishing its goals of becoming a democratic information-pillar for the twenty-first century. •

Reliability of Wikipedia

From Wikipedia, the free encyclopedia

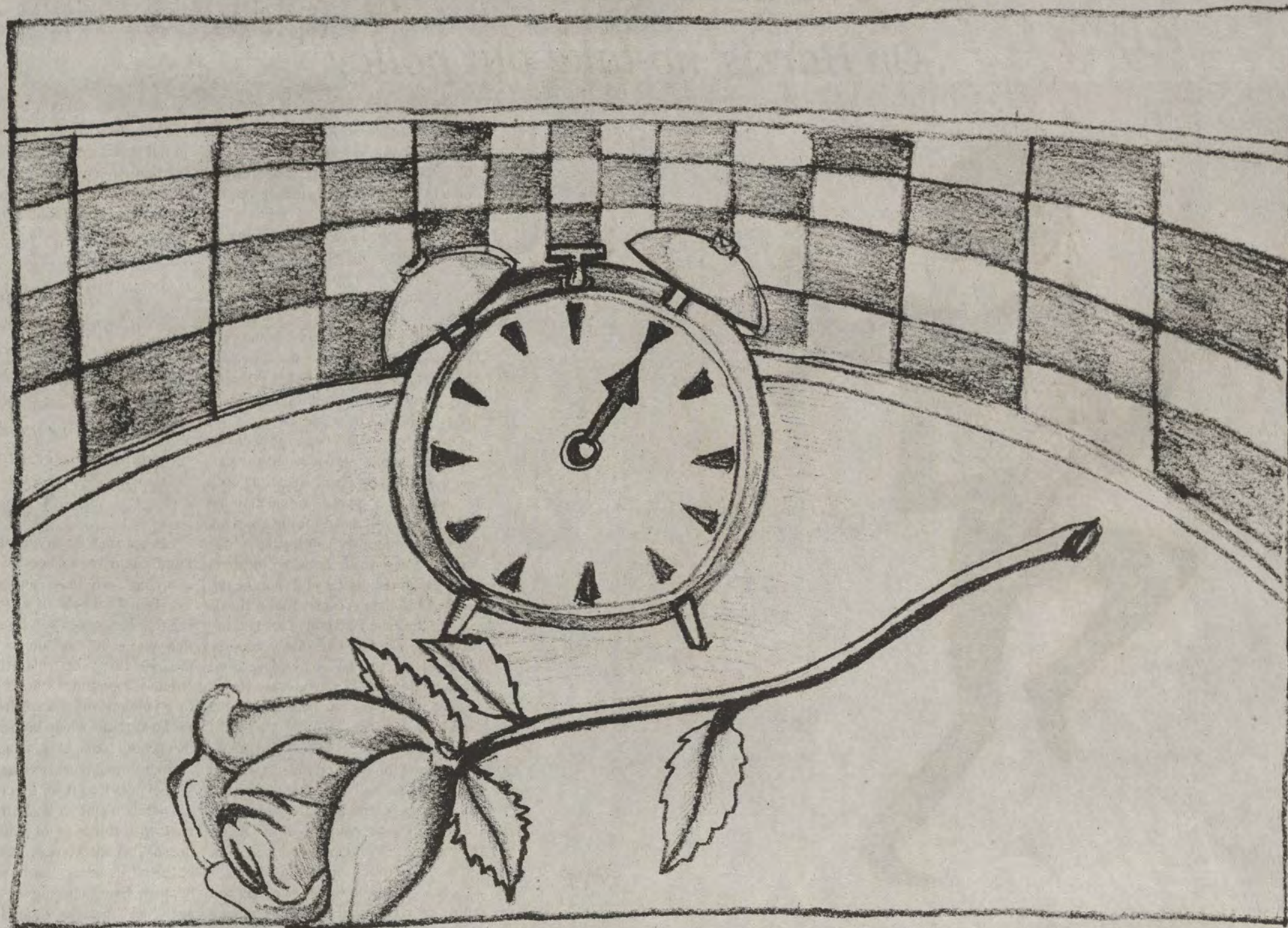
The reliability of Wikipedia (primarily of the English language version), including statistically, through comparative review, analysis of the historical

Several studies have been done to assess the reliability of Wikipedia. A not to the level of accuracy in *Encyclopædia Britannica* and had a similar rate of *Nature* responded to this refutation with both a formal response and a point-and scientific fields such as pathology,^[5] toxicology,^[6] oncology^[7] and pharr Wikipedia's depth and coverage were of a high standard. Concerns regarding due to public relations removal of adverse product information and a consid

IMAGE FROM WEB

A screenshot of the first result from a Google search of "reliability of Wikipedia"

Male and Female Perspectives on Speed Dating



SAM MAUCK / STAFF

FRANCESCA VOLPE
CONTRIBUTOR, FEMALE

Never have I feared more for my generation. After experiencing the Speed Dating event held last Friday at Harris, I have come to the conclusion that meaningful relationships are on the way out. We now live in a culture where casual sex and hooking up are the norm and the words “I want you now,” are more acceptable than “I want to have dinner with you.” The Facebook page made the event look promising, as many people seemed to be attending, the operative word being “seemed.”

Tables in the “anti-social” room at Harris were set up side-by-side in a traditional speed dating fashion. Signs with questions like “pancakes or waffles” served as conversation starters, as well as little centerpieces with assorted vegetables and lettuce. The one and only James O’Connor ’15 played the saxophone in the background. Each artificial date was two minutes long, so only the basics were covered in conversation: name, year, interests, major etc.

About fifteen people showed up. I “dated” more freshman girls than I would have liked to, although it was nice to meet new people. Maybe it was the fact that Fusion was being held at the same time or that people just chickened out, but there simply weren’t enough people for the event to be taken seriously. The first thing that came out of most peoples’ mouths were, “I’m just doing this for shits and giggles” followed by nervous laughter.

