

Connecticut College

## Digital Commons @ Connecticut College

---

2016-2017

Student Newspapers

---

12-12-2016

### College Voice Vol. 100 No. 6

Connecticut College

Follow this and additional works at: [https://digitalcommons.conncoll.edu/ccnews\\_2016\\_2017](https://digitalcommons.conncoll.edu/ccnews_2016_2017)

---

#### Recommended Citation

Connecticut College, "College Voice Vol. 100 No. 6" (2016). *2016-2017*. 4.  
[https://digitalcommons.conncoll.edu/ccnews\\_2016\\_2017/4](https://digitalcommons.conncoll.edu/ccnews_2016_2017/4)

This Newspaper is brought to you for free and open access by the Student Newspapers at Digital Commons @ Connecticut College. It has been accepted for inclusion in 2016-2017 by an authorized administrator of Digital Commons @ Connecticut College. For more information, please contact [bpancier@conncoll.edu](mailto:bpancier@conncoll.edu).  
The views expressed in this paper are solely those of the author.

# THE COLLEGE VOICE

CONNECTICUT COLLEGE’S INDEPENDENT STUDENT NEWSPAPER SINCE 1977

## Williams St. Blues

BY ANDREW LOPEZ

*Editor’s note: This article is written by Andrew Lopez, a research librarian who works at Shain library. Lopez is our first staff contributor in at least several years, and we look forward to continuing to work with staff, faculty and members of the community in the coming semesters.*

I collect trash along my daily walk to campus from the Post Hill neighborhood of New London. Sometimes I collect as many as 20 gallons of trash a day, just walking to campus. There is only one public trash can along the route, so the best I can do is fill a bucket with about 5 gallons of trash before I get there, dump the trash in the one can and collect five more before reaching the other end. I then repeat this on my walk home. I’ve thought about installing my own trash cans and taking responsibility for emptying them, but that would be crazy, wouldn’t it?

The 1.8 mile route along Williams Street is neither pedestrian friendly nor scenic. Large tracts of lawn between polluted roadways filled with hurried drivers cast an unwelcoming feel over the area. I pass at least three unmarked SEAT bus stops without signs, schedules, trash cans, benches or protection from inclement weather. At Williams and Briggs Streets, adjacent to the campus, I have seen people lying on the ground while waiting for the bus. In Shain Library, there is a government document called “Toward Civilization: Overview From a Report on Arts Education” that I can’t help but think of as I reflect on my walks. The report assumes that arts curriculums build more civilized societies, but my walks to campus have lead me to believe we are in fact moving away from civilization, or at least not towards it.

Of course, more native plants and trees along the whole route would be wonderful. Following past student work undertaken at the College, Maggie Redfern, Assistant Director of the Arboretum talks animatedly about the dollar value of all trees in New London. In a 1959 issue of the Arboretum Bulletin, professors Goodwin and Niering wrote about controlling the use of roadside herbicides in a piece picked up by Rachel Carson for her book, *Silent Spring*. Today, when passing through this corridor, one can’t help but think we should extend Goodwin and Niering’s efforts by controlling the use of roadside lawns. Incidentally, the Connecticut General Assembly declared pollinator health a major issue for 2016. And the Goodwin-Niering Center for the Environment is sponsoring a symposium in Feb. 2017 on sustaining pollinators. So

CONTINUED ON PAGE 9



Students protested peacefully against Trump with chants and homemade signs outside Cro on Nov. 14. They let passerby write on red and blue posters what they stand and fight for.

## What’s Wrong with Dead White Dudes?

BY APARNA GOPALAN

In May 2016, just as Fanning Hall at Connecticut College was occupied by student protestors, students at Seattle University occupied an administrative building in what *The Seattle Times* characterized as a protest against “too many dead white dudes” in the curriculum. The article quotes a protester saying, “We came here for a liberatory education... We want to be represented, we deserve to be represented, all students deserve to hear a narrative that’s not just white.”

Responding to the protest, the President of Seattle University put out a letter to acknowledge the students’ “very real pain and feelings of being marginalized” and promised to take steps to “make our campus a more welcoming and inclusive community.” The President’s statement seems to have little to do with the complaints of the occupiers, which were not about their “real pain” and “feelings of being marginalized,” but about a very concrete thing - a white curriculum. Either the problem was a white curriculum, or the problem was that the students had

gotten their feelings hurt. In the first case, the President could just apologize for his mistake and change the white curriculum, while in the second case the President could acknowledge pain and offer hugs but had nothing to apologize for since he was not at fault. The confused mix of apology and denial in the President’s response didn’t take either stance but was actually designed to appease protesters while refusing to make the changes they demanded, framing their problems as imagined, emotional or psychological.

Corporate responses like the above take an important question off the table. Is the only problem with a white curriculum the fact that it “pains” minority students? In other words, is a white curriculum intellectually the best one, needing to be supplemented only because minority students “feel marginalized” by it? Or are there intellectual weaknesses in having an all-white curriculum? Clearly, the President of Seattle University thought the former, which is why he thought diversity would make the

CONTINUED ON PAGE 17

IN THIS ISSUE		MONDAY, DECEMBER 12, 2016	
NEWS	IN DEPTH	ARTS	FEATURE
Saadya Chevan explores “the Trump effect” as Conn embraces sanctuary campus status.	Wesley Chrabasz interviews two blue-state Trump supporters in the aftermath of the Republican nominee’s historic upset victory.	Max Amar-Olkus and John Chatigny visit Katherine Bergeron to have a chat about her Instagram presence.	As we come to the end of an important year in the <i>Voice</i> ’s history, revisit our most impactful coverage in our “Year in Review” feature.



Making joy is hard. Making meaning is harder. And making truth is maddeningly difficult.

Friendships, food, work, writing, protesting - everything I have done at Conn has involved some mish-mash of these three attempts. Needless to say, this paper has long been yet another target of my creative energies. And not just aesthetic or individual creativity. Remember, I am talking about creating joy, meaning, truth. This creativity, then, is simultaneously personal, social and political.

Every two weeks of the academic year, a motley group of people produce the *Voice* using one or more of their creativities. This does not mean that the paper that comes out of this attempt necessarily contains joy, meaning or truth for anybody other than its producers; that is our hope. But of course we know it is ultimately a pretty futile one. Few people engage with the ink we spread on 10” X 16” solid tree goo. Indeed, fewer and fewer people engage with or even put ink on paper with much integrity. Over the years, I have spilled much ink criticizing most of the world’s media for its total lack of a moral compass. In writing my final editorial for the *Voice* before I graduate, I could continue to offer commentary on the refusals of the media to speak against awful things happening in the world. Instead, today I want to use this space, this ink, this chance to be read, to really appreciate the pervasiveness and persistence of the systems of power we are imbricated in.

Foucault, naturally, says it best: “In defining the effects of power as repression, one adopts a purely juridical conception of such power, one identifies power with a law which says no, power is taken above all as carrying the force of a prohibition. Now I believe that this is a wholly negative, narrow, skeletal conception of power, one which has been curiously widespread. If power were never anything but repressive, if it never did anything but to say no, do you really think one would be brought to obey it? What makes power hold good, what makes it accepted, is simply the fact that it doesn’t only weigh on us as a force that says no, but that it traverses and produces things, it induces pleasure, forms knowledge, produces discourse. It needs to be considered a productive network which runs through the whole social body, much more than as a negative instance whose function is repression.”

