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THE COLLEGE VOICE

CONNECTICUT COLLEGE'S INDEPENDENT STUDENT NEWSPAPER

"I'm Not Racist... Am I?"

College Screens Alumni Film in Pursuit of Inclusive Excellence

AYLA ZURAW-FRIEDLAND
EDITOR IN CHIEF

"We are not trying to create a safe space; what we need is a brave space," said André Lee '93 in his opening statement. Lee, a Connecticut College alum, returned to campus to facilitate a screening of his newest film project, *I'm Not Racist, Am I?* on Feb. 11 in Palmer Auditorium to a packed audience of students, faculty, administrators and staff.

I'm Not Racist, Am I? is Lee's fourth film, and grew from his penultimate project, "The Prep School Negro." Both films explore the latent world of race relations in education as well as the challenges associated with beginning important conversations about racial privilege and structural inequity.

"The Prep School Negro" was a project that was deeply personal to Lee as he was one of the very few students of color that attended a preparatory school in Philadelphia. The process of making this first film served to illicit more questions than answers and inspired Lee to continue with his project of helping younger students begin mapping out their own social locations in the context of greater structural inequalities.

I'm Not Racist, Am I? followed the journey of twelve selected students from across schools and neighborhoods in New York City. The students' experiences with race varied from a young white woman that grew up in a neighborhood of mostly African-American families, to a student that self-identified as mixed race living on the Upper West Side. The cohort committed themselves to a year long series of facilitated conversations and retreats that would serve to dissect racism. They also learned how racism related to their own lives and the lives of the people around them.

"Finding these students was a process in itself," commented Lee in an interview. "It wasn't as though we immediately had a cohesive group. Interest came and went and the group had several evolutions before we found this final mix."

Before the screening, Lee posed three essential questions to the audience to consider as they watched the film: "What is your definition of racism? Do you think racism exists in America? What is your own personal relation with race?" These are the same questions that were asked time and time again to the students in the film, and the audience's consideration of the same topics fully immersed viewers into the experiences and conversations being held on screen.

Though this film is considered a documentary, the manner in which events and discoveries unfolded had the same narrative arc one might see in a feature film. As the viewer is introduced to the different students and given insight into their private lives and individual connections (or lack



Pictured above: André Lee '93, Kelly Campos '16 and Liza Talusan '97 after the screening of the film.

of experience that defines students of the same age.

The film defines racism as "Race Relations + Power = Racism." This equation is deceptively simple and serves as the most boiled-down iteration of the students' discussions of the architecture of urban inequality and balances of power between different races and ethnicities. It was almost funny to watch as the facilitator turned the page between a detailed map of how resources are spread through communities, riddled with arrows and footnotes, to this simple, bold statement. The first turning point came when a student asked the implicit question: "Wait, so does this mean all white people are racist?"

"Yes," responded one of the facilitators on screen. A laugh rippled through the audience as the camera panned to the faces of the two white women in the group as their jaws slackened with disbelief. However, it was a poignant moment that showed the effect that these conversations were eventually going to have on these students in terms of how they saw themselves, and how they talked about others.

As the film progressed, stakes rose higher and higher as students came to various realizations about the world they lived in and began to bring these conversations back home to their families. Various alliances were formed between different students, and it was interesting to see that those relationships were drawn along race lines, which seemed

facilitators faced as they moved through the course of the film.

"One of the biggest challenges I faced in making this film was not jumping in to direct the conversation or to "make it better" when the students were struggling," said Lee. Though Lee was directly involved in developing the course of the students' study, he did not attend the conversations in order to allow them to evolve organically.

In order to help along the progress of these discussions, André Lee enlisted the help of Liza Talusan, a fellow Conn alumna from the class of 1997. Talusan now works as the Director of Intercultural Affairs at Stonehill College, as well as a facilitator, trainer and consultant for diversity and inclusion related activities, initiatives and development.

After participating in a panel of speakers during Fall Weekend concerning the impacts of race in higher education, Lee approached Talusan with the promising line, "So, what are you doing Saturday?" After some initial confusion and determining that Lee was not asking Talusan on a date, he invited her to participate as a facilitator for the film. Six days later, Talusan was in New York City with the students as she guided them through what came to be the most emotionally fraught conversation of the film. It was the moment in which, as the students put it, "things got real."

"You have to go through different doors in different

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On looking towards community

Last spring beheld a brief whirlwind of media attention involving our College's attitude towards our local community. An article in *The Day*, entitled "Shame on Connecticut College," sought to hold the College accountable for not donating enough money to the city of New London. This instigated a flurry of dialogue about the College's budget, priorities, and ethos.

Looking back almost a year later, we ought to question if these dialogues were at all productive. Yes, the initial article was disarmed and we defended ourselves honestly, but it's important to consider that *The Day's* article did not occur in a vacuum. More importantly, the problems of disparity that inspired the article remain virtually unchanged.

Former editor, Sam Norcross '14 responded to the initial article in an article for *The College Voice*. One Internet commenter said the following:

"Regardless of what institutions we are compared to, respectively we have not done enough for our city and the college has continually struggled to figure out to what extent it will engage with the Greater New London area...Equal blame can go to polarizing articles that solve absolutely nothing".

On whichever side of the argument you stand, the point made here is valid. Shots fired on both sides, and what have we gained? With little resolution, it's more likely that the interaction only further segregated the college and the community, a result with which neither group can be satisfied.

Another commentator suggested a more productive direction for discussion:

"What a far more intellectually interesting article it would be to imagine the structural changes necessary for making sure Conn is not the ivory tower on the hill, where the privileged shore up their privilege and nothing changes regarding the high levels of poverty in the area."

Tall order, oh Internet commenter. But you're right: a progressive public dialogue would be far more exciting to read. In other words, let's actually put some ideas on the table.

The status quo of the college's relationship with the city needs to be considered in the wake of an ugly history – primarily the College's entanglement in the famous eminent domain dispute of *Kelo v. City of New London*. But the status quo also needs to be recognized as malleable, a product of our actions—one that can be equally influenced in the opposite direction.

In recent issues we've worked to highlight initiatives that bridge the moat from our perceived 'gilded enclave.' This issue features the collaboratively led project of Professors Ann Devlin and Stephen Fan to design a public park. We also discuss the work of two recent Connecticut College alums, Max Nichols and Ryland Hormel, in re-vitalizing the Hodges square area.

Of the many connective projects we have with New London, these are paltry few, and the rest truly deserve the own articles and their own spotlight discussion. / *The Voice/* will continue to communicate the catharsis of our relationship to the City by holding a space for these discussions. While we should expect it of our campus leaders to prioritize our integration, in the end it falls to students to give life to an outward outlook of our college experience.

So let's venture our own answers to the question, what changes can we consider to mend our connection with our mother city? And what would they look like? What is our role in fixing a reputation we inherited rather than caused directly? Think about the role you want to play—meanwhile, our home waits patiently for the mending of ties.

—Luca Powell

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."

AYLA ZURAW-FRIEDLAND

Editor in Chief

DANA SORKIN

LUCA POWELL

Managing Editors

INES FINOL

Business Manager

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MOLLIE REID

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CIARA HEALEY

Arts & Entertainment

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Sports

JUSTIN WINOKUR

Head Copy

CREATIVE STAFF

ANNIE RUSK

Head Designer

MAY MORIBE

EMILY WALSH

Design Staff

JAMES LAFORTEZZA

Illustration Editor

This week's copyeditors:

Jack Winson, Mitch Paro, Jared Bergantino

Contact

THE COLLEGE VOICE

Editors in Chief: eic@thecollegevoice.org

Business / Advertising: business@thecollegevoice.org

News Editors: news@thecollegevoice.org

Opinions Editors: opinions@thecollegevoice.org

Arts Editors: arts@thecollegevoice.org

Sports Editors: sports@thecollegevoice.org

The College Voice meets each week at
9 p.m. on Monday in Cro 224.

Join us.

CONTACT US

eic@thecollegevoice.org
270 Mohegan Avenue
New London, CT 06320
thecollegevoice.org

Letters to the Editor

The recently published article "Reflecting on Senior Year" worries me. The first paragraph is optimistic, but naive. It would be a tolerable kind of naive if not for the opening sentence of the second paragraph: "Although all of this is pretty much set in stone..." It is not. It is very, very not. Jobs are difficult to find. Jobs that you like even more so. Jobs in your field? Possible, but a bit mind-boggling. My sister recently graduated and got a job in her field immediately. My family clapped her on the back, sent her off into the world, and sat around mulling it over: "That still happens? Who knew? Did you know? I didn't know!" So, based on my sister (and...hmmm...I can think of one other recent graduate who works in her field), I can say that some of us are going to graduate and get a job that we are happy about. But not all of us. Some of us are going to graduate, move back in with our parents, and work a job that we could have gotten without a bachelors degree. Like waitressing. Or being a nanny. Or some random office job. And we will be okay. We will work up from there, and we will choose how much bitterness to allow into that process (I for one am going to coat my bitterness in sarcasm and hope no one notices).

My fellow upperclassmen, as we consider the future, we need to be realistic. Will everything work out? Let's give it a nice solid "maybe." But seeing "all of this as pretty much set in stone?" No, thank you ma'am. If and when we do graduate (assuming we haven't spent all of our time drinking because the alumni said to, which is another impression that this article gave with which I take issue), we will do our best. But I don't think we're going to look back and worry that we didn't spend all of our time partying with our friends. We might worry that we were a bit too naive.

-Anna Westbrook, '16

Members of the College and New London communities are invited to submit Letters to the Editor to express their opinions or concerns regarding content published in The College Voice.

Contributions can be sent to contact@thecollegevoice.org.

On behalf of the Diversity Committee and the *As Told By Vaginas* Committee, I would like to notify you that the illustration published beside Shatrunjay Mall's article on *The Color Brave Monologues* "draws on the angry feminist and POC (people of color) stereotype and undermines people doing good things," (Margaret Sturtevant '16) and is "grossly counterproductive to both initiatives' visions." (Leah Mendelson '15). The illustration perpetuates the contemptible belief that *As Told By Vaginas* and *The Color Brave Monologues* are competing shows fighting for a non-existent "top spot". This is not the case. The committees of both shows are working together for the purpose of telling the stories of Connecticut College community members and exposing the complex dynamics of power, privilege, and oppression. No one or two shows could possibly tell the stories of our entire community, but together our productions represent an effort to eradicate the silences surrounding race, gender, class, rape, sexuality, privilege, and (dis)ability. The illustration in the previous issue of *The Voice* undermines those efforts, and embodies the attitudes these productions seek to eradicate. We encourage all members of *The College Voice* (and Connecticut College community at large) to attend each production and make a greater effort to eliminate social injustice.

-Randsel Brannum, '17

Launch CC, Bringing Entrepreneurship to Conn

New club seeks to expand the way entrepreneurship connects to the liberal arts

MOLLIE REID
NEWS EDITOR

On October 10th, 2014, Launch Connecticut College, or simply "Launch," held its first meeting in the Alice Johnson Room in Cro. Since then, Conn's first entrepreneurship club has seen sharp growth and is expected to continue to thrive this semester as it gains members, hosts new speakers and plans exciting events.

The basic premise behind Launch for students to have the opportunity to collaborate creatively on startups or other sorts of design and tech projects has always been an aspiration for Teagan Atwater '16 and James Robinson '17. Conveniently, while the initial idea for Launch began to formulate, other students began to show a similar yearning for entrepreneurship on campus.

"Launch sort of started in two places. Teagan and I wanted to do what Conn is about, to turn the liberal arts into action beyond the realm of academia. At the time, another group headed by Jonathan Pfefer '16, Jeff Celniker '17 and Zach Jay '16, was starting a parallel entrepreneurship club. It worked out that we got to know each other and decided to merge our two efforts," reflects Robinson.

For Robinson and Atwater, this discovery meant that the possibility of bringing entrepreneurship to Conn could become a reality. They later teamed up with Margaret Sturtevant '16 to bring Launch into fruition.

As students found out during Fall 2014, the manifestation of this possibility included a table at Harvestfest and bringing speakers to campus to show students the limitlessness of entrepreneurship. In conjunction with Connecticut College Alumni, Launch co-sponsored the Sundays with Alumni talk, "Getting Started: The Road to Entrepreneurship." The event allowed students interested in possibly pursuing a career in business or entrepreneurship to hear advice from accomplished alumni, such as Lizzie Pollock '04, assistant director of social entrepreneurship at Brown.

On November 14th in Cro's Nest, Dorothy Rogers-Bullis and Daniel Bullis, owners of drb Business Interiors, held a talk entitled, "The Good, the Bad, and the Ugly of Starting a Business." Just a week later, students were invited to hear Connecticut State Senator Paul Formica discuss his experiences as the small business founder of Flander's Fish Market, his work in U.S. politics and how his entrepreneurial skills influence his development as a politician.