One thing I’ve noticed since coming to Conn is that people hook up a lot. People get prepped for dances and parties in the hopes that they will get to make out with someone they don’t really know. No one dates here, and if they do, it’s with someone from their high school with whom they are liable to break up at any second. I’m not a licensed shrink, but I do feel that there is a degree of insecurity involved in this whole fiasco. When people hook up, it’s about sexual attraction and nothing more. They may lose

their virginity or gain an STD but, at the end of the night, nobody owes anybody anything. You can be with someone for an hour and not be obligated to deal with him or her ever again. When you want to date someone, your personality and self-esteem are on the line. If the other person isn’t into you, you feel like a failure, and nobody wants to feel that way.

The reverse situation is equally difficult. When someone’s into you but you aren’t feeling it, you don’t want to look like a jerk by rejecting them. Speed dating is supposed to fix these problems. It seems like a perfect scenario in theory. You can have a civil conversation with someone without feeling obligated to marry them. In reality, it’s a perfect disaster. You have a painfully basic conversation for what seems to be the longest two minutes ever. I even managed to get insulted in one of those two-minute speed dating sessions when I told someone my possible major and he looked at me like I was an idiot before sarcastically asking me what I planned to do with it. Then, another girl blatantly tried to act weird by staring at me like some deranged nurse at an archaic mental institution.

The background music was a nice touch, but it ended up being more distracting than seductive. What was even better was that I was seated right by the entrance so I had a perfect view of people peering in and laughing at the absurdity of the situation. So, after coming to the conclusion that no one was taking this seriously, I wondered why they came in the first place. Was it that they secretly wanted to find their life-mate and acted like they didn’t care for fear of looking desperate? Do people want a meaningful relationship? I’m just not sure anymore. I’m also not sure what people get out of hooking up with some drunken person who wants to take advantage of them. Meaningless sex weekend after weekend can’t be that fulfilling. As a single female I would like to think that there is some hope for the future, but speed dating has encouraged me not to hold my breath. •

JERELL MAYS
OPINIONS EDITOR, MALE

There is no dating scene at Conn. If this doesn’t sound shocking, that’s because it isn’t. The casual hook-up culture reigns supreme, and the traditional dating process is quickly becoming irrelevant in a society that values speed and convenience over anything else. A more accurate statement might be, “There is no dating scene anywhere,” but rather than sound like a doomsayer, I figured it would be wiser to keep the focus on us Camels. I don’t mean to scold Conn for being this way; for many of us, there’s just no time for dating. We’re in college and practically obligated to bite off more than we can chew. Between schoolwork, student employment, CELS, club activities and team sports, the idea of fitting in the time to ask someone out for a cup of coffee seems impossible.

Therefore, the 2014 Class Council performed a very interesting experiment last Friday when they held what I assume was Harris’ first (but hopefully not last) speed dating event. For those of you who aren’t familiar with the concept, here’s how speed dating works: put a bunch of singles in a room, have them chat for two minutes and then, at the sound of a cowbell (rung by Liam Lawson ’14), make them change places and “date” someone else. It’s like experiencing dozens of first impressions in a very short time.

Because I am a proud member of a school that I like to think has a sense of humor as ironic as my own, I was psyched when Facebook informed me that over fifty of my classmates were going to attend this potentially hilarious event. Imagine my disappointment when I arrived at the “anti-social” room in Harris and discovered that only fifteen other people had deemed speed dat-

ing worthy of their time. Shuyler Nazareth ’14, grinning and wearing a suit jacket, led me to an open chair as I walked in, and I found myself face-to-face with a freshman girl. We chatted first and foremost about what sat on the table between us: a small dish filled with beanstalks and shredded lettuce, drizzled with strawberry sauce. Just before we figured out what it was, the bell rang and my date was replaced with another freshman girl. This time we managed to exchange Conn’s classic pleasantries such as “Where are you from?” and “What are you majoring in?” before the bell rang yet again, replacing my date with yet another freshman girl. Four freshman girls later, things had already

The atmosphere was not nearly as awkward as I had anticipated; the air of the room had a kind of charming desperation about it.

begun to wind down. Most of them had come as part of the same group and they got bored fairly quickly.

The evening was, in every way, a graceful disaster. The whole thing didn’t really work; I ended up going on second and third “dates” with people due to a lack of participants, and there wasn’t even a sheet of paper to write down names and numbers that would allow people to meet up later on (not that anybody would have done that, but still). However, I use the word “graceful” because there was a brief period of about ten or fifteen minutes where everything actually functioned as advertised. Prashanth Selvam ’14 and Nazareth could be seen darting around, matching people up when gaps in

