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# THE COLLEGE VOICE

NEW LONDON, CONNECTICUT

MONDAY, DECEMBER 9, 2013

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EXTENDED EDITION

## A Legend Leaves, a Legacy Left Behind

As President Higdon prepares to step down, professors reflect on his time at the College and anticipate the transition ahead

DAVE SHANFIELD &  
MELANIE THIBEAULT  
EDITORS IN CHIEF

According to Professor of Economics Don Peppard, past Connecticut College presidents have left something to be desired. Since arriving at the College in 1975, Professor Peppard has taught under four different college presidents. "One was a disaster," he recalled, "the other two were okay. Higdon has been stellar, without any comparisons."

The "disaster" Peppard refers to began in 1988, when alumna Claire L. Gaudiani '66 replaced physicist Oakes Ames as president. During her thirteen-year term, Gaudiani spent from the College's endowment to fund initiatives - important and distinctive initiatives, like the establishment of the first four interdisciplinary centers - that the College couldn't afford. "We didn't have the money to fund all of her good ideas, but we tried to do it anyway," explained Peppard. "But you can't -- shouldn't -- spend the endowment unless it's absolutely necessary."

When Gaudiani left in 2001, the state of the school's finances was so disastrous that the size of the faculty had to be reduced. The next president, Norman Fainstein, was faced with what Peppard calls "the unenviable task of cleaning that up," but by the time Higdon took office in the summer of 2006, the school had recovered its financial footing and was in need of further economic advancement.

According to Professor Catherine Stock, current acting chair of the history department and member of the College community since 1990, Higdon has "advanced the college in many ways, and to an extent that's hard to imagine given the external economic circumstances."

"A president's job is to figure out where to take an institution," offered Stock. "Institutions are sort of living things. They're always doing stuff. It's the job of the president to figure out what the future should be, and to try to advance the college to that place, and meanwhile put out fires along the way that are inevitable."

Higdon's long-term achievements have been both highly successful and highly publicized, like the \$211 million dollar fundraising campaign and renovations to New London Hall and Shain Library. However, the president's short-term, less glamorous initiatives have led way to equally vital improvements to the College. Peppard joked there wasn't a single street sign on the campus for nearly 100 years, and within weeks of Higdon's arrival every

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Performances from this year's *Fusion*, captured in photos by Miguel Salcedo '14

## Fusion: Sharing Asian Cultures through Dance

ANDREW SHAW  
STAFF WRITER

At the end of November in the 1962 room, the Connecticut College Asian Student Association (CCASA) presented this year's *Fusion* show, a dance performance celebrating traditional dances from Asia. The room was sold out and packed, with an insane entrance line that wrapped as far as the front door. On a stage against a starry back-

ground, with colorful spotlights and colorful clothing for many of the dances, eleven different groups of choreographers and dancers performed traditional Chinese dances, K-pop (Korean pop music), J-pop (Japanese pop music), a Bollywood-influenced dance, a belly dance inspired by both Egyptian and tribal belly dancing, Bhangra, "a lively form of music and dance from the Punjab region in South Asia," according to choreographer Dagna Bilski; and

a fashion show sampling just some of the styles and traditional attire from several of the East Asian countries that CCASA represents at Conn.

This year, the proceeds from the show will go to an organization called Liberty in North Korea (LiNK), which works to advance the human rights of the North Korean people. Before the show, Lizz Ocampo '16 and Erik Wu-Leung '16 spoke to the crowd about Conn's chapter of LiNK and thanked attendees for

their support.

The show proper was split into two acts, the first of which began with *Thousand Hands*. From China, *The Thousand Hands Dance* is based on the legend of the Buddhist goddess of mercy, Guan Shi Yin. The many hands (there were 28 total in this production) represent the goddess's selflessness and compassion. *Umbrellas*, also from China, followed. It's a "happy dance," of "empowered quiet

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## Res Life Policy Changes Threaten the Future of Earth House

ZACHARY LAROCK  
CONTRIBUTOR

Last spring, Liz de Lise '13 published an article in The College Voice entitled "Whitewashing Tradition", documenting the Office of Residential Life & Education's (REAL) plan to paint over the colorful walls of the Earth House kitchen and living room, and the resulting disappointment shared by the house's residents and their supporters in response to the proposed changes. After a lengthy petition process and outrage from the student body, REAL retracted their plans, allowing the murals to continue to provide Earth House residents with sentiments of past legacy and tradition, a shared history and collective memory. This, a solid, laudable and, most importantly, successful attempt by the student body to engage in the process of self-governance, is representative of the college community's ability to organize itself to fight injustice on this campus.

Doesn't it always seem that when one battle is won, another looms on the horizon? This would seem to be the case here, while REAL prepares to implement new changes in its process for determining independent living options. On Tuesday, 3 December, REAL called a meeting with the seven residents of Earth House, myself included, to inform us of changes being made in each of the independent living situations, set to be enacted in time for the 2014-2015 academic year. All decisions, of course, were final, and just like the infamous Fishbowl verdict of 2012, we students were merely being advised of changes a bit ahead of time; we were not consulted, not asked for input, feedback, criticism, or suggestions—just advised.

What they told us is that all current independent living options will, by next year, require a theme, mission statement and faculty or staff adviser. Groups consisting of between three and twenty students can apply to live in any of the current independent living options (River Ridge apartments, Winchester houses, College owned houses on Mohegan Ave., the 360 Apartments and North Cottage House, currently known as Earth House) or a corridor of a residence hall. The REAL staff will place the groups of students who apply for independent housing depending on the quality of their theme, which they will determine by mandating that groups of students present to a panel of staff and student representatives affiliated with the

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The College community shares thoughts and memories of recently deceased Professor Ann Robertson

#### Assessing the Relevance of the Honor Code

Casey Dillon '14 considers the role of the Honor Code among the current student body

#### If You Can Play, You Can Play

Conn upholds LGBT-friendly reputation on the field

#### Cadenza and Underexposed

Conn's two arts magazines release new issues at the close of the semester



Editorial

Finishing up my second-to-last semester of college, I've noticed a pattern: as soon as my classes get settled, and the professor and students seem to find a groove, it's time for finals. The same phenomenon occurred at the end of my internship this past summer; right when the staff and interns began to bond, we all left to go back to college, promising to stay in touch. Three months seems to be the length of time required to get acquainted with a new situation, and per the structure of higher education, that is the also the time allotted for one semester's worth of classes. So, as soon as we find ourselves in a routine, we just as quickly find it pulled away from us. As students, we are constantly being forced to switch gears and adapt, which both prepares us for the workforce and doesn't at the same time.

Change is an inevitable part of life. As humans, we fear

it, while recognizing that our adaptability is what has kept our species alive. Perhaps the change from fall to spring semester isn't quite that scary, especially for upperclassmen who are used to the schedule by now. But it's always jarring to finally feel settled into a semester and have it wrap up. You rush to finish finals, holed away in obscure corners of the library; you breathe a sigh of relief as you pack and say goodbye to friends before heading home for break. Then, you come back to do it all over again with new classes, new subjects and new professors.

The classes I've taken at Connecticut College have left me feeling well-versed in a variety of subjects, the result of being privileged to take classes across a wide range of disciplines during my time here. The downside to such an assortment leaves students craving more: we learn about a lot of interesting topics on

the surface level, but we don't get to dive too far into many subjects. Of course, this isn't necessarily the case with all classes, and my friends who are currently writing theses are able to delve further into topics that interest them (while also crying and trying to write a million pages before winter break).

Perhaps this taste of subjects will serve to inspire students to pursue these interests post-college. Part of the liberal arts mission is to create life-long learners, to teach students to think critically, to apply the skills that they've acquired as undergraduates to their post-graduate lives. At the same time, as students we've never known a life that wasn't broken into semesters and breaks. It might be a wake-up call once we begin jobs and settle into a routine that won't stop after three months, but that will continue for longer — maybe years, maybe decades.

For a college senior five months away from graduation, the real world seems so much more stable than the choppy semester-break periods of secondary and higher education. But since I'm looking at it from over the gates of our sheltered private school, I might just be projecting my hopes onto an uncertain landscape. In college, we are forced to embrace change as a normal part of our lives. But once we walk away from Conn, diplomas in hand, we will be responsible for making our own changes — for taking what we've learned at this institution and applying those lessons to our post-graduate, adult lives.

So, here's to the end of another semester, and to the start of something new.

Happy finals!

-Melanie

Letters to the Editor

Letters to the editor do not necessarily reflect the views of the The College Voice editorial staff, and do not reflect the Voice's institutional views or values

Education is the most powerful and formative force in the growth of an individual. We at Connecticut College are supremely privileged as the classroom education provided to us is of the highest quality; however, the work done in a classroom is a single facet of a complete education. A moral education is of at least equal significance.

Here at Connecticut College, the Hammurabi of southeastern Connecticut, the Honor Code simplifies moral questions into ethical blacks and whites. This moral reductionist thinking is the very poison that holds the Millennials in a state of paralyzed complacency — and yet the dogma pushers persist. The idea of codifying morality is a backwardness dating long before the 1922 establishment of Conn's version, yet, through the thick skulled determination of a traditionalist administration, the idea that the Honor Code is a force of empowerment has been perpetuated. It is, to any moral thinker, a shameful bastardization of honor, for there

is no honor in blind adherence or in maintaining that which is amoral to be moral. Consider how the Honor Code handles substance use. The drinking of alcohol or smoking of a bowl of marijuana can in no tenable way be considered dishonorable acts in themselves; but since the Connecticut College Honor Code clings to the unconsidered and unrealistic standards for substance use, the administration both desperately and draconically equivocates lawfulness with honor, serving only to undermine its claims of rightful moral ascendancy. Perhaps worse than the contents of the code itself is that the Honor Code is falsely perceived as a governing document founded on trust. In actuality, the Honor Code is founded on an inherent mistrust of Conn students as is disallows us from exploring, testing, and discovering our own sense of moral right. While the idea of an established, unquestioned morality is a misinformed one, the institution used to perpetuate this unchanging standard is

criminal and the Honor Council is a disgrace to any believer in civil engagement.

So it is with all due irreverence that I say fuck the Honor Code. Being a pragmatist though, I recognize that Conn needs a legislative corpus, so instead of using its pages as toilet tissue, I seek to revise the code so that it encourages a more active brand of morality. The following list enumerates five changes to the Honor Code aimed at making it a document Conn students can be proud of:

1. The abolition of Honor Council, that wretch of oligarchy, and the establishment of a system in which random members of the student body are summoned to adjudicate a single case.
2. The guarantee of the right of the accused party to face an accuser
3. The ability by a two-thirds referendum vote of the student body to amend the Honor Code
4. The removal of all parts of the Honor Code involving the use of illegal substances, though those found to be in violation of another section of the Honor Code while on substances will of course still be held responsible for their actions.

5. The implementation of a policy that mandates that repeat offenders enroll and pass a full semester, four credit course on the nature of ethical thought, so as to reform through learning, not punishment.

We as a student body need to shake ourselves awake from our complacency and be active participants in our own moral education. What worth is knowledge if we can only wield it within the comfortable confines of the "moral" world constructed for us? To be good people, students, and citizens we must erect these boundaries individually so we can actively, independently and ethically live within the shades of gray which dominate the world.

-Ben Smith '16

The following was written by Sarah Huckins '14 as an open letter to the creator of Conn Coll Compliments. The use of "anonymous" is for effect, only.

Dear Anonymous,

This isn't to find out who you are. Maybe you've graduated. Maybe you're abroad. Maybe you just found it too time consuming. It doesn't matter. This isn't to lament that Conn Coll Compliments is no longer active, although I do really miss it, it's to be grateful that it once was.

And, if you, or anyone else

reading this, have managed to remain blissfully ignorant of what Conn Coll Confessional is, I'm loathe to bring it to your attention, but it serves as a stark contrast to Conn Coll Compliments. I've never been to the site before so I can't give a firsthand account. But I've heard enough people talk about it to know the premise, a site that allows people to anonymously post anything about anyone, and to know the kind of hurtful commentaries it breeds.

So I want to thank you for providing me with an antithesis to Conn Coll Confessional, for giving me, and others, a

shield against the caustic and vitriolic language that some spew forth on that site, emboldened by anonymity, for arming me with the power of kindness against faceless animosity.

I want to thank you for subverting the role of that online mask, for allowing people not to be suspicious of who may have written something detrimental about them but instead be optimistic than anyone could have said something empowering, for inspiring solidarity between our student body rather than dissention.

I want to thank you for creating a space that encouraged

people to reach out in ways they might not have within another sphere, for challenging social media norms by developing an alternative form of speaking about peers, for imbuing my newsfeed with truly heartwarming messages.

Above all, I want to thank you for starting a movement that has so broadly permeated the campus and for giving me hope for the spread of more positive discussion than those perpetuated by Conn Coll Confessional.

Sincerely,  
Anonymous

THE COLLEGE VOICE

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

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*A letter to the editor is a unique opportunity  
to share your thoughts, concerns or reactions  
with the Connecticut College community*

write to us at  
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# NEWS & FEATURES

DECEMBER 9, 2013

THE COLLEGE VOICE

## MAPPING SUSTAINABILITY at Connecticut College



The Office of Sustainability at Connecticut College defines sustainability as the balance between the need and value of social equity, environmental stewardship and economic well-being at local and global scales. More pragmatically, the Office of Sustainability views sustainability as a holistic approach to problem solving. When we consider a systemic local and/or global challenge (i.e. hunger, deforestation, water shortages, economic disparities) we can only develop a solution that will last into the future by considering the three spheres of sustainability: environmental, economic, and social.

### Key

Initiatives that the Office of Sustainability is directly leading or involved in are ones that could not function (effectively or at all) without the support and leadership of the office. Related resources are efforts that directly support the College's holistic understanding of sustainability, but are primarily led by other offices and departments on campus. The Office of Sustainability does everything it can to support these initiatives, but is not directly responsible for their success.