In addition to bringing outside speakers onto campus, Launch has begun to collaborate with other academ-

ic institutions, such as Massachusetts Institute of Technology's Start Lab. In their own words, the Lab is "a student-run non-profit created out of the ideals of collegiate entrepreneurship... encouraging and helping students start their own companies and by making it easy for students to work in rapidly expanding companies." Although Launch has not had a formalized partnership with Start Lab, "it's those kinds of inter-collegiate entrepreneurship partnerships that we're trying to create and cultivate," says Robinson.

In doing so, Launch is hoping to create an advisory board to integrate students into the "wide array of resources that they can find in outside faculty and staff members, alumni, community members because we see entrepreneurship as a shared team effort," says Robinson.

Launch has also worked with several New London businesses to further connect with other like-minded individuals. "There is a coworking space on State St. called the Rise Center, a maker space on Masonic St. called Spark! and an up-and-coming community development platform called Metamorphosis. What is most exciting is that all of these organizations are just about as young as we are, demonstrating a new-found interest in the area for this kind of opportunity. We are also in touch with a few New London entrepreneurs who have been aiding us in forming these connections," Atwater says.

When asked about the future of Launch, Robinson and Atwater offered several exciting events and ideas to look out for in the coming semester. One such concept is LaunchX, which would hypothetically focus on a number of Launch-related initiatives, like

student businesses and interclub activity and collaboration. Robinson hopes that LaunchX will develop closer relations with New London high schools and the area's local businesses. He says that those interested in a future in entrepreneurship would benefit greatly from working with New London because, "We're a small, liberal arts school, so we lack many of the resources that a larger and entrepreneurship-heavy school, like MIT has. There is something that Conn has that they don't, which is a highly consciousness and dedicated community in a small urban area," says Robinson.

Both co-presidents stress the point that against popular belief, entrepreneurship is not only oriented towards computer science and math; it can be for anyone.

"There is a misconception that entrepreneurs are only computer scientists or businessmen, and one of our main goals is to demonstrate that anyone can be an entrepreneur. We have psychology, economics, architectural studies, environmental science, computer science, education, design and math majors as prominent members just to name a few," said Atwater.

To that degree, Robinson commented on how "We have a lot of people who, because of their liberal arts experience, have a variety of skills that can be applicable elsewhere. For instance, people who are studying race and inequality could collaborate to create a social entrepreneurship effort to solve problems related to those fields. What we learn at Launch is how to develop products that make a difference. We firmly believe that anyone with any interest can be an entrepreneur and can turn their passions into a real-life product that people can benefit from."

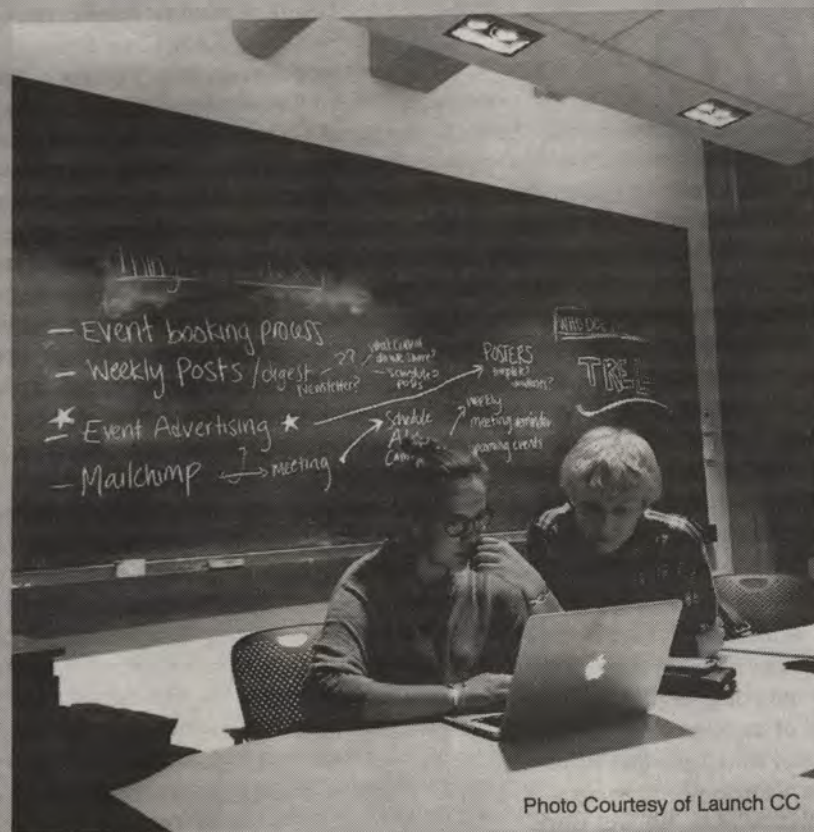


Photo Courtesy of Launch CC

Like many entrepreneurial groups, Launch's executive staff and members form a highly collaborative group. Robinson explains that, as like any new club, the structure of the executive board experienced shifts as public demands changed: "We previously had a director of networking, a director of events, and we found that what students really wanted were events, especially speaker events, smaller social events where individuals could build community, a way to practice and learn the ins and outs of entrepreneurship and the regular administrative meetings we held all semester," says Robinson.

Now, in addition to the roles of co-presidents and general manager, Launch operates through four primary divisions: an events division, a social division, a workshop division and an administration group for those divisions.

According to Atwater, "Workshops will occur every couple weeks and will be open to the public. Speakers will be brought in to teach a particular skill, for example forming a business plan and model, management and leadership, sourcing funds, advertising and marketing and many more."

"Each presentation will be hands-on, teamwork-based and centered around a case study, with plenty of time for group discussion afterwards to synthesize with other workshops and apply new skills to both new and existing projects. While we recommend attending all of them, no workshop will rely too heavily on those before it, so picking and choosing your favorites is a totally viable way to participate."

According to Atwater, Launch hopes to create a "day-long symposium - think TEDx style - filled with a select group of entrepreneurs who will share with us what it's like to start companies that today are well-known successes. We also hope to bring in members of the local community and even have some of our own club members take the stage."

For Atwater and Robinson, one of the biggest highlights of the past semester has been "seeing the club define itself and to see club members taking charge. We have a lot of exciting ideas and with one semester under our belts we're functioning better and have big plans for the future." To take part in these developments, Launch invites the campus community to attend their weekly meetings on Sundays at 9pm in New London Hall 400. •

The Measles Outbreaks: An International Issue of Public Health

"I'm Not Racist... Am I?"

LEAH SWINSON
STAFF WRITER

In December of 2014, over forty people contracted measles in an outbreak after visiting Disneyland in Anaheim, California. The affected individuals are reported to have contracted the disease via an unvaccinated woman, either through direct or indirect contact. While this specific incident captured national and international spotlight, it also focused media attention on other cases of measles around the country, which now total 155. The current measles outbreaks in 16 states have generated intense debate over the efficacy of vaccinations and public health regulations, not just in the United States but also internationally.

The measles is a highly contagious viral disease, but cases have steadily decreased since the invention of a vaccination over fifty years ago. According to the World Health Organization (WHO), prior to 1980, when widespread vaccination became the norm, measles resulted in 2.6 million deaths per year worldwide.

Invented in 1963, the MMR vaccine treats measles, mumps and rubella and is administered to children between the ages of 12 and 15 months. By WHO's estimates, approximately 84% of the world's children receive the measles vaccination, which between 2000 and 2013 alone, resulted in the prevention of 15.6 million measles related deaths worldwide. Indeed, the Center for Disease Control (CDC) reports that in 2000, the measles was eliminated in the United States, which meant that the disease was completely absent for over twelve months. Incredibly effective, the vaccine is also relatively inexpensive at one dollar per dose – a cost that is covered by most insurance providers, including the Affordable Care Act.

Outside of the United States the measles is still a common disease, with cases reported in Europe, Asia, Australia and Africa each year. The disease is particularly common in countries with lower per-capita incomes and weak healthcare systems. Yet, the fact that measles cases are occurring in the United States, where preventative

measures are readily available but not always taken, raises the question as to why people remain unvaccinated.

Many people who choose not to immunize their children do so for religious or philosophical reasons. In the last decade, the United States has experienced measles outbreaks in 2008, 2011, 2013 and 2014. During the 2014 outbreak, 644 reported cases occurred in Ohio, where there is a prevalent Amish community, which chooses to abstain from vaccinations as part of their religious and cultural beliefs. Although religious abstainers are the majority of the people who remain unvaccinated, it has been the "Anti-Vaxxer" movement that has captured the attention of the national news syndicate. The Anti-Vaccination movement consists largely of parents who choose to abstain from immunizing their children because they believe vaccinations are unsafe or pose significant health risks to their children.

One of the most famous voices of the movement is Jenny McCarthy, the actress and TV personality who has repeatedly asserted her belief that vaccines lead to autism, based on her own experience with her autistic son. This theory – propagated by Andrew Wakefield, who Great Britain stripped of his medical license in 2010 – has widely been discredited within the medical community, but some doctors continue to support these ideas. As Virginia Hughes, the BuzzFeed News Science Editor reported in early February, the reason her own parents decided against vaccination was because of advice they received from the medical professionals they came into contact with in their rural and conservative Michigan community.

Although people are entitled to make their own decisions regarding their children's health, the prevalence of the measles presents a major public health issue. Dr. Kate O'Brien, the executive director of the International Vaccine Access Center at Johns Hopkins Bloomberg School of Public Health, who was recently interviewed by BuzzFeed, asserted that for every one person infected with the measles, the disease will spread to another 12 to 15 people. Because the disease spreads quickly through

mucus membranes – coughing or sneezing – high rates of immunization are responsible for the prevention of the disease, particularly to people who are unable to be vaccinated.

In late January, Carl Krawitt, a concerned father, contacted the superintendent of his Marin County school district requesting that all unvaccinated children be mandated to stay home out of concern for the health of his son, a cancer patient whose immune system was weakened by chemotherapy. Because Krawitt's son's immune system is compromised, his health is at an incredible risk if he comes into contact with someone who is not vaccinated. In addition to Krawitt's son, people who are allergic to the MMR vaccine, are otherwise immunocompromised or are unable to receive the vaccine due to age, are extremely susceptible.

Their safety is guaranteed by the prevalence of vaccinated people, a phenomenon called the "herd immunity." If the majority of people are vaccinated against measles, the disease is unlikely to spread and the community's immunity protects those who cannot be vaccinated. As more and more parents are opting not to vaccinate their children, the herd immunity weakens. Because the measles is so contagious, the decrease in vaccinations will generate more cases.

Other people who choose not to vaccinate their children report that their decision stems from their belief that the measles is less threatening than the vaccine. Although the vaccine does risk side effects, including fever or mild rash, some people can experience a serious allergic reaction, though that is incredibly rare.

Both the WHO and the CDC report that the vaccine is safe but that the disease is dangerous if contracted. Measles symptoms include high fever, cough, sneezing, watery eyes, mouth sores, sensitivity to light and a painful rash that spreads throughout the body. Symptoms can last for 10-12 days, and in severe cases can also lead to severe ear infections that cause deafness, diarrhea, seizures, pneumonia and swelling of the brain that can cause death.

These complications led to the death of Olivia Dahl, daughter of famed writer Roald Dahl, whose

letter about the necessity for the measles vaccine resurfaced during the first week of February. Dahl's daughter died of measles at the age of seven in 1962, (just a year) before the vaccine was introduced. As a result, Dahl has campaigned tirelessly for the vaccine to be implemented and widely accessible.

The measles continues to pose a serious public health issue, not just in the United States, but also internationally. Although the number of reported cases has reached 155 in the United States since December, on Feb 7, the Washington Post reported that Germany is also currently experiencing a major outbreak.

In January, 254 new cases of measles emerged, primarily in Berlin and largely due to a failure to vaccinate. Although Germany maintains a 97% vaccination rate, over one third of these cases were vaccinated after the recommended timeline or failed to receive a second dose of the vaccine, which both WHO and the CDC recommend for increased effectiveness.

NBC News also reports the current outbreak in Germany in relationship to wider historical trends across Europe. Like the United States, most Europeans have access to MMR vaccines, but in 2014 the continent still saw 3,840 cases, with Italy alone reporting 1,921 of the total cases. In 2013, 10,000 cases of measles were reported in Europe, and in France, 23,000 cases have been seen in the past decade. Many of these cases emerged as result of decreasing vaccination rates, which differed from country to country. A number of reported cases originated from Roma or Traveler populations and in poor or otherwise isolated groups who slip through the government-regulated healthcare systems.

As the measles continues to spread through Europe and the United States, the new cases continue to demonstrate what recent history has shown: a clear link between failure to vaccinate against the measles and an increase in measles outbreaks. Vaccination alone does not eliminate a disease; people must be willing to take it. •

conversations," said Talusan during the Question and Answer session that followed the events. "Each student is coming from a different place, and that changes how you engage."