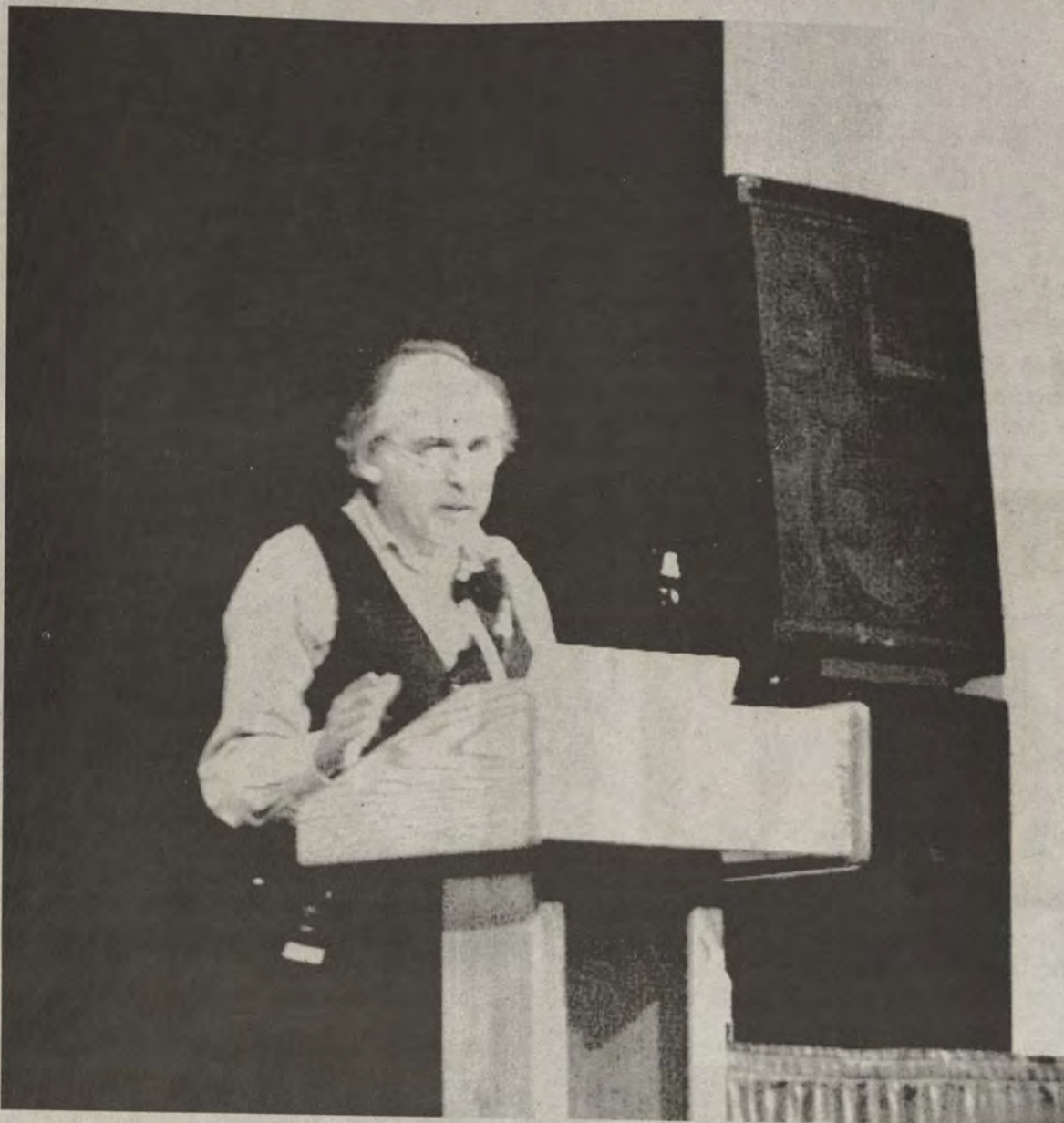
the rotation left people dateless. The atmosphere was not nearly as awkward as I had anticipated; the air of the room had a kind of charming desperation about it, mainly due to the fact that the following question was in the back of everyone’s mind: is anyone taking this seriously?

That was the real question of the evening. The answer? Nobody wanted to if everyone else wasn’t. Let’s be honest: speed dating is pretty damn silly. I can’t imagine anyone walked into Harris that evening expecting to meet his or her significant other. You can’t nurture a spiritual connection in two minutes. At least on Saturday nights a combination of alcohol, loud music and dark rooms creates the illusion of emotional intimacy. So why did people show up? I theorized that the people who went were taking the whole thing more seriously than they would have liked to admit. I’m pretty sure I was right. People didn’t want to put their self-esteem on the line by openly looking for a relationship at a venue as kitschy as speed dating, but they couldn’t pass up the chance, however small it was, that they would meet the person of their dreams at the most unlikely of places.

The problems with last Friday’s event are reflective of larger problems in the dating world. I’m not saying people should have gone speed dating without their tongues firmly in their cheeks, but they might have at least given it the benefit of the doubt. For all of its absurdity, speed dating does manage to get people to sit down and listen to each other, even if only for two minutes. If people actually participated, we might have been able to make an observation about the unfairness of the dating scene. This may or may not lead us to a solution, but it’s the first step in getting young people to figure out how romance factors into their lives. •

We know you have opinions.
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Write for the *Voice*.

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Voice office (Cro 215). Bully!

Of *MetaMaus* and MenArt Spiegelman answers questions after his lecture on the production of *Maus* and the medium of comics.

CONTINUED FROM PAGE 1

Spiegelman is an orator of the highest order — his off-the-cuff anecdotes, self-deprecating humor and love of wordplay combine in the most engaging way. With a speaker as dedicated to the preservation of the history of comics as Spiegelman is, it is impossible not to be swept up by his passion for finding the perfect font (“I settled on one halfway between handwriting, to show spontaneity, and typewriting, to show clarity”) or seeing every element of drawing style as an aspect of narrative. I was taken by his theory that comics are a superior act of artistic compression when compared to photographs, explaining that a photographer loses control when random objects enter the frame while a cartoonist has the power to command every detail in a strip.

“Comics,” Spiegelman said, “can juxtapose the past and present in a way that mirrors how [humans] think. In that way, comics can be more real than a photo or video.” As Spiegelman once told an NPR interviewer, “I think anybody who liked *Maus* had to acknowledge that it couldn’t have happened in any other idiom [besides a comic].”

to, every mouse would be carrying a five-foot high word balloon. All art is shaping.”

As warm and bright as Spiegelman is, his voice was curt when discussing the strained relationship with his father, Vladek, described in *MetaMaus* as “a distant and authoritarian figure.” Describing himself as “a lunatic in a different way than my father was,” Spiegelman used comics and humor as a child to break away from his tumultuous home life, saying that “*Mad Magazine* was an escape clause in that hot house.” Spiegelman’s art, in many ways, served as navigation of the overspill in the dichotomy between his father’s life and his own. Towards the end of Vladek’s life, when both his memory and relationship with his son were slipping, Spiegelman “would have to sift through and compare every anecdote to find what was true.”