- OFFICE OF SUSTAINABILITY LED AND INVOLVED PROJECTS
- RELATED RESOURCES

- 1 Camelvan
- 2 Center for the Comparative Study of Race and Ethnicity
- 3 Goodwin-Niering Center for the Environment
- 4 Holleran Center for Community Action and Public Policy
- 5 LEED Certified Buildings
- 6 LGBTQ Center
- 7 Office of Volunteer and Community Service
- 8 Printshop
- 9 Spokespeople
- 10 Student Life
- 11 Student Wellness
- 12 Unity House
- 13 Women's Center
- 14 Zipcar

### 1 CC Cruisers

Gives students access to bicycles for daily rental  
**ENVIRONMENTAL:** Reduces fossil fuel use and reduces emissions  
**ECONOMIC:** Cost efficient for students  
**SOCIAL:** Decreases pollution and promotes exercise

### 2 Community Garden

A proposal to transform space near South Lot into a garden where college staff and community members can own a plot of land for growing food  
**ENVIRONMENTAL:** Promotes organic agriculture that doesn't require pesticides or fertilizers  
**ECONOMIC:** Offsets cost of produce for members  
**SOCIAL:** Provides a collaborative community space

### 3 Composting

Student-run program to collect food scraps from dining halls and coffee shops  
**ENVIRONMENTAL:** Campus food waste doesn't go to an incinerator, therefore air pollution is reduced  
**ECONOMIC:** Saves money (every ton of trash taken off campus costs \$80), instead the program employs students to collect compost  
**SOCIAL:** Compost is used to help grow food in the Sprout Garden for on-campus consumption while decreasing pollution that could affect human health

### 4 Energy Efficiency

A proposal to replace all boilers with more efficient ones, and also replace up to 70% of steam lines  
**ENVIRONMENTAL:** Releases less steam  
**ECONOMIC:** Saves money  
**SOCIAL:** Reduces pollution and human health risks

### 5 Ewaste / Techwaste

Bins in Harris, Cro, Freeman, and the Library collect CFL light-bulbs, ink cartridges, batteries, and old electronics  
**ENVIRONMENTAL:** Prevents burning of toxic waste  
**ECONOMIC:** Saves money by sending less waste to be incinerated  
**SOCIAL:** Minimizes pollution released in the air

### 6 Fresh New London

College staff/faculty can purchase a share of organic produce and pick up once a week at the Steel House  
**ENVIRONMENTAL:** Organic food does not use toxic chemicals that negatively impact the environment  
**ECONOMIC:** Saves money  
**SOCIAL:** Promotes healthy eating habits

### 7 Geothermal Energy

Forty-five wells were installed beneath Tempel Green to provide heating and cooling for New London Hall  
**ENVIRONMENTAL:** Heats and cools New London Hall with renewable resources instead of fossil fuels  
**ECONOMIC:** Saves the school money by decreasing need for natural gas  
**SOCIAL:** Reduces pollution, thus reduces human health risks

### 8 Lending Library

An in-process initiative in partnership with Residential Living that will allow students to donate and borrow books for free during the semester, potentially to be located in KB  
**ENVIRONMENTAL:** Reduces amount of books produced and paper is conserved  
**ECONOMIC:** Students save money by avoiding the cost of course materials and shipping.  
**SOCIAL:** Develops an understanding of resources that can be shared among a community

### 9 New London Storefront Project

An initiative to decorate empty storefronts in New London  
**ENVIRONMENTAL:** Uses local materials  
**ECONOMIC:** People will be more inclined to spend money  
**SOCIAL:** Physical revitalization of space will improve spirits of community members

### 10 Office Swap Program

Initiative to create an online system of donation to promote reuse of office products  
**ENVIRONMENTAL:** Reduces number of purchased products, thus reduces waste  
**ECONOMIC:** Saves money and employs students  
**SOCIAL:** Reduces pollution, waste, and human health risks while also showing community that it has more resources than what meets the eye

### 11 Power House Efficiency

The Connecticut College power plant has recently switched from using #2 diesel to using natural gas  
**ENVIRONMENTAL:** Natural gas burns cleaner and reduces pollution  
**ECONOMIC:** Natural gas costs less than #2 diesel  
**SOCIAL:** Reduces human health risks

### 12 Revolving Fund

Proposal for establishing a revolving fund for sustainability efforts, for example, to fund the replacement of all streetlight bulbs with more energy efficient ones  
**ENVIRONMENTAL:** Reduces energy  
**ECONOMIC:** Creates a method to provide funding for sustainability efforts  
**SOCIAL:** Increases money available to college to be used for other purposes

### 13 SEAT Bus

Initiative to establish a physical bus stop, build a bus stop shelter, and promotes students to use SEAT Bus  
**ENVIRONMENTAL:** Reduces fossil fuel use and reduces emissions  
**ECONOMIC:** Cost efficient for students  
**SOCIAL:** Decreases pollution and creates an understanding of a larger community outside of campus

### 14 Solar Rays

Two solar rays have been installed on Park (10 kilowatts) and by the boat house (3 kilowatts)  
**ENVIRONMENTAL:** Solar rays don't use fossil fuels  
**ECONOMIC:** Saves money on energy  
**SOCIAL:** Reduces pollution from fossil fuels, therefore reducing human health risks

### 15 Sprout Garden

Organic student-run garden located behind Cro  
**ENVIRONMENTAL:** Grows food without pesticides, herbicides, fungicides, or GMOs, uses minimal water  
**ECONOMIC:** Supplies produce to dining halls at a low cost  
**SOCIAL:** Students have access to local, healthy, organic food and can learn about healthy eating habits and gardening

### 16 Student Gardens Project

A partnership with Fresh New London, United Way, and the Fresh-light health district that maps all school gardens in K-12 schools  
**ENVIRONMENTAL:** Demonstrates that growing food doesn't require toxic chemicals such as pesticides and fertilizers  
**ECONOMIC:** Food grown at school saves money in purchasing of ingredients for dining halls  
**SOCIAL:** Promotes healthy eating, and active learning about growing food

### 17 Waste Minimization

Initiative that replaced and clarified recycling bins on campus  
**ENVIRONMENTAL:** Promotes people to generate less trash and maximize recycling  
**ECONOMIC:** Costs less  
**SOCIAL:** Reduces waste that goes to the incinerator meaning less toxic chemicals are released in the air

### 18 Wind Energy

A current project monitoring and analyzing wind in the arboretum for a potential wind turbine  
**ENVIRONMENTAL:** A wind turbine will produce electricity without burning fossil fuels  
**ECONOMIC:** The college will be able to purchase electricity at a cheaper rate  
**SOCIAL:** Reduces emissions, therefore reduces human health risks



Created by Paige Miller and Hallie Selinger in the Design III: Public Practice Course | Fall 2013



# In Remembrance of Professor Ann Robertson

## OBITUARY



PHOTO COURTESY OF CHRIS PENNIMAN

Robertson at the Florence Griswold Museum in Old Lyme, CT, pictured with a scarecrow based on one of her favorite artists, Jackson Pollock

### JULIA CRISTOFANO MANAGING EDITOR

Ann Robertson, Connecticut College Professor of Mathematics for 15 years, died on Nov. 20, 2013 after a long-fought struggle with endometrial cancer. Despite her cancer diagnosis three years ago, Robertson, 70, retired just last spring, braving frequent long trips to Boston for medical services and the side effects of chemotherapy to continue teaching. As her colleagues will attest, there was very little that could keep Robertson out of the classroom and a smile off of her face. Even on the most trying day, Ann remained cheerful and talkative, galvanizing those around her with her joy for life.

Professor Robertson was a woman who saw connections to mathematics in every aspect of her life and the lives of her students. In conjunction with Professor Bridget Baird, Robertson developed a course on Ethnomathematics, the study of the relationship between mathematics and different cultures, which was awarded a grant in 2004 from the Connecticut College Center for Teaching and Learning. This work also served as a basis for her freshman seminar course, entitled "Fractals, Chaos, and Culture," which Robertson began teaching in 2006.

Robertson believed that everyone could find the usefulness and importance of math in all areas of study. Robertson herself found the intersection between math and the arts particularly intriguing. She was interested by the fractional dimensionality of Jackson Pollock's paintings from his drip period, as well as the symmetries present in the Alhambra, a ninth century palace and fortress in Granada, Spain. She published numerous works that demonstrated the complex relationship between mathematics and art, establishing herself as both an admirer and expert in the convergence of these diverse disciplines.

While one may assume that courses on fractals and cross-cultural math applications are intended for upper level students, Robertson primarily taught introductory level classes that are often taken to satisfy general education requirements. She saw these classes

not as a burden but as an incredible opportunity to engage her students in the beauty and wonder of mathematics. Robertson was the type of professor who believed that any one of her students, "mathematically inclined" or not, was capable of understanding complex ideas if they were presented in the right way.

Robertson's passion for teaching extended beyond the confines of Connecticut College and into middle school classrooms in New London and Bridgeport through her work teaching mathematics to "at risk" girls. Through a grant from the Mathematical Association of America/Tensor Foundation Program in 2005, Robertson created the Fractal Geometry For Girls [(FG)2], which focused on teaching the concepts of fractal geometry to middle school teachers and young girls. Ann firmly believed that girls and young women of today are not exposed enough to mathematics or encouraged to pursue this field of study, so she strove to empower young girls with the mathematical knowledge and the self-confidence to ignite a lasting love for math and education.

Ann Robertson was a woman who was not only a teacher of mathematics, but a student of the subject throughout her life. She did not simply teach her course material to her students, rather she personified the excitement about mathematics that she wanted to share with them. Her enthusiasm, optimism, and caring demeanor were a constant force of encouragement for her students and inspiration amongst her colleagues.

Ann Robertson truly embodied the liberal arts. She was a scholar in the truest sense; applying her mathematical knowledge to everything she encountered. It was clear to all who knew her that her work and her personal interests were not two distinct entities; rather, her work as a professor was an extension of her lifelong passions for mathematics, arts and culture. Her love of learning and her desire to share her interests never dwindled, no matter what obstacles she faced. Ann Robertson's zeal for life and learning was a gift to everyone who knew her. She will be deeply missed. •

## LETTERS FROM THE COMMUNITY

No one worked harder than Ann Robertson. She taught Connecticut College's toughest customers: these were the students who were very reluctant to fulfill a mathematics course requirement. With patience, zeal, meticulous attention to the design of her courses, devotion to what she was doing and toughness when it was necessary, Ann taught these students about the beauty and utility and ubiquity of mathematics. For many of them, what they learned was a revelation, and that revelation – garnered in the course they least wanted to take – changed them and their outlooks on how the world works, and what there is to appreciate about the world. I will add that not too long ago, when Ann was undergoing treatments, I took over one of her Introduction to Mathematical Thought courses. It was so clear that they loved her, and they loved her even though she made them work very hard.

Ann had fascinating research interests, mostly in the relationship of mathematics to the arts. One of these interests was fractal geometry, that is, the geometry of objects whose dimensions are not integers – for example, a line is one dimensional, a disc is two dimensional, but a very complicated curve may have fractional dimension. In particular, Ann studied the drip paintings of Jackson Pollock, and found, among other properties, that these paintings exhibited fractal dimension. Ann had planned to work on a book about the mathematics of the paintings of Jackson Pollock after her retirement. It's a shame she did not get to complete this work that she so cared about, and it is a shame for us, and the mathematics and art communities, that we won't be able to learn what she'd wanted to say.

Ann died within days of the 50<sup>th</sup> anniversary of the assassination of John F. Kennedy. Indeed, over these days, we've been reminded of the famous lines from his iconic inaugural speech: "Ask not what your country can do for you. Ask what you can do for your country." Hearing this repeatedly last week, I thought each time of Ann for whom, with respect to the College, this admonition was totally unnecessary. Ann always did as much for students and for the College as was humanly possible. As department chair, I often had to say, "Ann, you are trying to do too much. Perhaps you can assign a bit less work to lighten your grading load." Or, "perhaps you might decline service on this committee; you've taken on too much work on behalf of the College."

Finally, Ann Robertson was among the nicest, most considerate individuals I've ever met. For me she was often a source of sage advice about how to deal with other individuals in both my professional and personal life. Her instincts always revolved around being kind and fair. I will miss her warmth, her friendship and her perspective very much. She was a lovely person.

- Perry Susskind, Professor of Mathematics

I knew Ann only one semester, but it was enough to miss her presence deeply and to feel a great sadness. I met Ann during my official visit to Connecticut College for a teaching demonstration. I was really nervous. Ann was the one who brought up small talk about small things that were not related to the reason I was there. She did it to make me feel like I was among people I already knew. After my presentation she said to me: "You did great." Concerning my worries about not writing well on the board, she said: "It is the worst blackboard in the building." I felt much better right away.

After that we often had small chats. She stopped by my office and asked me how I was doing often. She listened to my concerns and answered my questions. She always was ready to help and give advice. It was very pleasant to talk to her about anything: teaching, weather, traditions or holidays. Every Friday, before leaving she stopped by and said: "Have a great weekend!" Those were not just words. Those were warm wishes.

Before Easter weekend she told me how much she loved holidays. She and her husband celebrated Easter and Passover with their friends. "The more holidays, the better," she said. I could not agree more.

The last time I saw Ann was the gathering for math students at the end of spring semester. She brought delicious baked goods (as always). We talked a little bit, but I had to go to teach my class. I had thought that the next time I saw Ann, I would ask her for it. I never did get that recipe...

I wish I could have spent more time with Ann engaging in small talks about small things. I will never forget Ann and her kindness.

- Zhanna Pozdnyakova, Adjunct Instructor in Mathematics

Ann was amazing. She battled her cancer head on. She was strong and courageous and 95% of the time she was upbeat and happy and strong. Ann was a woman with so much to give and she did so on a daily basis to her students, to faculty and to staff. She cared about everyone! As the Administrative Department Assistant for Math, she always made me feel appreciated. She would leave me little mementos, cards and knick-knacks on my desk from "a secret admirer." She brought a smile to my face every day with her stories of how she wanted to help her students get through MAT105 - no easy task as these were students who had to a fill a Gen-Ed requirement and weren't usually terribly interested in math. She did it though, tirelessly, because she cared about each and every one of her students! I miss Ann terribly. The math department is not the same without her cheery presence.

- Stacey Lion, Administrative Assistant, Department of Mathematics

When I think of Ann Robertson, I see, in my mind's eye, her wonderfully welcoming and joyous face. She was always ready to talk about a mathematical idea, a symmetry pattern she had discovered in the Alhambra, a cultural connection she was reading about. Our conversations were full of her passion for learning, her devotion to her students, her enthusiasm for living. She is so missed.

- Bridget Baird, Professor Emeritus, Computer Science and Mathematics

For the past 15 years, Ann Robertson, senior lecturer in mathematics, almost single-handedly staffed the general education courses in our department. It was her life's work to communicate the beauty and the utility of mathematics to an often skeptical audience. In doing so, she demonstrated day after day, year after year, a nearly infinite level of patience and good will. I don't know the source of her energy and her optimism, but in Ann's case it was certainly infectious.

- Christopher Hammond, Associate Professor and Chair of the Department of Mathematics

I was fortunate to have Ann as both a colleague and a friend. With a mutual passion for art, we spent many pleasant hours at museums sharing ideas about art and anything else on our minds. She suggested we each join an art museum of which the other was a member. I joined the Wadsworth Atheneum and tagged along on her membership to MoMA. She in turn joined the Florence Griswold Museum in Old Lyme, where we each lived. She searched for mathematical patterns in art, especially in works by Abstract Expressionists; her favorite was Jackson Pollock. At an artists' installation of scarecrows on the Florence Griswold grounds, the one with a Jackson Pollock theme caught her eye. Three years ago, to Ann's delight, MoMA had all 18 works in their collection by Jackson Pollock on exhibit. It was lovely to watch Ann become totally absorbed in Pollock's large canvases. The perennial optimist, Ann planned to write a book about his work when her health improved. She was a warm, caring, grounded and genuine individual and my dear friend. I consider myself blessed to have known her.

- Chris Penniman, Director of Instructional Technology

Although I was never one of Professor Robertson's students, I was fortunate enough to meet her early in my career at Connecticut College. Professor Robertson served as my freshman advisor and I later graded assignments for her classes. She was much more than someone who signed off course registration papers every semester. She was a mentor. During my conversations with Professor Robertson, I learned about her passion for fractals, and what a great person she truly was. She was always willing to give, whether it was her time, chocolates for Christmas, or even extensions to grade papers. Working with Professor Robertson prepared me for math graduate school. In my first semester of graduate school, I taught a similar general education class that was taught by Professor Robertson at Conn and only hoped that my students adored me half as much as everyone adored her. She will be greatly missed.

- Nina Pham '10

One afternoon, Professor Robertson asked me to call her Ann.

Ann, thank you so much for the kindness, care, and attention with which you approached every individual to come to know you. You are a strong woman, a wonderful educator. You will be missed very dearly. My thoughts will always be with you, your advice will always remain valuable, your kind heart will be remembered!

