While the College’s ‘Defy Boundaries’ campaign has sprung into action on a fundraising rampage that has accumulated more than 200 million dollars, it remains unclear as to what exactly the money will be used for. Arts Editor Caoimhe Markey, ’23, recently interviewed President Katherine Bergeron about the campaign, however, the means of communication between students and administration as to where this money will most effectively be spent appears to be muddled by the bureaucratic operations of a for-profit operation like Connecticut College. When a person acts to donate on the Defy Boundaries web page it directs you to four options, one of which simply being “Area of Greatest Need.”

In an effort to make clear the most pressing needs of our current student body, The College Voice has conducted a poll around common campus spaces, asking students, “What is the area of greatest need on campus in terms of funding?”

In wake of the recent voyeurism incident in early November, and in conjunction with similar instances over the past few years, funding for the understaffed and underfunded office of Sexual Violence Prevention and Advocacy (SVPA) was one of the most popular responses. Similarly, other offices of support, including Student Counseling Services and DIEI (the office in which SVPA is housed under), have been deemed important by the student body.

Room and board, which affects nearly every student’s daily life on campus, is also a priority to students, who stressed the need for the renovation of Conn’s outdated dorms. There also appears to be great desire for more dining options on campus, as the limited hours of JA Dining Hall have affected students living on South campus. This notion also plays into the issue of benefits for staff, as the closed dining hall outlines the current issue of understaffing in various departments on campus, including dining, due to the growing demands of these jobs due to the pandemic.

With all of the advertising that the College does to promote its fundraising efforts, last year’s ‘biggest announcement in school history’ and the ever-rising tuition, Conn students expect an extremely high level experience on campus. The next few years have the potential to be transformational for the College, and by involving students in the decision making process regarding the large influx of donations, Conn will be brighter for the next generation of students that grace Tempel Green.
Letter From the Editor

Over the last few months, The College Voice staff has spent a great deal of time discussing the role of college journalism. These conversations have been carried out over bowls of Sundae Sunday, in our beloved Alice Johnson room sitting around a table, and as we edit in our office, leaning back in chairs that are quite possibly older than we are. What are the goals of student journalism? How can it be used to provoke change? How can we as students make our voices heard? Our previous issue dealt with a campus in disarray, a sort of call to action for students and administration alike to listen to our voices and see what we view to be the things that require change in order for the College to truly Defy Boundaries.

The feedback we received to that issue was like never before — students, professors and alumni alike reached out to The Voice to share frustrations and emphasize the importance of journalism on a campus that prides itself on student engagement regarding campus politics through shared governance, the Honor Council, and our Honor Code.

In late November, members of The College Voice met with a journalist from The Day, the local paper in New London and its surrounding areas. Not only did we discuss the implementation of a new class for the spring semester that will focus on journalism but we spoke on the importance of student advocacy for ideas that we believe in. It is as important as ever to avoid complacency. For things to change we must always be ready to speak out.

It is clear to us, and we hope to you, that awareness comes from observance, through education, and through conversation. For us to succeed we must continuously connect with the Conn student body to understand what we all view as most important to our success.

In this issue, The College Voice hopes to continue these conversations in ways that advocate for student rights on campus and share our message with the greater community at Connecticut College.

Contributing writer Sophie Mulvihill ’25 examines a history of protest and protest spaces at Connecticut College and how students have advocated for their rights since the College’s founding over a century ago. Arts Editor Caoimhe Markey ’23 sits down with President Katherine Bergeron and contemplates what the Defy Boundaries Campaign really means for students and for the future of Connecticut College in years to come. TCV polls students on what they believe to be the “area of greatest need” on campus, and Sneh Shah ’22 contemplates the idea of mandatory Covid-19 booster shots on our campus.

Reach out to our editors with article ideas or tidbits that you’ve overheard whilst on your way to class, or even write something yourself. As you read this issue we will be in the midst of producing our sixth and final issue of the fall semester. If you’ve ever thought about writing for The Voice, the time is now. As always, we’re looking for new writers to share perspectives from a variety of campus outlets. We’d love to hear from you.

I am proud to share this issue of The College Voice with you. I can’t wait to hear what you think.

Amanda Sanders,
Your Editor-in-Chief
Sydney Lamb: A Young Alumni Trustee

Jimmy Cork
Opinions Editor

Sydney Lamb ’21 made the most of her time at Connecticut College. Lamb was a thrower on the track and field team; a member of multiple clubs, including the a cappella group ConnArtists and N20 improv; and chair of Honor Council her senior year, but her time with Conn did not end with receiving her diploma last spring. Her senior year, Lamb was among three students to be elected a Young Alumni Trustee (or YAT). I spoke with Lamb on Nov 12, 2021 about what that position entailed.

This interview has been condensed for clarity.

At what point did this position come on the radar for you?
As a first-year I knew people through Honor Council who were running for the position. One of my friends Nicki was a YAT for 2019 so I knew it was a position I could hold. Obviously, things don’t really become real until senior year. You start thinking about graduating, and getting a job, and how you want to stay connected to Conn. So that was the point where I realized that was it time to nominate yourself for this position, I was going to do it.

How does the nomination process work?
So, senior spring you nominate yourself with the classic, “Who are you? Why do you want to do this? What are you going to do in this role?”, and then the entirety of the senior class votes. You serve a three year term as a full member of the board. Most board terms are four years but it’s three years for YATs. After this year, the YATs from 2019 will rotate off, and the new 2022 members will rotate on. I’m on committees. You’re a full voting member. It’s a unique position to have I think.

After you rotate off, is there a path to getting back on the board?
Honestly, I’m not sure. I think being on the board as something other than a YAT has a lot to do with the decision you’ve made after graduation and what you’ve done in your professional life along with how you’ve maintained your relationship with Conn.

Do you go to meetings where every trustee is there?
I’ve only gone through my first set of meetings but the way it works is each trustee is on two committees and they all have committee chairs. I’m on the Student Experience committee and the Student Trustee Liaison committee. Then there’s executive meetings where all the committee chairs will get together and talk. Then we have full board meetings to do the votes that we need to do but also recap what we learned, what we want to be moving forward, what our concerns are, how things are going. I don’t really know what a normal, non-pandemic-affected four years of college looks like, but it does feel like outwardly spoken student dissatisfaction has been pretty prevalent these past couple of years. How much of that gets back to these meetings?

I think one of the things that’s really good about having YATs is that it bridges a gap; I am a member of the board, but I’m also 22 and I still have friends at Conn, so I’m not just hearing about what’s happening from an official capacity. We’ve tried to do a good job with reaching out to current students. A lot of our touch points are with student government. Anyone who’s ever met with the board for any reason knows that there’s always too much to talk about and never enough time. One thing that we’re doing as YATs is getting together with the student government before the meetings just to ask them what they want us to bring back to the board. I definitely think that YATs serve as a line of communication from students to the board. I have noticed that a lot of the issues that I could see and hear about as a student are the same issues that are being looked at and discussed about by the board. It’s just coming from a different perspective.

So you started the summer after graduation?
I was elected in the spring. One thing that’s great is that we met over the summer and they match all new trustees with an older trustee who serves as a mentor. Then we had our meetings in October and our next meetings are in February. Until then I have some meetings with deans and other board members I’ve made contact with about various matters.

What was the biggest adjustment that came with taking on this position?
Honestly, it was very overwhelming, especially since it was when the campaign was launched so everything was at an 11. But getting more perspective was a bit difficult, like trying to see things as an alumni. I worked with administration very closely when I was at Conn so I was comfortable doing that but it was a transition to go into the dynamic of being a board member and not getting intimidated because, like I said, I am 22 and there are people on this board who are so well-established in their given fields, but everyone was very nice.