As powerful as the film was, it spurred heated conversation after the screening. When the audience was asked to describe the film in one word, one said "incomplete"; another viewer also asked "When is the college edition coming out?"

Another concern that was expressed was the lack of intersectionality in the diversity training portrayed onscreen. Of course, it is important to remember that what was over 80 hours of footage was boiled down to a mere hour and thirty minutes. What the audience sees is only the most pivotal moments, and not all the difficult hours of consideration and self-reflection that filled the rest of the year. It is also important to note, added Lee, that intersectionality is very much a concept that is not encountered until the first or second year of college at most institutions and is difficult to teach high school students.

That being said, it is clear that the conversations, both in the film and in discussions that follow it as it is screened around the country, do not stop when the credits roll. We are only given snippets of the experience, a sample size, but it is not meant to be all inclusive, and indeed, cannot be expected to incorporate every aspect of diversity education.

"[One of the students] Sacha now runs a radical race blog... it changed their lives," said Lee on the progress of the students as he follows up after the experience of making the documentary. The film itself was meant to start a conversation, and now it is up to everyone that comes in contact with the film and those who participated to keep it going. •

PROFESSOR PERSPECTIVES ON SNOWDAYS

SHATRUNJAY MALL
STAFF WRITER

The inclement weather of the past few weeks has affected nearly every class. Professors across departments are having to readjust their schedules to make up for missed class meetings over the three snow days when the school was closed, classes cancelled and all administrative offices shut down. Professor Brian Pilecki of the Psychology department says, "Missing the first several classes will likely have some negative consequences on class, though it will be interesting to see how much. I've had to revise my syllabus twice, changing the schedule, and as a result, changing the weight of the first two exams. Initially, my class was set up so that students could have their first exam before spring break, but now I will be giving the first exam after the break." He confesses that although it poses a challenge for him as a professor to restructure the syllabus, "it's an unfortunate start...not something that cannot be overcome." His class, which meets on Mondays only, has been among the worst affected.

"I am happy that I don't teach Mondays" says Professor Eileen Kane of the History department in response to my question about her opinion of snow days this semester. "There's a sense however, that we haven't been able to get the semester going with all these snow days." Instructors have tried to compensate for the time lost because of the snow days through online tests and make up classes. Meeting online is another option that some professors are considering. This is especially useful for classes that meet every working day (such as some of the language classes) which cannot easily be rescheduled.

Professor Hisae Kobayashi, Senior Lecturer in Japanese, says, "I can cancel my classes once or twice during a semester. If we have more cancellation days, I have to find a day or days to offer make-up sessions, which may probably be more challenging. I don't think it is easy to find good dates and time for everyone. Next time I'm going to use Google Chat to have Japanese classes online in order to avoid make-up sessions."

Such alternative assignments facilitated by the use of

technology are precisely what the college is aiming at for faculty says the Dean of Faculty Abigail van Slyck. It will help professors "weather-proof their class sessions." According to Dean van Slyck, in earlier years professors could decide to hold class in the face of college closings. But there has been a rethinking about this policy now, for various reasons, including a heightened awareness about students with mobility issues, an understanding of the difficulty and time involved in clearing up the snow and a realization of the importance of communicating clear and unambiguous information to students and all levels of faculty (especially new and adjunct faculty).

Many professors also feel that at times the weather makes it absolutely necessary to close school. Professor Tekwah King, Senior Lecturer in Chinese, mentions, "Whether campus is to remain open or not during a storm is a complicated issue; it entails decision making that cannot always be risk-free. What we have to take into consideration is not only academic expectations, but physical practicality and personnel safety concern as well." Some professors have to drive from very far away, and it is impractical to expect them to come to campus in heavy snow. Professor King went on to say, "At times when the entire state has announced a travel ban, shutting down the campus—like most of the other schools do—may therefore be the only thing that can logically happen." Further, as Professor Candace Howes of the Economics department points out, "It is extremely difficult for faculty and staff who have children in school to manage their lives when the college is open and all the schools are shut down," which was the case on the day I reached out to her, Monday, February 9. On that day, the college decided to remain open, although schools in the area, and in other parts of the state made the decision to stay shut.

For professors who live closer by to the college, coming to campus may not be a good option either. Professor Hisae Kobayashi mentioned how in the past she had driven up to campus, but had to drive

back and cancel class since she could not find a spot to park as the snow had yet to be plowed. She discovered that it was because of a lack of staff employed and believes "The College should hire more people who are working for students' daily lives."

For Professor Andrea Lanoux of the Slavic Studies department, lack of employees is not a good enough excuse. She has a particularly unique solution for the issue of clearing up campus in the aftermath of a snow storm. She believes that instead of continuing to infantilize its students, the College should invest in purchasing hundreds of snow shovels that the 1900 able bodied students of Connecticut College can use to clear up the snow. "Instead of getting themselves drunk during the free time of a snow day, students can spend their time more usefully, by helping clear up the snow."

Teagan Atwater '16 however, believes that Professor Lanoux's suggestion may not be very useful because students may decide to slow down the snow clearing process. In any case, it looks unlikely that in the short run Professor Lanoux's suggestion will gain much traction with our college's infantilized students. It also looks as if by the end of the semester, the snow days will have had little impact. As Professor Pilecki said to me, "I don't see the goal of class to 'fill up' students with as much knowledge, facts, and theory as possible. Therefore, I am confident that students can still have a great learning experience and by the time spring rolls around, all of this snow will be a distant memory." •

WOMEN'S CENTER CHANGES STAFF STRUCTURE

JENNY MORRISSEY
STAFF WRITER

There is not an invisible force-field ostracizing penises from the Women's Center. Contrary to some students' beliefs, it is not a space solely for women and men are allowed and encouraged to visit. The Women's Center, located in the basement of Smith and Burdick has been a part of the Conn College community for just over 25 years and has grown in the 2014-2015 school year.

A primary change that has been applied in the Women's Center this year is the new staffing structure. "Throughout this new academic year, we have been trying to implement a new structure - one that's actually kind of not a structure," Center coordinator Joey Mercado '16 said. "It's non-hierarchical; it's horizontal, [meaning] everyone is on the same level. The only differences between the positions are that the coordinators meet with our advisor, and we look into the future of the space and how to keep the program going. The managers are the ones who really do most of the work in the space." While the center's coordinators work with the advisor on more behind-the-scenes planning, the managers are the staff members who work on day-to-day things like keeping the space clean for visitors and hosting events.

This year the center has also started keeping better tabs on the center's archives and the development of the center since its opening. "When the center first started, one thing I noticed, [while] looking through the archives was that they focused a lot more on sexual assault prevention," Center manager Hannah Johnston '18 said. "Now that Darcie [Folsom] is here, the center has moved away from that and more towards gender roles and basically everything else related to women's rights."

Coordinator Alexis Adams-Clark '15 added, "It also reflects the changing ideas within contemporary feminism. If you looked back in the late 80s, it was more white women's concerns, but as it's been developing, the women's center's current agenda has been developing in terms of intersectionality and making connections with all of the different centers on campus."

The Women's Center helps to connect with the rest of the campus through the other centers along with the events that managers and coordinators host. The "Welcome Back" event, for example, at the start of the spring semester was

a milkshake night, which attracted dozens of students to come together in the space to hang out. "This year we've improved the women's center; we've definitely moved things around and added a few things to make it more homey. I really think we've improved on that," Center manager Carolina Diez '17 said. "You don't have to come here to have a discussion. You can come to hang out, do your homework, hang out with friends, or have a game night. I think that's an important aspect of the center; it's not just here for one purpose."

The center makes changes every year, including the physical make-up of the space and how the center is structurally run with its staff and events. "I mean, I'm a freshman, but from what I can tell, we've really evolved the center a lot this year and gotten a lot more people into the space. I think more people should come here because it's really nice," Johnson said. Because of a grant from alum Susan Rose, the center has been able to hire a larger staff in order to stay open more throughout the week. "[Rose] has donated for the past two years. But before that we could pay four people to work here, and the rest were volunteers. And now [because of the grant], we pay ten, so that went a long way to actually keeping the space open and having people engaged," Adams-Clark said.

Due to the increase in needed staff members, however, the center is still left with a limited budget for events. "The budget that we work off of is small in contrast to that," Mercado said. "Aside from the money that she gives us for our workers, we have a very small budget that we have to proportion for the entire year."

On discussing where the money goes, Diez explained that, "The money that we get we use for various things, mostly to keep the space open to get people in here, whether it's to do homework, to have events, literally anything. Then again some of the money also goes to events."

Events that the center holds include television and film viewings, trivia nights, and discussions. Discussions are held as a way to inform students as well as a way for them to share their thoughts and feelings about current events. The most recent discussion was "Slackivism vs. Activism" which allowed for students to express their ideas in an open discussion on the topic with other students along with Professor of Government and International Relations Tristan Borer in an engaging environment. •

CONN C.A.R.E.S. EXPLORES LINK BETWEEN ANIMALS AND FEMINISM

ELLIE STORCK
NEWS EDITOR

The Connecticut College Animal Rights and Equality Society (CONN C.A.R.E.S.) was founded at the beginning of this academic year by Selena Sobanski '16 and Katy Fitzsimmons '16 to provide a space for animal rights activists to join together and raise awareness at Connecticut College about their cause. The organization is currently working to open a dialogue on campus about the intersection of feminism and animal rights—an issue that has been discussed in the arena of women's rights and animal rights activism for a long time.

"The concept of feminism relating to animal rights dates back quite a long time, even to the 1800's," said Sobanski. "We would like to raise awareness about not only the atrocities of nonhuman animal exploitation, but how the issue relates to humans. The connection between animal rights and feminism

creates a tangible link between human and nonhuman suffering, a link that may help us open our eyes to our bond as species and our responsibility to them."

Several involved members of the organization, which Sobanski says is made up mostly of students who are feminists, have committed to a vegan or vegetarian lifestyle that advocates for fair treatment of both animals and women. "So far I have not seen this issue discussed on campus, but I hope to facilitate and begin a dialogue regarding the intersectionality of not only animal rights and feminism, but environmentalism, human rights and food security," Sobanski said.

She first became aware of the overlap of feminism and animal rights activism when learning about and researching the dairy industry. "The rape rack, the confinement and the physiologically torturous separation of calf from mother after birth" are three factors that Sobanski describes about the industry that fall into the category of not only animal

rights issues, but feminist issues as well.

A rape rack, as described in "5 Reasons For Why Animal Rights Are a Feminist Issue" by Everyday Feminism, is a device used to artificially inseminate female cows (and other animals) so that they become pregnant and can produce milk for humans. The article focuses on the following reasons that animal rights and feminism overlap: objectification, normalizing rape culture, domestic violence, intersectionality of oppressed groups and the spread of lies in society about animals. The article claims, "For female animals, their capacity to breed overwhelmingly dictates how their bodies will be controlled." For feminists who advocate for animal equality, consuming nonhuman animal bodies that have been subjected to repeat artificial insemination—rape—does not align with their ideals about animal advocacy.

The confinement of animals and the separation of babies from their mothers, like cows and pigs,

is also a huge part of this issue. An article from The Scavenger titled "Why Animal Rights are (Still) a Feminist Issue" describes that, "While all animals suffer under the system of intensive or factory farming, the females of the species usually experience the most heinous and prolonged abuses." This article discusses the confinement that Sobanski mentioned—small spaces where female cows and pigs are kept for forced impregnation, as well as the inhumane separation from newborn nonhuman animals from their mothers immediately after birth.

In Carol Wiley's article "The Feminist Connection" from The Vegetarian Times, she explains that many women think that the practices of feminism and vegetarianism are inseparable—many of these women are ecofeminist. Ecofeminism is a political and philosophical movement in which ecological and feminist issues are combined as a result of a patriarchal society. Marti Kheel, an ecofeminist and the founder

of Feminists for Animal Rights, described the critical connection between women and animals. "Women and animals became objects, valuable only as defined in their relationship to men in this culture... They are seen as instrumental for men to obtain happiness. Their function is to serve men's needs. Objectification derives from the patriarchal worldview in which violence against animals are the norm."

Sobanski and other members of CONN C.A.R.E.S. hope that through their research and advocacy, students at the College will be receptive to their efforts to raise awareness about these important issues.

CONN C.A.R.E.S. hosts meetings on Mondays at 7 p.m. in Bill 401. •

SPOTLIGHT ON HODGES SQUARE

LUCA POWELL
MANAGING EDITOR

One of the most exciting projects to gain traction last spring was the Student Volunteer Army (or SVA, for short). Born of recent alums Ryland Hormel and Max Nichols, the organization was a call to arms for local students to aid in what's being called the re-vitalization of Hodges Square. But more importantly, it was a way to re-connect the Connecticut College student body to the surrounding area.