- Olha Townsend '13

I have never enjoyed math, but I somehow always enjoyed waking up in the morning and heading to class with Professor Robertson. She instilled in me the belief that everyone has the capacity to do math, and made sure that everyone left her course without a hint of disbelief that this statement could be false. Professor Robertson was easily one of the most passionate professors I have had the privilege of taking a course with here at Connecticut College, and while that was the only class I took within the math department, I have taken her exemplary charisma with me through all of the courses I have taken thus far, and I cannot begin to thank her enough for that.

- Sam Peaver '15

Despite my stubborn reservations regarding my mathematical skills, Professor Robertson's infectious excitement and dedication to her discipline motivated me to seek enjoyment and enthusiasm in my education. I'll never forget her elation when she told our class about the time she got to discuss fractals with a photographer from *National Geographic* magazine in a doctor's office. Professor Robertson's love for teaching mathematics was strongly apparent as she always made time for students, such as myself, who needed extra help. Her patience and nurturing manner gave me a new appreciation for a subject that I struggled with in the past. I remember our discussions about her research regarding the math behind Jackson Pollock's paintings. For the first time in my educational career, I wasn't intimidated by math. I wanted to learn more. Above all, Professor Robertson taught me the importance of developing a passion for one's work.

- Francesca Volpe '15

I was incredibly fortunate to have Professor Robertson for class last year. She was an exceedingly compassionate individual, who took the time to learn and understand the needs of each student. She was particularly attuned to the needs of students such as myself, who struggle with math-related anxiety. Professor Robertson demonstrated her enthusiasm for math by incorporating relevant themes of art and literature into class, which, in turn, captured the attention of students interested in various areas of study. Professor Robertson was a truly dedicated teacher and an unbelievably kind individual who will be greatly missed.

- Sam Wilcox '16



Student Groups Come Together to Facilitate Discussion on the Politics of Torture

DANA SORKIN  
NEWS EDITOR

On Thursday, Dec. 6, Ruane's Den was the site of a discussion on the politics of torture, hosted by the Department of Government and International Relations Student Advisory Board, TEDx-Connecticut College and the 2015 Class Council with support from the Residential Education Fellows. The event, which drew over 30 students, began with a screening of a TED talk on the subject of torture, followed by a discussion led by Professor of Government and International Relations Tristan Borer.

Molly Bangs '14, an Executive Team Member and Treasurer of TEDxConnecticutCollege as well as the senior class representative of the Government/IR SAB, explained that this collaborative event was easily made possible given the involvement of SAB members with various other groups on campus. SAB member Marina Sachs '15, is also the president of the 2015 Class Council. These shared connections "nicely [augmented] an event for the Government and International Relations Department." Shayne Kinsella '15, another SAB member, brought the REF aspect into the mix, as well. While many of the students who attended are members of the Government and International Relations Department, other students came because of the multiple outreaches from all the different organizations.

The TED talk screened for the group was one given by Philip Zimbardo, Professor Emeritus of Psychology at Stanford University. His talk was titled "The Psychology of Evil," and he began his lecture by saying that, "Evil is the ying and yang of the human condition." Professor Zimbardo is most well known for his Stanford prison experiment in 1971, in which he separated 24 male students into prisoners and guards in the basement of a Stanford psychology building. Over the next six days, the guards assumed complete control of the prisoners and began to subject many of the prisoners to psychological torture. The experiment was terminated after only six days when a number of the prisoners experienced mental breakdowns.

Professor Zimbardo also discussed a similar experiment in 1961 in which Yale University psychologist Stanley Milgram attempted to see if he could recreate the psychological conditions seen in events such as the Holocaust. Bangs explained that, when picking Professor Zimbardo's talk to be featured in the event, the group "thought it was an interesting choice because the topic of torture and how ordinary people can become perpetrators of such brutalities is really quite interdisciplinary and indicative of the true meaning of the liberal arts in and of itself."

Professor Zimbardo linked these two earlier experiments to the human rights violations

COLIN LANG  
STAFF WRITER

This coming winter break, Conn students will spend approximately 33 days away from their dorm rooms, roommates, friends, professors and schoolwork. 33 days, over an entire month to watch Netflix, brave the cold (or escape it) and spend quality time with the parental folks. Although the calendar is set for this year, in 2015 or 2016 the time at home could be cut short.

Recently SGA passed a resolution, spearheaded by student-at-large Will Miller '15, that encourages the Administration to reduce winter break to a three week duration, effectively making the entire academic year one week shorter; the number of academic

days would remain the same but spring exams would start the first week of May instead of the second.

Miller's proposal was inspired by his own experiences. In the summer of 2013, Miller accepted a job at a New Haven law firm; the firm, suddenly and unexpectedly short-staffed, insisted that Miller start the day after his last exam. The Michigan native later learned that the University of Michigan's academic year is purposefully completed in the last week of April so that students can get a head start at their summer internship or job. Therefore the intended purpose of this resolution is to allow "an elongated summer [that] will benefit student opportunities in the workforce."

Whether one week could

that occurred in 2003 at the Abu Ghraib prison in Iraq. He showed the viewers a number of images that depicted prisoners (including prisoners with mental illnesses) being physically and psychologically tortured by their American prison guards. "Evil is the exercise of power," he explained. He added that there are three ideas to think about when considering why people in power torture those they preside over: what they bring into the situation, what the situation brings out of them

*There are three ideas to think about when considering why people in power torture those they preside over: what they bring into the situation, what the situation brings out of them and what society allows.*

and what society allows. Professor Zimbardo called these three ideas the Lucifer Effect, and it is the reason why seemingly good people can act similarly to how the guards at Abu Ghraib acted.

The video screening, which took a little under 30 minutes, was followed immediately by a discussion between the students and Professor Borer. Professor Borer commented on Professor Zimbardo's belief that one can be taught heroism, stating that she was "skeptical" about this idea, leading to a further discussion on what it means to be a hero (Professor Zimbardo believes that Sergeant Joseph M. Darby is the true hero of the Abu Ghraib story, as he was the one who showed his superior the images being taken inside the prison). Randsel Brannum '17 argued that a "real hero is

someone who is challenging why these things are happening," instead of just challenging that they are happening.

The discussion then ranged from topics such as what the definition of torture is to what it means to be a whistleblower (such as Darby), and how whistleblowers are viewed in American society. The conversation ended with Professor Borer explaining that it is unlikely that President George W. Bush will ever be tried for the crimes that occurred under his presidency, though non-governmental organizations have continually been pushing for his arrest.

Susanna Mathews '16, a Government major, enjoyed the talk, saying, "It raised some interesting points about how the US government handles issues of human rights, and made me think about things differently." Bangs agreed that the talk was an overall success, saying, "I was really impressed with the turnout and the reflections students had on such serious topics as Abu Ghraib. I hope that the event succeeded in contributing to the growing human rights narrative - through the lens of International Relations - here on campus."

For students who were unable to attend this event, the organizing groups of the talk also revealed that Seymour Hirsch, a Pulitzer Prize-winning journalist who broke the Abu Ghraib story ten years ago, will be speaking on campus next semester in a continued effort to promote discussions around human rights violations. The Connecticut College Amnesty International Club will be hosting Abu Ghraib centric events leading up to Hirsch's culminating lecture. •

make or break an internship or job is debatable, but it certainly cannot hurt to have an extra week over competitors. NESCAC schools have a variety of schedules: many have January terms, Bates has a short term starting in late April, but Conn's calendar closely resembles that of Hamilton and Bowdoin. We do not even have the longest winter break - this year that honor goes to Wesleyan with 38 days off. Tufts will close the earliest in 2014, on May 9, while Bates does not wrap up until May 23. So Conn is not the most disadvantaged among the NESCACs, but we could do better.

However, losing a week of winter break can have its consequences. Many students maintain jobs during breaks and some are able to com-

plete month long internships. International students, especially those far flung from Conn, must make the choice every winter break whether to go home or stay on campus. Staying is potentially cheaper (at \$110 a week) than a flight home; if a student is going to spend the money for an international round-trip flight, remaining at the destination for a longer duration is preferable. Personally, three weeks would mean my skiing adventure would be curtailed, but that seems to pale in comparison to future career goals and aspirations.

Changing the academic calendar is not very simple, however. A committee comprised of various staff and faculty including Victor Arcelus, Dean of Student Life; Ulysses

Hammond, Vice President of Administration and others set the calendar, and all must agree. This did not deter Miller, who wants to be able to "leave a mark on the school." He strongly believes his idea could give all Conn students the upper hand. He is worried, however, that apathy amongst both SGA and the student body is his main obstacle: "I had to get people to care" to get the resolution to pass. Winter break can be more than just sitting around at home, but the reality for most students is just that. The College focuses so much on career preparation, especially with CELS, that it seems only logical to give students one more advantage, especially when it is as simple as changing the calendar. •

# SGA Considers Shortening Winter Breaks

School	Winter	Spring	Summer
Amherst*	33	10	108
Bates*	22	8	101
Bowdoin	28	16	109
Colby*	20	10	106
Conn	33	16	103
Hamilton	32	16	101
Middlebury*	21	10	110
Trinity	34	10	116
Tufts	27	10	116
Wesleyan	38	16	102
Williams*	20	12	101

\*Short Term, either in January or late April

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## QUINNIPIAC UNIVERSITY GRADUATE PROGRAMS





# A Legend Leaves, a Legacy Left Behind

As President Higdon prepares to step down, professors reflect on his time at the College and anticipate the transition ahead

## CONTINUED FROM FRONT

road was prominently labeled.

"Unlike the other presidents, he knows how to manage," said Peppard. "He never - to my knowledge - ever meddled in the academic stuff here." Peppard acknowledges that the Economics Department has grown to become the most popular major at Conn under Higdon's presidency, but considers such growth function of the ability of the College to afford a larger faculty rather than the president's direct involvement with academics. "That's what has made him so great," Peppard went on. "He can delegate authority."

Stock echoed Peppard's sentiments: "I remember Higdon saying when he first got here that his first year was for listening, and to give people things that they need if he could." He wanted to learn who everyone was, what the issues here were, which ones could be solved quickly and which ones had to be tackled over time. "He walked around buildings, popped into people's offices," said Peppard. "The feeling among the faculty is that he's been a really good president. He's created a feeling here that has made it a nicer place to work."

Higdon's devotion to the institution has been felt by many.

Said Peppard, "He's visible... you know he's there, and he cares. And that matters. When you have somebody like that, things improve, and everyone around you is pleased with the present. You begin to see little by little changes on the campus," changes that aren't visible to the outside world or maybe even the students. But for faculty who have been here for presidential transitions, these small details can make a big impact.

"He's always wanted to be here," Stock said. "He's always wanted to be at a school like this." Higdon has worked at several bigger institutions in the past, where community engagement has not been as much a part of the culture. In contrast, Conn's intimate setting has afforded him opportunities to host faculty cocktail parties, to attend athletic games and even walk around campus on a Saturday night. From his early morning jogs to his spontaneous Harris visits, President Higdon has made it a personal initiative to be a figure that not only faculty and staff can interact with, but one who students see regularly and can feel comfortable talking to.

"One of the things that I was looking to do [as president] was have a relationship with students in a residential campus setting,"

Higdon said. "I can go on this campus, and I feel comfortable striking up a conversation with any student... Students have been very kind to me over my seven-and-a-half years here."

For many students, the residential aspect of college life is

England weather for a warmer climate, and will be heading to Charleston, South Carolina. But he's not settling down for retirement yet: he will be teaching a leadership seminar at the College of Charleston, as well as co-teaching a class with a col-

league at the Darden School of Business at UVA, where he was once dean. "I've been in a classroom here, and at all of the institutions I've been at," Higdon said. "But as far as teaching a formal, forced class, this is the first time I've done it. This is a new experience for me. I'm always about new experiences."

Walking into President Higdon's office is a startling reminder of his upcoming departure at the end of the month. Shelves of Camel paraphernalia have been packed away, his "Big Hig Is My Homeboy" t-shirt, once proudly displayed, is nowhere to be seen. This semester, Higdon has been busy tying up loose ends and securing the continuation and completion of initiatives started during his presidency. "When you transition out of an institution, you want it to be seamless," Higdon remarked.

But such a tight transition might end up leaving incoming President Katherine Bergeron in somewhat of a bind. Many colleges have regulations in effect that allow new presidents to swiftly make administrative changes that would otherwise be grueling processes; some institutions even require that administrators hand in letters of resignation - which the new president can either process or disregard - with each turnover. However, such measures might become ineffective if Bergeron's hands are tied by the social and institutional restrictions of assuming the presidency halfway through the academic year.

Higdon, though, has full confidence in Bergeron's ability to take over in January. Since her selection occurred over the summer, she's had several months to get acquainted with the institu-

tion and its current initiatives and issues. "In this particular period, she's been able to meet and talk to people, and get a flavor for the issues here. I fully believe that she will be very well-versed in terms of things... I feel very good about my statement that the best days for Connecticut College are in front of it."

Furthermore, Will Hardy '14, Chief of Finance of the Student Government Association, believes that students are ready for an administrative transformation. "I think Bergeron will bring a breath of fresh air; an understanding and wanting to hear from all students, not just those considered 'the best and the brightest.'"

For those that have seen the College change under the guidance of various presidents, it's more difficult to look beyond Higdon's success and embrace the uncertainty that coincides with a new president. "He's leaving really big shoes to fill," said Peppard. "I don't envy Bergeron in that respect. You don't want to be the person who has to follow somebody like that. There is no way to avoid comparisons. Higdon is leaving with a well-deserved sense of accomplishment, but the institution is going to miss him." •

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## Professor Maria Cruz-Saco, Leader of SATA Peru

AYLA ZURAW-FRIEDLAND  
EDITOR ABROAD

"If you want to wear a lettuce on your head, just do it!"

As a Study Away Teach Away family, we received a lot of advice from Professor Maria Cruz-Saco during our semester traversing Peru. This was one of the first things she told us on a bus between the ruins of Ollantaytambo and the city of Cusco on the final leg of a week-long trip through the Andes during our first month together. No, Professor Cruz-Saco was not encouraging us to steal goods from a local vendor; she was just telling us to enjoy being ourselves, regardless as to what others may think. In the moment (and in retrospect) it was kind of a silly comment, but it still held true and we repeated it many times throughout the last four months.

Aside from giving us sound life advice, we were also given the chance to get to know Professor Cruz-Saco a little bit better. During our first days, she stopped us at a house in Miraflores, Lima and asked for a picture with it; it was the house she had grown up in with her parents and three brothers. Her father, Cesar Cruz-Saco, was an intellectual who studied law, math, physics and was a part of the Cruz-Saco school systems in Peru. She spent many hours discussing literature and politics with her family. "There were always, always books in the house," she recalls. A self-proclaimed tomboy, she loved to read and play outside with her brothers at some of the local country clubs her parents frequented. "It was like having three groups of friends, one at the club, one at my [German] school, and later one at the university."

The university she refers to is the Universidad del Pacifico in Jesus Maria. Despite her earlier interests in literature, she began her studies in economics at this new, fledgling business school. At the time, her entire class was only eighty students and there were few choices of careers to pursue. Unsurprisingly, she excelled in her area of study and

graduated second in her class. From there, she went to the University of Pittsburgh to earn her Masters and Ph.D. certificates in economics, as well as a graduate certificate in Latin American Studies in three years before returning to her native Peru. Earning a Ph.D. is difficult enough, but at that point in the 1970s, only six women had ever earned that degree in economics.

It would be a few years before she returned to the United States, but she certainly kept herself busy while she was away. While teaching at her alma mater, she also held the Vice Presidency at the Development Bank in Peru. During her years back in Peru she reconnected with a fellow Universidad del Pacifico student, now her husband, and had her first son.