I remember last year with “The Big Announcement,” there was some student disappointment with how there wasn’t really a whole lot of specificity as far as where that money was going. I’m wondering if there are more clear cut goals with this campaign considering how much is being raised.

There definitely is but that’s a question for someone higher up. I don’t know what you’re talking about with the big announcement, Jimmy, because I was ecstatic. That was so exciting. I think what happened last year is that we were living under COVID conditions so any announcement that the college made that was looking towards the future, I think any other year students would have been like “Wow! Amazing!”, but when you’re going through a year where you can’t see your friends or play your sport or be with your club, the perspective’s a bit different. I think if you talk to a lot of people who graduated last year, we wanted to set our friends and our clubs up to have a good year this year. We were already in that mindset that this may not affect me but this’ll affect the next class or the class after that.

Has the voyeurism issue been discussed amongst the trustees recently?
I don’t know if I can speak to that.

Any final thoughts to the seniors reading this who might be considering running for this position?
Do it one hundred percent. I wanted this role because after last year I felt that I wanted to continue to be involved with Conn. Even though I’ve only just started I can already say that, hands down, it’s been a phenomenal experience, in terms of staying connected with Conn, getting to help on issues that I think are important and then also getting to meet so many amazing people. It’s nice to be able to be in a room where everyone is so passionate about the college. It’s very affirming for me because I had such a great time being a student here. If anyone has any questions, please reach out to me.
SGA Forum on Title IX: What We Know and What the College is Doing

Students packed Hillel House on Nov. 11, in a sea of green at the Student Government Association (SGA) open forum relating to the Nov. 6 Title IX voyeurism case in Katherine Blunt House. Members of administration in attendance included Ariella “Ari” R. Rotramel, Interim Dean of Institutional Equity and Inclusion (DIEI); Rachel Stewart, Director of Sexual Violence Prevention & Advocacy (SVPA); Victor J. Arcelus, Dean of Students; Geoff Norbert, Assistant Dean of Student Engagement and New Student Programs; Sara Rothenberger, Assistant Dean for Residential Education and Living (REAL); Ebony Manning, Associate Dean for Equity and Compliance Programs and Title IX Coordinator; and Mary Savage, Director of Campus Safety. The forum ran from 7:15 PM-9:15 PM, as students shared frustrations with the College’s handling of the situations, offered suggestions for change, and asked questions regarding available information about the case and about the funding of the Title IX office and the office of SVPA.

The College Voice attended the forum and took notes on the questions posed along with their answers. We were also given access to information courtesy of SGA. Here is what we know.

What has been done so far by the College?

After the initial voyeurism incidents in 2018 and 2019, the College hired an architectural firm to see if they could make a ceiling to floor covering in bathrooms on campus without affecting the sprinkler system. While this was possible in buildings such as Larrabee, it was not possible in all buildings due to the possibility of mold growth. It is also not currently possible to do gut renovations of dorm bathrooms. Shower curtains were traded out for thicker ones that would be more opaque and less transparent. More hooks were added to shower stalls so one could reach their towel without being naked with the curtain pulled back. A large issue was the gaps in partitions between showers and the bathroom stalls and general bathroom space. Arcelus stated that in 139 bathrooms across campus the gaps were filled with rubber. However, it appears as though there are still bathroom gaps as commented on by multiple Freeman residents at the forum who claimed that the gaps were “large enough to stick a hand through.” After visiting Freeman, TCV can confirm that these gaps are still mostly present.

The College is currently exploring the option to make private bathrooms on campus. There are currently 70 lockable bathrooms on campus. However, there are a number of appliances per number of residents on each floor making bathrooms typically believed to be defined as “single-use,” considered “communal” as someone could be brushing their teeth in there at the same time another student showers. All 21 dorms have at least 1 bathroom that locks.

There are currently talks going on with SGA regarding the possibility of installing cameras in dorms. At many times Arcelus brought this up as his favored form of solution. Issues that arise when dealing with cameras involve the reality of student privacy, fear of such cameras being hacked, and general disapproval of increased surveillance in student spaces. In response to this, Arcelus claimed that the cameras would only be viewed when there was such an incident and that the footage would be overwritten every sixty days. In order to gain access, multiple people would be involved. Anything viewed on cameras that may be against other school rules will not be followed through whenever those cameras were accessed. There are currently cameras in the Winches and River Ridges that were installed back in the 2018-2019 school year after a multitude of burglary incidents.

The school doesn’t currently have a great deal of information regarding the perpetrator. The Title IX Office relies on the students sending in tips and reports, and the victim could not identify this specific perpetrator according to Dean Manning. The New London Police Department responded quickly, with a female officer, and has not given Conn information. When students suggested that Campus Safety may not be the best way to deal with scared students, Savage mentioned that two new positions were created last year in the Campus Safety office titled Student Support Specialists. These are social workers that answer calls in conjunction with Campus Safety. Student Support Specialists will respond separately and interact with the students whenever Campus Safety isn’t necessarily needed.

The College intends to remove the perpetrator from campus as soon as they can find that person or persons responsible. However, they share all information they receive with the New London Police. We don’t get information back from them on the ongoing investigations. By law Campus Safety is not allowed to share such information. “It is a hard pill to swallow but sometimes because of the severity of the problem we can’t share information even though we may want to,” stated Savage. If there is a Title IX incident with no name, the report goes to the state. If there is a name attached, they are followed up with by the Title IX office. There are a lot of ongoing investigations and Title IX is a deeply busy office.

What are students suggesting? How can we change campus culture?

Suggestions from students in how to prevent voyeurism incidents in the future ranged from better communication with students, increased funding for the Office of SVPA and the Title IX Office, further involving outside sources beyond Honor Council and the College, and, organizing timely events regarding SVPA during orientation at times where students are more likely to attend events. President of SGA Samirah Jaigirdar ’22 invited students to email Vice President of Finance Rich Madonna about allocating campus funds to these offices. Any budget questions about allocating more money to SVPA should be brought up next week at the next SGA forum on Thursday, Nov. 18 at 7:15 in Hillel House.

When asked about what the College plans to do to prevent sexual violence on campus in the future, Administration said students should encourage friends to “not make jokes around rape, sexism, and racism. We are all able to commit sexual violence and we need to call that out.” Campus norms are built by the people on the campus. It cannot be just survivors leading the push. Manning added that the College totally accepts all information regarding red dot situations but must engage with the law.

When asked what was being done to stop the predators at the source, Stewart admitted that “there is not a whole lot of research that there is any rehab/education to actually prevent sexual violence (SV).” Folks who are likely to commit SV need to be educated and their perceptions need to be pushed back. Systems of power and oppression are interconnected in ways that we cannot always dismantle. Intersectional programming is needed to help catch the small intrusion moments... Mandatory education can go very badly. We need to tell students why they need to care about these situations. Reaching out to the community is the only thing that works, it’s not taking responsibility off anyone.” •
TCV Sits Down With Bergeron to Discuss Defy Boundaries Campaign

Caomhe Markey
Arts Editor

On Oct. 22nd, Connecticut College launched “Defy Boundaries,” a public campaign with the goal of raising 300 million dollars in donations. This large-scale movement has been in the works since the establishment of the Connections program in the 2014-15 academic year, and in 2016 a strategic plan was released that outlined the future objectives of the college moving forward.

This strategic plan focuses on several areas upon which the college vowed to improve, sectioned into three priorities: “Enriching Academic Distinction,” “Enriching the Student Experience,” and “Supporting a Diverse, Just, and Sustainable Community.” Each segment comes with a list of objectives and specific actions.