Hodges Square is well known as the bridge between New London and the neighboring campuses of both the Coast Guard Academy and Connecticut College. Once a more popular economic hub, the area suffered severely from the construction of a multi-laned highway that separated Hodges from the Waterfront district. Later on, the area played host to various 'urban renewal' projects, which led to the demolition of many buildings and a disruption in the life of the local community.

Before graduating, Nichols and Hormel made clear their intentions to remain local and assist in the re-vitalization project. Since then, the two have worked with the Hodges Square Village Association, an organization of a handful of local residents and advisors with a staked interest in the area, to accomplish their goals.

Chief among these have been the completion of a short documentary of the area's history and community, networking the College with local development organizations, and the genesis of the smartphone app, NewinTown. According to Nichols, the in-progress app focuses on fostering positive community connection by way of sponsored discounts and rewards.

The app is central to the duos efforts bring individuals

and businesses into the current of community, a discussion which inevitably begs us to consider the position of Connecticut College.

Nichols bemoans what he perceives to be a fractured relationship between the College and the Town. "Integration with New London needs to be an institutional priority," says Nichols, who tells the story of a community that plays house to a variety of socio-economical issues and a College that has "raised the drawbridge."

Nichols traces this attitude back to the turbulent eminent domain case in 2001, with which the College, then led by President Gaudiani, was involved. "The animosity is over now," he says, "But I see the administration is still trying to protect itself from future embarrassment."

Nichols goes on to suggest that the this type of standstill arrangement is one in which neither side benefits. "A liberal arts experience shouldn't be about introversion, but immersion, and that's where the administration's hyper-cautious attitude diminishes our college experience."

Nichols points to the efforts of Professor of Psychology Ann Devlin and Assistant Professor of Architecture Stephen Fan, who are currently working with a group of seven students in designing a park that might provide more shape and identity to the area. The class is a stand out in its capacity to ground classroom knowledge in what we might as well call 'real-world' experience.

Each Friday afternoon, the group meets in the Burdick Architecture studio to discuss issues of design, ethics, demographics, funding, zoning laws and the variety of relevant concerns that come with creating a space that will revitalize the area while also serving the communities needs. "The people need a voice," says Professor Devlin, who stresses the importance of cultivating conversation with everyone involved in the project, but particularly residents.

"We are moving away from the top-down, elitist model of architectural design towards something more community oriented," says Professor Fan. The class achieves something unique in its marriage of two very specialized fields, psychology and architectural studies, in the space of a public park project; something which, as Nichols suggests, is sorely needed in our academic experience.

The initiatives of Josh Stoffel, who advises a group of student sustainability fellowships, prioritize a similarly comprehensive approach as that of Professors Fan and Devlin. "You need to understand the complexity of the situations so that your actions don't have unintended consequences" says Stoffel, who suggests that while the park may be important in solidifying a sense of identity for the area, what is of primary importance will be to respond to the communities wants and needs.

"Initiatives like these need to be primarily about empowering others—community members and students," and it would be difficult to argue. In light of a politicized history, what becomes abundantly clear in analyzing our College's relationship with New London is that by investing in each other, both sides win. •

Playing Off the Ice

A Reminder to Continue the Green Dot Mission Beyond the Workshop

DAKOTA PESCHEL
OPINIONS EDITOR

"I was harassed by members of the hockey team." This is not something that one hopes to hear about members of our community who are involved in athletics, particularly considering how athletic organizations already hold a stigma in the public consciousness as perpetrators of power-based personal violence. The individual who brought us her story is brave for stepping forward and speaking out about her negative experiences with members of the men's hockey team.

With the Green Dot hockey game taking place this past week, these words initially made me question how much of an impact the Green Dot program has on our athletic culture. I want to say first and foremost that through this article I do not intend to undermine the impact of the Green Dot program. As a Green Dot grad myself, I do not wish in any way to do a disservice to this amazing campus resource that is positively impacting the culture here at Connecticut College and is at the forefront of conversations surrounding the prevention of sexual violence and harassment on college campuses across the nation. I do, however, think that it is important to not take this at face-value. It is important to look deeper and engage in a critical dialogue as to how these programs could improve and further strengthen our collective fight against sexual assault, harassment and other forms of power-based personal violence.

When I first decided to undertake this investigation, I thought it would be pertinent to actually know how many hockey players are indeed Green Dot grads. When asked, Darcie Folsom, Director of Sexual Violence Prevention & Advocacy, stated via email, "About 1/3 of the team has been through training." Initially I was surprised that the number was so low, but considering the number of non-athletic students who are Green Dot trained, this number seemed to be an accurate reflection of our campus at large. Although I do wish this number was higher as there are so many positive gains that could benefit the culture on our campus, I do understand that logistically this is not quite possible yet.

As Green Dot training is not a mandatory requirement for this type of event, my next question for Folsom dealt with how athletes are encouraged to participate in the program. She explained to me that she does "an overview speech with teams that invite me to do so." Each team that wishes to hold a Green Dot game meets with Folsom prior to the event and is familiarized with the program and its goals. Folsom went on to note the extensive importance of the Green Dot program for athletic teams, noting:

"For the teams who host Green Dot Games (men's hockey, women's lacrosse, men's soccer and volleyball) Green Dot has become a part of their team. Upperclass students model the behaviors of Green Dot and talk to underclass students about the importance of what they do. I think this is especially true for the hockey game - several of this year's first year students introduced themselves to me at orientation, already knowing that this was an important part of being on the team. Green Dot training is never mandatory for anyone on campus although I have heard a rumor that people think it's required for commencement - I'd like to think I have that much clout but sadly, I do not. This comes back to the idea that Green Dot is for the students here at Conn - we can encourage students to attend events and sign up for training, but it's the peer influence and making this a part of our community

that has been the most effective. The Think S.A.F.E. Project office is always interested in ideas for partnering and coming up with new and effective 'proactive Green Dots.' The hockey game is just one example of this and has truly made an impact."

One of the main purposes of the game is to bridge the gap between two seemingly opposing groups on campus. In doing so it also creates a generally productive event wherein the program garners attention and praise. The Green Dot Hockey game "is the most well attended Green Dot event of the year and the most well attended hockey game of the season," Folsom says.

I want to draw attention to the fact that while it is certainly exciting that athletes are taking the initiative and find value in undertaking this kind of work, it is only a select few that have taken the time to undergo training. I do not want to diminish the power of the Green Dot Hockey Game and the amazing cooperation between these two campus institutions, my intention in writing this piece is to state that there is still a lot of work to be done when it comes to undoing the cultural stigma surrounding athletics and its perceived tolerance of power-based personal violence. The anonymous contact wished it to be known that the Green Dot program should not cover up the fact that, regardless of the embodiment of the goals of the program by the team collectively and how important it is to them, there are still individual players that are not upholding the standards they should be considering their involvement in the Green Dot program. Essentially, we need to remember that just because people are participating in Green Dot sponsored events does not mean that they are Green Dot certified or that they are enacting the principles of the program and applying them to their lives on campus.

Although I think that it should be compulsory for every Conn student to become a Green Dot graduate as a requirement for graduation, this is simply not the case. And as much as I understand the function of the Green Dot hockey game to draw attention to the program, I also think that at it would be ideal for all members of a particular team to undergo training. Sure, this is an ideal situation, but if our College truly wants to be breaking the frontier on issues of power and privilege, this should be integrated in the curriculum. After all, the liberal arts is not only about academics, but about global citizenship, which our College stresses.

Inevitably, the Green Dot program is not meant to stop after one exits the workshop. This fact is exemplified by the myriad of Green Dot events that take place throughout the course of the academic year. However the program is not only external, it also takes sustained deep internal reflection for a graduate of the program to continue to take a stand against sexual violence, assault and patriarchal notions of power-based personal violence. It is a continual process that one must take personal responsibility to undertake. One workshop is not going to solve the world, but it definitely acts as a catalyst in many individuals to begin to reflect upon their social stance and allow them to start breaking down the internal ideologies that have allowed them to remain silent when they felt uncomfortable as a bystander witnessing an incident of power-based violence.

Green Dot is not about one six hour workshop in the 1962 room, bingo, hockey games, etc.; the real hard work is taking what you've learned and applying it to your own experience both internally and externally. •

FRANKIE SAYS



My boyfriend and I are in a long distance relationship that I'm afraid is starting to take its toll. I'm a freshman here at Conn and he's a sophomore at Skidmore. We've been together since high school and have managed to make the distance work up until recently. I started sensing something was wrong over winter break as he was pretty distant and wouldn't really go into detail about his life at school, which is pretty uncharacteristic of him. We used to tell each other everything and now it seems as though he has this whole other life that I'm not a part of. I'm very sad about this and I'm not sure what to do. I know I should focus on my work but I've been so distracted lately. I'm nervous about the uncertainty of the future and I feel paralyzed. What advice would you have for someone stuck in a rut?

Sincerely,
Stuck in love

DEAR STUCK-IN-LOVE,

With Valentines Day looming, matters of the heart surely become more apparent. Let me start off by saying that I'm sorry this situation has been causing you distress for it does not have to be this way. While I do not know specific details regarding the dynamics of your relationship, I have confidence that you both have somewhat of an understanding of each other as individuals for a couple that has been together since high school. I'm sure you are feeling a plethora of unfavorable emotions that range from anger and hurt towards him as well as confusion and dejection towards yourself all of which are perfectly understandable. While you are completely valid in your feelings, as the unknown of the future is anxiety inducing and it is easy to take a pessimistic approach, ultimately negative emotions do not serve to your advantage.

You say you feel paralyzed and stuck in a rut in response to how your boyfriend is behaving towards you at the moment and I'm here to tell you that your emotional response to his actions is your choice and you should feel very empowered by this because it will allow you to shift perspectives on the situation. You and your significant other are both doing the college-thing, which involves numerous variables that can put

strain on the communication of a relationship, especially one that is long distance. You both have your own schedules, interests and hobbies that surely made you attracted to one another in the first place. I know you have been feeling down lately and thus haven't felt like producing anything whether it be work or hobby related, but I think it would be very beneficial to perhaps take a mental vacation from your relationship for at least a week.

Use this time wisely to discover what inspires and excites you as a smart, independent individual. Get to know yourself. Make weird art or whatever tickles your fancy. If thoughts or feelings come up that are less than pleasant, do not judge yourself, simply observe the thought and the energy it carries and make a choice to choose a thought with a better feeling. Once you have achieved a better feeling place, approach the situation with your boyfriend by being honest and communicative with your feelings. While I do not know what the future has in store for you both, I am certain that if you both handle things with a mutual respect for one another as people a peaceful solution will present itself. •

Humans of New York: The humanity in us all

DANA SORKIN
MANAGING EDITOR

Humans of New York, or HONY, has revolutionized the ideas of photo-blogging and short story telling. Created by Brandon Stanton, HONY originally began with the goal of collecting 10,000 portraits of people in New York City, and plotting them on a map. However, since its creation in 2010, HONY has transformed into something much different: portraits of people with humanizing, personal, poignant and relatable quotes. Since 2010, HONY has expanded its reach outside of the five boroughs, spending two weeks in Iran in 2012, a week in Boston after the Boston Marathon bombings, a week in Austin, Texas taking photos during the 2014 SXSW Conference and a worldwide trip with the UN traveling to 12 different countries, including Jordan, Israel, South Sudan, Ukraine, India and more. With over 12 million followers on Facebook alone, HONY's reach expands all over the world, but he always comes back home to NYC.

Usually, HONY seems to float aimlessly around all five boroughs of NYC, capturing images and stories of the wide variety of people who call NYC home. On Jan. 19, 2015, HONY stopped a young boy named Vidal in Brownsville, Brooklyn, and posted two portraits of him. The first portrait's quote had Vidal discussing what is it like to live in his neighborhood, saying that he has very few fears at this point in his life because of all that he has experienced. He cites how, at age nine, he saw a man get pushed off a building. In the second portrait, HONY asks Vidal who has influenced him most in his life, and Vidal responds that is it his school's principal, Ms. Lopez of Mott's Hall Bridges Academy, who consistently supports her students and reaffirms to them that they each matter. And this is where everything started.

In the past, HONY has supported a select number of interviewees through online fundraising campaigns. These campaigns have included raising money for hard-hit areas following Hurricane Sandy, helping a couple afford to bring home from Ethiopia their adopted daughter's brother and funding a young boy's dream to attend horse back riding camp. The Sandy campaign more than

tripled its original goal by the end of the fundraiser. The young couple had enough money raised in just an hour and a half and HONY fans raised enough money to send the young boy to camp in only 15 minutes. The Mott's Hall campaign, however, beat them all.

Brownsville, Brooklyn, is one of the most underserved communities in NYC, and growing up there is rarely easy. Vidal's response to the question had many of HONY's followers begging for a follow up, and HONY obliged. What followed was over two weeks of photo profiling the faculty, staff and students of Mott's Hall Bridges Academy, as well as a fundraising campaign that reached humongous proportions.