Scary indeed, the idea that we are not only “obeying” something called power when we are told “no” or directly and forcibly repressed, but that we are also obeying and feeding power even when we feel pleasure and joy, even when we make and experience meaning in life, and even when we come to know and share truth. This is precisely why I say making joy, meaning and truth is hard. It isn’t hard because these are hard to find. It is hard instead because there are many, too many, things that can give us joy, meaning and

truth but in doing so, bring us into the obedience of power. It can be incredibly difficult to identify when this is happening. And don’t even get me started on how hard this makes it to be a person who wants to resist power.

It took me a long time to come around to accepting and understanding that the personal, and indeed everything in life, is way more political than I had ever imagined before. The difficulties didn’t stop once I realized and accepted this, either, because what am I to do with this realization? There are many ways in which this understanding of power is a heavy burden to carry. Just last week a professor asked me in class, “Is the *Voice* an example of a free press?” I found myself tongue-tied because the answer was - nobody is repressing the *Voice* and yet we are not “free.” We are produced by systems of power. Power, exercised locally by campus authorities and in the world at large, informs what we consider acceptable topics of investigation and discussion, appropriate degrees of personal investment, ethical reporting, respectable levels of skepticism of authority, “objective” and “rational” kinds of critique, the right target audience, and so forth.

It is in this context that I can feel both intense pride at this, the final issue of 2016, and yet know there is a long way to go. You will find a “Year in Review” section in which we have put together snippets of a truly phenomenal year at the *Voice*, a year in which many of us began to realize the ways we were being produced by power and began to try resisting it. You will find a “Community Perspectives” page where we continue to break with the expectations set for us and share our ink and paper with faculty and staff. You will find a great deal of discussion of politics and resistance throughout the pages of this paper. All of these are informed in small part by my overarching vision for the *Voice* as a medium and practice of resistance. I hope as the *Voice* goes into its future, it continues to oppose not just silences and the repression of truths, but also the truth-making involved in the creation of injustice. This paper has been very important to me as an outlet for my creativities and I carry fond attachments to it and to the people who have poured themselves into it.

This may be the longest writing one page has even taken me, and it is hard to stop mining my mind for thoughts that I can attach ink to in this issue. But a future of frantic proofreading beckons. Do share with me any of your thoughts on this issue that you are moved to share. Have a nice winter.

- Aparna

The main thing that I remember from my first *Voice* meeting is that I arrived late and there were no empty seats available. Luckily in the corner sat a fat stack of chairs, and so I picked one up stealthily enough to disrupt the meeting as little as possible, only to throw the entire stack off balance and nearly send all of the chairs tumbling to the floor. My aforementioned stealth caught the chairs before absolute disaster happened, but, try as I might, I could not get them to stay upright on their own. And so I plopped my chair down and spent the whole meeting with one hand casually resting on an unstable stack of chairs that seemed to be one wind’s breath away from collapsing into a noisy pile of rubble on the floor.

This is the other thing I remember from that meeting: Sports editor Luca Powell accepted my pitch. I was an unsure freshman still coping with the trauma of the chairs, and he an experienced sophomore with a firm grasp on how things worked. To “get more involved” with the “Conn community,” I thought that writing for the paper would be a good idea, since I had done it for a bit in high school. I had always loved watching and reading about sports, but I didn’t want to interview anyone. So I came to the meeting with the crazy idea of writing a preview of the Major League Baseball season. Of course, I didn’t want to speak up as editors pitched ideas, so I approached Luca after and asked with voice trembling if that idea would be acceptable. Very calmly, he said “Yeah, of course. Why not?”

Beforehand, I had thought of a million reasons why not—the editors probably wanted an article specific to Conn, no one would care about my

opinion on baseball, the topic wasn’t interesting enough. But that approval set the angry moths fluttering around in my stomach at ease. Maybe I could do this.

Then it was my sophomore spring. I had written a few articles for the Sports section, and at one of the year’s last meetings, Dana Sorkin asked if I would want to be a Sports editor for the next year. I’ve never thought of myself as a take-charge kind of person, so being an editor wasn’t for me. I knew that. So I stumbled over a few excuses as to why I wouldn’t be able to do it. Dana said she would send me an application anyway, in case I changed my mind.

Since I’m writing this editorial, most likely the last thing that I will ever write for *The College Voice*, it should be no surprise that I did change my mind, filled out the application, was accepted, and have been an editor for a year and a half. I think it would be stupid to use this as a lesson for the reader, because I am in no position to give people advice. It is purely a reflection, and I am lucky enough to have the space to write one. But I will say this—there are always a million reasons not to do something. I was fortunate to have Luca and Dana on my side, and to work with Dylan Steiner and Allie Marculitis as editors. I’m not a risk taker, and I’m not telling the reader to be one either, but taking risks is a lot easier when the right people are around you.

-Peter

EDITORIAL BOARD		MANAGING STAFF	
APARNA GOPALAN ’17 <i>Editor-in-Chief</i>	PETER BURDGE ’17 ALLIE MARCULITIS ’18 <i>News</i>	GUINEVERE FELDMAN ’19 HANNAH JOHNSTON ’18 <i>Copy Editing</i>	LEAH JANG ’17 <i>Social Media</i>
	DANA GALLAGHER ’19 JENNIFER SKOGLUND ’19 <i>Perspectives</i>	SOPHIA ANGELE-KUEHN ’20 <i>Creative Direction</i>	HALLIE CARMEN ’18 <i>Web Content</i>
	MAX AMAR-OLKUS ’19 CHLOE FORD ’20 <i>Arts</i>	SHATRUNJAY MALL ’17 <i>Business</i>	STAFF SAADYA CHEVAN ’19 <i>Staff Writer</i>
SARAH ROSE GRUSZECKI ’18 <i>Managing Editor</i>		WESLEY CHRABASZ ’17 <i>Layout and Design</i>	TARYN GANGI ’20 <i>Staff Photographer</i>
“The views and opinions expressed in <i>The College Voice</i> 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.”			
CONTACT US eic@thecollegevoice.org thecollegevoice.org			



# Community Bulletin

## President declares college a sanctuary campus

On Thursday Dec. 1 President Bergeron detailed a list of steps the College will be taking as a sanctuary campus. Efforts pursued include providing immigration consultation on campus, establishing a fund to pay for potential legal proceedings, reaching out to higher education lobbies in Washington, D.C., committing to resisting requests to disclose information relating to immigration status of students, and expressing willingness to testify in support of Deferred Action for Childhood Arrivals (DACA) in Washington. The email came as an alteration to Bergeron’s Nov. 18 communication, which confirmed the College’s “steadfast” support for undocumented students but did declare the College a sanctuary campus.

## Darcie Folsom, Stewart Smith, Antonio Jefferson to leave College; searches declared

Darcie Folsom, the Director of Sexual Assault Prevention and Advocacy will be leaving the College in June 2017 and will be joining the National Green Dot Organization in July. Folsom has received several accolades for developing the bystander intervention program at Conn.