However, this was also during a period when Peru was in an unmistakable economic and political downswing that limited career possibilities and generally made life difficult and dangerous. "I heard of a position as a visiting professor at Mount Holyoke College, I applied, and I took it." And so it began. She arrived back to the States with just two suitcases and her then-one-year-old son in August of 1981. She had been away from the states for five years.

"Teaching in English was the first challenge. I had spent almost all of my time studying during my three years in the States. I would spend four to five hours typing out each hour of classes in English so I would have notes," she recalls of her first year of teaching in the States. "It was very different. Liberal arts? What was that?"

It wasn't until 1991 that Professor Cruz-Saco found herself at Connecticut College teaching in the economics department. "It was all survival in the beginning," she confided. Along with the struggle of teaching in her second language, being the only female professor in a department and field of study mostly dominated by men created some stress. Despite the professional challenges, during the course of her twenty-three years at Connecticut College, she did some

exceptional things. If one looks at her profile on the Economics department website, her credentials go on for nearly a page and include books, papers, serving as a Dean at both Conn and Wesleyan and a Fulbright Scholarship.

Aside from an obvious talent for economics, Professor Cruz-Saco is also an avid reader and tennis player. Most of her favorite books are by Latin American authors, such as *100 Years of Solitude* by Gabriel Garcia Marquez, Pablo Neruda, Cesar Vallejo and, of course, Mario Vargas Llosa.

During her time in the States, the Sendero Luminoso insurgency rose and fell with the election of President Fujimori in 1992. Cruz-Saco remembers it being strange not to be there while most of her friends and family endured hard times under a corrupt government. She and her husband would talk about going back to Peru through the years, but they both had built lives in Connecticut, with two more sons, and for Professor Cruz-Saco, increasing prestige within the College. Peru was their home, but then so was Connecticut. "If someone were to ask me to pick one place, I don't think I could. I'm happy in both places. It's... different, but still happy."

While the rest of us (now commonly referred to as her "sobriños" or "kiddos") spent the semester exploring Lima for the first time, it was a semester of rediscovery for Professor Cruz-Saco. "It was like meeting an old friend after not seeing them for a very long time." The city changed substantially while she was away, but in many ways it stayed the same.

Reading this back, it feels like I've barely scratched the surface of this wonderful professor's life. We got a lot of advice from her: don't drink the water; don't eat lettuce the first few weeks; never eat ceviche after noon; and if being who we are entails wearing lettuce as a hat, so be it. I am glad to have gotten to explore what Lima and life has to offer with Tia Maria. •

## Semester Comes to a Close with Celebration of Festivus

ELEANOR HARDY  
STAFF WRITER

A favorite holiday for most camels, Festivus has transformed year after year since the tradition began here on campus. A sign of the semester ending, a classy meal in Harris and the transformation of Cro into a winter wonderland, it's one of the most well-attended events each and every year.

It all started shortly after the holiday's debut in the 1997 Seinfeld episode. A family tradition of the show's screenwriter at the time, Dan O'Keefe, it is now annually celebrated on December 23rd as a secular holiday. The celebrated parody originated as an alternative to taking part in the commercialization of the holidays. Conn students, wanting to find a way to celebrate the holidays in a secular manner, decided to adopt the idea and thus Festivus began.

Starting out like most other events Festivus was just originally another themed dance. The first addition was the dinner in Harris. Now, Harris shuts down early each Festivus-afternoon to prepare for an evening of colorful napkin baskets and Andes mints on the tables. When it comes to the food served, the cooks produce a special menu each year full of steak, mashed potatoes and a whole counter of bread. The classy dinner always kicks off Festivus just right.

What makes Festivus such a trademark holiday for every Conn student are the traditions that continually get created along with it. The men's cross country team, for example, sets the bar high with their Festivus tradition of well-over eight years. Each year the team gathers for dinner in

Harris dressed in their holiday best. Staking out the long table along the side of Harris the boys practice one of Festivus' signature traditions "the airing of grievances." Following dinner the airing of grievances is a time to reflect on the year that has just passed, lashing out at others about what they have done that has been disappointing. One by one each member on the men's team will stand and air their grievances about their teammates, following in tradition.

The Housfellows and Floor Governors have also created their own tradition. Each year respective areas of campus come together and decorate the common rooms to host an area party before the gala in Cro. More food, music and socializing, the area parties have become another trademark of the holiday. It not only brings together the staff but also the residents, encapsulating what Festivus, and the holidays, are essentially all about.

The last part of the Festivus celebration is the gala in Cro. Each class council and SAC comes together to host an event before the dance. This year, the theme was Candy Land, creating endless possibilities with what could be done. The Class of 2017 put together an amazing life-sized Candy Land game in the 1941 room. Life sized cut-outs, endless amounts of candy and exceptional decorations, the room came together and was a huge accomplishment for the Festivus rookies. The Class of 2016 rented a photo booth for people to enjoy. A staple of any Cro celebration, the line was long, the pictures were plenty and the class council could check off Festivus as a success. Class of 2015 trans-

formed Cro's Nest into a karaoke bar for people to get a little taste of holiday caroling. Janil Tejada '13, the Festivus planning student at large, expressed that for her, the "highlight of the night was definitely karaoke." The senior class put on a tremendous dance in the 1962 room with music by Conn's very own RagTag. Although Rag could not be in attendance, Tag provided some incredible music throughout the evening.

The night was a success and everyone's hard work clearly paid off.

Senior Chelsea Parish reflected back on her four years of celebrating saying that, "it's a great event to get the entire school together before the end of the year." Taylor Walsh-Serpico '13 added that it's "really great to have so many alumni come back each year for this weekend." Although many seniors are heading off, many feel that no matter where they find themselves next December, they'll be thinking about or celebrating Festivus themselves if they aren't back here reliving it all.

The most important part of Festivus is its place on the calendar as the last weekend of the semester. Amidst the fury of finals, the freezing walks across campus and saying goodbye to friends before the much awaited month of relaxation, everyone can be found in Cro celebrating. It's a break from work, a time to reminisce about the fall semester and a prelude to the spring. Recently described by a professor as "the Floralia of fall semester" it's no doubt that the holiday will continue to be celebrated and grow each year as groups across campus start creating their own Festivus traditions. •



# OPINIONS

THE COLLEGE VOICE

DECEMBER 9, 2013

## Res Life Policy Changes Threaten the Future of Earth House

CONTINUED FROM FRONT  
REAL office.

Within the confines of this new process, the soon to be former Earth House could be inhabited by a group of seven students who prioritize environmentally-friendly living, as is the current situation, but it could also be assigned to members of a club sport, a particular major or any common interest that could theoretically provide engaging events and programming for the greater campus community. If one particular theme proves to be a successful, the group propagating that theme could inhabit the same apartment or house for consecutive academic years. As students in that independent living arrangement graduate, it would be up to the other underclassmen already living in that particular space to decide who is allowed to enter their community as a new member.

While this process could be interpreted as giving students greater agency to decide with whom they would like to live, it is also extremely exclusive and could quickly create cliques, so-called "in-groups" and "out-groups," not dissimilar to the ways in which fraternities and sororities at other institutions operate and control their membership. Azul Tellez '15, a resident of Earth House, says that what makes it special is in direct opposition with proposed changes. She believes that, "while college is about strengthening the friendships you already have, it is also very much about bonding with new people. Most of this bonding occurs over the food we cook together or simply sitting around

the breakfast table. There's something really extraordinary about moving into a house with people that you hardly know (for the most part) and getting to know them as the year goes on."

The REAL staff continues to insist that the office has no desire to dispose of Earth House. Their actions, however, tell a very different tale. With this new independent living policy, they are actively undermining one of the goals of Connecticut College as dictated in the school's mission statement: that of environmental stewardship. Yes, this mission statement does also contain five other goals, some of which remain unutilized in current thematic and independent housing, but greater diversification (which to be quite frank, cannot even be definitively guaranteed by the new independent living process) should not compromise tradition that has existed for many years at this institution. By refusing to guarantee Conn students a housing option that promotes and fosters environmentally-friendly living, the REAL office is trivializing the good work of students, faculty, staff and the administration, both past and present, to advance environmental sustainability at this institution. Earth House, its students and the faculty and staff who have supported and mentored them have played no small part in past dreams and desires being brought to fruition.

What will be lost with the elimination of Earth House? I can think of several things, the first of which being the community, which current resident Anna Curtis-Heald '15 sums up by saying, "The house has one rule:

give more than you take. 'Love the house and it will love you,' is painted on the wall by an anonymous former resident. The house sustains the community."

The community Earth House creates on the Connecticut College campus is unparalleled. It is the only independent living option currently in place which allows seven strangers, who share a passion for environmentally-friendly living, to forge bonds with one another in ways otherwise impossible within the structure of Conn's residence hall and independent living options. Earth House has not ever been perfect, but its sentiments and convictions are noteworthy additions to the Conn community. Casey Dillon '14 sees the impending elimination of Earth House as just another part of a greater trend at the College. Dillon notes, "Ever since my freshman year, I've felt like the administration has been making changes and putting programs in place that are limiting self-expression and changing campus culture for the worse."

We, as residents of the house, share meals cooked together in the kitchen and enjoy the feeling of shared history which comes alive in the colorfully painted walls and the furniture and dishware passed on from one generation of Earth House residents to the next. Curtis-Heald elaborated on her own experience, saying, "All members of the house had a moment when they realized, upon visiting it during their freshman or sophomore year, that they would like to live here one day, and we cherish offering the same glimpses and opportunities to younger students now

by opening the house for events".

There is, indeed, a comfort in knowing that this option for environmentally friendly living has existed for years, and that countless students committed to the environment have occupied the physical space of North Campus's small, brown cottage. Lana Richards '17 commented, "Earth House was one of the major reasons I decided to attend Conn in the first place." The question that must now be posed is: Will Lana and other students who share similar convictions be afforded the opportunity to live there?

If the REAL office has an issue with the way in which we as Earth House residents are presently fulfilling our supposed purposes as members of Conn's environmentally-friendly house, then I would highly suggest that the office's staff approach us to inform us of that displeasure instead of taking the drastic step of eliminating the future guarantee of earth-friendly living. The REAL office has not once been in contact with us to inform us of their expectations or any responsibilities we should be fulfilling; our only contact with REAL has been through routine communications from our Housefellow, who has never been anything short of supportive of the events we put on and the way in which we live. We feel blindsided and saddened by REAL's attempt to erase a Connecticut College tradition.

So, too, does this disappointment extend to Joyce and Jim Luce, administrative assistant in the Dean's office and supervisor of grounds respectively, who for at least a decade, have acted as



COURTESY PHOTO

a second set of parents for Earth House residents, and have joined us for meals in the living room and invited us into their home and on many other excursions, and generously gave of time, care and concern I have not personally felt anywhere else on this campus. What will come of their contributions and connection with Earth House with the proposed changes?

In the Dec. 3 meeting, REAL staff continued to ask Earth House residents if we were scared or angry about their changes to what they are asking us to accept as the former Earth House. These changes, with their complete lack of regard for tradition, for environmental sustainability and unique, egalitarian community, threaten to erase a physical space that is so dear to

me, those with whom I live, those who have previously lived there and all students, faculty and staff who have supported us. So, yes, REAL staff, I am scared, and I am angry. I do not agree with your refusal to engage in shared governance. I reject your argument that these changes in housing policies will unequivocally improve our campus community because Connecticut College is in danger of losing a diamond in the rough, a small house which has a character and a community simply unmatched by any other building on this campus. I can promise that Earth House will not be eliminated without valiant resistance. Please, any student, faculty or staff member who cares: join us to save Earth House. •

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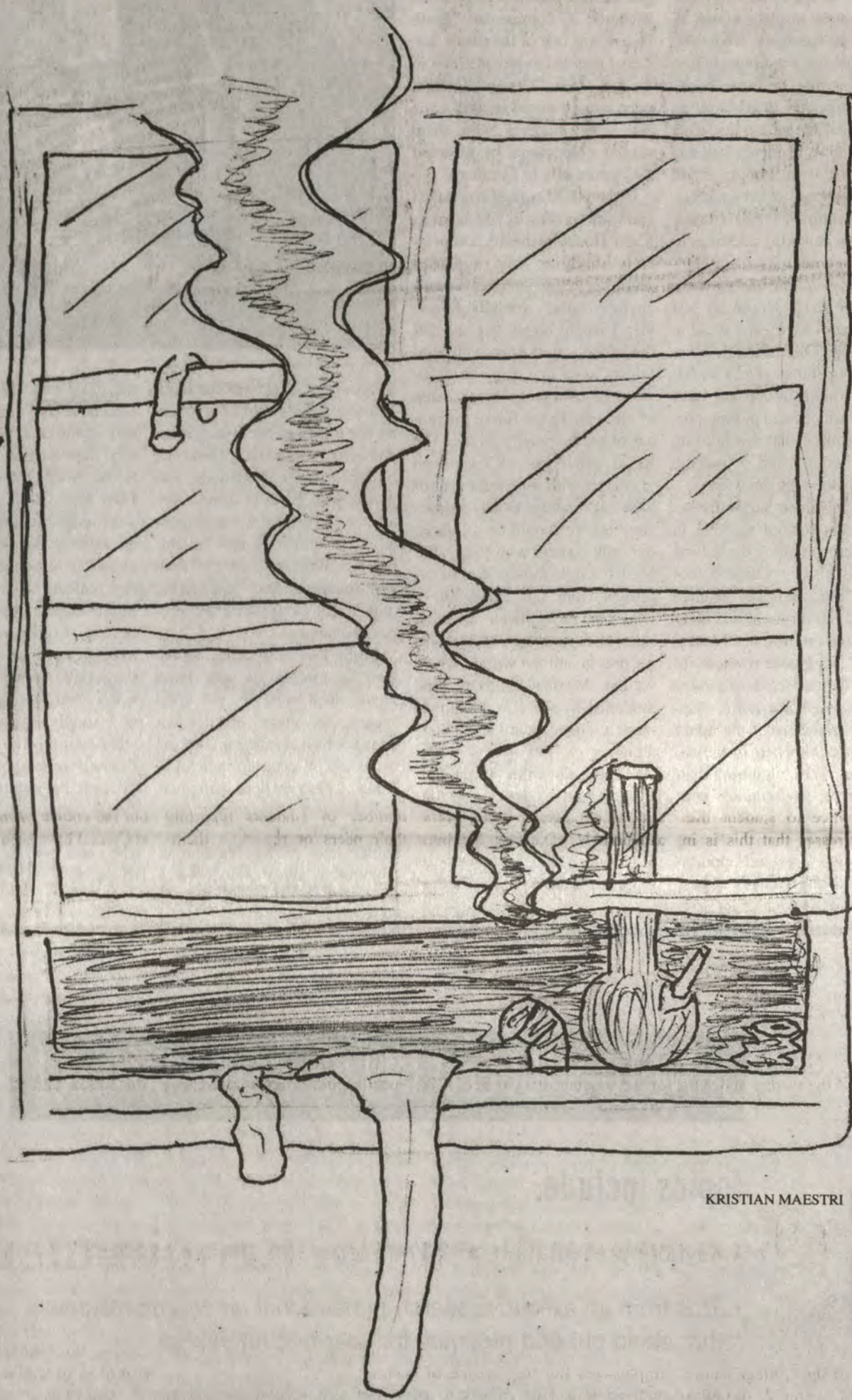


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## The “Dirty” South Takes a Bath

A Freshman Perspective on the Social Culture of South Campus



KRISTIAN MAESTRI

**HARPUR SCHWARTZ**  
CONTRIBUTOR

As a newborn baby Camel taking my first steps in the desert of New London, I was frequently faced with the question, “So, like, where do you live on campus?” I usually reply with something like “I live in JA”, only to be given some sort of odd facial expression from whomever asked. After having this conversation half a dozen or so times, I realized that I was bound to receive one of two reactions from my peers. Scenario one, I am the luckiest freshman alive being able to live in South Campus my first year. Scenario two, I am sleeping with the devil.