The campaign has so far raised 205 million dollars, totalling 68% of its goal. In perusing the website, a viewer will little about the concrete plans for where the money is actually going, and the ‘GIVE’ page is perhaps more telling than anywhere else, as it allows potential donors the option to select where their money goes. Among the variety of choices allowed for the donors in question, are three highlighted sections; “Area of Greatest Need”, “Diversity, Equity, and Inclusion”, and “Athletics”.

Allowing donors the opportunity to choose where their money goes is not unusual for campaigns. However, what should be questioned is what the college approved to be the three most essential places in need of money, particularly the “Area of Greatest Need.” It is not clear on the website what precisely this area is and who is choosing what it is, and so this curiosity remained as one of the catalysts to try and set up an interview with the president.

The College Voice sat down with President Katherine Bergeron on Nov. 3rd to discuss the new initiative.

“Defy Boundaries is a concept that speaks to Conn in a whole number of ways. On one hand, it speaks to our founding, as a college that created opportunities for women that did not exist,” said Bergeron of the new campaign that was officially approved by the Board of Trustees the previous week. “The second dimension has to do with our landscape, and that the sky’s the limit. The third is that together as a community, the campaign will allow us to raise new resources beyond where we ever thought we could go.”

When asked how the college plans to divide up the money raised via the campaign, Bergeron responded; “We started with a new curriculum, which you know as Connections, and that became the foundation for the strategic plan. The campaign has five goals that are wrapped into the goals of the strategic plan. Defy Boundaries is actually designed to build the resources that will realize the ambitions of these plans. And so, that will happen over time.”

We asked President Bergeron specifically about the choice to allow donors the opportunity to choose where their money goes and whether or not she believes that it gives more power to wealthy donors over what direction the school takes. In response, she said;

“Philanthropy is about matching your needs with other people’s interests. The part that’s very important about a campaign is that you help to direct people towards the things that you as a community have recognized are the most important. And so now as a result of the gift by the Hales, we announced a challenge, so that 10 million of that campaign will turn into 20 million, and with targeted outreach to donors, it will be a one-to-one match.”

When prompted about how the “Area of Greatest Need” is decided, President Bergeron was not exactly clear.

“We have an annual fund and a number every year and a goal to reach and that is part of our operating budget every year. And that goes to the most important things: supporting students, supporting programs.”

Although this allows us a little bit of insight into how certain donation areas are capped once enough capital has been allocated, it doesn’t tell us anything about what exactly our “greatest need” is. It seems strange that the Connecticut College administration would not consult any students, who intimately know the ins and outs of day-to-day life on campus, and would have concrete suggestions of where exactly our areas of greatest need might actually be.

While it is nonetheless impressive for Connecticut College to have raised 205 million (so far) in campaign donations, the goals of the strategic plan require adjusted actions. A lot has happened since the plan was devised in 2016, and the goals should reflect that. Custodial and dining employees remain understaffed and underpaid, and a salary raise could result in more applicants and give back to the surrounding community which would hugely benefit from contributions by the college.

Additionally, after facing three cases of voyeurism over the past four years, the school faces a time of crisis in sexual violence and should direct funds towards the underfunded Sexual Violence Prevention and Advocacy Office, as well as institute efforts to assist in employing more people to run the Title IX office which is currently understaffed.

Finally, as a predominantly white institution, we should be focusing further movement towards supporting staff, faculty, and students of color, especially after losing Dean John McKnight earlier this year, who took on a great deal of responsibility for the school’s issues with diversity, equity, and inclusion. It is also worth noting that on the Defy Boundaries website, two out of three of the student profiles on the front page are students of color, which does not accurately portray the actual levels of diversity of the school.

300 million dollars is an enormous sum of money for the college to raise in under a decade, and we’re already on our way to achieving it. What students want to see however, is a guarantee that the money will not all be directed towards athletics and academic programs, which are already doing considerably well. The administration should work towards seeing students as allies and contributors instead of shielding them from seeing where the money is going. We should be allowed to make judgements and suggestions, because it is our livelihood that this money will affect. What, for example, will go towards the black mold reported in the River Ridge apartments? And what more do students have to do to show administrators that the voyeurism problem is its own area of greatest need? Who is deciding what defines that area? How can we make our own contributions?

The barrier to resolving student-raised issues such as black mold, underfunded SVPA office, and others mentioned previously, has been cited as not having enough funds time and time again. The campaign has raised 205 million dollars thus far, and still seemingly nothing has changed. What we need now is transparency from the administration about where this money is going, and why students are not part of this deciding process. If students are seen as allies and partners that work together towards improving the school, then we can fully utilize the gifts of this campaign, to make Conn a place that not only promotes, but acts upon the idea of community contribution and creates citizen leaders.

Connecticut College
As Told by Bergeron Emails: Voyeurism Through the Years

My first year at Connecticut College, the campus experienced what President Katherine Bergeron then called an “unprecedented” incident: voyeurism in the residence hall bathrooms. Months of unrest ensued, with students spearheading protests and demanding action. After months of an investigation, the perpetrator was finally caught, and the campus dealt with the aftermath.

I remember an email being sent to my entire building, requesting we remain in our rooms on a certain date for a fixed window of time, because during that window, investigators would arrive at our rooms with all the photos culled from the phone of the perpetrator. Student after student would review these photos, searching for identifiable personal features—such as an anklet or tattoo—that would confirm their status as a victim of voyeurism in their own living space.

An email sent by President Bergeron in the spring of 2019 reflects on these events, and details a set of actions the school was set to implement over the course of a few months. It is clear the bulleted list from my first year has not gone far enough in addressing the issue, because now, in my senior year, the campus is experiencing yet another incident of voyeurism in residence halls.

The list from 2019 follows as such:
• Phased installation of cameras to increase security at entrances and exits to residence halls
• Creation of a Conn College app to make critical phone numbers available in one touch
• Preparation of a year-end report on the number and handling of sexual misconduct complaints
• Placement of an additional blue light phone as well as lighted signs with information about Title IX resources in the River Ridges/Winchesters
• Administering a climate survey to gain more data about experiences of sexual misconduct
• Creating a working group of students, faculty, and staff to review and refine our policies, procedures, and communication strategies

As for implementation of the measures:
1. Students rightfully rallied against the cameras, as they add a discomfiting layer of surveillance, particularly for BIPOC students.
2. The Rave Guardian app provides a list of critical phone numbers, but making a phone call after an incident is a retroactive solution to a problem that demands proactivity.
3. Sexual misconduct reports are now available on CamelWeb. Like everything else on CamelWeb, it is a hassle to find; and like point 2, it fails to remedy the core issue.
4. The vast majority of blue light phones do not work. This issue was recently raised by students to administration, and now most of these phones display “Out of Order” signs.
5. The last time I received a survey was pre-COVID.
6. These working groups only work if administration heeds their suggestions.

On Nov. 19, 2021, Bergeron sent the campus community another email about voyeurism, with another bulleted list of projected actions. They follow as such:
• Locks will be installed in single stall bathrooms that are not currently lockable
• Upper windows in Larrabee bathrooms will be frosted
• Any remaining gaps in stalls will be filled
• Architectural studies will be conducted to identify other future solutions
• New mounted signage will include the 24/7 On-Call Line for the confidential Sexual Violence and Prevention Advocate: (860) 460-9194

If we can imagine that the physical alterations to buildings were adequate—many stall doors are alarmingly short, allowing for camera access, for one—it remains unclear why these alterations were not implemented years ago. Students had called for each of these adjustments, and more, in the form of emails and open forums and meetings.

In 2019, Bergeron ended her email by saying “we will continue to welcome—and to heed—your ideas.” It took not only essentially the span of my time at Conn to “heed” student ideas, but also a repeat incident. Only time will tell whether the school implements preventative measures. In the meantime, we can only hope that offices like Sexual Violence Prevention Advocacy are adequately funded by the institution so that we can collectively work toward an end to rape culture, the real issue at hand. •

TCV IS HAVING A CONTEST!