Antonio Jefferson will be leaving his position as Director of Unity House to begin a doctoral program at the University of North Carolina in educational leadership. Along with his leadership at Unity House, Antonio has also taught several academic courses at the College, including a first year seminar, “Race and Power in Sports.”

Stewart Smith, Director of Campus Safety, will also be leaving the College. His departure comes at a time when many students have expressed significant concern about Campus Safety and their relation to the student body and the campus community. In response to these concerns, the College recently conducted an external review of Campus Safety and will begin a national search for a new director in the Spring.

## Accident on Route 32 leads to DUI for student

On Tuesday Nov. 22, Route 32 was shut down for about five hours during the early morning after an accident involving a Connecticut College student took place. The student in question, a sophomore, hit an unidentified man on a scooter with their car, sending him to the hospital with serious injuries. Police charged the Connecticut College student with driving under the influence of alcohol and drugs.

## New London’s Hearing Youth Voices wins prestigious award

The New London organization won the Nellie Mae Education Foundation Youth Organizing Award, a \$50,000 grant given to the most impactful youth group in New England. Members of Connecticut College, including Prof. Ariella Rotramel, have worked extensively with the organization. Hearing Youth Voices is led by high school students, many of whom have experienced obstacles in the path to graduation. They have brought change to New London public schools, including an overhaul of its attendance policy which focuses on support instead of punishment.

# Sports Corner



## Basketball

Women (8-2)

at Worcester St.: **W 65-34**

Ithaca: **W 66-58**

at Coast Guard: **W 84-68**

Emerson: **L 63-57**

Roger Williams: **W 84-75**

at Drew: **W 61-51**

Men (7-1)

Clark University: **W 84-74**

at Coast Guard: **W 91-80**

Western New England:

**W 88-61**

at Mitchell: **W 95-75**

## Swimming

Women

Connecticut Cup: **1<sup>st</sup> Place**

Men

Connecticut Cup: **2<sup>nd</sup>**

**Place**

## Ice Hockey

Women (5-2)

Salve Regina: **W 4-2**

Middlebury: **W 3-1**

Middlebury: **L 3-1**

at Holy Cross: **L 2-0**

UMass-Boston: **W 3-1**

Men (1-6-1)

at Middlebury: **W 4-2**

at Williams: **L 8-4**

Colby: **T 1-1 (OT)**

Bowdoin: **L 4-3**

## Squash:

Women (2-4)

Wellesley: **L 8-1**

Northeastern: **W 6-3**

Wesleyan: **L 8-1**

Men (2-2)

at Wesleyan: **L 7-2**





# Threats to Independent Student Media: *What it Means for The College Voice*

BY PETER BURDGE

Student journalism is under attack. That is the tone coming out of the statement “Threats to the Independence of Student Media” crafted by the College Media Association with other higher education representatives. This statement has forced the relationship between college administrations and student newspapers to the forefront of nationwide debate. The article details the numerous times in which institutions throughout the United States have restricted the free dissemination of news, especially by revoking funds, punishing faculty advisors and denying journalists’ access to school records and documents. What can often result from this censorship, whether explicit or not, is essentially quasi-journalism, in which student newspapers become advertising campaigns for schools.

Is *The College Voice* vulnerable to this repression? The answer is complicated. We must first address what it really means to be an “independent” newspaper. To Aparna Gopalan ’17, Editor-in-Chief, this can be answered by who has discretion over how the paper is run. Essentially, who sets the rules? Though they can always make mistakes due to inexperience, the students themselves, she believes, should have discretion. Often writers run into the “gatekeepers” of the field who set the rules and tell journalists what is the right way to go about their jobs. To be independent, “there shouldn’t be as much gatekeeping.” Some fresh blood is a good thing.

Nationwide, the issue is greatly affecting the ability of student journalists to actually be journalists. In a perfect world, the College Media Association sees campus news organizations as “a means of bringing student concerns to the attention of the faculty and institutional authorities.” Sarah Rose Gruszecki ’18, Managing Editor for the *Voice*, nearly echoed that description, saying that these newspapers can “may act as sites where student may advocate for the needs and rights of the campus and broader community.” That is the ideal, but if students are writing with their hands tied, how is this possible?

At many universities and colleges there is a conflict of interest in the relationship between administration and newspaper, since many institutions fund the papers directly. The article tallies several instances in which universities have used this to their own advantage, particularly at the University of Redlands, where the school stopped funding the newspaper following an article that was critical of a major donor. In these cases, student journalists become forced to toe the line of what a college expects, out of fear that one misstep could jeopardize the paper’s existence.

Much of the *Voice*’s funding comes from the College, which can make for a murky relationship with the administration. Gopalan believes that certain parts of the budget should be untouchable, and it can be troubling if there are discretionary grants given at certain times, such as funds to attend conferences. At times, Gopalan says, it could be negotiated “how we would get that money and what would be involved.” In general, Gruszecki believes, it is a “pretty clear conflict of interest” to have newspaper funding come from any institution because of instances like that at the University of Redlands.

On the other hand, Professor Jim Downs, former faculty advisor of the *Voice*, sees direct funding as necessary. He actually wishes that colleges would endow more opportunities for editors to attend conferences, just as they fund athletic teams and

other organizations. To add to that, as Gruszecki pointed out, if newspapers fund themselves completely, it can be difficult to receive backing from the institution if legal issues arise.

Colleges and universities have also censored newspapers through punishment of faculty advisors. The College Media Association recorded a disturbing number of instances in which advisors have been removed based on critical articles published by the newspapers. Last year at Fairmont University, the administration forced advisor Michael Kelley out of his role because an article about mold in a campus dorm went against the president’s wishes for a “less controversial” paper.

At Conn, Downs says that there are systems in place to avoid such things from happening. Both the handbook and the establishment of shared governance ensure that members of the newspaper are not subject to such punitive measures. The role of advisor to a student newspaper can be difficult, because, according to Downs, there should be a hands-off approach in mentoring. He wanted his advising role to be purely a “sounding board” for the staff, a support base to help the editors “think through their decisions. The administration, he believed, had no role in this, and so he “purposely did not have a relationship” with it.

On this campus, tension between newspaper and administration has reared its head in the past, but Gruszecki believes that, overall, the newspaper is quite independent. It is especially so when compared to other institutions, as Gruszecki is aware of university at which every issue must be approved by certain administration members. During her time with the *Voice*, she says, “We’ve received criticism for articles that are considered radical, but there have been very few instances in which we’ve been restricted in terms of what we can publish.”

Deborah MacDonnell, Director of the Connecticut College’s Public Relations Office, appears to have no trouble with radical articles. As a former student journalist herself, she believes that, “If a student newspaper is good, with strong reporting and quality writing, then that is a positive for the College.” Downs follows this line of thinking, with the idea that journalism should not be thought of as positive or negative. Instead, journalism in general is “about reporting, investigating or commenting.” Journalists should therefore not concern themselves with being positive or negative.