The discussion ended on this sobering note, and after a cavalcade of faculty members, students and members of the greater New London community pulsed past him offering congratulations, Mr. Spiegelman took in a quiet moment and another cigarette.

after devouring the first chapter of *MetaMaus*, I began to understand Spiegelman’s aversion to his classic work — among the many purposes of creating *Maus*, besides Spiegelman’s hope to make a “long comic book that needed a bookmark and could be reread,” was exorcising family tragedies and releasing himself from the shackles to his father’s story. Due to the groundbreaking nature of *Maus I* and *Maus II*, which Spiegelman continues to claim was “purely accidental,” the tremendous amounts of acclaim came with the new burden of lugging around the legacy of a masterpiece that Spiegelman feels still “looms over me like my father once did.”

The man haunted his entire life by the weight of his father’s story is forced to trot out the same answers to the same personal questions regarding his family, his mice and the Holocaust at every speaking engagement. He has justifiably been hardened by twenty years of interviews focused solely on his defining project, as what might have seemed at first to be the upheaval of a heavy load of family history has dropped the equally tremendous yoke of fame upon his shoulders. One of Spiegelman’s goals in putting together *MetaMaus* (his newly released book looking back at the creative process of making *Maus*, which includes a DVD of multimedia encompassing a rich collection of documents, audio and raw sketches) is to empty out the bottomless well of *Maus* questions — and to hopefully never be faced with them again.

It isn’t certain whether or not Spiegelman can fully grasp his own creation as the act of heroism it is hailed as. He is equal parts the punk from Queens who learned to read from Batman comic books and the genius visionary “stuck in a mouse mask.” The struggle of distancing himself from his greatest work, of changing back from a mouse into a man, will continue as long as *Maus*, however unintentionally, sweeps the masses up with the bleeding history of a man and his people.

I walked past Spiegelman on my way out of his evening lecture and offered him shy congratulations. He was exhausted from a day of talking and hand shaking but took the time to grasp my wrist, ask my name and thank me kindly. He packed up his leather bag and strode out the door past yet another reception full of fans nibbling on cheese and squeaking praise. He hammered away at the night with heavy steps, another cigarette dangling from him fingers, poised to receive the flame. •



ALLISON CAHOON / CONTRIBUTOR

It is clear that comics, elevated and made a more significant medium in the world as a result of his work, give Spiegelman a singular thrill and he did an excellent job of transferring that enthusiasm to the audience in Ernst.

Cartoons and aesthetics aside, the narrative of *Maus*, which is dense with heartbreak, is briefly unwound by Spiegelman’s rumination that “the reader navigates through [the text] by understanding the relationship of the father and the son” and that he “ultimately wouldn’t know how to enter the story without [him]self.”

“The line between fiction and non-fiction is blurry,” Spiegelman said. “[In making *Maus*] it was my job to find out as much as I could and put in everything it took to communicate that. If I put in everything I wanted

A student sped up and brandished her worn paperback at him, explaining that she couldn’t attend the book signing scheduled for that evening. Spiegelman’s tour rider specifically stated that he would not sign any book except for the newly released *MetaMaus* and he made no effort to hide his annoyance at being presented with *Maus*. Irrately biting the cap off the student’s pen and repeating that he did not come here to sign *this* book, he scribbled his name in the corner of the title page and shuffled away — pen cap and cigarette both still grinding between his teeth.

I hid the wildly expensive deluxe copy of *The Complete Maus* that I had just purchased between two textbooks and scuttled off, feeling the lightness of my wallet and the disappointment of having a grumpy hero. However,

Theater Not for the Faint of Heart
Wig and Candle brings back 24 hours of theaterBAILEY BENNETT
CONTRIBUTOR

Last Saturday night saw the performance of six original plays that had not existed twenty-four hours earlier. Wig and Candle, Conn’s student theater society, put on its second production of 24 Hour Theater to a full audience in Oliva Hall.

The premise of the show is just as it sounds: a theater production conceived, rehearsed and performed in just twenty-four hours. On the preceding Friday at 8 PM, the six volunteer writers received their prompts for a short play to be completed by 8 AM Saturday morning. In the morning the directors received the scripts and cast their plays, working all day to prepare the actors for an 8 PM performance.

Scott Pulvirent ’14 and Kristin Hutchins ’12 spearheaded the project, bringing the performance back for a second time after a very successful premiere last spring. Pulvirent distributed the prompts on Friday night, asking that the shows be about fifteen pages in length, and include certain lines and props such as an army helmet, wiffle ball bat or a Harry Potter book. Each play was to be written for only two actors, with one character exiting the scene singing. Pulvirent explains, “In terms of subject and content, as long as [the writers] used the items from the prompts, I really did not limit them to what they could write. We had everything from *Twilight* Zombies to Justin Bieber.”

Pulvirent played many roles in the execution of the production, as well as many other 24 Hour Theater participants. Along with organizing, he also directed for the first time. “I was very nervous going into it. I really thought about what my past directors had done when we first started a show and tried to take the parts I thought worked,” he said.

He also explained how his co-workers made the process easier. “I was lucky to have an amazing cast. My two actors, Leila Teitelman ’15 and Dann Goldman ’13, jumped right into their roles and were extremely dedicated to the play.”

“I felt that the prompt was very random... I actually started four different versions of a play before I could settle on one that I liked,” said writer and director Andrew Marco ’15, who

completed a script featuring Justin Bieber confessing his sins to a rabbi. The play he directed, however, spoke of very serious themes of war, drugs and AIDS. He says his experience directing was made easier by the strength of this script, written by Peter Tresnan ’15. “The words kind of did it for themselves. A lot of it went to the actors and was already there in the script... In the end it really came alive.”

“In terms of subject and content, as long as [the writers] used the items from the prompts, I really did not limit them to what they could write. We had everything from Twilight Zombies to Justin Bieber.”