Send us a cartoon depicting life at Conn by 12/3 and we will feature the best ones in our next issue!

Please make sure all work is your own

Email your cartoon to us @ eic@thecollegevoice.org
WINNER WILL RECEIVE A PRIZE
Curating a Classroom and Fostering Engagement

Lucie Englehardt
Opinions Editor

As I have been watching fourth-year students ruminate on their academic experiences during our third All-College Symposium, thinking about stepping into a new academic world come a spring semester abroad, and delving into the brown-brick, old-book world of The Chair with Sandra Oh, I’ve been reflecting on pedagogy and academic spaces. If asked about my favorite classes, conversations, and learning environments with which I have interacted at Connecticut College, the common thread that runs through is how deeply each space has challenged me to broaden my horizons and has pushed me intellectually, personally, and emotionally. My favorite class discussions have been informal and organic, but provide the structure to propel me further into critical analysis. This has never come without a professor who doesn’t invest their time and effort into curating an inclusive and comfortable classroom, which should be the standard of what we expect from each other and from ourselves. Tuition is too expensive and student debt too pervasive for a lackluster academic experience. A foundational curriculum is nothing without a learning environment that provides the tools to navigate it comfortably.

There is no better energy than a classroom that becomes electric; students and professors are pushed and pulled by ideas that clash and exciting perspectives, all while inviting us to see the multiplicity behind what we study. My favorite professors have answered my questions by posing another question, cold-called on students to externalize our thoughts, and have patiently pulled something coherent out of us. It sounds frightening, but actually creates a learning environment that gives us room to see our ideas in their wholeness and process them together towards a shared understanding. I owe it to English professors such as Hubert Cook and Julie Rivkin who have, whether it be by their own volition or a deliberate effort to do their students justice, made their classrooms uplifting and validating. They’ve met us where we are as students while also urging us to explore further and dig deeper into intellectual selves. When we have examined a piece of writing, we do so mindfully, aware of complexities and contradictions made visible to us because every student feels confident in the power behind their voice. Crucial to an inclusive learning space is also awareness that engagement takes on myriad forms; as do forms of understanding, as does teaching.

It matters to ask why students may not feel engaged in a class, actively seeking out criticism. It matters that students find comfort in letting ourselves think out loud and be flawed in our assumptions, because a classroom can be a tool of discovery. It matters to take a moment to ask students where they are emotionally before class. It matters that professors frame our learning against preexistent political topics and different forms of media to supplement what otherwise might be dense or antiquated theoretical works. Modeling inclusive language matters. Allowing for flexibility in how students respond to critical works that honor the range of styles of learning, matters.

Our emotional selves are not detached from our academic selves, but I continue to find that classrooms treat them as separate entities. Holistic academic spaces also provide room for us to step down from our ivory towers and contextualize our learning within our larger political and cultural landscape. We are all better off when we take the time to acknowledge the socio-cultural milieu that sets us apart.

It matters how we foster an environment where every single student feels comfortable to facilitate critical dialogues, embrace what we don’t know, and be given the space to self-reflect on privilege and positionality. It is a truth widely-acknowledged that the College has vast room for improvement in how it approaches conversations on equity and inclusion in particular, while actively making space for these conversations to occur. The question becomes even more prescient when we factor in the sluggishness of our pandemic-stricken cognition. And, student grievances at our recent open forum on voyeurism have also laid bare the need for professors to better account for mental and emotional well-being. Ultimately, our curiosity towards what we are being taught is evidenced by our active participation and level of engagement, and is largely contingent on the dynamic of the space in which information is being presented and ideas are exchanged. Soon, we might be toasting to Judith Butler in a class on American women writers and talking openly about lived experiences.

Life-Changing Classes at Conn

Daniel Schulman
Staff Writer

Conn offers many interesting (and sometimes seemingly bizarre) courses. We have taken classes that surprised us, changed the way we think, inspired us to choose a major/minor, or even changed our lives. Based on community responses, here are some of those classes:

Current Issues in Museum Studies with Professor Jenny Dixon
“ar work as an art dealer and I took this class mainly because it fulfilled a Social Difference and Power requirement. It has been so great because I have learned so much about the art world and been able to have more educated conversations with my dad about his career!”
—Johnny Alexandre ’22, Psychology major

War & Peace in the Modern Middle East with Professor Marie Ostby
“As an English major it can be difficult to find classes that center authors & world views that don’t come from Europe or the United States. Taking this class allowed me to really open myself to a different literary canon and study world events that I hadn’t been so clear on previously. Some of my favorite novels I’ve read in recent years have come from that class.”
—Amanda Sanders ’22, English major and government minor, Media, Rhetoric and Communication Pathway

Neurobiology of Disease with Professor Joe Schroeder
“This class had a big impact on helping me decide what I really want to do after I graduate from Conn. I knew that I wanted to do something in the realm of neurobiology or neurophysiology but looking at different diseases through a narrow scope helped me see just how much of an impact certain diseases can have on a person and just how limited the medications and treatments can be for certain diseases. We also looked at possible treatments through a pharmacogenetics lens which just bolstered my interest in continuing on after graduation to look at medicinal interventions for diseases.”
—Anonymous ’22, behavioral neuroscience and philosophy double major

Globalization of Urban Poverty with Professor Sheetal Chhabria
“This class offers an alternative perspective on global economics, incorporating nuance into the traditional theories of supply and demand and such watered down economic theories. As a cross referenced offering between Econ and History, Chhabria debunks various myths of modern capitalism by highlighting exploitative historical events.”
—Sam Maidenberg ’23, International Relations major, English minor, Media, Rhetoric and Communication Pathway

Methods and Theories of Ethnobotany with Professor Manuel Lizzaralde, and Climate and Society with Professor Julia Flagg
“These classes both added a significantly different perspective to my education and helped guide me towards my true academic interests. The Methods and Theories class gave me the experience to learn about environmental studies outside of the traditional western educational experience and change my understanding of both the field of ES and education forever. The Climate and Society class was an excellent experience in critically analyzing the functions of our society and why we see global climate change playing out at a much deeper and complex level that I have experienced since.”
—Anonymous ’23, Environmental Studies major, Psychology minor, Social

Article continued on page 8.
Life-Changing Classes at Conn

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Article continued from page 7.

Contributor
Sneh Shah

Justice, Sustainability Pathway
Gender, Sexuality and Intersectionality Studies with Professor Ashley Hanson

“I did not expect to take such an impactful and important class during my very first semester at Conn, but my intro GSIS class was exactly that. Students in my class agree that everyone should take this course because of its extreme relevance to current events at Conn and beyond. Professor Hanson assigns such fascinating readings and films, and our class discussions are always engaging. What I love about this class is how student-oriented it is; a different pair of students leads class discussion each time. We covered so many topics I had never formally learned about before, such as transgender history, reproductive justice, stand-up comedy as a form of activism, and educational policies surrounding gender and sexuality.”
—David Schulman ’25, undecided

Compositional Improvisation with Professor Lisa Race, Leather & Glitter with Professor Ari Rotramel and Professor Denis Ferhatovic, and Commemoration with Professor Hubert Cook

“Compositional Improvisation- This class allowed me to explore who I am as a mover and grow along with my peers. It provided a safe space to be vulnerable and take artistic risks.

Leather & Glitter- This course dove into queer iconography and was really engaging because a lot of the work involved reading novels, analyzing songs, looking at social media, and applying queer theory to different facets of pop culture.