The Public Relations Office sees itself as a support system for the *Voice* as well as for any other news source. While Public Relations writes stories and helps to bring the media’s attention to events on campus, MacDonnell does not consider it a “news organization.” To MacDonnell, the *Voice* is “the only news entity that covers Connecticut College in its entirety.” And she believes that her office does all it can to respect its independence.

While Editor-in-Chief Aparna Gopalan has experienced little “overt” censorship from the College during her three and a half years

with the *Voice*, she believes that there is a form of “soft control” through the establishment of campus culture. The level of critical thinking on campus is limited, she says, especially when we are presented with the idea of family. Living on one campus, we often get the impression that we are part of one family, and that can be a problem because, “If you’re in a family, what can you really question?”

Within a family, we may question rules or rebel against traditions, but the idea of one familial unit, an inherent connection between members, rarely disappears or is even doubted. It can be easy, then, for things to lie uncovered, without any attempt to dig it up.

As Editor-in-Chief, Gopalan wants to uncover “what isn’t being told” to outsiders and to college members. That, she believes, is the point of student journalism. To “disrupt the culture of advertising” and tell real stories that sometimes may be ugly.

The College Media Association’s statement makes it clear that many institutions work within the framework of positivity and negativity. The fear of bad press, and perhaps a hit to donations and admissions numbers, can often lead to censorship from administration. For the most part, the *Voice* has steered clear of this explicit control. But the “culture of advertising” that Gopalan has a keen awareness of can affect the drive for journalists to investigate fully or be critical.

The threats to student journalism are certainly real. There is tangible evidence of direct and unilateral control over news organizations that threaten the integrity of journalism and thereby threaten the ability for campus concerns to be heard. At Connecticut College these threats are not as severe. But we must be ever watchful of what news we receive and how it comes our way. •



## Over break become a...

- Successful Job Hunter
- Digital Illustrator
- Programmer
- Music Producer
- Small Business Owner
- Graphic Designer
- Comic Book Artist
- iOS 9 App Developer
- Photojournalist
- Documentary Filmmaker

Learn all this and more  
through Lynda.com's Learning Pathways

Available to students through CamelWeb



# The Trump Effect: Conn Looks to Become a Sanctuary Campus

BY SAADYA CHEVAN

Even with finals fast approaching, our campus is still faced with the issues that Donald Trump's ascent to the presidency raise now, next semester and beyond. The most prominent example of our campus' response to Trump came in a petition addressed to President Katherine Bergeron, Board of Trustees Chair Pamela Zilly, Dean of Institutional Equity and Inclusion John McKnight, Dean of the Faculty Abby Van Slyck and Dean of the College Jefferson Singer that circulated throughout the Conn community three and a half weeks ago. The petition called on them "to uphold and develop policies that refuse or limit compliance with federal enforcement agents (ICE) and local law enforcement so as to ensure that the privacy, immigration status, and information of undocumented members of our community are fully protected."

As stated in its introduction the petition originated from fears about the inequities already created by the president-elect's stated intentions to deport over three million people. One issue of focus was the prospect of Trump fulfilling his promise to cancel the Deferred Action for Childhood Arrivals (DACA) and concerns over how such an action would affect Conn students registered in the program. DACA is the Obama administration's 2012 program to give legal status to undocumented individuals who would have been covered under the DREAM Act, which had failed to gain a supermajority vote for cloture in the Senate in 2010.

Under DACA, undocumented individuals whose conditions for deportation are not a high

priority for the government can be granted a two-year deferral from being deported from the United States that can also be renewed. These conditions include having been under the age of 31 on June 15, 2012, coming to the United States before turning 16, continuous residence in the United States since June 15, 2007, not having been convicted of a felony, a significant misdemeanor, or three or more other misdemeanors and not otherwise posing a threat to national security or public safety. Being a student, having completed high school or an equivalent or having been honorably discharged from one of the armed forces also apply.

The petition's creation quickly elicited an official response from President Bergeron, which was sent out through the usual e-mail channels on Nov. 18, three days after the petition had begun to circulate and less than twenty-four hours after SGA President Ramzi Kaiss sent an email sharing the petition with all members of the class mailing lists. In her statement Bergeron expressed that she shared the concerns of the petition's signers. However, her actual response to it was:

"The petition specifically asks the College to declare itself a sanctuary campus. In light of this, I want to be clear about our commitment: we can and will use all available means to protect the rights of our students to participate fully in the benefits of a Connecticut College education—both now and in the future."

The vagueness of the language clearly reflects an attempt at the time to keep the College's actual policies on its protection of students' rights, especially relating to immigration, unclear

to the public. I would see the decision as a likely precaution against retaliation under the future administration for undermining its policies. Trump has already made clear his intentions to try to deny federal funding to "sanctuary cities" (whether he succeeds is a whole other issue), and were he able to do the same to colleges, the results would be devastating. Not only would colleges lose the large amount of student financial aid that the federal government pays for, but their faculty would also lose access to federal research grants, such as Fulbrights, that play a huge role in many professors' work and research.

That the College has attempted to shield itself from retaliation becomes apparent in Bergeron's second statement responding to the petition, which was sent thirteen days later on Dec. 1. This letter was important and vital for understanding the College's immigration policy because it contained clear public statements that the College stands by its policies

not to release confidential education records to law enforcement without sound legal reasoning. It also acknowledged that the College has retained immigration-specific legal counsel.

In it Bergeron claims that "we have begun establishing our own protocols to monitor developments in Washington, D.C.; and we will be reaching out to the American Council on Education and other higher education lobbies to keep apprised of developments and opportunities to have input on legislation around this issue." This language suggests that the College has been collaborating with legal and policy experts to determine what our school can state publically about its positions and policies related to immigration, i.e. what she can say in this letter. The bringing of an immigration lawyer to campus not just to advise DACA students, but for "others in order to increase our collective understanding of immigration issues" suggests that the College has already been developing clear legal positions on what to do in the event that our stance on immigration policy is challenged by a law enforcement agency.

Certainly the most significant statement in the letter occurred at the end of the second-to-last paragraph, in which Bergeron claims: "In short, we are committed to making the Connecticut College campus a sanctuary for our undocumented students and for all members of this community." This was perhaps the best rhetorical strategy for accepting the petitioners' demands and indeed the demands of the sanctuary campus movement, most of which Bergeron did, without acknowledging their key demand that Conn place itself under the politically charged moniker of "sanctuary campus."

Some additional points that are worth noting about the petition and Bergeron's responses to it include the fact that while the petition focused mostly on concerns of undocumented students, it also included a statement buried in the middle about immigration concerns of the Islamic community. "We also fear that the Trump administration could revive the 'Muslim Registry' (National Security Entry-Exit Registration System) that required thousands of Muslims students, families and other immigrants after 9/11 to register their names with law-enforcement databases." While this was followed by a call to refuse or limit cooperation with federal immigration authorities that call was contextualized, like much of the petition, by the protection of Conn's undocumented members. The rights of Muslim members of our community, especially those who are not citizens, were not specifically mentioned in Bergeron's letters.