-Scott Pulvirent ’14

Julian Gordon ’14 and James Maman ’15 also doubled their participation, directing themselves in a piece written by Spencer Francus ’14. Gordon remembers being “horrified” after seeing the prompt for the first time, considering the prospect of only twelve hours of rehearsal. “I relied on Jay to give me critiques and he relied on me because we could not see ourselves perform. It’s very difficult to be critical of yourself in such a short period of time.”

Although putting together the show was certainly a challenge for both participants, they feel that the show was ultimately a success. “People knew what they were getting into,” Gordon says. “They weren’t going to see anything perfect, but they were going to see fun, well-done pieces with very tired actors.”

Marco shares in this sense of accomplishment. “I think simply the fact that in twenty-four hours we had six very well-written shows that were memorized and performed speaks for itself.” Because of this, Pulvirent said with certainty, “With all the positive feedback I have heard from everyone, I would love to do at least one 24 Hour Theater next semester. Maybe even two.” •

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Dr. Schaperow specializes in helping college students to overcome anxiety, depression, and relationship struggles, while planning for a successful future. Located two miles from campus



The 1,000 hands piece opened Fusion with an astonishing display of timing and placement by its dancers. With a focus on the flowing yet precise movements of the hands and arms, this piece impressed the audience with its display of multiple formations and hand placements.



The belly dance opened with slow seductive moves, which led into impressive isolations driven by the pounding rhythm of the music. At the center of the piece was a battle between "good" and "bad" girls over six talented men. The finale to the piece and to the Fusion show as a whole was fun-filled and energetic.



This year the Bollywood dancers donned saris and fun facial expressions to tell an entertaining story of courtship through energetic and amusing displays of revolving dance moves, claps, and rather intricate arm movements.



CAPTIONS BY TANAHA SIMON, PHOTO EDITOR

Senior Catherine Monahon blends identity formation and political commentary in her artwork

LIZ CHARKY
CONTRIBUTOR

It feels great to make art. Self-expression, whether through painting, dancing or music always feels good. When does one transcend making art or expressing oneself and actually take on the title of artist? Senior art major Catherine Monahon sheds light on this transformation.

Monahon is an ambitious individual, full of passion and creative energy. She is an unbelievably talented artist who finds joy in collaborating with others, working with fervor toward understanding people and the world through art. Her openness to culture, awareness of the world and connections to gender and identity give her a unique, mature artistic edge that makes the sky the limit.

When asked if she describes herself as an artist, Monahon laughed as she said, "I am a person that makes art, so yes, I guess I am." Her uneasiness about calling herself an artist comes from her own belief that it is much easier to be called an artist than it is to define oneself as an artist. She's beginning to accept the title even though the term "artist" elicits the impression of an individual reaching a distinguished level in his/her work or maintaining a profession making art. For Monahon, defining herself as an artist is of little importance—the talented senior art major is far more interested in the artistic processes that give way to identity formation and self-discovery.

Monahon's passion unfolds when she discusses connecting with others as a consistent source of artistic inspiration. Addressing this connection as "the experiences that make us people," Monahon opened up about her creative process of making art through some of her inspirations. Aspects of daily life, nature, gender, artistic collaborations and self-identity formation



Catherine Monahon '12 stands beside her work.

are constantly shaping and developing through her academic and personal experiences at Conn.

Having a developed interest in government and politics, Monahon was drawn to Professor MaryAnne Borrelli's course Women in U.S. Politics during her sophomore year. The course was analytical and structured, but taken alongside fundamental drawing and collage classes, it gave her a chance to develop her passions and artistic work. Given an open-ended final project for Borrelli's class, Monahon decided to create a portrait of Hilary Clinton, "analyzing how Clinton presents her identity to the public through campaign advertisements, speeches and even fashion choices...how [Clinton] feels under the surface about gender, and how she caters to the American

people." While incorporating artistic disciplines, the project allowed Monahon to develop her social and political passions.

In describing her intellectual collaborations with Professor Borrelli, Monahon excitedly explained, "I took the first draft to Professor Borrelli and she was really insightful, excited and helpful. We talked about symbolism and where and how I could take it further. And even though she's not in the art department, she made me totally excited about art."

Her process of working with gender and identity through her project was clearly an important step for her in the development of her artistic goals. "I think that was really when I began to get excited about how art can dip into any department—and it was re-



LIZ CHARKY / STAFF

ally great."

Also a student leader, Monahon co-created and runs a new multimedia art club on campus called Fluxus. Last spring, she started the club with fellow art student, Savitri Arvey '12, as a way to connect artists of different mediums on campus. Thus far, the club has been successful at offering students a chance to connect and collaborate through art. Fluxus sponsors informal figure drawing classes and various events, as well as guest speakers.

Nowadays, Monahon spends a great deal of her artistic efforts working on a White Box exhibition in Cummings, where she is working alongside fellow art major, Carina Schneiders '12. Their process began by choosing five words together and collaborating through different mediums. While they are still in the early stages of the exhibit, Monahon is excited about working with another artist and the prospect of a piece that will reflect each artist's individual styles.

During her time at Conn, Monahon has found a way to transcend criticism by moving forward with her art and

constantly collaborating with other professors and students. As Monahon put it, she no longer worries about simply fulfilling an assignment. Rather, her focus is on making good work and passionately giving all of herself to the process of making art. Having grown as an art student, Monahon finds that composition is only a small part of what matters to an artist. Much more importance lies in effectively communicating the point.

As she moves forward, Monahon is full of goals and aspirations for the rest of her time at Conn and post-graduation. She dreams of working with a group of artists in residency, perhaps beginning as an apprentice, learning about different artists' processes and collaborating with them. She also wants to teach in a community art center and eventually run her own. As she grows as an artist, Monahon plans to continue pushing herself. With a deep passion for art and the application of gender and culture in her work, Monahon is unafraid of exploring her identity, experimenting with different mediums and collaborating with others. •

Mutai, Dado Capture NYC Marathon Titles

Men's marathon and wheelchair division records broken in New York

AMANDA NADILE
STAFF WRITER

When people think of the word "marathon," they think of the ING New York City marathon. The first New York marathon was organized in 1970 and included a mere 170 runners. It is probably correct to assume that almost all of them were running by themselves at some point along the 26.2 mile course. Forty years later, 47,000 racers took to the streets of New York on November 6th, flanked this time by other runners and cheering fans while traveling the dense city neighborhoods.