Commemoration- This course explored how we remember people through literature, specifically how Blackness can be celebrated in texts. What I really appreciated about this course was that Professor Cook encouraged individuality in writing assignments and helped me find my voice as a writer.”
—Susanna Procario-Foley ’23, Dance major, English and GSIS double minor, Holleran Center for Community Action (PICA)

Black Poetics with Professor Hubert Cook

“This class pushed me outside of my insular English curriculum. Professor Cook curates and commands a classroom in a way that is challenging yet validating, and demands us to think deeper and explore further into what lies beneath the surface of our interpretations. His curriculum brought literature outside of its confined academic space, and taught me that poetry has the power to honor the breadth of humanity unlike much else. Cook introduced us to the voices behind incredible pieces of literature, art, and theory - all of which ultimately challenged my desire for a narrative to cohere and for words to take a certain shape.”
—Lucie Englehardt ’23, Anthropology and English double major

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Congratulations! You Got Your Booster. It’s Still Not Over

Sneh Shah
Contributor

E ven with high rates of vaccinations, the vaccine booster is still not our golden ticket to ending this pandemic. We have a long way to go before we are completely back to normal. As of right now, Connecticut College is very well past the initial outbreak we experienced earlier in the semester with on average only 2 active student cases per week. We are still testing twice a week and following a masking protocol that requires us to wear masks when indoors with the exception of our dorm rooms and dining halls. With the booster now available, there needs to be a increased leniency with how the college copes with COVID-19.

According to the College, over 97.3% of students have reported being fully vaccinated against COVID-19. These numbers are crucial for a residential and closed campus. At Connecticut College, having most students vaccinated meant being able to hold outdoor events under the college’s beloved tent above Tempel Green and raising the maximum occupancy limits in indoor spaces (5 people in singles; 10 in doubles, triples, quads, apartments that are not Winchesters/River Ridges; 25 in Winchesters/River Ridges and off-campus properties). Being fully vaccinated gives most individuals confidence that they are protected against the virus. What some forget is that vaccine protection is finite.

Vaccines are shields. In battle or in the midst of a pandemic, your vaccination offers you protection, but like a shield, it can crack and break down over time. As most of us know from trial data, the Moderna, Pfizer, and J&J vaccines have high efficacy rates above 90%. This does not account for the slow decrease in efficacy over time. Moreover, not all vaccinations are created equal. While two individuals can both get the same COVID-19 vaccine, they will have different immunological responses to the vaccine. Even if both people were to be exposed to the virus, it is possible that one could get infected and the other would not. This was displayed during the first few weeks of the semester, when many students went off campus to bars and other locations, leading some to develop COVID-19 while others did not. Their individual vaccine efficacy was lower, which allowed the virus to infect them and make them sick. While their symptoms may have been less severe than if they were unvaccinated, they were still infected and experienced some form of illness.

The students that were infected don’t have to get tested because they would continue to test positive for up to 3 months post-infection. They have gained additional antibodies from the virus remaining in their body for weeks providing their immune systems plenty of time to learn from the virus. Metaphorically, their weak shields that could not fight off a COVID-19 infection got a tune up from it. This still does not change the fact that vaccines are meant to buy more time until the disease can be contained to a manageable level. While there is not enough longitudinal data on the virus, vaccines have been around for decades. The COVID-19 variants have evolved to be more infectious and people should not rely on getting infected as a source of antibodies because this comes with the risk of long-term effects on the body, more so than a vaccine. For many of us who received our vaccines over 6 months ago, our shields have gotten weaker.

The primary reason for offering a COVID-19 booster was to address the fact that over half of the COVID-19 hospitalizations now are made up of immunocompromised and unvaccinated individuals. While those who are not immunocompromised have likely gone back to living life as normal, immunocompromised people don’t share that same luxury. The booster is meant to provide additional protection and buy us more time against the virus, since day by day the virus is evolving into stronger variants. While I presume the majority of our college is not immunocompromised, we do still interact with our community outside campus. With low vaccination rates outside and more time passing from our initial doses, our shields are all due for an upgrade. This is the only way we can ensure our protection until the vaccination rates increase and the number of cases decrease. The ultimate goal is to have the number of vaccinated individuals high enough that the virus does not have the chance to spread nor evolve even amongst the unvaccinated and immunocompromised.

To consider the position fully in favor of the booster, the college would ***

Article continued on page 9.
I think I speak on behalf of many when I say I don’t want to catch whatever is going around even if it’s not COVID. While we have a high efficacy vaccine for COVID-19, we do not for the flu and other types of viral and bacterial infections. This is where masks can be useful in making sure we don’t have to take any sick days. Recently the rates for the common cold and other infections have been much lower simply because of isolation and masking. While we can’t live in isolation and behind a mask forever, there is nothing wrong with masking up when some kid in your class is projectile non-COVID droplets that is for sure going to leave you with a sore throat and congestion the next morning.

The booster is a great way to gain additional protection against the virus since we are still in a pandemic and vaccine efficacy does gradually decline over time. While a mandate is unfeasible to implement on our campus at this time, it is possible for the next semester. If the booster mandate were to happen, it should come with incentives of being exempt from testing protocols and having to mask indoors. While the rest of the county is slowly returning to normal operations, it is high time we do the same.

Congratulations! You Got Your Booster. It’s Still Not Over

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Article continued from page 8.

MADELYN ROSE
Contributor

I never put forth much time or energy into exploring the weekly Wednesday installments of “This Weekend at Conn” emails from the Office of Student Engagement. However, as I approach the end of the email, I start to lose some steam, and I find myself skimming the remainder of the message. For this reason, I never put forth much time or energy into figuring out what Corq was, being an application advertised only at the end of the Student Engagement emails. I decided to investigate the features of this program to see if it could serve as an asset to both myself and the greater school community. Upon further research, I discovered that Corq could be a great way to supplement your campus resources.

**What is Corq?**

Corq is a mobile app available on the App Store and Google Play. The app is advertised as a resource to find events in and around college campuses across North America. The app allows students to sort events by proximity to campus, themes (i.e., arts, sports, service, etc.), types of events, and perks. In short, the program provides a list of events happening in and around Connecticut College. From the app, you can easily find the time, location, and description of activities. The app also works in conjunction with other mobile platforms and allows you to share events with others, add events directly to your calendar, and submit RSVPs.

**Corq vs. ConnQuest**

Until recently, CamelWeb and ConnQuest have been the place to find out about happenings on-campus. Upon doing some further digging, I determined several distinct similarities and differences between these two resources:

Essentially, the services of the platforms are the same. Reasonably so, as both ConnQuest and Corq are affiliates of the Campus Labs organization, now known under the name Anthology. Both platforms expose students to a list of events happening on campus. You can easily access the time, location, and description of activities and engagement opportunities, and you can refine events based on themes, perks, and types of events.

ConnQuest offers the viewer a more enjoyable visual experience, while Corq is a more concise platform, offering a single stream of events. I find ConnQuest more “inspiring” to the reader, while Corq offers a rather utilitarian design. ConnQuest offers pictures about each event, which provides a more personal and engaging web experience. Corq lacks the custom imaging feature that ConnQuest has and instead uses a symbolic icon to the left of each event and a description of the activity.

Another main difference is the amount of time you need to spend on each platform to gain desired information. If you want to find an event for two months from today, Corq lets you easily and quickly find one, while ConnQuest requires you to click through pages of events, slowing down the accessibility process. In short, Corq offers a faster and more efficient organization method that allows you to spend less time searching and more time getting involved.

In addition to the differing organizational methods, Corq offers a more straightforward viewing experience on mobile devices than ConnQuest. Since ConnQuest is designed as an optimized for a web browser, some features lose their organization when using a phone to access the platform. Since Corq is designed to be an app for mobile devices, it makes finding events on-the-go far easier than doing that on ConnQuest.