Another point that neither the petition nor letters mentioned was the effect Trump's policies could have on past, present, and future undocumented faculty and staff. Perhaps the most inclusive statement in the petition, which could apply to this and similar issues came in its statement: "By publicly announcing Connecticut College as a sanctuary campus, we are upholding our moral values and harkening back to our founding, which was rooted in principles of equity and access." Bergeron's aforementioned statement that we are "making the Connecticut College campus a sanctuary...for all members of this community" falls into the same vein. •

## Announcing two prizes sponsored by the Friends of the Connecticut College Library



### \$500 Scholarship

**A scholarship award to help pay for a graduate degree program in Library Science or Archival Studies. To be considered for this award, please submit a personal statement of approximately 250 words and a résumé outlining your experience and career goals in libraries or archives by March 3. Contact Ben Panciera at x2654 or email [bpancier@conncoll.edu](mailto:bpancier@conncoll.edu).**

### \$500 Library Research Prize

**Awarded to the best example of research conducted using library resources (print or electronic). For guidelines and a link to the application, please visit <http://conncoll.libguides.com/libprize> or email [LibPrize@conncoll.edu](mailto:LibPrize@conncoll.edu) for more information. Applications must be completed by 11:59 p.m. on Sunday, February 12.**



# Remembering Fidel Castro

BY SHATRUNJAY MALL

Having reportedly survived six hundred attempts on his life from the CIA, Fidel Castro, Cuba's leader famous for spearheading the nation's socialist revolution in 1959, passed away on Nov. 25, at the age of 90. In death, as in life, he was a deeply polarizing figure. With his death, Cuba announced a nine-day period of mourning; the streets of Havana were reported to be quiet and subdued. A somber mood enveloped the Caribbean nation, as citizens paid their respects to Castro's life and legacy.

By contrast, news of Castro's death sparked a very different response on the streets of Miami, home to a large Cuban American diasporic community. Many of them had escaped Castro's regime to settle in the United States. The atmosphere was jubilant in Florida, as spontaneous celebrations broke out in Miami's Little Havana.

Condolences for Castro that flowed in from across the world immediately after his death portrayed him as an iconic political leader of the twentieth century. Leaders from across Latin America, including those who had maintained close ties with Cuba during Castro's life, released statements after his death. Statements of condolence also came from a wide array of prominent political leaders from other parts of the world, including President Vladimir Putin of Russia, President Xi Jinping of China, President Francois Hollande of France, President Jacob Zuma of South Africa and Prime Minister Justin Trudeau of Canada. Mikhail Gorbachev, for-

mer leader of the Soviet Union, and Jeremy Corbyn, leader of the opposition British Labour Party also voiced their condolences. Some of these statements alluded to the more controversial aspects of Castro's legacy, while others acknowledged the successes of the Cuban Revolution.

By contrast to the mixed, but rather more positive responses in the rest of the world, reactions to Castro's death in the United States were especially celebratory. President-elect Donald Trump declared emphatically on his infamous Twitter feed, "Fidel Castro is dead!" before releasing a longer statement in which he referred to Castro as a "brutal dictator" who had oppressed his nation's people. This viewpoint was shared by other leaders in the Republican Party, including Senators Ted Cruz and Marco Rubio, both of whom are descended from Cuban émigrés who left the island in the wake of Castro's revolution. Cubans in the United States, who are heavily concentrated in Florida, have largely supported the Republican Party for decades because of its especially hard line rhetoric against communism more generally, and Castro in particular. However, both Republicans and Democrats in the United States have essentially pursued similar policies towards the island.

Negative views of Castro in the United States are also a consequence of the especially contentious relationship between the tiny Caribbean nation and the superpower of the contemporary world. The United States has maintained an embargo on Cuba for over fifty years because of events that took place

in the 1960s at the height of the Cold War. In 1962, Cuba was at the forefront of a near nuclear apocalypse during the height of Cold War confrontations between the United States and the Soviet Union. Following the revolution on the island, in which Castro overthrew the U.S.-supported authoritarian regime of President Batista, Cuba allied itself with the Soviet Union. The Kennedy administration in the United States at the time had supported Cuban exiles in the failed Bay of Pigs Invasion of 1961, which Castro's forces successfully repelled. These events of the early 1960s pitted Fidel Castro against successive United States governments for generations as a *bête noir* of 10 United States presidents until he passed on the baton of leadership to his brother, Raul Castro, the current Cuban leader. Today, the United States trade blockade against Cuba remains despite nearly universal unfavorable international public opinion. However, President Barack Obama has been gradually normalizing relations with Cuba, culminating in the re-establishment of diplomatic ties between the two countries in 2015, and President Obama's successful visit to the island earlier this year. President Obama released an especially diplomatic statement on Castro's death, extending a "hand of friendship to the Cuban people" and acknowledging the "powerful emotions" of Cubans, apparently referring to the raw feelings of both the supporters and the detractors of the deceased leader.

For those on the radical left across the

CONTINUED ON PAGE 8

# The Roots of Consumer Culture

BY SOPHIA ANGELE-KUEHN

The 1947 film *Miracle on 34th Street* manages to capture the spiritless, frantic shopping that seizes people as early as Thanksgiving Day. Stores wishing to begin turning a profit for the year tempt customers with seemingly good sales, knowing fully well that the spirit of the holidays (or "the thought put into the gift") doesn't apply here. One character in the movie puts it bluntly, "There are a lot of bad isms floating around this world, and one of the worst is commercialism." Sadly, commercialism is overwhelmingly existent today. Consumerism deals with the reality of shoppers buying items that function as cheap as their prices, while commercialism similarly is concerned with maximizing profit. Overall, this phenomenon is called "Black Friday."

Historically and economically, "Black Friday" was first used to describe the crash of the U.S. gold market on Friday, Sept. 24, 1869. The conspiracy of two Wall Street financiers to buy up the nation's gold and sell it at sky-high prices created bankruptcy for everyone. The term "Black Friday" as we know it first became used by police officers in Philadelphia in the late 1950s. Hordes of people descended into the city for the annual Saturday Army-Navy football game, causing increases in traffic (and subsequent car accidents) that correlated with the downtown sales during the two days after Thanksgiving.

Manipulating prices and customers rever-

berates with people more than ever today, which lends power to the term "consumerism." Consumerism refers to the notion of protecting the interests of the customers, as well as the theory that increasing the consumption of goods is economically desirable. This is especially relevant to the popularity of Black Friday shopping sprees, where some businesses will do anything for sale success. It is therefore in the hands of the consumer to decide the quality of the product and its life span, how well it will be received by the



Photos courtesy of [hdwallpapershdpics.com](http://hdwallpapershdpics.com)

recipient and whether or not to invest in a company that invests in its customers. Jam-packed stores and rushed shopping excursions prevent this evaluation. Therefore, one must keep in mind that there will always be other sales around the corner, when Thanksgiving only comes once a year.

So how does one determine the best deal at the best time of year? With regards to Cyber

Monday, which allows more time and thinking while shopping, price-trackers help monitor specific items and notify the user when they go on sale. With specific appeal to Connecticut College students, the Camelizer (similar to Camelcamelcamel) can be installed on one's browser to check a product's pricing history on Amazon for the year. Slice Watch is less complex and can track prices at multiple stores like Best Buy, Target and Walmart.