Was the body made to run 26.2 miles? Probably not. For this, I must offer major kudos to the 47,000 runners who took to the starting line in New York on that day. The race is made up of those who run on behalf of charities and organizations, and then those whose job is to run. These professionals are the ones who run at an exceptional pace, leading the pack of thousands, only to leave them in the dust a few strides in. This year's marathon was nothing short of a spectacle, as the 26.2 mile course was covered in an astonishing record-setting time.

It was Geoffrey Mutai, 30, the self-coached Kenyan who soared across the finish line in a remarkable two hours, five minutes and six seconds for his first NYC marathon win. This was not Mutai's first win of the season. Back in April, he ran the fastest 26.2 miles in history when he completed the Boston marathon in two hours, three minutes and two seconds. Unfortunately, the Boston course is considered too straight and too downhill for the time to be considered an official record. After running in a tightly packed group for the first 16 miles of the NYC course, it wasn't until Mutai reached the Bronx that he began to break away from the pack. It was then that he was able to run a confident race, albeit one he said was not easy.

The previous NYC course record was two hours, seven minutes and 43 seconds, set in 2001 by Ethiopia's Tesfaye Jifar. The top three runners in NYC eclipsed that time, as Ke-

nyan Emmanuel Mutai—no relation to the winner—and Ethiopia's Tsegaye Kebede all crossed the finish line before two hours, seven minutes and 13 seconds. Emmanuel Mutai and Kebede will each receive a \$70,000 bonus, in addition to their reward for placing second and third, for breaking the record, while the winning Mutai was awarded \$130,000.

The first American to finish the race was 2009 winner Meb Keflezighi with a time of two hours, nine minutes and 13 seconds. Not far behind was the first female runner, Ethiopia's Firehiwot Dado, cruising to victory in two hours, 23 minutes, and 15 seconds. Dado was especially joyous when she broke the tape after passing London marathon winner Mary Keitany in the final mile. The first American female finisher was Molly Pritz, hitting the 26.2 mile mark at just over two and half hours.

New York is not just a showcase for the world's best distance runners. As of 2000, the ING NYC marathon has grown to become one of the most competitive wheelchair marathons in the world, with over 200 athletes competing in the wheelchair and handcycling division.

The running race wasn't the only division to see a world record crushed. Masazumi Soejima, the first Japanese to win any of the races, won the men's division in a time of one hour, 31 minutes and 41 seconds. On the women's side, Amanda McGrory of Champagne, Illinois, rolled through the finish line in a time of one hour, 50 minutes and 24 seconds. Soejima dedicated his amazing win to his children in Japan who were affected by the March earthquake and tsunami.

The body may not have been created to endure such physical or mental pain, but these individuals prove that it is an amazing feat to train the body beyond what it is meant to do. If you feel like running a casual 26.2 mile race in the near future, the ING New York marathon, on a windless, crisp November day, is the perfect place to start. •

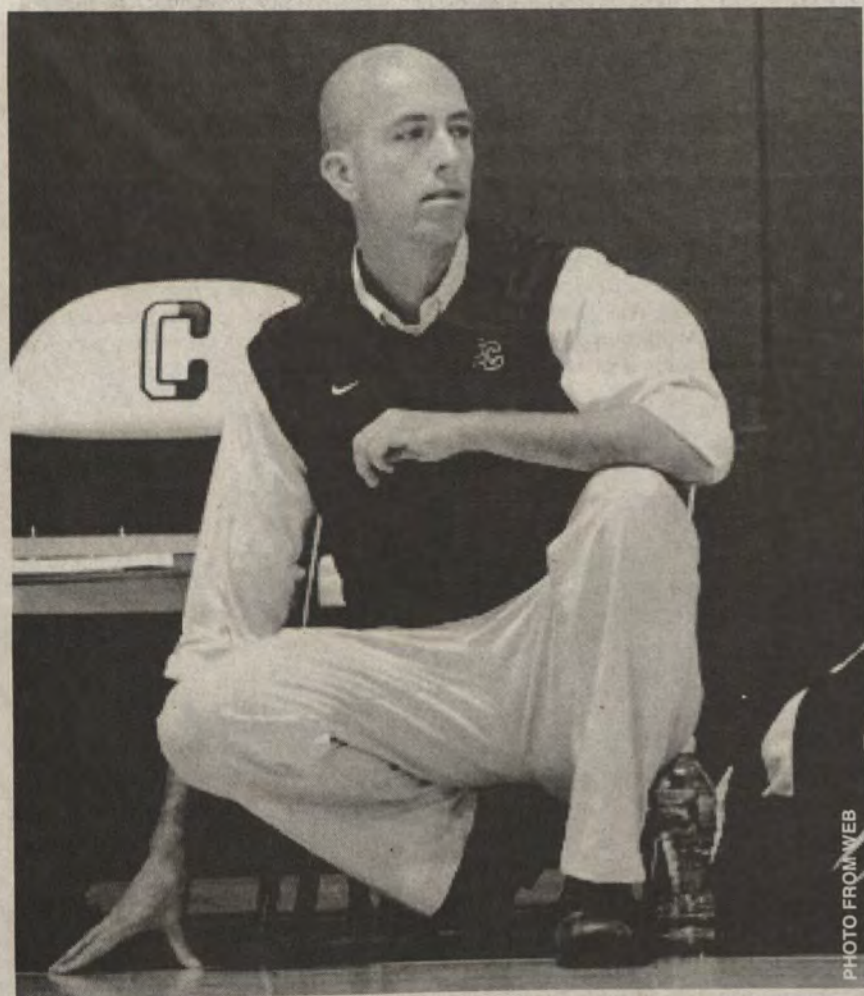


Firehiwot Dado of Ethiopia (top) passed London Marathon winner Mary Keitany in the final mile to win the women's division. Geoffrey Mutai (bottom) from Kenya shattered the previous world record in the marathon, finishing the race with a time of two hours, five minutes and six seconds. This past April, Mutai placed first in the Boston Marathon.