However, what you save in time, you make up for with a lack of information. ConnQuest allows you to gain even more details about events and organizations than does Corq. ConnQuest offers students the opportunity to “enroll” into a club, which provides access to view group members, leadership positions and log your engagement within the club.

**Should I Get Corq?**

Is Corq worth adding another app to your phone? Ultimately, this decision depends on personal preference. If receiving the weekly student engagement emails has offered enough information, and you do not find yourself frequenting to ConnQuest, then Corq may not be the app for you. However, if you constantly find yourself on ConnQuest, looking for activities throughout the week, Corq could be a supplement, as the app allows you to always have an interactive schedule without needing to visit a webpage every time you want to see what is going on at Conn.

Personally, I do not use any other app on my phone, but that may be because I have not evaluated the benefits of using Corq. I believe that if you are frequenting to ConnQuest, then Corq is not the app for you. Flipping between the two platforms to see which one you want is a hassle, and I believe that Corq could become a great resource if you know what you are looking to do and want to confirm specific details, such as a meeting’s date or time. Regardless, I encourage you to try the app for yourself and see what works for you--you never know what you may have been missing.
This 2021 Cross Country season was a special one, with both the Connecticut College Invitational meet and the Regional Meet hosted at Harkness Memorial State Park in Waterford. The invitational also had a special purpose this year, as the women's varsity race was dedicated to Caroline Grape ’22, a beloved teammate and friend who passed away after a battle with cancer. The team, and other NESCAC runners who knew of Grape, ran with purple and yellow ribbons in their hair in celebration of her life. With the thought of running for Grape, and home course advantage, the team was able to have plenty of breakout races, as well as the exciting news that Matt Carter ‘23, Jeffery Love ‘23, and Julia Curran ‘23 all qualified to race at the national meet in Louisville, Kentucky.

On Saturday, November 20, Love and Carter raced the 8k, placing 95th and 144th respectively, and Curran raced the 6k, placing 183rd, against the best DIII runners in the nation. The Cross Country and Track team all gathered in the Hall of Fame room to watch the NCAA livestream of the races and cheered every time we saw the blue and white singlet of our teammates in the crowd of runners. The pride and joy we felt about watching our very own teammates compete and represent Conn, so far away from campus was an amazing feeling. Love and Curran gave some reflections on the experience.

Love says, "I was super excited to get to compete here today after having missed it my freshman year and losing an opportunity all together last year. I was really looking forward to coming down here as a team which Conn hasn't been able to do in 19 years but disappointingly missed by a few points(maybe it's destined to be a perfect 20 years). I'm grateful I had the opportunity to get some championship racing experience here with my teammate and training partner Matt which we can use to greatly improve our performance next time around." Curran had similar sentiments, "I am so grateful I got the opportunity to race at NCAAs even if it was not my best performance of the season. All the hard work and mileage I put in over the past year or so allowed me to perform well at regionals and to earn a spot at NCAAs. I'm using this experience to continue to give it my all in my training and races and to have a successful track season as well!"

This has been an exciting season, it'll be great to see what will be accomplished over winter and spring track.

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**Sports Spotlight**

**Featured Team: Women's Basketball**

11/17 vs. Rodger Williams, L, 36-66
11/20 vs. Emmanuel, L, 66-74

**Upcoming Events:**
- Dec. 4 @ Trinity 1:00 pm
- Dec. 7 @ Connecticut College 7:00 pm

**Coaching Staff:**
- Jackie Smith, Head Coach
- Hannah Early Vaughn, Volunteer Assistant

**Featured Team: Men's Basketball**

11/30 vs. Merchant Marine, W, 79-57
11/17 @ Rodger Williams, L, 66-74

**Upcoming Events:**
- Dec. 1 vs. Coast Guard 7:00 pm
- Dec. 4 @ Connecticut College 2:00 pm

**Coaching Staff:**
- Tim Sweeney, Head Coach
- Corey Begly, Assistant Coach

**Featured Team: Women's Squash**

11/20 @ Hamilton, L, 1-8
11/20 vs. Tufts, L, 0-9

**Upcoming Events:**
- Dec. 4 @ Vassar 11:00 am
- Dec. 4 vs. Haverford 1:00 pm

**Coaching Staff:**
- Michael MacDonald, Head Coach

**Featured Team: Men's Squash**

11/20 @ Hamilton, L, 1-8
11/20 vs. Tufts, L, 0-9

**Upcoming Events:**
- Dec. 4 @ Vassar 11:00 am
- Dec. 4 vs. Haverford 1:00 pm

**Coaching Staff:**
- Michael MacDonald, Head Coach
If being a goalie is not the toughest position in sports, it certainly is one of them. In a game where one score can be the difference between winning and losing, countless successes can be forgotten at the expense of a single failure. It has been said that “there is no position in sport as noble as goaltending.”

Before masks were introduced for hockey goalies in 1959 by Montreal Canadiens goalie Jacques Plante, it was typical for the face of a hockey goalie to be riddled with scars, bruises, and missing teeth. The first masks were shaped to fit the bare minimum of the face. If seen today these masks would remind people of the ones worn by frightening movie characters like Jason from Friday the Thirteenth and Hannibal Lecter of Silence of the Lambs.

Considered to be the pioneer of “goalie mask art and design,” NHL goalie Gerry Cheevers had his trainer draw stitches onto his mask, during the 1970s, “whenever a puck or stick struck him in the face.” The mask is now considered, according to ESPN, to be the Hockey Hall of Fame’s “most wanted,” but hangs as a gift on the wall of his grandson’s bedroom in South Florida.

Today, hockey goalie masks have improved in all aspects of comfort, safety, and style. The standard today is to include custom art and design on the masks worn by the goaltenders. Several of the goalies from the Connecticut College men’s and women’s ice hockey teams were kind enough to share images and descriptions of their own goalie mask designs for this article.

Carly Denora ’22 of the Connecticut College Women’s Ice Hockey team has a custom mask designed in collaboration with the company Royal Essex, a company out of her home state of New Jersey. Denora’s mask includes many playful Disney characters, such as Stitch, from Lilo and Stitch, on the area covering her left ear, fitted in Conn hockey gear. Denora has “always loved Stitch’s high energy and want(s) to embody that on the ice.” She also has Russell and Carl from Up, as well as Woody and Jack-Jack from Toy Story and The Incredibles, painted on the back of her helmet, who represent each one of her family members. The cage of her helmet is white and so is its frame, in the same fashion as one of her favorite goalies, New York Rangers legend, Mike Richter. Also covering the helmet are the CC, and spelled out Connecticut College logos. These are painted with reflective paint that shimmers in the light. On the adjacent side of Stitch is the Camel logo and covering the back of the helmet, below the other Disney characters on the top is Denora’s last name spelled out as the text of a New Jersey license plate. Just below that is the iconic Red Bull logo, the company Denora has worked for as a part of their student marketing program since her freshman year. On the area of the helmet protecting Denora’s chin is her number 30, and just to the side of that is the phrase “Guess what day it is? Hump day whoop whoop!” The slogan comes from the Geico commercial saying their customers are happier than a camel on hump day. A song remixed with the phrase plays as the CCWIH goal song every time the team scores at home. Lastly a subtle “seek discomfort” is written along the top of the back of her helmet, a motto from the motivational group called “Yes Theory” on YouTube that has inspired her “to live life to the fullest.”