Black Friday does, however, have its merits.

The outdoor-clothing company Patagonia specifically collected a record breaking \$10 million this Thanksgiving, which will all be given to grassroots, non-profit environmental organizations fighting to protect natural resources like water, air and soil. "We definitely came up with the idea after the election," said Lisa Pike Sheehy, Vice President for Environmental Activism at Patagonia, to CNN. She elaborated, "This is a difficult and divisive time for our country. I believe the environment is something we can all come together on. ... Environmental values are something we all embrace."

Therefore, similar to *Miracle on 34th Street*, companies should show care toward customers and their needs, especially during this hectic holiday season. Readers should express caution and attentiveness during Black Friday, or any shopping days. As the Macy's janitor in the movie tells Kris Kringle, "Make a buck, make a buck. Even in Brooklyn it's the same – don't care what Christmas stands for, just make a buck, make a buck." •



# Why the Voices of Arab Women are Critical in Education

BY NAYLA TOHME '18  
AND JANAN SHOUHAYIB '16

Google “Arab woman.” Click the “images” button. Ninety percent of the search results display expressionless, black-veiled portraits and the remaining 10% show sexualized images, results that align fairly accurately with the two-dimensional ways in which Arab women are portrayed in 2016.

We can’t tune into media without hearing the words ISIS, clash of civilizations, hijab ban, Iraq, Iran, Israel/Palestine, terrorism or refugees. The media is controlled by frames that only show us a barbaric Arab and his chaotic world devoid of any humanity, expression, art, identity, or meaning and overflowing with oppression, bloodshed, violence and anger.

But in reality, there are many beautiful, diverse voices flowing out of the too-often-homogenized Arab World. There are stories of love, longing, pain, heartbreak, family, sex, sexuality, memory and magic in the creases that the Western media overlooks.

Students got a whiff of these voices in Professor Athamneh’s class “Arab Women Writers” (ARA/GWS 234) in the Spring of 2016, a course which sampled a selection of literature by contemporary Arab women who wrote of feminism, gender, religion, family and other topics the modern media silences. The course explored Arab women writers such as Leila Abouzeid, Hanan al-Shaykh, and Ahlam Mosteghanemi.

Fara Rodriguez ’16 reflected on how the course gave her a critical sense of her social

location: “The novels and other works for this class gave me the ability to analyze my privileges and look at the different dimensions of oppression. Through analysis of colonialism, empire and Arab feminism, I have been able to learn how to challenge the white supremacist imperialist patriarchy. Through the literature analyzed in this class, I was able to draw connections and notice how colonialism and racism affects other women in similar ways but to different extents.”

Similarly, Matt Luciani '16 emphasized how the course’s multi-media style allowed him to absorb voices of Arab women writers: “each class had its own flow of dialogue and discussion, engaging literary analysis, history, social science, and aspects of critical race and feminist theory. The courses blended disciplines and media to fully understand real and exciting voices of Arab women.”

In most classes offered at Conn, we speak about the Middle East from a political perspective, which feels detached from many Arab students’ personal experiences there. To be able to read the creative and expressive works of Arabs, especially Arab women, was therefore very meaningful for many female Arab students.

To Nayla Tohme, this class was meaningful for many reasons: “Our discussions were rich and quickly created a sense of community. They revolved around a population that is both underrepresented and misrepresented. It was almost therapeutic for Arab students like myself to learn about their culture, history and literature through

a different lens that is empowering for both women and non-Western cultures. In this class, we explored the hardships and the complexities that come with the emancipation of Arab women in relation to the Arab society as a whole. In fact, we discussed topics that are taboo and not usually mentioned in classrooms back home, such as sexuality, patriarchy, sexism, feminism... This class kept us on our toes throughout the semester as it involved a variety of material that ranged

from autobiographies to music videos. I believe that this class is a tremendous addition to the Arabic, GIS, GWS and Classics departments as it incorporates history, literature, creative writing and a variety of other topics that embody a Liberal Arts education.”

The course’s online description defines how the course’s showcasing of everyday, human voices of Arab women actively counteracts a broader patriarchal, Western-centric (and heteronormative) narrative: “The texts we will study in this course not only advance the status of Arab women and fight for their rights, but also rewrite modern Arab history from the perspective of Arab women. The patriarchal narrative often fails at addressing women’s challenges and representing their voices. Therefore, such literary and theoretical works offer a different insight into the role and impact of religion, tradition, and socio-politics in the lives of Arab women across the globe.”

Courses as fruitful as ours can easily be found within Conn’s Arabic Program, which offers courses in language, culture, literature and media. Since its inception by Professor Athamneh in 2011, the department has been a home for students who wish to immerse themselves in the language and cultures of the diverse Arab World. As the Chair of the Committee on the Status of Faculty Women, the author of *Syrian Women Refugees: Voices from the Camp*, and an active researcher, educator and advocate, Dr. Athamneh brings her various worlds of experience to play in the classroom.

Professor Phillips, chair of the Classics department, discussed the department with us: “As the only faculty member teaching Arabic, Professor Athamneh has done a remarkable job of providing students with a top-notch education in Arabic language. She’s also been working hard to provide an array of courses that teach students about Arabic culture and link to other programs, such as Gender and Women’s Studies and the new program in Global Islamic Studies. Professor Athamneh’s new course on “Arab Women Writers”, a course taught with English translations of the texts, introduced a new group of students to the complexities of the Arab world.” He explained how her scholarship on modern Arabic poetry and the intersection of literature and politics, as well as her publications on revolution and conflict, shows how research can be brought into the classroom as a way to enrich students.

The course was powerful because it highlighted the purpose of education. Unless we work toward decolonizing our education, what we learn in literature classes will be no different than the biased, racist media we are already fed. However, through enriching courses such as this, students are encouraged and challenged to examine their privileges and perspectives in the arts of another culture. In this way, literature becomes a vehicle to critically examine our social locations and immerse ourselves in the rich stories of individuals and communities across the globe. •



## Seminar on Success

### HOW TO SUCCEED AFTER COLLEGE

- Learn critical career skills such as building a resume, workplace etiquette, and proper business protocol
- Acquire financial literacy skills, including budget management and how to properly negotiate salary expectations
- Participate in a panel discussion by young alumni from a variety of industries who will share details of their professional journeys
- Practice networking skills and interviewing techniques

REGISTER NOW AT  
[WWW.CONNCOLL.EDU/SOS](http://WWW.CONNCOLL.EDU/SOS)  
TO VIEW THE SCHEDULE  
AND SPEAKER BIOS

SATURDAY, JANUARY 28, 2017

12:30 P.M. - 5:30 P.M. | 1941 ROOM

CONNECTICUT COLLEGE

Co-sponsored by the Office of Alumni Engagement and Office of Career and Professional Development



# Fidel Castro

CONTINUED FROM PAGE 6

world who oppose imperialism and global capitalism, Castro remains an especially inspirational figure, alongside his compatriot Che Guevara, whose nearly universal image captures an idealistic sense of rebellion and disillusionment with mainstream political thought. Under Castro's rule, Cuba achieved the enormous feat of near universal coverage of quality healthcare and education, something that remains a struggle for the rest of the Global South, where basic public goods are beyond the grasp of impoverished millions. While the West supported the racist apartheid regime of South Africa, Castro voiced strong opposition, even supporting rebels in the African continent who fought against apartheid and colonialism. Castro also fiercely maintained his island nation's autonomy, despite the odds of opposing the world's only superpower, something that became especially difficult after the fall of the Soviet Union.