Volleyball Makes Seventh Consecutive Trip to Playoffs

Falls in three sets to third ranked Middlebury



In his ten years, coach Joshua Edmed has taken Camel volleyball to a high level, leading the team to an 18 win season, including an impressive 6-4 NESCAC record.

MOLLY BANGS
STAFF WRITER

On Nov. 4 in Brunswick, Maine, the Connecticut College women's volleyball team lost to Middlebury College, three sets to none, in the quarterfinals of the NESCAC Tournament, hosted by Bowdoin College. Middlebury entered the tournament ranked #3 in the conference, and the Camels #6.

Head coach Joshua Edmed, now in his tenth season, has brought the team to the NESCAC Tournament for the past seven consecutive years, making women's volleyball one of Conn's most talented and highest-performing varsity sports teams. Of his team's performance in Brunswick, Coach Edmed comments, "[The] match versus Middlebury was a difficult one for us. We were not as sharp as we were at times throughout the season and Middlebury played at a very high level. They did a good job of keeping us out of system, which made it very difficult for our offense to get into a productive flow. On the other side, we were unable to break down their passing which kept them in system for most of the match."

Co-captain Amy Newman '12 adds, "Middlebury is a great team and [is] continuing to play in [the] NCAA Tournament. The 2010 NESCAC

Player of the Year, Jane Handel, really stepped it up after missing a significant portion of her senior season due to injury, and heightened their level of play. We remained competitive throughout the match, but could not hold up against their athleticism and energy on the court."

Newman finished what the Bowdoin Athletics website dubbed, a "decorated career," with sixteen kills and nine digs in the match versus Middlebury. Co-captain Ally Terlizzi '12 had eleven digs and Katie Ketcham '13 set up her teammates with an impressive twenty-eight assists.

When Coach Edmed was asked if there were any significant adversities the team faced in their journey to the NESCAC Tournament this year, he answered, "Our biggest priority each year is to prepare everyone on the team to understand the importance of putting the team ahead of all other priorities, outside of their academic pursuits. This is a critical concept for everyone to believe in and act upon. The more we make decisions in accordance with this philosophy, the more our team comes together." Looking forward to next year's season, he added, "And the more our team comes together, the more opportunities for success will [be] presented to us." He

went on to express his high confidence in terms of next season's team and their ability to be extremely competitive once again within the NESCAC.

Despite that fact that her Connecticut College volleyball career has come to an end, Newman remarked, "We've made seven consecutive post-season appearances and I'm confident in saying that streak will not be ending soon."

This is a team of a competitive nature with an impressive record, but perhaps most importantly, consistent high-energy performance. The energy level is seen not simply through the skill put forth by the team on the court, but through the strong dynamic between the players amidst their plays, huddles, and battle cries. It is reciprocated in the stands as well – volleyball consistently manages to draw in large, enthusiastic crowds to their exciting matches.

The team finished their season with an overall record of 18-9, and a NESCAC record of 6-4. Despite being cut short in championship weekend, the Camel volleyball team had a successful season. They provided fans with energetic action in Luce Fieldhouse all season long, and will continue to build upon the program's in the last few years. •

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ESPN, Stay Away From Hockey

With increasing exposure of corruption in professional and collegiate sports, the NHL's absence from the national sport spotlight is healthy for the league.

DAN MOORIN
SPORTS EDITOR

As a hockey fan, it's often hard to watch ESPN's SportsCenter. After the NHL's lockout of the 2004-2005 season, ESPN decided not to pick up the television rights to air national hockey league games. This meant an end to NHL 2Night with epic commentary during games from Gary Thorne. Not to mention the loss of frequent game and league analysis from the owner of one of hockey's greatest mullets, Barry Melrose.

The Versus Chancel, originally OSN (Outdoor Sports Network), has held the rights to broadcast nationally televised NHL games ever since, causing some frustration for serious hockey fans. Yes, you can follow your home team on local channels such as the Rangers on MSG or the Bruins on NESN, but certainly, major coverage of the sport has been lost since ESPN decided the NHL was not a solid enough investment. If you don't pay to get the Versus Chancel and the NHL Network on your TV, you miss out on action around the league.

As of now, ESPN provides thin coverage of the NHL. You may be lucky to catch a recap of the Sharks Red Wings game; however, you will only be able to see a few short clips of goals being scored. There is zero analysis, just short highlight reels. Often the only time you may be guaranteed to see hockey on the channel of the world's leader in sports, is during top ten plays.

Today, with some serious rule changes, the NHL seems to be in a healthy place. The league is filled with young, talented players whose speed and skill benefit from stricter penalty enforcement, more penalties, more power plays and more goals. Not to mention the introduction of the shootout. After all, who doesn't want the Mighty Ducks epic shootout win over team Iceland brought to life? (I would hope that, hockey fan or not, you've seen at least one of the films in the Mighty Ducks franchise.) While many hockey reporters claim that offensive production isn't quite as "appealing" to non-hockey fans as it should be (going as far as to say that the nets should be made larger), the NHL has done well since the lockout, making necessary adjustments without too heavily compromising the integrity of the game.

ESPN may not choose to invest in the NHL anytime soon, and hockey fans should be thankful. There is a heart and soul to the game that has yet to be affected by the greed that has tainted all other major sports in the US.