Initially, HONY and Ms. Lopez set out to raise \$100,000 to send students from Mott's Hall to visit Harvard University; when that goal was met, additional money went to provide summer programming for the students, many of whom spend most of their summer indoors because of how unsafe the area can be. After followers of HONY raised \$700,000, the remaining money went towards a scholarship named the Vidal Scholarship Fund, and the first recipient will be Vidal himself. In total, the campaign raised over \$1.4 million dollars, breaking what was initially hoped for by 1,400%. HONY has had such an impact for these students, this school and this community, that it begs the question: is HONY truly activism? Or something else?

HONY and its micro-storytelling, is similar to many of the initiatives being taken on our own campus: *The Color Brave Monologues*, *As Told by Vaginas*, and *The College Voice's* upcoming event with Narrative 4. These events allow participants to tell their story under the umbrella of the individual event: on gender, on race, on privilege. But these events are specific, and their focus never strays from this mission. HONY, on the other hand, gives a wide array of people a moment to tell their story, and their story may not even be more than a sentence. Joey Mercado '16, who recently hosted an event called "Activism vs. Slacktivism," summed up this difference by saying that HONY is neither activism nor slacktivism, but instead a "catalyst for change." Jennifer Cervantes '15, whose event "Ferguson: Moment or Movement" will be held on Feb. 15, agreed with this

idea, and further connected it to the events in Ferguson. What has spurred from Ferguson is a movement, but Ferguson itself is a moment. Similarly, HONY's work in Brownsville can be seen as a moment in time, and it will take time to see if what develops from that is a movement.

Micro-storytelling of this form has, with social media becoming so important in our world, never before had more potential to create change. What else can we do with this type of information? How else can projects not just like HONY, but the dozens and dozens of spinoffs it has inspired be pushed to impact more people and change more lives?

To label HONY's work with Mott's Hall a catalyst for change rather than as activism is not meant to diminish its effects or importance. On the contrary, I followed with heightened excitement for the two weeks the school was profiled, and as the amount of money donated continued to grow and surpass all expectations. *It felt like I, as a fan and follower of HONY, was part of something bigger than myself.* Watching as the story was featured initially in NYC news, then on *The Ellen DeGeneres Show* and then, most incredibly, with President Barack Obama, was a feeling almost impossible to describe. The lives of Vidal, Ms. Lopez and the entire school community will forever be changed. But it remains to be seen if this story will encourage more attention to be paid to other underserved schools in Brooklyn, and underserved schools all over the country.

HONY profiles the people who walk and live amongst us, and the micro-stories it tells gives followers a quick glimpse into the lives of people we'd never considered before. The work of HONY has not only brought attention to this school, but to issues such as homelessness, bullying, mental illness and so many more, both subtly and hard-hitting. Many other posts don't touch on such important and intense topics, instead giving readers a glimpse into the love lives, family lives, work lives and other personal lives of the interviewee, reminding the reader that no matter what you're feeling, you're not alone. Still, when it comes to issues of social justice, HONY does an excellent job of bringing issues to the table, and it's up to us to continue pushing them forward and keeping them in the conversation. •

NEED ADVICE? FEELING STUCK? SEE WHAT FRANKIE SAYS! SEND
YOUR LETTERS TO CONTACT@THECOLLEGEVOICE.ORG

Debunking the Anti-Vaccine Conspiracy

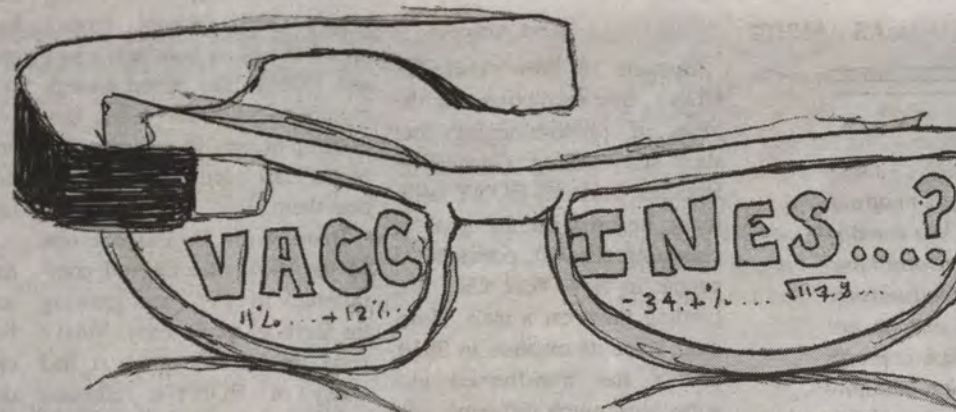
FRED MCNULTY
SOCIAL MEDIA DIRECTOR

A powerful conspiracy theory or rumor does not only cater in the realm of the absurd; rather, it plucks kernels of truth and blends them together with a splash of speculative untruths. This is the method that truly explains the recent controversy surrounding the surprising doubts that many young people have toward vaccinations.

A new YouGov poll found that over one out of every five young adults believe that there is a link between autism and early-childhood vaccinations. This number shocked many medical professionals, as clear scientific consensus contends that vaccines are not only safe, but that they ultimately save lives. Regardless, the issue almost seemed to be lost in the flurry of Super Bowl headlines before the issue gained political traction.

New Jersey Governor Chris Christie might be well known for his sizable girth and his slew of federal investigations, but comments he made legitimizing doubts about the efficacy of vaccinations made huge waves. While it may be too early to know if this will inhibit Christie's run for the presidency, Sen. Rand Paul doubled down on these concerns, by making claims "of walking, talking normal children who wound up with profound mental disorders after vaccines." These comments by "Dr." Rand Paul, whose medical certification is not recognized by American Medical Association, were quickly admonished as speculative and unscientific.

The origins of the bizarre conspiracy between vaccinations and autism began in February 1998, when British scientist Andrew Wakefield published an article that found measles, mumps and rubella (MMR) vaccinations might lead to autism. The Institute of Medicine in two subsequent



DANA SORKIN

studies found insufficient evidence to back up this claim. Further, the preservative thimerosal, the suspected autism-inducing ingredient, was dropped from vaccines—with exception to the flu vaccine—after 2001.

In 2006, it was discovered that Wakefield was paid more than \$665,000 to "prove" that the MMR vaccine lead to autism. Four years later, the aforementioned study was retracted for obvious ethics violations. Alas, the initial story had gained so much traction that it was too late.

Playboy model Jennifer McCarthy and political legacy Robert F. Kennedy Jr. became the public face of the anti-vaccination movement. Television personality Dr. Mehmet Oz, whose television program was found to show more content that was unsubstantiated or proven wrong than not according to a recent study, jumped onto the bandwagon as well.

While the hysteria concerning vaccinations is obvious bunk, the underlying cause for the skepticism is worth looking into. It is all too true that governments and corporations do not always have the best intentions in mind for the public. It is also true that science is not an infallible entity. Skepticism is not a bad thing.

The problem arises when skepticism becomes justification to believe conspiracy theories. Just because

pharmaceutical companies have some ethics problems does not prove that they are trying to poison society through vaccinations. Just because the U.S. government does not always tell the truth does not mean that it deliberately planned and caused the 9/11 attacks, as claimed by many conspiracy theorists.

Of course, it is easy to dismiss those who claim that the moon landing was faked or that Jay-Z and Beyoncé are a part of the so-called Illuminati. However, what about the seemingly less insidious theories?

Simply perusing social media provides a window, admittedly unscientific, about the world view of your friends. How many of your friends or family have posted articles claiming the "healing power" of some DIY health shake? Or of some clickbait article promising "the truth" that the mainstream media refuses to cover?

Let us review: GMOs are not inherently unhealthy. Natural medicine is not always a great substitute for Western medicine. There is no quick solution to weight loss. There has been no discovered "cure for cancer" that only exists in the root of some tree in a jungle of some far off land.

Polling and research on the matter of social media-spread conspiracy theories is scant, although Facebook has rolled out a new feature that helps users re-

port articles and images that are hoaxes.

In 2013, Public Policy Polling performed a national survey on conspiracy theories, which yielded some disappointing results. Some 20% of voters believe that the government covered up a UFO crash in New Mexico. Nearly one out of every ten voters believes that the flouride that the government adds to water is for nefarious purposes. Slightly more voters believe in Bigfoot, 14%, than believe that Barack Obama is the anti-christ, 13%. Yikes.

While it may be easy to marginalize people who foolishly deride vaccinations, remember that conspiratorial thinking has deeper roots than just this one issue. These people are a part of your society: they vote, they have a voice, and their unvaccinated children will some day attend school with yours. Check yourself, as well: do your own views or beliefs stand up to a rational thought-making process? Do not be afraid to politely and compassionately confront your friends and family. Keep in mind what President Abraham Lincoln once said: "You can fool all the people some of the time, and some of the people all the time, but you cannot fool all the people all the time." •

8 Words:
What would
this mean if this
were true?

AYLA ZURAW-FRIEDLAND
EDITOR IN CHIEF
& LIZA TALUSAN '97

Following the College screening of "I'm Not Racist...Am I?" The College Voice has teamed up with Conn Alumna, Liza Talusan '97, to develop a regular column that explores different methods of effective communication. The advice will hopefully range from ways to check body language and tone of voice, to how to stay calm in a situation where you or another participant feels attacked. In addition, there will also be weekly questions posed within the column to spark conversations. In order to have productive conversations, it is equally as important to not only consider what we are discussing, but the manner in which we go about approaching one another on an individual level.

Okay, so what does that mean? In moments when people are getting defensive or lashing out or being obstructive, I always ask that person (or audience) "What would it mean if it were true?"

To frame the purpose of this question, I will use an example taken from the post-screening discussions of "I'm Not Racist...Am I?" during which junior Jazmín Castillo took a stand in response to unfair treatment she faced from a professor rooted in racial bias that eventually led to her changing her major completely. She went further to elaborate on the feeling of isolation that her and her peers face as students labeled as "minority."

"We only have each other as students to lean on for support," she said in closing.

I imagine there were some very Conn loving people who were thinking, "What, that doesn't happen" or "No way, she must have done something wrong" — essentially delegitimizing her claims on the grounds of discomfort.

So, the challenge is then, "What would it mean if it were true?"

"What would it mean if a student or your peer had to change her major because she was afraid of her professor's retaliation?" What would that mean? It would mean that our College has professors that aren't treating people fairly. It would mean that I (as a Conn loving student) am blind to a side of Conn that I never knew about. It would mean that I love a school in which people that I sit next to are being treated unfairly.

And, so if I knew this information and I did nothing, then what would that say about me?

By doing this, those in conversation must move away from making prejudiced assumptions—from painting a fellow member of the community as an "other"—about the people they are talking to. It moves beyond "This is uncomfortable to hear" to "How can I help fix this?"

This is a good technique to use not only in weighty conversations about race, diversity or inclusive excellence, but in daily dealings with others. By taking a moment to honestly consider another perspective (which seems like it should be standard practice when interacting with people, but isn't), more questions can be answered, and new ones can be discussed. It moves the conversation forward rather than stopping it in its tracks when emotions are running high. •

Oscar Predictions

The College Voice's resident film gurus give their picks for this year's Oscars

JAMES LAFORTEZZA
ILLUSTRATIONS EDITOR

WITH ADDITIONAL PREDICTIONS BY **THOMAS JANICK**

Best Picture: *Birdman*. Brushing aside the fact that this film won at the PGA (the Producers Guild, not the golf one), which has predicated the Oscar winner seven years in a row, *Birdman* is an all around unusual and fresh film that shines a ray of hope on more indie-like productions for Hollywood. This film has garnered massive critical success, Michael Keaton is at his best, the cinematography is breathtaking and it has a great ensemble of supporting cast to boot. Now I would have loved for *Boyhood* to win seeing as I cried like a baby through many a scene in that film, but the prevailing winds of the Academy do not blow in its favor this season. So, my apologies to Richard Linklater and friends, but maybe next time.

Best Director: Richard Linklater. His victory can be summed up as, "12 years on one film?" The amount of things that could have gone wrong while making this film are mind boggling, but somehow he managed to pull it off. The feelings pulled from the actors in this film feel so genuine and the way it plays off of periods of our generation's lives is so exact that it would be a crime not to have Linklater win.

Best Actor: Having seen *American Sniper* most recently, I think that my main man B-Coops (Bradley Cooper for the uninitiated) has this one on wraps. His performance was so crushingly haunting and beautifully hollow, and his dedication to character so intense, that he deserves this and then some. Yes Steve Carrel was a breakout success in *Foxcatcher* and Michael Keaton had the performance of a lifetime in *Birdman*, but Co-

per presented something very different from what we are used to, and for that I give the golden guy to Bradley Cooper.