Having accepted Castro's achievements, it is also important to recognize his failures on various fronts. Cuba's revolution was a bloody episode in its history that separated individual Cubans from each other, including members of their own family, based on differences in political ideology. Even within Castro's own family, his sister, a resident of Miami, has remained his critic. Hundreds of thousands of Cubans escaped the island because of a sense of exclusion from Castro's vision of the island nation. Despite Castro's strident anti-racism, structural racism remains, with Afro-Cubans



and those of mixed race disadvantaged. Further, although homelessness and extreme poverty of the sort that exists in the rest of the Global South is almost non-existent in Cuba, which is an important achievement, daily life remains challenging for ordinary Cubans. This is partly because of the embargo, but also because of the limitations of Castro's own policies. There is a lack of consumer goods available, and remittances from Cuban emigrants in the United States keeps the island's economy afloat. Further, Cuba remains a one party state, and there are constraints on freedom of thought and political expression.

Fidel Castro was a multifaceted political and historical figure with diverging and even contradictory legacies. As a man who evokes deep passions among both his supporters and detractors, it is difficult to assess his legacy objectively and dispassionately. As Cuba attempts to negotiate its place in the world, only time will tell how Castro, someone who has been both demonized and romanticized, will be viewed in the future. Nevertheless, whether reviled or celebrated, Fidel Castro will be remembered as a figure who influenced the lives of millions. •

## The Value of Protests on College Campuses

BY DAVID JOHNSTON

In response to the results of the recent presidential election, students at Conn and many other colleges and universities across the nation have organized protests. While the administrators at some institutions condone these protests, others are more intransigent. The protests are usually peaceful and feature students standing with each other for a common cause, holding signs or communicating their message verbally.

The protest at Quinnipiac University, in particular, serves as an effective model for students wishing to express grievances with a Trump administration. It was powerful precisely because students, faculty and staff alike participated in voicing their worries. In an interview with *The Quinnipiac Chronicle*, Ruth Kaplan, an English professor who helped organize the protest, notes that the ascent of Donald Trump represents a "national tragedy." In response to tragedies, she says, "there's... grounding and healing to come together in mourning. The first step towards a future of resistance and action is to gather with like-minded people and learn from their reactions and be inspired by the changes they plan to make."

Diane Ariza, Associate Vice President for Academic Affairs and Chief Diversity Officer at Quinnipiac, attended the protest and voiced similar sentiments in a separate interview with *The Quinnipiac Chronicle*. "This is just a small, very small way of saying we are moving forward and we need to be together," Ariza said. "It's not political, Republican or Democrat. It's about coming together to talk about it as women." Ariza provides a clear perspective on the purpose of

protests. Protests are not always centered on reversing the unfavorable results produced by our imperfect political system. Instead, they serve as a forum to debate larger issues that concern and affect people.

Administrators at Quinnipiac, by participating in the protest, expanded the audience of the debate. They also demonstrated that they valued hearing what students and faculty had to say about the election. Protesting on college campuses is an important tool in a democratic nation like ours. It gives people a chance to air their grievances and frustrations with the current system. Protesting also gives ordinary citizens a chance to be heard by their peers, not just those in power. Many large movements in the past century have in fact started off as smaller protests by those who wished to speak out against something they believed was wrong. Even though protests on college campuses will not change the outcome of this presidential election, students must let their voices be heard to ensure the system reflects their interests.

President-elect Trump, in calling for an end to the protests, only highlights their power as tools for political change. Arguing that protests will not change the results of the election, President-elect Trump has in fact publically called for President Obama to condemn the protests. I have heard from peers frustrated with protests. They say that President Obama, when elected in 2008, faced few protests. Americans, they argue, should



give President-elect Trump a chance to prove himself before protesting. Students expressing these views may misunderstand the purpose and aims of protesters. The protests are not about how the Democratic candidate lost; they are spurred by what the new president stands for and the divide in this nation that his election reflects. Fear for the future of this country may have led people to vote for President-elect Trump, but it has also spurred the protests that we have seen across the nation. Some may try to dismiss this fear by referring to President-elect Trump's victory as a political anomaly. I do not, however, think that this explanation will end discussions anytime soon. Discussions themselves are an important vehicle to shape the future of this nation and the future of the world. Utilizing protest as a form of debate is essential if we wish to respond productively to the result of this election. •

Photo courtesy of Sophia Angele-Kuehn



Friday, Nov. 18, 2016

To the Editor

In our Advanced Intermediate Spanish class this semester our professor brought copies of *The College Voice* for each student as part of a discussion-based activity in Spanish. The activity began in the target language with our professor asking if we read the school newspaper. Every student gave the same answer: No. Several first-year and second-year students did not even know that such paper existed.

We came up with the idea of conducting an informal inquiry among friends and classmates, asking who reads *The College Voice*. The results were that most students do not. Our professor has asked the same question in her classes over the past few years and the results have been similar. Stimulated by our class discussion about this topic, we have begun to read the newspaper.

At the same time, however, we believe that the large numbers of *The College Voice* that lie around in stacks is a waste of natural resources and financially costly. According to thecollegevoice.org, the newspaper print is 1,000 copies each week. The number of copies does not correspond to the readership. We recommend that the staff find ways of printing fewer copies in the interest of preserving resources. We also encourage them to explore ways of promoting high levels of readership of both the print and online versions among students. This would contribute to the importance and relevance of the newspaper on campus.

Hana Kristensen  
Anna Laprise  
Marcus Vinicius Pinto  
Michael Riley  
Rigoberto Reyna  
\* All of these students are class of 2020  
Intermediate Spanish, Professor Aida Heredia.

SPANISH VERSION

En nuestra clase de español intermedio avanzado la profesora trajo copias de *The College Voice* como parte de una actividad de discusión en español. La profesora dio inicio a la actividad preguntándonos si nosotros leemos el periódico estudiantil. Todos los alumnos contestaron de la misma manera: no. Varios de los alumnos de primer y segundo año ni siquiera sabían que el periódico existía.

Mientras discutíamos esa realidad surgió la idea de indagar informalmente cuántos de nuestros amigos y compañeros de clase leen *The College Voice*. El resultado fue que la mayoría no lo lee. Nuestra profesora ha estado haciendo la misma pregunta en sus clases en los últimos años y los resultados han sido similares. Nosotros, estimulados por la discusión en nuestra clase y conscientes ahora de la existencia de este periódico, hemos empezado a leerlo.