Right now, the league is very competitive; each game is exciting and fun to watch. Yes, not everyone can follow



Since the NHL lockout, ESPN appearances by NHL analyst Barry Melrose are few and far between.

a hockey game on TV, whether it be for lack of knowledge of the sport, or simply the fast movement of the puck and the not-so-fast swiveling of the camera. Still, the NHL has had much to offer for both true hockey fans and those new to the game.

The league is looking up yet the NHL remains relatively out of the national spotlight. In comparison, consider a sport that Americans value significantly more, NCAA football.

This past week, Joe Paterno, head football coach at Penn State University, was forced to retire. In addition the ath-

letic director and president of the school have been removed from their positions. It has been revealed that Paterno, the athletic director and the president of the school were all aware that defensive coordinator Jerry Sandusky was raping young boys in the football team showers. However, none of these men brought this information to the proper authorities, leaving young kids to continue to be horrifically victimized.

The terrible injustice of this issue makes one seriously question the moral and ethical guidelines of some of the most influential people in our society. The corruption of college football continues to get worse with this incident, as it has been revealed exceedingly in the past few years that coaches and players alike have been knowingly violating NCAA rules. In the instance of Paterno, however, there is a more serious issue of human injustice at hand; yet, are his, the athletic director's and the president's, inaction not motivated by the financial success of Penn State football? Penn State has created a cult-like system, like so many other big name universities, by which their football program has generated massive amounts of money for the school. Institutions like the Penn State football program are, like our financial sector has been recently coined, too big to fail. Once in a system that large, an individual is not meant to question faults, but rather sweep them under the rug for the efficiency of the larger entity.

Whether it be the corruption of college football, the episode that was and

still is Tiger Woods, or problems of gun possession in the NBA and NFL (Plaxico Burress, Gilbert Arenas), it seems the more money involved in sport, the more likely the professional level is to fall short of moral and ethical values.

This is not to say that the NHL in its own right is perfectly straight. There have certainly been issues amongst the league's most respected names (for example Wayne Gretzky's wife and others affiliated with the Phoenix Coyotes placing illegal sports bets), yet, given the massive amount of money that goes through the NBA, NFL, MLB and NCAA basketball/football, it is hard not to imagine the NHL and its players especially, as somehow untouched by this kind of corruption.

Hockey remains on the margins of the sports industry, and maybe that's a good thing. There is less spotlight for NHL players and coaches alike than that of other major sports. Their salaries certainly allow them to live more comfortably than most, but their time away from the rink is not filled with the same fame and fortune of other idealized sports figures. For NHL players, the temptation isn't nearly as strong.

ESPN may not choose to invest in the NHL anytime soon, and hockey fans should be thankful. There is a heart and soul to the game that has yet to be affected by the greed that has tainted all other major sports in the US. The National Hockey League doesn't need a Monday Night Football, nor should it want anything of the sort. •



With the most recent and atrocious sports controversy at Penn State, are large university sports programs being exposed as out of control profit machines?

IN CASE YOU MISSED IT SCORES

Men's Cross Country:
13th place out of 48
New England Regional
Championships

Ultimate Frisbee
Conn 13 - Vassar 1
Conn 10 - Wilkes 0
Conn 10 - New Paltz 13
Conn 9 - Marist 13

Women's Cross Country:
16th place out of 51
New England Regional
Championships

Men's Football
Congratulations on their NCAA
record 100th straight
undefeated season!

SO YOU DON'T MISS IT GAMES

Women's Ice Hockey
vs. Trinity College @ Dayton Arena
Friday, 11/18
7:00 PM

Women's Basketball
Emerson College Tip-Off Tournament
Saturday 11/19, 3:00 PM
Boston, MA

Men's Ice Hockey
vs Wesleyan University @
Middletown, CT
Friday, 11/18
7:00 PM

Men's Basketball
Roger Williams University Tournament
Saturday 11/19, 3:00 PM
Bristol, RI

NESCAC POWER RANKINGS

COMPILED BY THE COLLEGE VOICE



This week's power rankings are based on the results at the end of last year's winter season. The Power Ranking will be posted weekly and will rank the eleven NESCAC schools based on men's hockey, women's hockey, men's basketball, women's basketball, and the combined ranking of men's and women's swimming and diving.

Bowdoin, Amherst, Williams, Middlebury and Wesleyan have all received votes towards preseason top 15 ranking for men's ice hockey. Middlebury, Amherst and Bowdoin received votes towards preseason top ten in women's ice hockey. This season all of Hamilton's teams will officially be part of the NESCAC.

SCHOOL	MEN'S HOCKEY	WOMEN'S HOCKEY	MEN'S BASKETBALL	WOMEN'S BASKETBALL	M/W SWIMMING AND DIVING	AVERAGE	LAST WEEK
AMHERST	5	2	3	1	2	2.6	1 ↔
MIDDLEBURY	4	1	1	7	4	3.4	2 ↔
WILLIAMS	3	8	2	4	1	3.6	3 ↔
BOWDOIN	1	4	8	2	6	4.6	4 ↔
HAMILTON	2	—	—	—	8	5.0	5 ↔
TUFTS	10	—	5	5	3	5.75	6 ↔
BATES	—	—	6	6	7	6.33	7 ↔
TRINITY	8	3	4	8	9	6.4	8 ↔
CONN COLL	9	5	7	9	5	7.0	9 ↔
COLBY	6	7	10	3	10	7.2	10 ↔
WESLEYAN	7	9	9	10	11	9.2	11 ↔

The poll was devised as follows: Sports Editors, Dan Moorin and Jesse Moskowitz ranked all NESCAC schools in each sport. These rankings were based on NESCAC standings as well as quality wins and influential losses to NESCAC opponents. These scores were averaged to create a composite overall ranking for each school. Note that Hamilton does not participate in women's hockey, men's basketball or women's basketball. Bates does not participate in men's hockey or women's hockey. Tufts does not participate in women's hockey.