Best Actress: In lieu of no Meryl Streep nominations, this year's goes to Julianne Moore for her performance in *Still Alice*. Though I have not seen this film yet, my mom did, and I trust her reviews for many movies. Julianne Moore has been a historically multi-faceted and all around solid actress, and apparently her performance is something to behold. So, congrats to you Julianne Moore, the Leonardo Dicaprio of actresses. The Oscar goes to you.

Best Supporting Actor: J.K. Simmons. I thought I saw the end of sadistic music teachers in elementary school after learning the recorder for a year and half and only getting through Hot Cross Buns... but I digress. J.K. Simmons, a nice looking old man by day and a terrifying music teacher by night, gives a tour-de-intensité™ (new French word) that has been sweeping away all awards shows in his path this season. Simmons' reign of terror easily warrants the Oscar, though I hope he doesn't smack it and tell it to stop dragging.

Best Supporting Actress: Patricia Arquette. The supporting actresses this year are all very strong contenders. Sadly, however, all but one are sorely lacking in one category. What category is that? The "I am Patricia Arquette" category. Watching her character struggle and eventually get chewed up and spat out by life feels so deeply personal and real that the movie almost appears a documentary. She plays off of her cast and the on-screen chemistry they share in such a way that the little golden man is barely recompense for her performance. •

ADDITIONAL PREDICTIONS



Best Original Screenplay: *Nightcrawler* by Dan Gilroy

Best Adapted Screenplay: *The Theory of Everything* by Anthony McCarten

Animated Film: *How To Train Your Dragon 2: The Boxtrolls* by Anthony Stacchi, Graham Annable and Travis Knight

Cinematography: *Birdman*

Costume Design: *Into the Woods, The Grand Budapest Hotel* - Milena Canonero

Documentary Feature: *Virunga*

Short Documentary: *Our Curse*

Best Film Editing: *Grand Budapest Hotel*, by Barney Pilling

Foreign Film: *Leviathan*, by Pawel Pawlikowski

Makeup and Hairstyling: *Guardians of the Galaxy*, David White

Music: *Interstellar*, Hans Zimmer

Animated Short Film: *Feast*

Live Short Film: *Boogaloo and Graham, Aya* by Oded Binnun and Mihal Brezis

Best Production Design: *The Grand Budapest Hotel* - Adam Stockhausen and Anna Pinnock

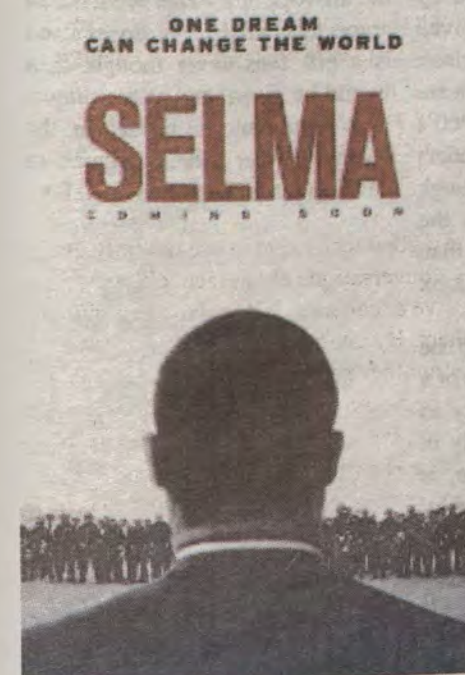
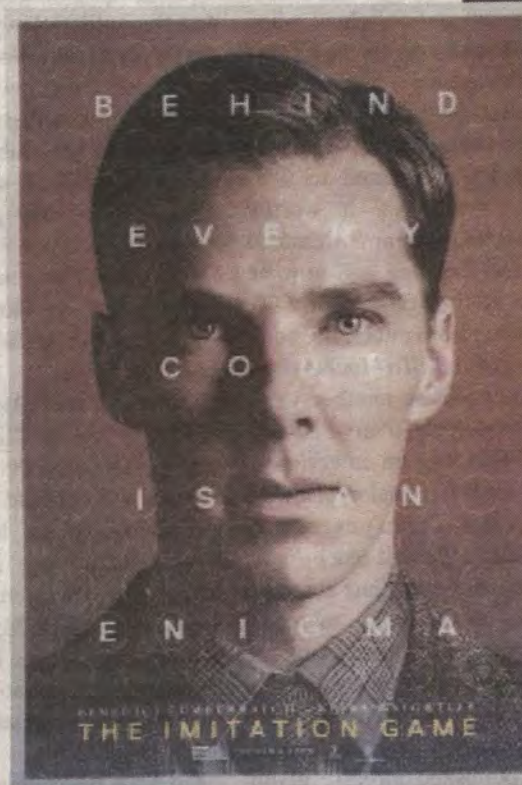
Sound Editing: *Interstellar*, Richard King

Sound Mixing: *Interstellar*, Gregg Landaker and Gary Rizzo

Visual Effects: *Interstellar* - Paul Franklin, Andrew Lockley, Ian Hunter and Scott Fisher

Best Original Score: *Interstellar* - Hans Zimmer

Best Original Song: "Glory" by John Legend and Common, from *Selma*



James Joyce is Dead (But Connecticut College Theater is Very Much Alive)

SARAH ROSE GRUSZECKI
STAFF WRITER

"It's an exploration of the human mind, of the powerful female body and sometimes the overwhelming passion of love," explains Ken Prestininzi, the director of this year's musical production of *James Joyce is Dead and so is Paris*.

The experimental rock musical was originally created and performed by The Pig Iron Theater Company in 2005. Following the story of James Joyce's daughter Lucia, the production takes place in a mental institution in Northampton, England, where Ms. Joyce has been a resident for many years. When it is decided that the institution's patients will have the opportunity to create a cabaret evening for the outside world, Joyce spearheads the performance in hopes that her father will attend and promptly remove her from the facility. Infatuated by the idea of re-connecting with her long estranged father and lover Samuel Beckett, Lucia embarks on a journey of self-exploration through the fantasies of the cabaret performance.

Once the Connecticut College community began to re-think this year's musical, *James*

Joyce is Dead and so is Paris came immediately to mind for director Ken Prestininzi. "The play has always been in the back of my head. The Pig Iron Theater Company is in a way like a modern dance company - most people don't do those dances. So when we were looking for a piece, I finally said, 'You know, I really want to go back to that piece.' I knew this piece would open so many things up for the Connecticut College students performing and that the Connecticut College students would open things up in the piece that were waiting to be discovered." Having known many individuals in the original production, Prestininzi immediately contacted the company in hopes of licensing the performance. Excited by the prospect of another live performance, the company enthusiastically gave Connecticut College the rights to the music and script for a unique cabaret style performance.

Perhaps the most incredible aspect of the piece is its multi-dimensional structure. As audience members are seated in cabaret style tables, it appears as though The Connecticut College theater transforms into the walls of the Northampton mental institution. As described by Prestininzi, "It's a very multilayered experience. It goes from

Connecticut College to being in the mental institute, when in reality all of those experiences are actually taking place in Lucia's creative mind and body." To further create this sensation of multi-layer ambiguity, windows in the theater are strategically placed so when audience members look out, it is unclear whether they are in Connecticut or Northampton. Connecticut College style mattresses used in the performance further create these locational curiosities.

The original music featured in the production is also unique. Prestininzi describes many of the numbers as a "take no prisoner" form of female rock. Starkly different from the contemporary rock style heard on the radio today, the music also features strong Irish influences and empowered lyrics. As described by Katherine Osenlund of "curtainup.com," "If mental hospitals rocked like this, people would be lined up around the block, waiting to get committed. The music is loud, raucous, and superb." In the original program, Magnetic Fields, Neutral Milk Hotel, Merge Records, Yeah Yeah Yeahs, Wesley Willis, Daniel Johnston, Pogues and the Flaming Lips are also listed as additional musical influences.

Director Ken Prestininzi argues, howev-

er, that despite the performance's alternative nature, its content remains highly relatable for all members of the Connecticut College community. "There's so much in the world that doesn't get the headline and there are so many of us here who have so much to share, like Lucia. I think her struggle and the fate put on her is something that we can all really get behind," Prestininzi explains. Although Lucia's circumstances in a mental institution certainly differ from those of a college campus, the universality of Lucia's adversities are simply undeniable. •

James Joyce is Dead and so is Paris will be performed in Tansil Theater, Friday, Feb. 27 at 7:30, Saturday, Feb. 28 at 2:00 and 7:30 and Sunday, March 1 at 2:00. Tickets may be purchased at the box office or at the door.

The Return of Harper Lee: By Choice or Coersion?

SAMANTHA WEISENTHAL
STAFF WRITER

Harper Lee, author of *To Kill a Mockingbird*, will release a new novel July 14 entitled *Go Set a Watchman*. The novel, "features the character known as Scout as an adult woman, and I thought it a pretty decent effort," says Lee. "My editor, who was taken by the flashbacks to Scout's childhood, persuaded me to write a novel (what became *To Kill a Mockingbird*) from the point of view of the young Scout."

To Kill a Mockingbird was published in 1960 and has sold more than 30 million copies worldwide. The novel won the Pulitzer Prize for fiction in 1961 and was made into a movie in 1962. Gregory Peck won the Oscar for best actor for his portrayal of Atticus Finch in the movie, which by many is considered to be an American classic.

Go Set a Watchman is about Jean Louise Finch (better known as Scout), returning to her hometown to visit her father, a lawyer by the

name of Atticus Finch. "[Scout] is forced to grapple with issues both personal and political as she tries to understand her father's attitude toward society, and her own feelings about the place where she was born and spent her childhood," says Lee. "I... was surprised and delighted when my dear friend and lawyer Tonja Carter discovered [the novel]. After much thought and hesitation, I shared it with a handful of people I trust and was pleased to hear that they considered it worthy of publication. I am humbled and amazed that this will now be published after all these years."

Lee retired from public life soon publishing of *To Kill a Mockingbird* and has not release another work of fiction despite overwhelming demand. She told an interviewer in 1964 - her last major piece of publicity - that "I didn't expect the book to sell in the first place," and that the reaction was "just about as frightening as the quick, merciful death I'd expected ... like being hit over the head and knocked cold."

There has been speculation as to whether the *Go Set a Watchman* is being published morally given

that Lee, at this point in her life, may not be capable of making a sound decision for the book and her career. The 88 year old author is blind and partially deaf, leaving the press to question Lee's capability to make such a decision. This compounded with the fact that the authors lawyer and sister passed away late last year (at the age of 103), leaving the intensely private author vulnerable to people who may not have her best interests at heart, makes one question whether or not the publication is sound. Lee's sister wrote in 2011: "Harper can't see and can't hear and will sign anything put before her by anyone in whom she has confidence."

Lee's current lawyer, Tonja Carter, says that "Lee is a very strong, independent and wise woman who should be enjoying the discovery of her long-lost novel. Instead she is having to defend her own credibility and decision-making." Ms. Carter said that Lee has said she is "extremely hurt and humiliated" at the suggestion she has been duped into the publication.

Go Set a Watchman will be very

different from Lee's first novel. Readers ought to be ready to see "a much more raw text" as the book was unedited. Considering how important editing was to the creation of *To Kill a Mockingbird*, the new text may feel and read differently than what readers are used to from Lee. Not only this, but the themes explored in *To Kill a Mockingbird*, specifically the theme of racism, will be read by a very different audience given the era. The views on race, class, and gender in modern America are very different from that of 1960's America. For this reason, readers need to look at the text through the lens of the time period the novel was written in rather than the modern day lens we all look through everyday.

The question we ought to be asking ourselves as consumers of a book from the past in a society so driven by the future, especially in terms of liberal progressivism, is how this book will be perceived by modern readers. The quote from *To Kill a Mockingbird* "You never really understand a person until you consider things from his point of view ... until you climb into

his skin and walk around in it," is relevant now to both Lee's career and those who intend on reading the new novel. It is important that we as readers consider the time period and lens in which Lee wrote this novel, and read the book as a period piece rather than the anecdote many consider *To Kill a Mockingbird* to be. *Go Set a Watchman* is a window into the artwork of a writer we have all come to cherish. The novel itself is a gift fans never thought they would be given, and as consumers it is important to recognize the legacy Harper Lee continues to develop through the new novel. •

Are We Student, or Are We Dancer?

MCKENZIE GRIFFITH POTTER
CONTRIBUTOR

Many of us here at Connecticut College know Cro as a study space, a place to gossip over mozzarella sticks on a Saturday night, and, on some days, a place to pick up packages and letters. That being said, there is much more to Cro than just mozz sticks and the mailroom. The dance department here at Conn calls Cro home and if you have ever wandered up to the third floor you will understand why. On Feb. 26, 27 and 28, the campus community has an opportunity to witness some of the magic that the dancers here at Conn create.