Tim Pesek ’23 of the Connecticut College Men’s Ice Hockey team has his own custom design. Pesek reached out to the company Skinfx, out of Rochester, New York, on Facebook, and connected with artist Mark Magnanti, who completed his mask for him. Pesek’s design is clean and simple, focused on the color scheme and main logos of Connecticut College including the tree and water logo as well as the one Denora also used of the Camel. Pesek said he felt the Connecticut College tree logo represented a huge reason for his decision to commit to Conn, citing the beautiful campus and the opportunity to learn about his passion for the ocean through his study of environmental studies and biology. On the back of Pesek’s helmet is where his more personal decals are set. As a tribute to his Czech heritage, Pesek includes the blue, white, and red Czech flag, as well as a well-known Czech tongue twister, “Strč prst skrz krk.” The tongue twister is famous because it is a “syntactically valid clause without a single vowel.” Pesek’s grandfather would recite the tongue twister to him when he was younger, which means “stick a finger through the throat.” Also on the back of Pesek’s mask is the purple Alzheimer’s awareness ribbon, a disease that has affected his and so many other families. He also includes a decal of his number, 33.

Sean Dynan ’24 could be having his mask painted as you’re reading this article right now. Dynan recently spent time planning out his design with his friend and former high school teammate Kyle Konin, also a goalie, who now works full-time for his company he started named NUJAX AIRBRUSH. Dynan is also keeping his design simple, with his main focus on Connecticut College, while also including some subtle personal nods. His helmet is white with a thick blue line with white and baby blue trim running down the middle of the helmet to its back. Following along with the theme of Connecticut College, Dynan has the Camel logo on the right side of his helmet and the Connecticut College seal on the left side. Perhaps the most outstanding part of his mask is a design of two camels with pyramids and the desert in their background along the top left of his mask. On the back of the goalie’s helmet is his highschool, Kimball Union Academy’s seal and the logo of his junior hockey team, The Philadelphia Jr. Flyers of the Eastern Hockey League. Just below, at the expiration of the thick blue line running from the front of the helmet is Dynan’s nickname “Dyno” spelled out.

The Connecticut College Men’s and Women’s Ice hockey seasons have just begun, with the men and women just recently having faced NESCAC opponents Trinity, Wesleyan, and Middlebury this past weekend. They will each have games to compete in the weekend of Thanksgiving and will look forward to having the whole community’s support this winter. Bundle up and come down to the rink!
The Language of Sports

Hannah Foley
Contributor

A
fter a successful fall sports season and with winter sports ramping up, the Conn community is engaging in different sports that include seemingly coded language.

There are many layers to the language of sports. Some of it is meant to be secretive, but others, everyone is expected to understand. For example, referees and umpires have hand signals that help them communicate to each other and speed the game along, but these signals aren't entirely self-explanatory. This may include a referee rotating their two hands in fists over each other to signal a travel in basketball, or a referee striking their right leg with their right hand, below the knee, to signal a trip in hockey.

Some sports use their slang and symbols to communicate plays or actions during competition, but know that the other team will most likely figure them out due to today's technology that includes the filming and live streaming of most collegiate competitions. However, other sports have code words and signals that are intended to stay a secret.

Basketball is the most obvious example of symbols and calls that are expected to be anticipated. Teams come up with plays, usually communicated to the rest of the team by a hand signal or short phrase called out by the point guard. Before games, coaches watch film of their opponents playing other games to try to anticipate their plays. A common example of this may be a point guard holding a fist in the air to call for a teammate to set a screen on that point guard's defender, or a team's awareness that an opponent likes to use a full court press.

More secretive signals are prevalent in baseball. For example, the signals from the base coaches on whether or not to steal a base or the signal from the catcher to the pitcher about what pitch should be thrown. These signals are not to be understood by other teams, and if they are there are often implications of cheating.

One recent example of such cheating is the Houston Astros sign stealing scandal. In 2017, the Astros organization devised a system in which a camera was zoomed in on the opposing catcher's pitch signals, a practice called sign stealing. When an off-speed pitch or curveball were to be thrown, the players in the dugout would bang on a trash can once or twice, depending on the pitch type. If there was no banging, the batter knew the pitch would be a fastball and would most likely swing at it. There are some rumors that players may have worn buzzers under their jerseys as well to communicate types of pitches, but this has never been proven. Regardless, the Astros had an extremely successful 2017 season, eventually winning the World Series.

In most sports, there are particular positions that act as a sort of coach, or general, in the game. The quarterback for the offense in football, typically the middle linebacker for a defense in football, the point guard in basketball, and the catcher in baseball are all responsible for relaying play or signal calls to the rest of the team.

In baseball, a catcher performs their most frequent duties of telling the pitcher what pitch to throw based on signs, communicated with the amount of fingers they put down; typically one finger for a fastball, two for the pitchers strongest offspeed pitch and so on. These signs can become more complex and communicated in a secret sequence at the higher levels of the game when there is a runner on second base who may be poaching the signs from his view behind the pitcher. These tactics are tracked closely, especially since the Houston Astros' cheating scandal.

Football is another sport with intricate lingo for signal and play calling. Listening to a quarterback calling plays at the line of scrimmage can be quite entertaining hearing them call out random combinations of words like “purple walrus” or “blue poncho,” or even more intricately “axe double right spirit larry seven thirty five h puff double cadence on two.” What is included in all of these football play calls, from a basic understanding, is the formation, the personnel (number of wide receivers or maybe an extra lineman for a running play), a backup play if the quarterback doesn't like the way the defense is set up, the cadence (when the ball is snapped) and more.

While it certainly takes some work to understand the rules and signals of different sports, it's worth it in the end. The knowledge of seemingly meaningless signs is the root of sports fans' bonding. Furthermore, die hard fans of particular teams like the Alabama Crimson Tide or Texas Longhorns can communicate their affinity with a simple “Roll Tide” or “Hook Em” hand signal. Part of why you'll hear someone say “that's offsides!” or “ugh, the ref said she touched the net!” is to indicate to the other spectators that that fan knows the game. Even if it's not meant to show off, it makes games much more enjoyable to watch if you know what's going on. What kind of lingo and secret slang do you use to express your support for our Connecticut College Camels? Winter sports are now under way. Go Camels.
German tennis star Alexander Zverev won his second ATP Finals title on Sunday, defeating current World No. 2 Daniil Medvedev in straight sets to finish a stellar 2021 season. The Finals, which invites the top 8 ranked players of the year to compete in a round robin tournament was being held in its new home in Turin, Italy for the first time after being staged at the O2 arena in London for nearly the last 15 years.

Zverev defeated 7 time year-end No.1 Novak Djokovic in the semi-final stages then followed it up with a flawless final match against this year’s US Open champion Medvedev. With this performance, the 24 year old German will finish his year at number three in the world, his second season finish within this elite category.

Medvedev had gone undefeated at the ATP Finals for the last two years, having won the 2020 edition of the event, going undefeated and winning all four of his matches on his trip to his second straight final. Last year, the Russian beat Dominic Thiem in the final to lift his maiden year end finals victory on just his second appearance. 2021 marked Medvedev’s best season to date as he defeated Novak Djokovic in the US Open final for his first major victory and in doing so prevented the world No.1 from completing his quest for a calendar year Grand Slam. Medvedev will finish the year with a 58-13 record and will compete next at the Davis Cup finals in Madrid, Spain for team Russia.

This triumph was Zverev’s sixth of the season which also includes the prestigious gold medal victory in Tokyo, a tournament which is considered as coveted as one of the four major titles in tennis. The victory was made even sweeter for Zverev as coming into the final match he had lost 5 straight matches to Medvedev, including just 3 days ago in the round robins stages of the tournament in which he fell in a heartbreaking final set tiebreaker which he had led by a score of 4-2.

In addition to the German’s second win at the season finale in the last four years, Zverev also led all players on the ATP tour with 59 wins to just 15 losses. This season’s results were an important turn around for his career as he struggled to cope with the confidence and pressure over the last two years.