When it comes to housing, Connecticut College is divided into three areas: North Campus, Central Campus, and South Campus. However, on campus we have our own code for each area; a hospital-ward like dormitory where the anti-social students live with their doors closed in North; a place where people live who sometimes choose to be social in

Central; and finally party central down South. After being on campus a few months, I quickly realized that JA had a strong reputation to protect and was proud of it. South Campus, or “The Dirty South” as many refer to it, is known to be the most social part of Connecticut College’s campus. With Harkness dorm being rumored to have made the top 25 Most Sexually Active Colleges Dorms in America, who is to argue with the fact that Conn College southerners like to have a good time?

I often find myself asking why we swarm to South and not to any other area. On Thursday and Saturday nights, flocks of people migrate down with hopes of finding some sort of social gathering. South is stereotyped to be solely a party scene, and southerners fall victim to the label of “hardcore partier”. Therefore, by default, if you choose to live in South, people assume that you live there for a reason.

However, what many fail to see is that South is an intimate community. Once you become a part of South Campus, you

can’t help but call it home. South may be known for the weekend party scene, but what many fail to see is the overall friendly culture. We leave dorm rooms and even bathroom doors open. Together, we brush our teeth, eat meals and yes, have fun. Even with the party culture considered, South Campus offers more than a place to go wild.

South Campus is a unique place at Conn. For starters, South houses the cozy, intimate dining halls in JA and Freeman, where you are guaranteed to find at least one person you know at meal times. Knowlton allows for its residents to both live and eat with fellow students who enjoy multilingualism. The South Campus dorms overlook Temple green, meaning proximity to academic buildings and easy access to athletic games, which is an awesome bonus. Walking outside your dorm and being a few steps away from a soccer or lacrosse game is not something many college students have available to them.

Other parts of our campus get rowdy as well, but for

some reason South gets criticized the most. Morrisson, for example, struggles with its inhabitants urinating in water bottles and then tossing these bottles into the recycling bins for the custodians to clean up. Nonetheless, South Campus is blamed for being the most disruptive.

We need to ask ourselves if South is the dirtiest part of campus, or is it simply more acceptable to be open about our social life down here. Let’s face it, no matter what part of campus you live on, you’re guaranteed to meet diverse people with a wide range of interests. South Campus seems to be recognized for its socialites. I think the question becomes whether South Campus is actually cursed with being forever labeled as the party side of campus, or if the stereotypes have simply fostered a name that Southern camels feel forced to live up to.

To a visitor, South Campus may seem to be like the city that never sleeps, but there is more to our end of campus than sex, drugs, and EDM. •

## A Plea to End the Glorification of Stress

**MADLINE CONLEY**  
OPINIONS EDITOR

You’ve seen it before, but you know it by a different name. It plays out like this: your friend walks into a dining hall or the library, dumps her books on the table and lets out a string of breathless, anxious hyperboles: “I literally haven’t slept for the last four nights.” It’s particularly visible in December and May, on social media, when pictures of forts built out of text books in the basement of library captioned with “Day five in the library, four hours of sleep, three papers to go” start to appear with upsetting frequency. We call it “stress” and we maintain a kind of grave reverence for it that is usually reserved for war and other regrettable, yet necessary things.

It appears under a number of labels: “work overload” “procrastination” “all-nighters” but couched in all of these phrases is a very prevalent attitude on this campus. It’s not stress, it’s glorification of stress, and we specialize in it here at Connecticut College.

As one friend posited, perhaps it’s a strange combination of mutualism and competition; we love to not feel so alone in our anxiety but we also like to reassure ourselves that maybe we’re even just a little bit better off than our peers.

Now, a favorite anecdote from Finals Past that my friend group begs to hear every year around this time, like a sick holiday parable that nonetheless speaks to some sort of greater truth about our behavior and values this time of year. A friend was in Harris in line to get some pasta and (not seeing another Camel also in a fuel-deprived carb-seeking frenzy) reached for the pasta spoon a second before her. My friend, the embodiment of courtesy no matter what time of year it is, apologized profusely for the momentary confusion about who rightfully should serve themselves pasta first. The girl, affronted but willing to forgive such atrocity in times of great stress and sacrifice, told my friend snidely, “That’s okay... it’s finals.”

This is telling: First, tensions were running so high that a minor conflict occurred

*The unspoken understanding is that these men and women are very, very busy, very, very stressed, and because of this, very successful. From afar, it looks exciting to be stressed. It looks very grown up.*

I’m not sure why we do it. Maybe it’s that we have too much work, or that we have just unfortunately found ourselves at the mercy of a possibly flawed system that favors test-taking and paper writing as the primary gauges of learning. It might be because we grew up seeing too many movies where women with severe buns and men in thousand-dollar suits run around office buildings faxing things, rearranging manila folders with unexplained urgency, picking up important phone calls from affiliates in Tokyo to make gruff demands with impolite hurry. The unspoken understanding is that these men and women are very, very busy, very, very stressed, and because of this, very successful. From afar, it looks exciting to be stressed. It looks very grown up.

We have our own flavor of glorification of stress here. We cut out meals, exercise, leisure reading (just the idea of reading for fun is laughable to any full-time college student), conversation—the very stuff that nourishes us when we need it most. We fuel ourselves instead with stress and fear, we gulp up academic commitment, devour busyness. We mill about the first-floor of the library (the High Altar of Stress Glory) talking about how much work we have, how many pages we have left, how many exams, how few ours of sleep, how “screwed” we are.

Why is it cool to be stressed?

over something as insignificant as pasta. Second, this girl was willing to excuse what she oddly had perceived as bad behavior because it was “finals.” Do we write ourselves a sort of all-bets-are-off-for-human-decency clause during finals, or more distressingly, during any moments of stress?

This isn’t an attack on professors who assign too much work, or the Administration, the powers that be who make the rules about education—that’s a very different article that maybe someday will appear later. This is about what we can do, now.

Let’s look to ourselves. How we relate to stress now will inform how we relate to stress for the rest of our lives.

In many ways, we’re doing ourselves a great service when we talk to each other about what we’re experiencing. No one gains from bottling up feelings of stress and anxiety, and so my argument is not for silently and solemnly bearing the very real weight of academic pressure. This is, rather, a call for consideration, kindness, and rationality; eat meals with your friends, take walks, don’t snarl at people in line for pasta. Try not to worship in the chapel of stress, and instead glorify good company, good food, fresh air. Hans Selye, a Hungarian doctor who pioneered the scientific study of stress, explained it best: “It’s not stress that kills us. It’s our reaction to it.” •



# OPINIONS

THE COLLEGE VOICE

DECEMBER 9, 2013



## Honor Code: Respected or Irrelavent?

CASEY DILLON  
STAFF WRITER

"There's a power that lies within the Honor Code for students," argued Dean Cardwell. We just don't always recognize that power for what it's worth. Connecticut College students tend to imagine the Honor Code simply as a set of rules, while in reality it provides a set of responsibilities to integrity, civility, and respect for the community. This distinguishes it from the Student Code of Conduct, which covers alcohol and illicit drugs as well as social functions policies.

Dean Cardwell, Associate Dean of Student Life, serves as an adviser to the Honor Council and plays a big role in how the Honor Code is enforced on campus. She argues that the Honor Code cannot be considered only in terms of its violation. The

Honor Code provides the students at Connecticut College with a number of perks: self-scheduled exams, shared governance and even leaving your laptop at a table in Shain Library while you grab a bite to eat at the dining hall.

Although faculty and staff are held to certain standards, they are not charged with signing the Honor Code and therefore do not have a strong sense of familiarity with its content or the Honor Council process. According to both Dean Cardwell and Honor Council Chair Hilary Nigrosh '14, this might be a contributing factor to a decrease in the number of academic integrity violation reports. In the fall semester of 2012, there were 20 academic integrity cases, whereas at this point in the Fall 2013 semester, there have only been four cases. Unfortunately, neither Dean

Cardwell nor Nigrosh believe that this means there are fewer violations. Rather, Nigrosh cites a lack of reporting from both faculty and students.

Faculty members often do not report violations due to a perceived lack of evidence or a lack of understanding about the Honor Council process and its importance to student life. Nigrosh stresses that this is in violation of the faculty handbook: "The protocol is: if you are made aware of an academic integrity violation, whether it's through your own knowledge or through someone coming to you, you must report it to Dean Cardwell." There have been efforts to inform the community about the Honor Code, and some members of the faculty and staff have expressed interest in signing the Honor Code in order to strengthen the College's sense of

community.

In terms of reporting by students, there seems to be a strong desire to be able to report Honor Code violations anonymously. A question raised by the Honor Council, arguably the people on campus most familiar with the Honor Code, is whether or not anonymity would undermine the concept of "peers holding peers accountable." During a hearing, there is an opportunity for the complainant and respondent to ask each other questions as well as a policy of confidentiality, so students should feel safe reporting their peers for violations.

Nigrosh added "[as students] it's our responsibility under the Honor Code to report violations," regardless of convenience or the amount of evidence. It is the job of the Honor Council to find a student responsible for upholding to honor code or respon-

sible for violating it. The Honor Council, according to Dean Cardwell, exhibits fair judgment in weighing the facts of cases and determining disciplinary action.

While reports of academic integrity violations may be lower than usual, Nigrosh noted that there has been an increase in the number of students reporting their peers or reporting themselves in regards to vandalism. The Student Government Association held a campaign last year in which commonly vandalized parts of campus – notably light fixtures and paper towel dispensers – were labeled with their specific cost of repair. Students therefore had no choice but to confront the literal price of disrespecting the campus space. The extent of the influence of SGA's campaign on vandalism cases is unknown, but at least peers are

holding each other accountable.

The Honor Code is an additional forum on campus that combines the social and academic aspects of Connecticut College, though it is often either thrown into conversation as a half-joke or limited in the thoughts of students to a few perks or punishments. Throughout the course of my four years at Conn, I have seen the extent to which it impacts our every day lives. It fosters a respectful community here in our little bubble. Without the Honor Code, there would be at best a very weak sense of shared governance. As students, we need the Honor Code to have the confidence to shape our community – to make it a better and more just place for the present and the future. •

## Weighing Prospective Changes in Gen-Ed Requirements

KRISTINA HARROLD  
CONTRIBUTOR

We've all had to fit those Gen-Ed requirements into our busy schedules. Many groan at the thought of taking another class that has nothing to do with our majors or that is impossibly boring. Beyond the struggles of course registration, the system is outdated. The current "check-list" process we have now was developed decades ago, and the requirements are not as suited for the current real-world environment outside of the college. The consensus is that something has to change.

Since last year, the momentum of Gen-Ed reform has picked up speed, and an immense amount of work has been put into creating a new

model for education goals at Connecticut College. The downfalls of our current system have been realized, and with the Education Planning Committee at the forefront, alternative methods are being sought. A massive amount of collaboration has taken place between individual faculty, departments, centers and programs to form the future of our school. This educational reform will redefine what it means to be a Conn student and what it means to have a liberal arts education.

This summer, a working group was set to the task of developing a few guiding principles to base future curricula around and to set as interdisciplinary goals for the College. The principles were voted upon and approved by the fac-

ulty at their meeting this past Wednesday, Dec. 4. They are based off of the College's core values and centered around a few key concepts: intentionality, local and global engagement and inclusive excellence.

That first point, intentionality, is the desire for the education experience to be applicable to the modern living experience by making each class valuable in the student's life here at Conn. It's important to encourage the student's desire to learn, while also making sure that the knowledge is relevant and varied enough to enable success as a student and beyond.

"Global and local engagement" is a reinvigoration of the College mission statement ("Connecticut College educates students to put the

liberal arts into action as citizens in a global society"). This emphasizes the importance of understanding our lives in a multilayer of social platforms as well as widespread student community involvement.

The last concept, inclusive excellence, addresses the need for diversity awareness and encouragement. This concept has been the most contested – over what it truly means and how it can be applied in situations where diversity seems to be irrelevant (say, a science lab). It has been acknowledged though, that diversity is something that permeates every aspect of a college student's life, and life inside the classroom cannot be isolated from that reality. Despite concerns of application, there has been a lot of positive feedback about the

possibilities this concept has as a highly held value of our school.

Some are wondering – without a 'check-list' to guide us, how will students become well-rounded? Professor Loomis of the Biology department explained at the Student Government Association (SGA) last month that it would be more of a self-designed education package, where the student will work more closely with advisers to create a rounded and fulfilling experience at Conn.

The prospect of changing that system is exciting...even if it won't directly affect current students. That's right – the majority of these changes will not happen for a couple of years. Professor Loomis assured SGA that it will take a while – "You

can't really just plop it on the ground and implement it – it's a process of trial and error".

If you want to be a part of the action, you can get involved now by joining a Student Advisory Board – they will have a major part to play in the way that the new model will be applied to their individual departments.

Although it won't get the current students out of that last Area Requirement, this reform will pose a major alteration in the way that the students, faculty, and staff function at the school. This model will last for years to come, and it's an incredible opportunity to change the lives of future students and the face of Connecticut College. •

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# Turning Towards Winter Sports Season

LUCA POWELL  
SPORTS EDITOR

As the winter sports come in to full swing, Connecticut College closes a rich chapter of sports excitement. As a gesture towards the athletes that carried us through the fall semester, we've highlighted some of their accomplishments.

2014 sees the last season of soccer on Tempel green for Billy Hawkey '14. The graduating captain adds NESCAC All-Star Team selection to an already illustrious college soccer career. Hawkey is also the first athlete from Conn to earn the NESCAC player of the year award. Leading the league with 23 points, 9 goals and 3 assists, the Men's Soccer team will surely miss the long-haired all-star's impeccable ability to turn a goal from the edge of the 18-yard box.

Tennis player Aneeka Kalia '16 and Jack Griffin '15 of Men's Lacrosse represented Conn athletics at the NCAA leadership conference in Providence, R.I. The two continued the colleges longstanding

involvement in discussing the process of positive sports leadership. "The forum was a refreshing reminder that as athletics professionals we have the platform to inspire the lives of student-athletes each and every day," said Coach Liz Longley, the Women's Lacrosse Coach, who accompanied the two to the conference.

This semester, 48 new athletes were honored on the NESCAC Fall All-Academic team. Balancing both schoolwork and intense commitments to their respective sports, all the athletes maintained GPA's of 3.35 or higher. Among these were Michael LeDuc of Men's Cross Country, Sarah Huckins and Heather Rochford of Women's Cross Country, Max Nichols of Men's Soccer, Aina Torres of Women's Soccer, Cailyn Straubel of Women's Volleyball, Laura Sanderson of Women's Field Hockey, and Nick Dileo of Men's Water Polo.

"We are very proud of the accomplishments of our student athletes, it was a successful season for our athletic programs" said Athletic Director Fran

Shields.

## Looking Forward

The past fall season aside, CC athletics have provided much to look forward to in the coming winter season. Basketball, Squash, Swimming & Diving, Ice Hockey and Indoor Track are all poised to carry the proverbial torch onward into the winter sports season.

This past week, forward Tara Gabelman '14 of the Women's Basketball team was named NESCAC player of the week. Averaging 17 points in their past two games, Gabelman and the rest of basketball team promise an exciting season to come.