For the dance department, spring semester is jammed packed. From the Dance Club show in February to Eclipse and Senior Thesis performances in April, the dancers here at Conn are dedicated and committed to making these performances a success. The Dance Club show is the first of a series of performances coming up this semester.

So, why should you go to the show? The question isn't why you should go, but instead, why wouldn't you go? Grace Bradley, Maddy Dickey, Kelley Fairman, Maia Draper-Reich and Sasha Peterson are all members of Dance Club. Bradley, Dickey, and Fairman are freshmen and Draper-Reich and Peterson are juniors. I asked each of them a simple question: why should someone come to the show? The responses I received from each of them were focused on a single fact: the Dance Club show is one hundred percent student run. As Peterson puts it, "the show is completely student curated" to which Draper-Reich added, "everything is completely student run, produced, choreographed and danced." It's not everyday you come across something that has no faculty involvement.

For the freshmen, this is only their second Dance Club show. That being said, Dickey and Fairman are both choreographing pieces for the show. The opportunities that Dance Club offers to students of all ages are what make this show so unique. Dickey describes the show as

"a great opportunity to see your peers showing off." Peterson was in agreement, "The show is a really good chance to see what the department has to offer." Everything that is the show, from the lighting to the performances, to the people handing out the pamphlets at the door is student run. This is unique to Dance Club. Eclipse, a major performance that takes place later on in the semester, is student run with faculty contributions. With the Dance Club show, all of the responsibility falls on its members.

While many shows have themes, this one does not. But as all of the dancers assured me, that certainly does not mean it is hard to follow. Both Peterson and Draper-Reich stressed that it doesn't matter how much of the dance world a person understands. The pieces in this show vary and there is something for everyone's taste. As Draper-Reich puts it, "Someone who knows nothing about dance can take something from it. You can walk away from a piece and think 'that was really pretty' or 'wow, that really made me feel something on a deeper level'." When asked to describe the pieces, Bradley put it best: "It is a very eclectic mix. It allows students to see the themes that their peers are working with and to understand them."

The Dance Club show is an opportunity for the dancers here at Conn to unleash their creativity. Fairman explains it like this: "During the month between auditions and performances, we are really encouraged to express ourselves in any way that we want to. It has been so much fun working with my peers to celebrate our passion in a venue that is one hundred percent student run." •

Dorfman Dance Lights up OnStage

ALEX POTTS
CONTRIBUTOR

As I entered Palmer Theater Friday night for the David Dorfman Dance performance, I took my position as usher behind the audience and watched the dance company members hand out fence posts for people to write on. As a choreographer, David Dorfman dissolves the barrier between audience and performer, creating an experience rather than a spectacle. In his own words, he likes "to carry this notion of 'the stage' further and bring it into our lives, our everyday lives." He wants us to relate to the dancers by joining them on a journey. He wants us to leave the theater with lingering thoughts that spark conversation. He wants to bring the sublime into everyday life. As the house lights went out and the stage lights revealed a pile of fence posts covered in writing at the front of the stage, a voice boomed through the theatre: "This is where the dance show is," and "This is where we welcome you in," inviting all of us to join the experience. This was not my first David Dorfman Dance performance and I was certain that, once again, I was about to embark on a new journey.

Friday night's show consisted of two revisited pieces that Dorfman first choreographed about ten years ago called "Impending Joy" and "Lightbulb Theory," both of which delve into the concept of memory and exaltation – the ending, beginning and celebration of life. The first piece, "Impending Joy," explored the soldier's experience when called to war and the second, "Lightbulb Theory," grappled with the concept of losing someone you love while also celebrating new life and those who are still with you. Although Dorfman never toured these pieces, they lingered in the back of his mind. As Dorfman experienced personal growth in his life, he revisited the dances, making changes that reflected his own transformation. "Impending Joy," originally a critique of the military, is now about respecting and honoring those who serve in the armed services. "Lightbulb Theory" was created after the death of Dorfman's mother as a way to prepare for the death of his father, while also celebrating the presence of his wife, Lisa, and young son, Sam. On Friday evening, however, this piece also merged with changes in Dorfman's own story. Just one week prior to the performance, Randy Martin, his close friend and mentor, passed away. As a result, Dorfman dedicated "Lightbulb Theory" to his friend and the piece transformed into an actual memorial for this dear friend and an exaltation of the full life he lived.

"Impending Joy" opened with dancer Christina Robson as the character Jane, a soldier who was constantly being coaxed by the other dancers to take their fence posts. As she took each one, the dancers read the words on each post including "Stay over there," "You can do it," and "We just want you to know how much we appreciate what you are doing." Jane was hesitant and weak, and did not want to follow their commands or receive the posts. In synch with the electronic music, the movement was extremely precise and athletic. Their limbs appeared to serve as their own weapons, cutting the space around them. A group of audience members joined the dancers on stage, each grabbing a post, possibly with their own words on them, and created two parallel lines as they slowly walked to the cen-

ter of the stage. With the posts pointing high above them, a tarp fell, slowly encompassing everyone on stage and casting a looming sense of loss over the rest of us. As "Impending Joy" came to a close, Robson limped down the aisle next to me with her hair matted and an armful of fence posts, her weak body barely holding them. As some of the posts fell from her arms and hit her feet, making her stumble for a moment, I wanted to run to her and hold her. I wanted to take the fence posts from her arms so that she could stay. Robson was, of course, just exiting the theater and to prepare for the next piece, but the image I had in my mind of a soldier being sent off to war was real and alive.

"Lightbulb Theory" opened with a solo performed by Dorfman. At the beginning of this section he peered into the audience and asked us a riddle, "Have you heard the one about the two different types of lightbulbs? The first flickers before it goes out. The second just goes out. Which do you think is better?" Although the question seemed light-hearted in the moment, it was quite profound. Is it better to let life go quickly or to hang on for as long as you can? How is it possible to cope with death while at the same time celebrating those who are still living? After David gave his riddle he began dancing into a frenzy, constantly reaching upward only to be thrown down again. He did this until he reached complete exhaustion. He crouched down and looked out into the audience as if amused by his own tired state, causing the audience to smile and laugh a little before becoming frantic again. When the rest of the dancers entered the stage, they joyously broke into a line dance, smiling and singing with one another. Once again, however, the tone became dark when a male dancer suddenly began to move slower and closed his eyes. The others woke him up as if to say, "You have to keep going." This back and forth dialogue between the male dancer and the other performers went on and on, as if he they wanted him to have one more dance. Finally he was allowed to rest and the dancers left the stage in a joyous state, celebrating the peace he had found. I, too, found myself celebrating his peace.

After taking this 90-minute journey with the David Dorfman Company, I felt unsettled. I wanted to know why Robson chose to carry the fence posts and meet her destiny. Why didn't she say, "No"? Could the male dancer have continued dancing? Was he just giving up or did he find peace? I did not understand how I had become so emotionally invested in what I experienced. Maybe it made me reflect on my own life and the future to come. It served as a reminder of the stark truth that everyone in my life will eventually be gone. It also made me take a moment to appreciate the relationships I have and the joy that they bring to my life. Once again, the David Dorfman Dance Company successfully took me on a journey where I was able to relate to the dancers and the stories they told in such a powerful way that I left the theatre with lingering thoughts that sparked conversations. I am thankful for this life-changing experience. •

A Peek into Preparation: The Men's Swim Team Prepares to Compete for NESCAC Champion Spot

JOHN CUNNINGHAM
STAFF WRITER

The Connecticut College Men's Swim Team has their eye on a NESCAC Championship this year. Traveling to Middlebury College Feb. 20 and staying there until Feb. 22 they'll compete for the program's first ever NESCAC Championship.

The Camels are currently ranked twentieth in the country among all Division III swimming programs. After a third place finish in last year's NESCAC Championship, the Camels are ready to win.

Earlier in the week sophomore standouts Mason Molina and Stephen Skaperdas talked about their personal and team goals for the season, as well as some of the challenges they have faced.

"The team has had the goal, since day one, of winning the NESCAC championship. It was a goal that we all decided together and have been working towards since September," said Molina, who holds two school records, one in the 500 free and one in the 1000 free, both of which he set in the NESCAC Championships last year.

Skaperdas, who has placed first in more than six events this season, also commented on the challenges of winning a NESCAC Championship. "The biggest challenges the team and I have faced this year are staying motivated

through the grueling two-a-day practices, and keeping our heads on straight focusing on the end-of-the-year goal of winning a NESCAC Championship."

The Camels started their season hot, despite losing last year's star Sam Gill '14, whom Molina spoke very highly of. "A big challenge we have faced this year was the departure of our senior captain, All-American, and national champion, Sam Gill, who graduated last year. The guys have stepped up big this year to help fill that gap, but replacing a guy like Sam is tough."

Even without Gill, the Camels have shown that they are ready to win it all this year by winning their first six matches of the season. In that period they beat NESCAC opponents Middlebury, Wesleyan and Trinity, and even traveled to Naples, Florida, where they dominated Grinnell College defeating them with a score of 169.5 to 61.5.

Their hot streak ended when the Camels faced defending NESCAC Champions, the Williams College Ephs, who are currently ranked ninth in the nation among all Division III programs. The Camels have never beaten Williams before, sitting at 0-8 against the program. It is safe to say that Williams has definitely become the Camels biggest rival, as both Molina and Skaperdas commented on their pursuit to beat the Purple Cows.

"Amherst and Williams are the team's biggest competition at the NESCAC Championships. Williams has been the reigning champs of the NESCAC for years now, so de-

throning them would be amazing," said Molina. Skaperdas, too, enjoys the competition between Williams, "After last year's results, we are the underdogs in comparison to Williams, however, with the way we have been swimming this season it is going to be a very close meet at the NESCAC Championships."

The loss to Williams was accompanied by two more losses against twelfth ranked Keene State College and Division I opponent Boston College. The losses were against very strong teams, and since then the Camels have performed well, placing 2nd in the Dartmouth Invitational against teams like Dartmouth, UMass-Amherst, Northeastern, UMaine and Boston College, all of which are Division I programs.

The Camels look to continue their strong performances into the NESCAC Championship and walk away with gold. Mason sums up why every swimmer wants to win, and reminds all of us why we compete in the first place.

"The most fun part of the year is swimming at the NESCAC championships. It's great seeing everyone's hard work pay off and swim fast. All the morning practices and grueling doubles become worth it when you see everyone swimming fast and scoring points." •

Computer Science and ESPN: Sports and Technology Collide

JOSH MOSS
STAFF WRITER

Before coming to Connecticut College, Christine Chung, a computer science professor, worked for a company any sports fanatic would love to be a part of: ESPN. After she received her B.A. and M. Eng. Degree in Computer Science from Cornell, she had been previously working at a consulting firm in Manhattan, but she was "feeling uninspired and unchallenged, longing for the interesting things [she] used to learn and problems [she] used to have to tackle as a computer science student."

In 2001, when she was watching the Super Bowl, she saw a new special effect that intrigued her. She saw the producers take a slow-motion video replay, freeze the frame during the middle of it, and move around the freeze frame so that viewers could observe the player in mid-air at all angles. Many viewers might see this animation and not think much of it. But Professor Chung said that she was so excited to see an industry in which "people were solving challenging computer science problems." At that moment, she realized that she was eager to work for a company like the one that had created such real-time special effects.

She researched online to find a company that would allow her to use her skills to create something like the special effects in the broadcast, and the one that best suited her interests was SporTVision. It turned out that its main business office was in Times Square, just a short walk from where she was currently working. SporTVision is the company that makes the "magic yellow line," or the line denoting the first down, appear on TV for football games. She walked over to the office with her resume and luckily for her, the company was starting a new project with ESPN Sunday Night Baseball. The company was looking for someone with a computer science degree to run the system and hired

her on the spot. This job was perfect for Professor Chung, who was a huge New York Mets fan.

The Emmy award-winning K-Zone effect system is what you see on television while watching baseball. It is a computer-generated, on-screen rectangular box that serves as a strike zone for those watching from home or the local bar. As the pitcher delivers his pitch, the K-Zone tracks the ball to where it lands over the plate in the hitter strike zone. In addition, the zone breaks the strike zone into nine sections, showing where the batter is hot or cold based on his batting average. While Professor Chung was working with SporTVision, K-Zone was used only on replay because it was initially very controversial technology. The company wanted to ease everyone into the new technology before K-Zone was there in real time. Viewers could now see if umpires were correct on their call of a strike or ball.

Professor Chung was living every baseball fan's dream. Each Sunday, she traveled to a different baseball stadium to work for Sunday Night Baseball on ESPN. She worked behind the scenes in a TV truck parked outside of the stadium and operated the K-Zone system during the live broadcast. She also spent time inside of the stadiums, setting up cameras and calibrating the system. Professor Chung "loved it because [she] had the chance to be on the field of almost every Major League Baseball stadium in the country, and was often wandering around setting things up when the players were warming up."