Zverev dominated the match from the first point, pinning Medvedev deep in the court and dictating play off both his backhand and forehand wings. Zverev broke Medvedev just twice, once in each set to secure a relatively straightforward 6-4 6-4 victory in just over an hour. Zverev won nearly 90 percent of his first serve points and didn’t face a break-point en route to the win.

While Zverev may have taken the win at this years final event, few would argue that the 2021 season belonged to world No.1 Novak Djokovic who won three out of the four majors and fell short of completing the calendar year Grand Slam by just one match after falling to Russian, Daniil Medvedev in this years US Open final. More importantly, Djokovic equalled Roger Federer and Rafael Nadal’s major titles record of 20 Grand Slam victories and broke American Pete Sampras’s record of six year-end No.1 finishes by achieving a record seventh No.1 finish in 2021, an accomplishment he secured by winning the Paris Masters crown this year.

At the age of 34, the Serbian star shows no signs of slowing down and appears to be more motivated than ever to surpass Federer and Nadal as the male player with most major victories going forward and establish himself as the G.O.A.T. of professional men’s tennis. •
The 2021 fall semester may be coming to a close but the art scene at Connecticut College is still in full swing. As bands, clubs, and other organizations put on their culminating performances before we all part ways for winter break, there is a vastness of talent to be seen and endeavors to take part in. Below is a list of various upcoming arts events in the next few weeks as compiled by The College Voice that are accessible to Conn students whilst they remain on campus. The College Voice acknowledges that this is not a complete list of events. Email us at eic@thecollegevoice.org to have your event featured in our next issue.

- Autumn Leaves Jazz Concert - December 1
- Co Co Beaux Winter Sheaux - December 3
- NAPPY Art Exhibit, in Cummings, a multimedia exhibition exploring the cultural narrative of "Black hair," through the African diaspora - on view until December 3
- Dance Department Fall Concert - December 3
- Arboretum Wreath Making Workshop - December 4
- "Holiday Suites" Concert Band Performance - December 6
- Orchestra Concert - December 7
- Williams Street Mix Winter Concert - December 10
- ConnChords Winter Showcase - December 10
- Heartbreak Cabaret - December 11
- ConnArtist Winter Showcase - December 11
- Aye Minus and Prose & Conn's Concert - (Tentatively) December 12

Across

2. It's a milestone when you bang it
4. Athletic division of CC
5. Unofficial mascot of Conn
9. It happens in the present but is always discussed in the past
11. You don't want to face them
12. Dorms across the street from main campus
13. Clubs should not ____ their new members
14. It's against the honor code
16. Major that might cause galaxy brain
18. Students tend to have a strong love hate relationship with this dorm

Down

1. Less popular genre of music on a liberal arts campus
3. Bar that has been closed since 2020
6. Coffee closet signature drink
7. Conn's only long-form improv group
8. Extinct conn major
10. 2021 summer reading author
15. Beloved Blue Camel owner
17. Dorm that should never be raised from the dead
Students at Connecticut College have staged countless protests about many issues over the years, but three instances stand out: the Fanning takeovers. While these protests may have faded from current student memory, they are an important part of the history of protest at Connecticut College. The events have been remembered thanks to the college archives, and Conn's archivist Deborah Kloiber's work on an exhibit this fall.

The first of these protests occurred on May 5, 1971, when there were just 35 "minority students" enrolled at Conn. About 25 student members of the "Afro-American Society" held a sit-in at Fanning Hall, demanding a full-time Black admissions officer and the admission of 71 Black students at Conn by the start of the 1971-72 school year. They refused to leave the building until their demands were met. Charles E. Shain, the President of the College at the time, agreed to fulfill these demands at roughly 6AM the morning of May 6.

By the fall of 1971, there were 80 Black students in attendance at Conn, and a full-time Black recruiter—James Jones—had been hired. These changes were a success, but there were still only three Black faculty members, all of whom worked part time. In response to students speaking against the lack of Black faculty members, the Board of Trustees made a statement supporting "the recommendation of the Commission on Racial Relations that the Connecticut College faculty include members of racial minorities." This commission was made up of students and staff members who worked to improve student experience. A letter written by an anonymous Black graduate of the school in August 1971 said that they "must honestly say that I can only view my actual experience at Conn as a negative one, for the most part."

At the time the dorms were segregated, with a majority of the minority students living in Blackstone. One suggestion at a meeting of the Commission on Racial Relations was to make an interracial living space. As the number of minority students grew, students they began living in different halls, though many wanted to maintain a "minority cultural center" because "they needed to get away... and be able to support each other" according to an article tracing the history of Unity House written by Conn's Affirmative Action Officer, Judy Kirmmse, in 1997.

The second Fanning takeover took place on May 1, 1986. At 4:30 am, 54 students “entered Fanning Hall and chained the doors shut. Their goal in occupying the building was to have Senior Staff set specific goals and timetables addressing their concerns [about minority life on campus],” according to a progress report written about the event. They had a longer list of demands than the first takeover:

1. Implementation of an Affirmative Action policy by 1988;
2. Mandatory sensitivity training workshop for the entire personnel staff by fall, 1986;
3. Curriculum/personnel recruitment;
4. Creation of a major in the area of Afro-American and/or Afro-African studies by 1990
5. - Five total courses to be offered in the area of both Afro-American and Afro-African studies by 1988;
6. Admissions:
7. - 15% minority enrollment for the class of 1991 with a 2% increase every 2 years thereafter until the total college enrollment consists of a 20% minority population
8. Unity House/Office of Minority Affairs:
9. 25% budget increase by the year 1988,
10. Hiring an Assistant Director to the Assistant to the Dean of Minority Student Affairs,
11. Increased renovation and maintenance of Unity House
12. Commitment that no prosecution or punitive action be taken against participants of this peaceful protest;
13. Decision concerning the controversy over the Director of the Office of Minority Student Affairs;
14. Creation of a committee to monitor the implementation of these demands.”

By 11:20PM pm an agreement was signed by the students and senior staff that “that established several specific goals and timetables.” Yet again, groups were made and goals were set. By showing up with specific goals and refusing to step down, students effectively made change.

The third takeover started on May 12, 2016 and went on until the school year ended. Students entered Fanning in protest of the treatment of the student club Connecticut College Students in Solidarity with Palestine and how administration reacted to fliers they had put up. Though no rules or regulations were broken, David Canton, then interim Dean of Institutional Equity and Inclusion, sent out an email saying that a bias incident report had been filed, and administration was investigating the incident. Students were angered by this reaction, especially when compared to how many other bias incidents filed by students themselves, were not given campus-wide email updates, or administrative action. The leaders of the Occupy Fanning movement published a blog during the time. On it they detailed different instances of racism or bias not being handled correctly, and how they wanted more accountability from administration. On the blog itself they wrote that the sit-in “remains integrally connected to the aims of the occupation and exists as a platform for those continuing to occupy the building to voice their discontent, it is also broadening its focus and reinforcing its own commitment to continuing to expose the widespread administrative incompetence and failures at Connecticut College into next semester and beyond.”

Today, 50 years after the first takeover, and 5 after the last, many things have changed. In 2021, Conn has 28.8% students of color, including international students, so the goal of at least 20% minority students in 1986 has been met. Similarly, 26.6% of the faculty are people of color. These statistics match up with numbers in the U.S., which is about 76% white, as a nation. There are also many programs and offices designed to help support students of color, such as Unity House, the Division of Equity and Inclusion, and other, more specialized programming. A goal of the first two takeovers was to build this support and improve minority student experience, and the school has built this up over the years.

Student activism is still very strong, most recently with the backlash after the November voyeurism incident in a KB bathroom. Many students came together to try and bring about change, by making signs, sharing resources through social media, and showing up in force at a forum. As demonstrated by the three takeovers, the best way to be heard by administration is to have a large, united front.
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