The relatively new Women's Squash team posted its first win against Northeastern university. The meet saw several straight set wins from freshmen Anne Holley and Caroline Lipincott, as well as junior Kaleigh Tierney. The win turns a new leaf on the squash teams 0-2 season and welcomes the first victory of head coach Ted Childs.

On the ice, the Men's Hockey Team will look to junior JC Can-

gelosi and senior goalie Mike Petchonka to turn an 0-6 start to the season. Cangelosi leads the team with 5 goals, while Petchonka stopped an impressive 32 out of 33 shots in two games this weekend.

In the pool, Connecticut College Swimming & Diving holds 19<sup>th</sup> place in the Division III national rankings, according to collegeswimming.com. With a 2-1 record, the team is optimistic of another good season in the NESCAC.

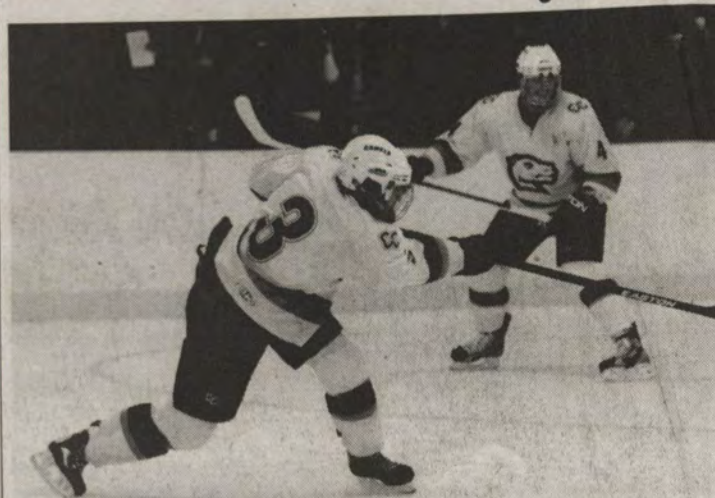
This weekend, Men's basketball co-hosted the annual Citizens Bank basketball tournament. The Camels beat University of Maine-Presque Isle team on Saturday and the Coast Guard Academy on Sunday to win the tournament. Senior Matt Vadas made tournament MVP, while sophomore point guard Bo McKinley took home an all-tournament nomination for orchestrating excellent performances from the team. •

Thanks to Will Tomasian of CC Athletics

## PLAYER PROFILES

ELEANOR HARDY  
STAFF WRITER

### Will Leedy



COURTESY PHOTO

Will Leedy, a junior on the Men's Ice Hockey Team, works hard both on and off the ice. Off the ice, the history major is involved with Residential Education and Living as a Floor Governor and is a graduate of the Green Dot program. On the ice, he plays defense and his hard work is already paying off early in the season. During the second game of the season against Wesleyan, Leedy scored the team's first goal of the game with the help of an assist from JC Cangelosi. This goal held the team on top until, eventually, they were defeated 2-4 by the Wesleyan Cardinals. Here's a look at the involved veteran player with high hopes for the rest of the season:

**Hometown:** Farmers Branch, Texas

**Alma Mater:** Jesuit College Preparatory School of Dallas

**Years Playing Hockey:** 17

**Why He Started Playing:** I started playing hockey because I saw the Dallas Stars on television. I thought it looked like a lot of fun, so my parents enrolled me in learn-to-skate classes, and from there I started playing hockey.

**Favorite In-Season Moment:** Beating Tufts in both games last year to put us in a good spot to make playoffs.

**So Far This Season:** It's early, and we would've liked to get off

to a better start. But there is still time to achieve our goals. We are a veteran team and the more time we spend with each other, incorporating the young guys and fixing the mistakes from this past weekend, the more dangerous we will become as a team. I'm still excited for what this team has the potential to accomplish during this season.

**Pre-Game Ritual:** I have to have my pre-game nap. After that it's all about getting a good warm-up in, listening to music and focusing on what I need to do. Then it's all about putting my gear on in the same order.

**Post-Game Food:** I usually like to get a good meal in with lots of water and fluids to replenish and be ready for the next game. If my parents are up, then I usually have some nice restaurants I like to have them take me to.

**Involvement With Green Dot:** I am a Green Dot grad. The hockey team has really been involved and it's something I think we, as a team, are proud of.

**The Green Dot Game:** I think the game is awesome. Not only do we have a great crowd, which provides us with a lot of energy, but we also get to promote a very important program through the Green Dot Game. It's one way, as a team, we can help spread the word about the program. It's our way of doing something we care about. •



Bo McKinley '16, recipient of all-tournament team nomination (left) and Laura Sanderson '14, selected for the NESCAC All-Academic team

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### Amelia Dineen



COURTESY PHOTO

Amelia Dineen '15, a behavioral neuroscience major, has been playing hockey over three-quarters of her life. After suffering from a concussion early this season, Dineen is excited to be back on the ice to help the Camels improve their current record. Most recently, she brought the Camels their second win of the season scoring the winning goal with 1:47 left against Holy Cross. Here is a little more about the tenacious forward:

**Hometown:** Arlington, Massachusetts

**Alma Mater:** The Williston Northampton School

**Years Playing Hockey:** 17

**Why She Started Playing:** I started playing hockey because my dad took me to public skating when I was four, and I decid-

ed that I wanted to keep skating. I loved watching the Zamboni go around and would watch the older kids play hockey, and it looked like fun.

**Favorite In-Season Moment:** Beating Trinity in quarterfinals of the NESCAC playoffs last season. It really was just a good way of showing off all of our hard work and our season really came together at that moment.

**So Far This Season:** We have a really great group of girls. We've added a huge freshman class to the team, but we already all get along so well. I have high hopes for this team and believe we can really go far this year. We've already been off to a pretty good start!

**Pre-Game Ritual:** Katy Perry and playing four-square with my teammates in the locker room.

**Post-Game Food:** Chocolate milk and whatever food I'm offered. I like when my family comes, not only for the support, but also for the delicious meals that usually follow.

**Fun Fact:** I LOVE puzzles. I used to do a puzzle a day and even though I can no longer accomplish that, I always have a puzzle going in my dorm room. •



## SPORTS

THE COLLEGE VOICE

DECEMBER 9, 2013

# LeDuc Wins National Title



LeDuc winning the NCAA Division III Men's Cross Country Championship in Hanover, Indiana, with a time of 24:29

**ALEX CAMMARATA**  
SPORTS EDITOR

On Nov. 23, Mike LeDuc '14 won the NCAA Division III Men's Cross Country Championship in Hanover, Indiana, finishing the 8 km race with a time of 24:29. This victory marks him as the first Conn Cross Country athlete to win a national title.

The race was a close one. LeDuc managed to stay near the front early on, and, at mile 3, he made his move and took the lead for the first time. At the 3.5-mile mark, LeDuc and John Crain of North Central College were neck and neck.

"I wasn't surprised to be close to Crane at the finish, but I was certainly concerned," said LeDuc. "Once it

was down to just the two of us I tried to bluff a little bit: push pretty hard with 300m left, knowing I couldn't maintain it through the finish, but just hoping he would fall apart before I did. After he fell off the pace a little bit, I just tried to bury him before he could give it another go."

LeDuc's tactics paid off, as, with about 300 meters to go, he kicked ahead, beating Crain by 4 seconds and winning the national title.

LeDuc's success earned him the recognition of being named the United States Track & Field and Cross Country Coaches Association (USTFCCCA) Division III Men's National Athlete of the Year.

"The Division III National Championship was the cul-

mination of my cross country career. All of the work my teammates and I put in throughout the years paid off in a big way," said LeDuc.

This victory was a continuation of LeDuc's winning streak: He also won the NCAA Division II Regional Championship and the NE-SCAC Championship earlier in the season, along with winning the 3000 meter steeple chase at the NCAA Outdoor Track and Field Championship this past spring.

Men's Cross Country Coach Jim Butler was more than pleased with LeDuc's performance throughout the season. "I've been coaching 27 years, been around 45 years as an athlete or coach, and I have never seen a season like Mike has had."

Prior to the race, Butler had confidence in LeDuc's abilities: "I was certainly hoping Mike would win," said Butler. "To some degree, I expected it based on his past performances."

LeDuc also had confidence in himself. "Going into the race I knew I had a good chance of winning," said LeDuc. "I thought I was mentally and physically capable of winning and I set out to prove it to myself."

Butler thought that this self-confidence played an important role in his win. "We focused on making sure he raced with confidence," said Butler. "You can't shy away, you have to embrace the burden and expectations, and Mike was very willing."

During the race, LeDuc had

the support of his teammates, Niall Willaims '16, Michael Joyce '15, Ben Bosworth '17, members of the Men's Cross Country Team, and Anna Guay '17, a member of the women's team, who drove 13 hours through the night in order to watch their teammate race at nationals.

When asked about his teammates support, LeDuc said, "It made all the difference for me, really. Having the support of my teammates has always helped me to perform well when it counts."

In addition to his teammates, LeDuc the support of spectators. According to Reilly, as Mike ran down the home stretch, "All of the Tufts and Washington University spectators were chanting 'Mike LeDuc' along with

us, probably from 50 to 75 people. It's unbelievable the amount of support Mike has inside and outside of the NE-SCAC. Mike is a champion through and through."

As track season approaches, LeDuc hopes his success carries over: "I am hoping to stay at the same competitive level and improve...in every distance. I would love to see us get a Distance Medley Relay to nationals and set a school record in the process." In terms of the team as a whole, LeDuc hopes they "improve [their] standing in the NE-SCAC, one of the most competitive conferences in the country." \*

## If You Can Play, You Can Play: Conn Athletics Embraces LGBTQ Athletes

**JULIA CRISTOFANO**  
MANAGING EDITOR

**COLIN LANG**  
STAFF WRITER

Seven years ago, the LGBTQ center was a storage closet for the history department. Today the room is brightly colored, with active and determined people who have worked tirelessly to make Conn one of the top LGBTQ-friendly colleges in the United States, according to Huffington Post and Campus Pride.

Among the many projects in the works at the center, the You Can Play Project has taken center stage. You Can Play is a national organization "dedicated to ensuring equality, respect and safety for all athletes, without regard to sexual orientation." The most visible parts of the organization are the video compila-

tions of collegiate and professional athletes expressing their support of their current and future LGBT teammates. Members of the Boston Bruins and Buffalo Sabres, University of Connecticut and UCLA, a handful of NESCACs, and some musical groups, such as Fun. and Macklemore have produced such videos.

You Can Play videos at Connecticut College began with Lowell Abbott '14 pitching the project to Jen Manion, Director of the LGBTQ Center, and Fran Shields, Director of Athletics.

Abbott, also a member of the Women's Soccer Team and captain of the Women's Lacrosse Team, was inspired by the premise of the project after attending a lecture by the project's founder, Patrick Burke, and upon hearing of friends' participation at other schools. "Sports have been such a huge part of my life...

but we are often so concerned with our own game and inter-team rivals that people forget about larger issues within sports," explained Abbott. In November of this year, Abbott, Manion and Shields sat down to brainstorm.

Meanwhile, Anne Holly '17, a member of the Women's Squash Team, and Ry Hormel '14, member of the Men's Soccer team, had already approached Manion earlier in the year hoping to create a You Can Play video a Conn. Holly first heard of the project working with members of the Wheaton Lacrosse team at a The ALOHA Foundation, a summer camp in Vermont. Upon arriving at Conn, Holly was aware that many NESCAC schools such as Amherst, Bates and Bowdoin had already produced videos and was eager to make one here. She was put in contact with Abbott later in the year.

Hormel joined the project through a slightly different venue. He had approached Manion several years earlier about an LGBTQ-sponsored soccer game, but the plan never came to fruition. In November he was invited to help spearhead the project. "I have a gay grandfather, so issues of inequality have always resonated with me," said Hormel. "I always try to be a good ally, so if I can lead in some way, especially within athletics, that's something I really care about."

Together, Abbott, Holly, and Hormel set out recruiting athletes. Within two weeks they were filming and editing the video with the help of Lily Plotkin '14, a film minor. While professionals have done most other collegiate You Can Play videos, Hormel felt that the student effort speaks to true nature of Conn's athletes. "In

some ways those videos make it seem like the institution is trying to send the message [of inclusion]," he explained, "but for us, it's done by the students and I think that has a lot of power and meaning."

Echoing this student commitment, Abbot, Holly, and Hormel set up a workshop, prior to filming, to teach athletes how to be good allies. "We didn't want the video to be scripted," explained Abbott, "We wanted to get people talking and make sure they understood why we were doing this."

Homophobia in sports arises in different ways. On men's teams, homophobia is most overtly seen in language, with homophobic slurs or jokes getting thrown around or used as taunts. While this may seem minor, these comments create an unwelcoming environment. For women's teams, there is a stereotype that most

female athletes are lesbians, leaving straight team members with a need to prove they are not gay. The goal for these women is to do so in a way that is not homophobic.

With the You Can Play project picking up momentum, the hope is that we will begin to see a change in the culture of athletics to one that is more accepting of LGBTQ players. "It's a topic that is relevant to every team, and a topic that isn't talked about enough," said Abbott, "If our video can make one person looking at Conn feel more accepted, it will have been a success."

The You Can Play video will premier on Monday, Dec. 9th at 4:30 in Ernst Common Room as a part of a celebration of Conn's recognition as a top 25 LGBTQ-friendly school. \*



# The Telegraph

## Encoding a Message Well Received

GEORGIA NAUMANN &  
MOLLY BIENSTOCK  
CONTRIBUTORS

You'd be hard-pressed to find a music lover in the New London area, who wouldn't revel in the atmosphere of The Telegraph Record Store on Golden Street in New London. Unsurprisingly, the shop—where listening is the main attraction—acts as a seminal gathering place for musicians, collectors and music connoisseurs. The three-year-old store is co-owned by musically talented couple Rich and Daphne Martin. Inspired by the business model of the renowned London-based Rough Trade Records, they have cultivated a space and ambiance that excites and promotes the meditative leisure that distinguishes a vinyl listening experience from contemporary alternatives.

While the store's collection in-

cludes well over eight thousand records, some of which date back 70 or 80 years, even the newest releases act as cultural artifacts, referencing an era defined by analog technology. Rich and Daphne stock their shelves with classics from all genres, while indulging their personal taste by showcasing many records that were produced by small or independent labels. In addition to the impressive and ever-changing vinyl collection, the store sells a variety of posters, music-related publications and CDs. The Telegraph, however, is much more than just a store.

Rich and Daphne have set aside space in the store to host live performances that promote local and traveling musicians. The record shop has become an intermediary between Rich's record label, The Telegraph Recording Company, and the public. With the record shop, he can

advertise music borne from the label, including that of Daphne Lee Martin, Pocket Vinyl and Elison Jackson.

A fan of live music, Rich organizes an annual music festival downtown called The I AM Festival that embodies his passion for bringing music buffs together. The store is also a regular stomping ground for many of the town's local radio DJs including Marko Fontaine, Mike Pratt and Mark Freeburg, better known as DJ Sir Round Sound. Rich said of himself and Daphne, "We are both musicians first, so our love of that art form is what really drives us... It's important to have spaces like The Telegraph in our community where people can gather and share knowledge and learn from one another's experiences, be it musically, politically or socially."

When asked about Connecticut College students' apathy

towards New London's artistic community, Rich became noticeably dispirited. He expressed regret at the absence of Camel traffic in his store and similar social spaces due in large part to the College's geographic isolation. While the daunting barrier between the campus and downtown New London—that is, Route 95—is certainly in part to blame, Rich feels confused by the lack of student involvement in social aspects of our college town. "I don't understand it, really," he lamented.