After that amazing experience, she decided to leave to pursue a teaching degree. She said that she "always wanted to teach because it is rewarding." She taught high school for a while, missed the challenge of doing "hardcore CS," and, decidedly, went back to grad school for Computer Science. She says that her job now as a CS professor is great because she gets to teach and work on challenging CS problems in her research, which is "just what [she] always wanted."

On the relationship between sports and computer science,

Professor Chung states that "there are numerous ways in which sports and any industry intersect with computer science." One is with TV broadcasts because those are full of real-time (and canned) special effects that are generated by programs, algorithms, and systems created by computer scientists. Another is with algorithms for analyzing sports statistics. For example, Professor Chung teaches an algorithm to her Computer Science 304 Algorithms class in order to determine when a baseball team has been "mathematically eliminated" from the pennant race. Another way is with the extensive fantasy sports industry, which takes place on websites like Yahoo!, all of which computer scientists program. Professor Chung is "sure there are a dozen more ways CS intersects with sports, but again, you can really identify numerous intersections between CS and any industry because CS is just completely ubiquitous now."

Professor Chung has been researching algorithms since grad school, but "it is not usually the hands-on kind." She loves "doing theory research, which usually involves thinking about a problem, designing algorithms for that problem, then rigorously showing (via mathematical proof) how good your algorithms are." She enjoys theory over other kinds of CS because "you get to ignore all the complicated, messy real-world details that get in the way of thinking about the core underlying problem. When you can focus on that simple, clean structure of the essence of a problem, then things get really interesting and beautiful and exciting."

Professor Chung's career is quite remarkable. She has "helped to lay the groundwork for the success of K-Zone and similar technologies that have been developed since then." Her work has also changed sports forever. Like a close line call in tennis, Professor Chung's work helped spark discussions about human referees and computer-based ones, and how fans from home watch and interact with a sports game on TV. •

Women's Basketball: Shorthanded but Strong-Willed

DYLAN STEINER
SPORTS EDITOR

The culmination of the winter sports season sees the Connecticut College women's basketball team with a record of 15-7 overall and 5-3 in the NESCAC, with an impressive triumph against Bates and nail biting wins against Trinity and Colby.

"Trinity was a big win for us, especially because it was at their gym," said Kaitlyn Cresencia '15. "Last year they beat us twice there, including knocking us out of the NESCAC tournament. Our approach right now is to have great practices to allow us to step into the gym feeling prepared."

The Camels have two more games remaining in the regular season against NESCAC rivals Williams and Hamilton. They are vying for a solid seed headed into the NESCAC tournament, with the quarterfinals beginning on Sat, Feb 21. Currently, with a 57-52 win against Hamilton on Feb. 14, the team has a firm grasp on a playoff position.

"I think other NESCAC [schools] tend to underestimate us based on past seasons, but this year most teams in the NESCAC are pretty competitive which is fun to be a part of," said Jenna Lovett '16. "In recent years we have had bad luck with getting into the NESCAC tournament, so we still need to show teams that we can compete and be a strong force in the tournament."

This season the team has two offensive players ranked highly among the NESCAC competition: Liz Malman '17 and Mairead Hynes '18. Both have consistently stepped up to score double digits since the beginning of the season.

"Liz's athleticism makes her incredibly difficult to guard off the dribble," said Cresencia.

"Mairead brings a presence that teams have struggled to guard, forcing a lot of double teams. When we exploit the double teams and move the ball well, our team has been successful."

Malman and Hynes are only two of the positive elements that has catapulted the team into the NESCAC tournament. While offense is the team's strong suit, it is not the only aspect of the game they excel at.

"Our mentality is to put our team in the best

position to win every game, regardless of who is scoring," said Lovett. "Some of our teammates that are non-starters or come off the bench are the hardest workers on our team, and have made great contributions this year, not only on the offensive end, but on defensive and hustle plays as well."

The team has faced incredible adversity this season, specifically in battling multiple injuries that do not just impact the games, but their practices. These misfortunes have forced the team to adapt and have given them a unique skillset to face whatever the NESCAC tosses their way.

"With a small roster to begin with, we had two starters go down with knee injuries, sidelining one of them for the rest of the season," said Cresencia. "We've had to adapt our individual roles and come together as a team to overcome a lot."

"There were practices where only six of us have been healthy enough to play," added Cresencia. "All four of our coaches have had to jump into practice at one point or another just so we could play five on five."

Despite a shortened roster, the team has shown consistent progress from seasons in recent memory under head coach, Brian Wilson.

"Compared to previous years we've accomplished a lot in non-conference play, avenging a couple losses fewer from last year," said Cresencia. "The NESCAC is extremely competitive where any game can go either way, so while we have a similar NESCAC record as last year, we've grown a lot."

The team recognizes there is still room for improvement heading into the championship tournament, and will undoubtedly work to better their game. With so few games remaining, every game-time decision carries weight.

"We've been in a lot of really close games, with multiple lead changes," said Cresencia. "Our team has done a nice job of getting consecutive stops on defense to get us back. Digging in and fighting back from a deficit, handling the other team's run, has kept us in a lot of games."

The Lady Camels' next challenge is against Williams in the quarterfinals for the 2015 NESCAC women's basketball championship.

Men's and Women's Squash: High Hopes at Nationals

WELLER HLINOMAZ
CONTRIBUTOR

As the winter sports seasons start to come to an end, The Connecticut College men's and women's squash teams competed in the NESCAC championship tournament Feb. 6 through Feb. 9 and will compete in the CSA (College Squash Association) National Championship Valentine's Day weekend, Feb. 13 through Feb. 15.

In the weeks and months heading up to the NESCAC championship tournament, the Connecticut College women's squash team fought neck to neck in extremely close matches against many of the strongest teams in the country. The season got off to an unfortunate start when the first seed, Caroline Sargent '15, suffered a season-ending injury.

Yet, Mawa Ballo, a freshman from Harlem, New York, believes that the injury was "used as motivation" as she said their squad was "one of the best" the Camels have seen. Co-Captain, junior Ashley Arthur, from New York, NY stepped into Sargent's spot at first seed after being awarded NESCAC Player of the Week in November. The women's best couple matches were through Jan. 28 through Jan. 31, where they defeated Mount Holyoke, NYU and Dickinson.

Arthur believes their match against Mount Holyoke was one of the teams "strongest performances," as Mount Holyoke was seeded higher in the national rankings than Conn.

The women's squad faced some adversity against other NESCAC teams in the championships. They visited Williams College for the Championship to face Hamilton Col-

lege, Wesleyan and Tufts. The individual matches against these teams were very tight and came down to the line, a final serve or point. Yet, the Camels faced tough losses against these teams. Although, the Camels had three clutch victories in their 3-6 loss against Tufts where Mawa Ballo, sophomore Anne Holly and junior Tori Allen won their final games. Mawa Ballo pulled out a 5 set victory against her third seed match up. Ballo believed she had to "set the tone for the match" with a victory because if she won, everyone else would feel "positive and motivated."

The Connecticut College women's squash team is looking forward to the CSA championship. The national squash championship equivalent to the NCAA championships for other varsity sports. The Camels are ranked twenty-seventh in the Women's College Squash Association Team Rankings as of Feb. 8. They will most likely play in the Epps Cup division of the CSA championships. Ballo is "confident that the team will do well," and she believes the Epps Cup is a "great chance" for the women's squash team.

Arthur plans to work on her mental game and thinks that their best chance of winning the cup is by "keeping the team spirit up."

Going into the NESCAC Squash Championship tournament, the men's team had won four out of their five last matches with impressive 9-0 sweeps against NYU, Dickinson and Tufts.

Sophomore Matt Lillie from Weston, Massachusetts says the team looks "much stronger than we did in the beginning of the season." After having strong couple of weeks at the end of January and beginning of February, the squad traveled to Williams College to face the strong seventh seeded Amherst team, dropping an unfortunate 1-8 loss the first round of play.

First year John Dunham, originally from New Haven, Connecticut, won his sixth slot match up 3-2 against Amherst's sixth slot. The Camels edged out the 11th place Tufts squad 8-1. Lillie beat his third seeded opponent against Tufts after four games. Lillie believes this win gave seniors Mike Coscarelli's and Brian Mullen the "extra energy" to win their matches against Tufts.

Conn also had a tight match against Hamilton, losing 4-5 overall with a resulting tenth place spot at the NESCAC championships for the men's squash team. The Camels look forward to the CSA national's where they will compete in the Conroy Cup. Lillie believes "the team will do well at Nationals" and that they have a serious shot at taking the trophy.

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Green Dot Hockey Taking the Lead

ELEANOR HARDY
SPORTS EDITOR

With the momentum building each year, the Green Dot hockey game has become a staple event for both winter sports fanatics and sexual violence prevention advocates alike. What was started by a group of good friends on the hockey team has now turned into a larger event, incorporating many other sports teams and creating a formative change in how our campus as a whole views violence prevention.

In the fall of 2011 a group of seniors on the Men's Hockey Team began talking with a Think S.A.F.E intern about the program and decided it was time to do something. The Green Dot Hockey Game premiered in Feb. 2012 when the team approached Darcie Folsom, the director of Sexual Violence Prevention and Advocacy, with the idea of playing a game dedicated to issues of domestic violence and bystander intervention.

The first game involved "green laces in their skates, the logos under the ice in the rink and the chuck-a-puck contest using green pucks," Folsom explains. After the first successful game their commitment grew and they were ready to show it. The following year the team had custom jerseys made and Folsom remembers "getting a call from Coach Ward to come to the rink, and then they all came out of the locker room wearing them. It was amazing." Ever since, the annual game has continued to grow, not only due to the work of Folsom's office and motivated interns, but also due to the team's dedication.

Sophomore forward Joe Giordano '17 explains, that "Green Dot means something different to everyone on the team, but as a group it is just a commitment to do the right thing and make sure others around us are also practicing good habits."

This commitment to a leadership role has clearly been taken seriously by the team as a whole. The academic liaison to the men's hockey team, Professor of History and American Studies Program Director Catherine Stock, sees all athletes as student leaders, but feels it's important to ask "what kind of leaders?" The men's team has taken to be leaders against violence, a bit ironic but perhaps making their message even more powerful as hockey itself is a violent sport.

During her work with the team in the past eight years, Stock has been able to witness a fluid transition within the team. She views Coach Ward's dedication to build a team that "doesn't sacrifice character for skills" as instrumental to what the team has become. The men's hockey team contains the "students-athletes a college hopes to have," she explains.

While the awareness for Green Dot through the game was a huge success, the hockey itself was even better, with the Camels coming away with a 4-1 triumph over Tufts. Green Dot Captain Will Leedy '15 describes the game as one that the team "can easily get excited about because not only are we playing this game for

a great cause, but the support we receive during the game is second to none."

The support was clear, with Dayton Arena absolutely packed and the energy high. The men started off strong and a little over two minutes into the game Brian Belisle '17 made it clear they were feeding off the energy with a beautiful top shelf goal. The energy continued even after Tufts responded with a goal of their own shortly after.

Marc Roper '15 later executed on the Camel's power play with a slap shot goal which sent a roar of applause through Dayton Arena. After a quiet second period with neither team scoring, the men were again inspired by the sea of green cheering them on. The Camels came away with two more goals in the third period with Tim DiPretoro '16 getting a handle of a rebound from Leedy's shot. Captain Zach Jones '15 then sealed the 4-1 victory with a short-hand empty net goal.

It has not been uncommon for the team to walk away with such huge victories this season. The men's team is facing their most successful season in some time. Goalie and Green Dot Captain Tom Conlin '16 feels that "everyone on the team has committed to buying into our system, on and off the ice. We all have the same goals in mind giving us a great chance to be successful."

Giordano '17 also feels as though the team's confidence has contributed to their success. "We expect to win going into every game and we all have confidence that everyone on the team will do what is expected of them," he said. With everyone contributing, it's truly been a team effort.

With about a third of the team Green Dot trained, perhaps this confidence has many sources. The Green Dot game and their involvement with the program gives them the confidence to lead a movement throughout campus and realize that their voices and actions have an impact.

For Folsom, "the best part has been to see their excitement for the program grow each year and watch them pass along their dedication to Green Dot to the incoming first years." Giordano '17 says Coach Ward's "commitment to Green Dot starts on the first day we arrive on campus. He cares about the team as if they were his children, and he wants us to succeed in all areas of our life. He stresses the importance of making good decisions and he expects a lot from us. We try to bring the same level of passion to all we do, too."

With this coaching support, team confidence and overall involvement in the campus community, it's clear that the relationship between hockey and Green Dot is one that is greatly valued. The players, coaches and members of Folsom's office have taken on the role of leading the Green Dot movement. With many schools catching on, it's comforting to know that what started as a conversation in 2011 has brought Conn to the forefront of handling sexual assault prevention through bystander intervention. •



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