Bank Street and the rest of New London are home to a diverse variety of venues, including Oasis Pub, The 33 Golden Street Night Club and, until very recently, the L n' G Club. Rich's enthusiasm for the success and personality of New London's music scene, which thrives in these spaces, is something he wishes would rub off on the stu-

dents at Conn. The tendency for students to navigate their four-year college experience without giving a second thought to the city, and to the eclectic company we are surrounded by, is tragic. This detachment mimics a phenomenon that Rich described as he expounded upon his love for vinyl.

"CDs suck," he joked. Not to discredit the accessibility of music as a result of technology like CDs and streaming music, Rich emphasizes his desire for a more tangible listening experience. CDs are fragile; vinyl lasts for the ages, and their cases are typically decorated with substantial and lasting works of art. Applications like "shuffle" on an iPod and streaming music on sites like Pandora make our listening experience, as Rich said, "kind of lazy." With vinyl, there is an appreciable connection between the listener and the sound.

Rich articulated this sentiment keenly: "I like how vinyl forces you to get up and pick out a title. The physicality of pulling the record out of the sleeve, placing it on the turntable, and placing the needle into the groove is just a beautiful and sexy process."

Rich's wish for every music lover to share this intimacy is evidenced by his commitment to The Telegraph, which indulges the creative spirit of New Londoners. We could all give the city a little more credit for the simple pleasures it has to offer. Whether it be turning out for the I AM Festival next fall or tuning in to WCNI to hear compelling music and conversation, the opportunities are endless. The Telegraph and the wonderful people behind its success are valuable resources for music aficionados and dilettantes alike. •



COURTESY PHOTO

## Mentoring Through Music: New London Students Visit Campus

ANNA WESTBROOK  
CONTRIBUTOR

Monday, Nov. 25 at 6 p.m.: we arrived on campus. The field trip had begun. My piano students, five local children, followed me into Cummings. As we walked in the building, turned the corner and entered the stairwell, I pointed out the ducks appearing to swim above our heads. "Ducks?" my students asked. "Why ducks?" "Because this is an arts building," I explained. "And art students are very strange people." As a student of the creative arts, I knew what I was talking about.

I am a music major at Connecticut College and a children's piano teacher of the Extreme Music School at Oasis of Restoration Church in my hometown of New London. This field trip was about smashing two of my worlds together and letting people in each of them inspire the others. I brought my kids to the College and invited two music education students and the pianist for the Chamber Choir to meet them.

Upon exiting the stairwell, we entered a classroom, where we met three *real, live* college students. My kids had been anticipating this moment for weeks, but they "played it cool," introducing themselves nonchalantly, as if they weren't incredibly impressed by the very *existence* of college students, let alone the concept of college students wanting to spend time with them.

My classmates Caitlin Kullberg '16, Jesse Guterman '16 and Lauren Marazzi '16 shared their musical skills and motivations with us. The children applauded after Kullberg showed them a major scale and basic chord progression. Guterman wowed them with a piece entitled "Red Clay." (I know he wowed them because they remembered the title of the song in their thank-you notes. As their teacher, I can vouch for how hard it is to get them to remember things.) Marazzi impressed them so much with her performance of a piece by

Debussy that their spelling was adversely affected. (Their letters of gratitude to her included the words "enspired" and "musicianist.")

As if giving us a chance to hear them perform wasn't enough, my three classmates accompanied us to the piano lab in the Greer Music Library, where the children showed their new favorite college students what they had been learning in my class. A moving performance of "Gone, Gone, Gone" by Phillip Phillips was followed by applause and words of encouragement from the college crowd. I was truly touched by how willing my schoolmates were to connect with my kids. They talked with them. They listened to them. They learned with them and laughed with them. During a discussion on how to read a score, one of my young wards shared her unique way of remembering the names of the lines on the treble clef: Even George Bush Drives Fast. I don't think any of us will ever forget that now.

We said goodbye to our special guests, and sat down to express our gratitude with the written word. A thirteen-year-old girl wrote in her thank-you note that she now wanted to play piano for longer, which means she had been empowered to see piano in her future, not just her present. Moments like that are why people become musicians. Moments like that are why anybody becomes anything. They are the reason I brought my students to visit my college.

Learning something well requires intrinsic motivation, and the best way to teach that sort of motivation to children is to introduce them to someone who shares their passion and believes in them. I can inspire my students as their teacher. But they can be so much more inspired by someone outside of their world stepping in for a moment and caring about them learning something. That's what Caitlin, Lauren and Jesse did for them that Monday evening.

I wanted my students to see

the practice rooms before we left. Meandering down the hallway, we walked past Evans and interrupted the Conn College band during rehearsal. My students stopped in their tracks. A pre-teen reached for her smartphone to take a picture. Eleven-year-old eyes lit up and looked at me. "Can we stay?" I looked up and saw the conductor waving us over, inviting us to come in and listen. We went in. We listened. We heard a grand piano being played along with a full band. That was something I could have told my students about, but I could never have truly inspired them with from inside our little church classroom with our little electronic keyboards. It's something that required a field trip, but not just any field trip. A field trip to somewhere inclusive, accepting and community-minded. I happen to go to school at such a place.

We walked down the hallway, hearts full and ears content. I casually mentioned that the cart outside of Greer holds free stuff that the library doesn't need anymore. The children were upon the cart like a pack of wolves, and each walked out with arms full of Anthologies of Music and Dance on VHS (my students do not know the word "anthology," but they do know the word "free," and that was enough for them). The student who connected our former president's driving to musical notation lamented the fact that her little brother had recently jammed crackers and toys into her VHS player...so how ever would she watch these anthologies? I didn't know the answer to that question. But I did know that even if she never watched the videos she took away in her arms, we were both taking away so much more from that evening. She was leaving with the memory of an adventure that may very well impact her for the rest of her life. And I was leaving with a deeper sense of gratitude and appreciation for the community in which I have the opportunity to study. •

## SOAR's Comedy Night Makes Heavy Issues Approachable Through Humor

KRISTINA HARROLD  
CONTRIBUTOR

A few weekends ago, Cro's Nest was filled with laughter—some that was uncomfortable, some confused and some just fully amused. Comedians Calise Hawkins and Kunal Arora entertained a large audience in an event hosted by SOAR (Students Organized Against Racism) and co-sponsored by CCSRE and SAC. The turnout was incredible, and couches and chairs had to be taken from other areas of Cro to accommodate the large crowd.

Conn's very own Micaela Tepler '15 opened the show, touching upon her self-affirmed favorite comedic topics (poop and sex). Hawkins then hopped up on stage and went straight into discussing the absurd noises a crowd makes. Her topics ranged from modern evidence of racism to her six-year-old daughter, college, crack cocaine and money. She provided a delightful social commentary, intermittently reminding us with, ample sarcasm, that "it gets better," and even broke out in laughter at some of her own observations.

Next, Kunal Arora's performance was a satisfying complement to Hawkins' energetic dialogue. Arora's relaxed attitude was reflected by his baggy sweatshirt and comedic style: he started the night out by making fun of himself and organized racism, carrying on to talk about the lottery, the urgent need for English majors to rethink their lives, romantic relationships and American Indians.

A favorite moment of the night came during Arora's discussion

of men's unsuccessful tactics for hitting on women, when in a moment of hilarious frustration he exclaimed, "Women are like negligent lifeguards. They ask, 'Where are all the good guys?' — He's right there drowning!" He responded, "Go get him!" and then proceeded to air-swim around the stage for a moment.

When I spoke to the pair afterwards, Hawkins explained that touchy topics are common set material for her, regardless of the setting because "you can't avoid race if you're not white." It can be difficult to make such heavy issues into comedic material, but SOAR president and event organizer Jasmine Kelekay '15 explained that the hope was for these serious topics to be "brought to people's attention in a potentially controversial, yet kind of lighthearted and entertaining way. The hope was for it to not feel so heavy, as it often does. Comedy has the power to do that."

And the comedians surely did their part. Arora, the model of "chill," added that he has never really worried about his topics getting too intense, because "if you come from a place of positivity," that will be reflected in the show, and the audience will see and feel it. Hawkins and Arora certainly do know how to talk about race and relationships coherently without making the audience feel uncomfortable—it was later revealed that the two are both in an interracial relationship themselves... with each other.

Both comedians have worked their way up and made it to the top in a really tough industry. Arora is featured on Rooftop and

Hulu, while Hawkins has appeared on *Late Night with Jimmy Fallon*, *Totally Biased with Kamau W. Bell* and is a writer for MTV's *Girl Code*. It was an honor to have them at Conn, and luckily Kelekay had personal connections with Hawkins—who brought Arora along for one night of epic comedy.

They each talked about college in their sets, Arora taking quite a bit of time to vehemently urge English majors to turn back now (he was one himself). Hawkins explained how her attendance at a historically black school was partially for the purpose of meeting more black men, but then laughed as she remembered becoming the "white girl" at her school because of her lighter skin—which meant "wearing flip-flops in the winter." Both comedians poked fun at themselves but also at the entire discussion of race, breaking down the rigid borders that so often make it a somber and avoided topic.

Kelekay and other SOAR members were extremely happy with the success of this event and hope to see similar enthusiasm for other future installments in the series. Kelekay revealed that this may become an annual event made possible by her friendship with Hawkins and Arora and by their willingness to come to Conn. If that plan comes true, Hawkins will have time to think of a joke about camels, because she said she wishes she had known that is our mascot. Arora, unsure of how to feel about our Camel pride, could only say that, "we have a dirty mascot" as he chuckled about "humps." •



# ARTS & ENTERTAINMENT

THE COLLEGE VOICE

DECEMBER 9, 2013



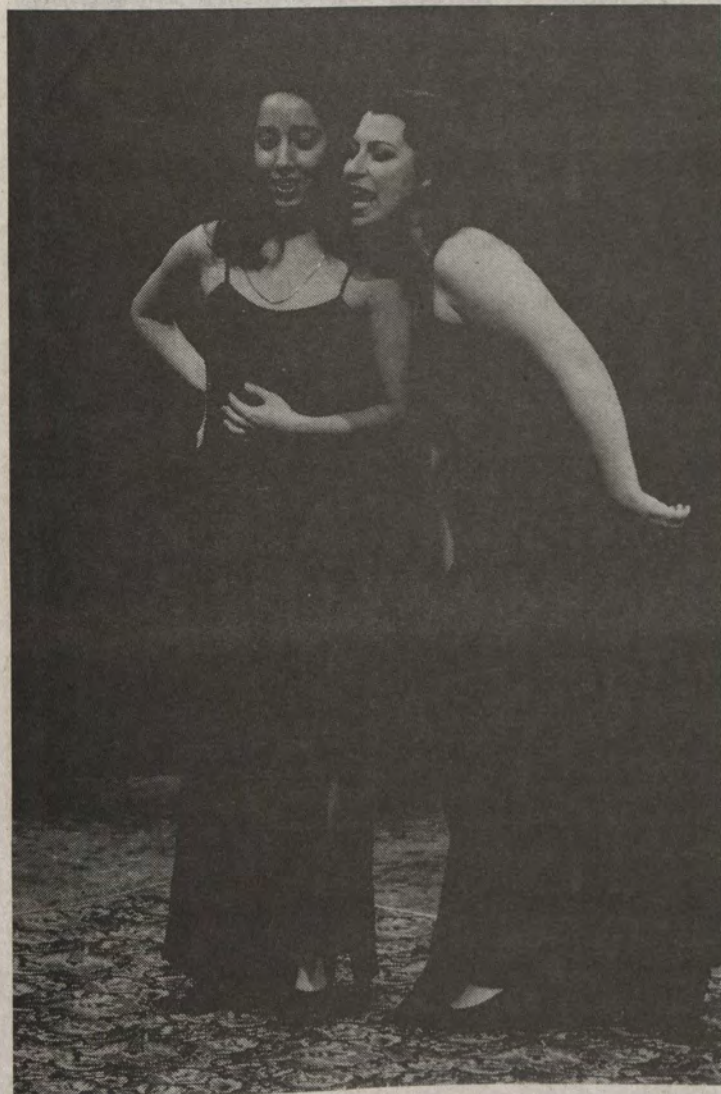
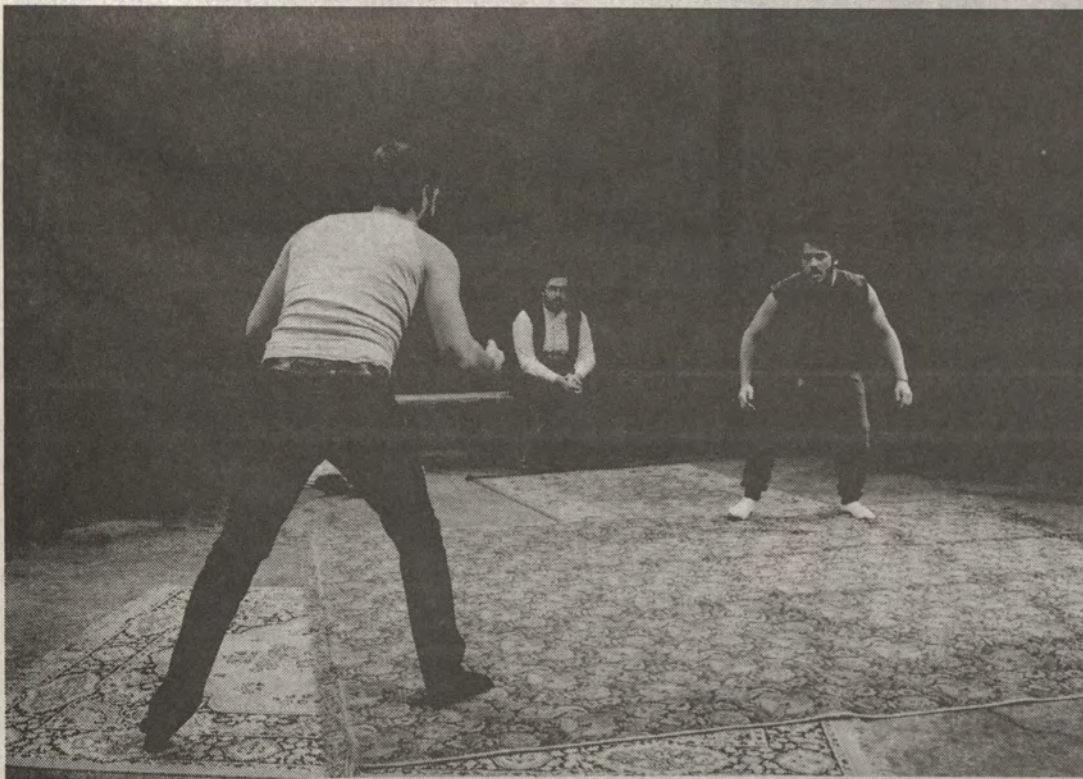
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Connecticut College  
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November 21 - 24

Photos by Miguel Salcedo





THE COLLEGE VOICE

# Fusion

## Sharing Asian Cultures Through Dance



### CONTINUED FROM FRONT

grace,” according to its choreographer, Louise Brownsberger '16. A dance based on K-pop came next. This genre is influenced by a blend of Japanese and American pop music, as well as a style of Korean folk music called trot. Following was a ribbon dance from China, accompanied by “The Warbling Birds” by Hong Ting.

Next the audience was transported to India through a Bollywood-influenced dance. The dance was infectious and upbeat, especially as it was performed alongside Iggy Azealia’s “Bounce,” and Sunidhi Chauhan and Vishal Dadlani’s “Sheila Ki Jawani.” In the middle of the piece, it morphed into Thousand Hands, and then left that inspiration for the end.

Act II started with a belly dance influenced by Egyptian and tribal belly dancing. This was a mix of really upbeat dancing – bolstered by “El Wad Da Men ((Lalalalalalala))” by Khaled Zaki! – with slower, serpentine dancing influenced more by the tribal style (this time backed with Beats Antique’s “Battle” and “Egyptic”).

A fashion show followed, ex-

hibiting clothing from China, Japan, India, Korea and other Southeast Asian countries. Another K-pop number came next, alternately “slow and seductive” and “intense and aggressive,” according to choreographer Chelsea Adams '15. “Rum Pum Pum Pum,” by the K-pop girl group f(x) accompanied the dancers.

The next group of dancers performed a lively dance influenced by Bhangra music and dance from the Punjab region of South Asia, which includes parts of eastern Pakistan and northern India. Accompanying it were the Punjabi song “Viah di Raat” by Dj Aj, “Ghangra” by Gypsy Aujla, featuring Saini Surinder; “Bhangra Ishque Da” by Balwinder Matewaria, and “Sida Sada” by Gypsy Aujla and Saini Surinder, featuring Raxtar. The dance and music made for an upbeat and fun combination.

For the last two dances, the dancers returned to eastern Asia: China and Japan. A beautiful water sleeve dance was first, where the dancers wore greatly extended sleeves that went well beyond their arms. The piece was elegant and fluid. Another Hong Ting song, “Lotus Out of

Water,” placed the dancers – and the audience – in a wonderful backdrop for the dance.

An upbeat J-pop dance – “inspired by the boy bands and girl bands of Japan,” according to choreographer Miles Keeney – ended the show. Three incredibly catchy songs – “Galaxy Supernova” and “The Boys” by Bring the Boys\* Teddy Riley Remix” by Girls Generation, and “Splash” by Da iCE played along with the dancers. To describe this dance, “perky” is a definite understatement.

The show was a blast to watch because the dancers were exuberant. It was so obvious that they were just letting go and living in the moment. It was also, as Helen Rolfe '16 noted after the show, “impressive that there were so many ‘non-dancers’ performing.” Dance major, minor, or neither, everybody had infectious energy that made me want to get up and move, despite the tables-and-chairs setup. Still, the clustered round tables made the experience feel more intimate than it would have felt had the room been set up in auditorium-style seating. The show left its audience buoyant and over-stimulated. I’d say it was a success. •



PHOTOS BY MIGUEL SALCEDO



# ARTS & ENTERTAINMENT

THE COLLEGE VOICE

DECEMBER 9, 2013

## Scrutinizing Scrooge and other holiday movie traditions

CALI ZIMMERMAN  
CONTRIBUTOR

All I've ever wanted for Chanukah was an official Red Ryder, carbine action, two hundred shot range model air rifle. Okay, that's not true. But I did look forward to hearing that phrase uttered 24 times during TBS's 24 hour marathon of *A Christmas Story*.

Each year my family has that film on the television for the full 24 hours whether we are watching it or not. I cannot recall the last time I saw the film from start to finish as it was intended, but I can tell you when everything happens in the film and most of the lines throughout. Because my family does not celebrate Christmas, we go on vacation during that time, but no matter where we are that film is always on for 24 hours on Christmas Day.

This is a tradition that I was shown as a kid and will definitely want to share with my family in the future. It is one of joyous memories that will always remain untainted. That feeling is far beyond the mise-en-scène of the film, though I will forever have a soft spot for the part when Randy flails in the snow in his cumbersome getup. It is a feeling of sanity and the awareness that whether I am with my family or not, they will be watching the same thing I am at the same time, bringing us closer together.

Holiday movie traditions are as important to the season as the lighting of the Christmas tree, the menorah or the kinara candles. These filmic explorations dive into the depths of an individual's psyche to fill them with feelings of warmth and safety (also something that The Grinch

from *How The Grinch Stole Christmas* accomplished). Holiday traditions vary from family to family, but there is a more formulaic quality to the way movies are repeatedly shown to families each year, more so than on other holidays.

A typical Christmas or holiday movie tells the tale of an individual who learns the difference between naughty and nice in a journey of self-discovery, love, family and friendship. This is not to say that the major film studios are sitting around with choice verb and noun cards, like an Apples to Apples game, hoping to create a sentimental holiday classic, but there is something ubiquitous to the films that causes an audience to yearn for them year after year.

To further explore why some film traditions are the way they are, I turned to the students at Connecticut College to see what their families did during the holidays, and if there were some conclusion to it all.

The first student I talked to did not hesitate to say that *Miracle on 34th Street* was the film that she has been shown since a young age. She continued that it was the one aspect of the holidays that she and her brother knew would happen year after year. The film was originally shown to her by her mother, and she looks forward to that quality couch time with her family. Also, the message she took away from the film is that family is everything.

For those who are uninformed, *Miracle on 34th Street* tells the tale of a Santa trying to prove in court that he is the real deal. The film is darling and touching. One thing I have learned from

Christmas movies is that Santa is 100% legit. There is never a debate in any of these films that Santa's existence is fictitious. Instead, it is more about an identity crisis that Santa experiences in a whole different sense of the world. Why is this? Obviously, it is because these films are set out to be shown to an entire family, and by undermining Santa's reality, a film might cause a child to question his or her own existence. That may be a little heavy, but still there is something to this Santa scheme.

Another movie tradition that seemed to be a consensus amongst many students was ABC Family's 25 Days of Christmas. Every year, ABC Family displays an overabundance of holiday themed movies from *Holiday in Handcuffs* to *8 Crazy Nights* to *Rudolph the Red-Nosed Reindeer*. These movies vary in their seriousness and originality, but they never fail to disappoint the consumer's appetite for snow, presents, love and mischief.

ABC Family movies fall over a scatterplot, on an x-y scale of nostalgia to empty fun. Students who enjoy the 25 days of holiday movie overload partake in watching them with family or friends. Another few favorites spoken about were *Home Alone 2*, *It's a Wonderful Life*, and *Mean Girls*. Whatever the film was, the concurrence of the students was that one touched a home base. These movies find ways to tug at the heartstrings of the viewer and remind them of a time of childhood passivity and joy. The kid in all of us comes out during December, and these holiday movies just help bring it out through the glitz and glam. •

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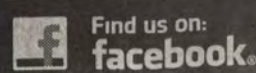


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# ARTS & ENTERTAINMENT

DECEMBER 9, 2013

THE COLLEGE VOICE

A PREVIEW OF STUDENT WORK FROM CADENZA FALL 2013

## Cadenza

In fourth year of publication, Connecticut College's literary magazine continues to thrive

ANNIE RUSK  
CONTRIBUTOR

Connecticut College has a very creative student body, one that is committed to creating and attending theater productions, Dance Club performances, a cappella recitals and art exhibits. Despite these thriving creative arts and the fact that English is one of the most popular majors at Conn, just four years ago our school was notorious for its inability to maintain a literary magazine. Fortunately, *Cadenza Magazine*, founded in 2009 by then-sophomores Jenni Milton, Katelyn Goll and Becca Crovo, has continued to stand its ground as Connecticut College's beloved literary magazine. An article published by *The College Voice* at the time of *Cadenza*'s inception states that the "editors of *Cadenza Magazine* constantly stress their goal of making sure their magazine outlasts the many literary magazines that have come and gone at Connecticut College."

One of the reasons that *Cadenza* has continued to flourish is its ability to be flexible and to not only publish a magazine each semester, but also to step outside of the confines of a traditional magazine by putting on campus events. Last semester, Sam Norcross '14 wrote for *The College Voice* about the event "Cadenza Live," an open-mic night held in Coffee Grounds with performances ranging from music to poetry. It was a success and stayed true to the original goal of the magazine,

which is to "provide a creative outlet for students by allowing them to showcase any literary or artistic talents."

*Cadenza* is also so successful because of its dedicated and enthusiastic members. This semester, the co-Editors in Chief of *Cadenza* are Jenn Jackson '15 and Norah Hannel '14, who both graciously offered their time for an interview. To find out about the status of *Cadenza* this semester and to gain a sneak peek into this semester's magazine, read on!

When did you get involved with *Cadenza* and what prompted you to join?

Jackson: I signed up randomly at the first Involvement Fair my freshman year. After going to the first few meetings, I realized that *Cadenza* needed some loving. With improved publicity designs, continuously evolving layout and just trying to raise awareness of this small publication, I have been a part of *Cadenza* for the last three years.

Hannel: At the beginning of my junior year, I talked with Dean Dreher about my interest in magazine layout and editing, to which she replied that I should look into Conn's art and literary publication, *Cadenza*. I went to the meeting that week and really liked how surreal, vibrant and beautiful the submissions were. Designing the magazine's composition at the end of the semester was so much fun that I decided to continue on with it upon returning to campus from study abroad.

Last semester there was an event called Cadenza Live. Will any similar events be coming up?

Definitely! We'd love to have a similar event for the end of this semester—"art meets holiday coziness"—which we will advertise once we've finalized details. Next semester we also want to organize a field trip to Washington Street Coffee House for a night of poetry, put on an afternoon of pancakes and photography in which we discuss visual art and cook brunch and do whatever else the student body is interested in!

When do you typically publish your magazine each semester?

We publish once a semester, compiling and printing the magazine at the end of each term for people to enjoy during their finals study breaks or on their trips home.

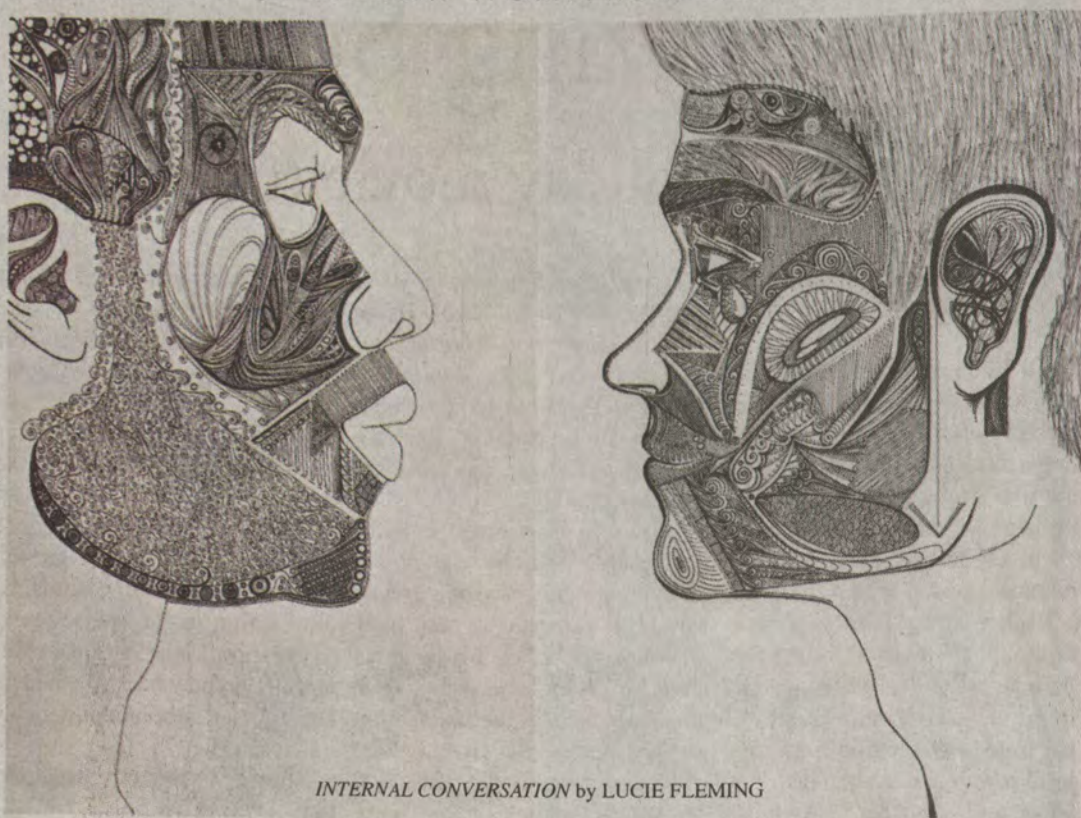
When will the next issue be released?

On December 11th, the last day of classes.

For those interested in reading the magazine, where can they pick one up?

They'll be available in Coffee Grounds, the Coffee Closet, Harkness Café, the Library and Cro, as well as sprinkled across other spots on campus.

*Cadenza Magazine* meets every Monday at 9 pm in Coffee Grounds. For questions or submissions, contact [cadenza-mag@gmail.com](mailto:cadenza-mag@gmail.com). •



INTERNAL CONVERSATION by LUCIE FLEMING

Gravedigger  
by Kathleen Radigan

Peter Pan's walking me to chem  
in a green V-neck and too-low jeans  
plaid boxers bunched up like parachutes.  
"Look at the tits on that one,"  
he says, dark and low, like a robot.  
There's something different about Peter Pan today.  
I just can't put my finger on it.  
I heard somebody say  
he loves to wrap his thighs around his shadow,  
stick a hand inside and listen to the sound it makes,  
its little moon mouth uncoiling  
light like smoke rings.  
Peter Pan is walking with a little cloud in his pants.  
He likes the way light hits windows of high-up buildings.  
I'm not gonna ask about the shadow thing--  
today he's in a silent mood.  
Lost boys get high as bats in caves,  
shoulders swinging, fist bump and chuckle  
stamping out shames with congratulations.  
Fairies drop these days like Nagasaki soldiers,  
their bodices limp as plantain leaves, and Peter  
is the gravedigger -- no one else wanted the job.  
I'm reaching for Peter's hand, even though  
I know he hates to look tied to anything, and  
I'm giving it a squeeze. He feels like the crocodile  
who swallowed the clock that time forgot.  
He wishes he was Peter Parker  
hoisting a woman from a burning building.  
He wishes he did anything but fly.  
Lost boys get laid in backseats, they're not tired yet  
and there's so many games left to play  
before the slender sun goes down  
under the square-shouldered shadows  
of skyscrapers.

Look out for a new issue of

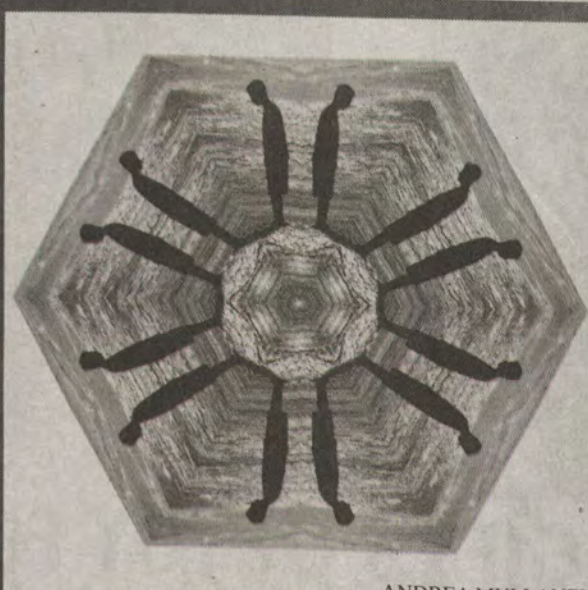
## UNDEREXPOSED

Conn's student-run photography magazine.

These are just a few examples of the impressive student work featured in the last issue of 2013, available on campus this week



KRISTIN FORRESTER



ANDREA MULLANEY



GRAHAM NELSON



RACHEL SALTZMAN