A la misma vez, sin embargo, pensamos que el elevado número de copias de *The College Voice* que permanece en distintos puntos del recinto universitario es un desperdicio de recursos naturales y de fondo presupuestario. Según la información que aparece en thecollegevoice.org, se imprimen 1,000 copias cada semana. Tal número de copias no corresponde a la cantidad de lectores. Recomendamos que el personal busque maneras de imprimir menos copias a fin de preservar los recursos. Asimismo le exhortamos a promover activamente la lectura del periódico (en su versión impresa y en línea) entre los estudiantes. Esto contribuiría a la importancia y relevancia del periódico en el campus.

Hana Kristensen  
Anna Laprise  
Marcus Vinicius Pinto  
Michael Riley  
Rigoberto Reyna  
\* All of these students are class of 2020  
Intermediate Spanish, Professor Aida Heredia

# Williams St. Blues

CONTINUED FROM FRONT

So what better occasion do we need in order to begin restoring native plant species along the roads and highways around our campus?

The good news is we don't need a better occasion; We already have many. A multitude of efforts in this direction have been undertaken over the last few decades, led in part by the nonprofit New London Landmarks, and recently culminated in the 2013 "Creative Placemaking Master Plan." The project was developed by landscape architect Brian Kent of Kent + Frost in Mystic, CT, and Peter Miniutti, Associate Professor of Plant Science and Landscape Architecture

at The University of Connecticut. This exciting document maps out the entire region of Northeast New London, including the Hodges Square Village, Riverside Park and Campus Hill (the Coast Guard Academy, Lyman Allyn Museum, and Connecticut College), with the ambitious vision of transforming the area "into a celebration of how people and communities can connect through walking and bicycling."

A dynamic and enthusiastic crowd gathered at the Nov. 14 Hodges Square Village Association (HSVA) monthly meeting at Slice Pizza Bar on Williams Street. The subject of the meeting was an update on a \$300,000 Recreational (pedestrian and bicycle) Trails Grant, due this December, that is seen as key to completing the design, sketched out in the Master Plan, for a trail that would connect Hodges Square, Lyman Allyn, Connecticut College and the Coast Guard. Meeting attendees included Art Costa of Thames Valley Sustainable Connections, Brian Kent who is the lead designer for the project, Forrest Sklar of Copy Cats, Cathi Strother from HSVA, Robert Lee from Lee's Oriental Market, Ronna Stuller from the Green Party and New London City Planner Sybil Tetteh, as well as three members of New London City Council, Erica Richardson, Anthony Nolan and Efrain Dominguez, Jr.

With ongoing grant support and increased campus and community involvement, the planning document mentioned can lead to real change. Art Costa said at the November meeting, "community ownership is an important ingredient." While the Recreational Trails Grant due this December applies only to funding for a design of the campus-side portion of the project, it is one of a number of grants and projects in the works. The city of New London is in dialogue with CT Department of Transportation (DOT) for a state grant to design bike and pedestrian space between the I-95 overpass on Williams Street below Hodges Square up to the College gates on Williams Street, across from the entrance to the Arboretum. Combined with the Trails Grant plan, this raises the question of the oppressive Williams Street bridge over Route 32, which the DOT is apparently willing to talk about redesigning.

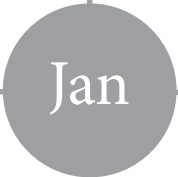
Connor Trapp '18 and Ariana Pazmino '18 are student consultants on the Trails Grant. We should all start walking or biking down Williams Street more often or taking the footpath from Lyman Allyn to the Briggs Street intersection to get a better feel for the space. We should talk about it. The location at Williams and Briggs is a mere 1.3 miles due north of downtown New London and only 5 miles from the boardwalk at Ocean Beach. At Williams and Briggs there is a nice stone wall and a good view. With enough campus and community support, it could be the site of a much needed pedestrian trail. •





*Editor’s note: Both The College Voice and the community it aims to represent have undergone important changes in the past year. This timeline, made up of assorted excerpts from articles and photography reflecting a range of relevant issues that the Voice covered, offers just a small visual snapshot of what 2016 looked, felt and read like at Conn.*

*Below is a work of art by Anique Ashraf '17, who passed away on Dec. 18, 2015. The image was not featured in the Voice before but we include it here to mark one year of missing and remembering him.*



Capitalism Works for Me! But Does It?

When discussing "Capitalism Works For Me!" within our own community, many individuals discussed the multiple interpretations of the piece. When voting, individuals are presented with the statement, "In my life this statement is..." and must then select true or false. While some students interpreted the statement "Capitalism Works For Me!" as approving or disapproving of capitalism, others viewed it as posing whether or not an individual benefits from capitalism as an economic system.

Grande describes that she believes the artist intended for this dual meaning to create a rich and challenging conversation. Similar to Lambert, she hopes that these interpretations will spark a broader community dialogue on capitalism, one which rarely occurs outside of academic classrooms.

Art Professor Chris Barnard further described that while some students may have an initial gut reaction after seeing the statement, "Capitalism Works For Me!" the process of voting may promote deeper thinking. He expressed that it's important to see capitalism as a two-way street and question not just, "How am I navigating through capitalism?" but also, "How is capitalism working on me?"

Date: 4/11/16  
Author: Sarah Rose Gruszecki '18

Welcome to Hamas West

Most recently, a change.org petition targeting Conn's integrity accreditation circulated the web. The petition, written to Kathy Willis and Patricia Meservy of the New England Association of Schools and Colleges, is seeking the investigation of Connecticut College in light of its anti-Semitism. It makes three claims: first, that the College failed to uphold the Honor Code (in reference to what these outlets have taken to calling "The Pessin Affair"; second, that it created a hostile environment for Jewish professors and students; and third, that it failed to act with academic integrity during the "libel-ing" of a Jewish professor by a politically motivated group. Last week the petition hit 1,000 supporters.

The petition cites a variety of articles that take a condemning stance toward the College. These articles, from which the petition sources its "facts," target our student body in an aggressive and, sometimes, absurd manner. "These aren't college students, they are one brain cell beasts freshly spawned from the primordial ooze," wrote a commentator on one article. The title of another piece: "Welcome to Hamas West, AKA Connecticut College." ...In a campus-wide email, President Bergeron highlighted the College's efforts to do so, citing a balanced series of speakers representative of both Israel and Palestine. Bergeron also referenced three students, including Kramer, who had won a grant from the World Jewish Congress to encourage campus dialogue about the topic. The students put the \$2,500 to use just this past Wednesday, hosting an event featuring both an Israeli and Palestinian speaker, and have more events to come.

Part of the motivation for the students' initiative was in response to the recent poster campaign targeting Taglit-Birth-right. The posters, which read, "Taglit-Birthright is Settler Colonialism," were put up by a new campus group, Conn Students in Solidarity with Palestine. "The poster campaign was what convinced us we needed to get moving," said Connor Wolfe '17, one of the three students awarded the grant. "We're trying to create events so people can actually have dialogue instead of seeing posters on a wall. You can't talk to a wall."

On Dec. 16, 2015, the posters were picked up by Frontpage Mag – a website with the insightful slogan 'Inside every liberal is a totalitarian screaming to get out' – who republished them and condemned the posters as "anti-Semitic hate speech" and "indoctrination tools for Islam." At around that time the College addressed complaints about the posters, defending free speech and recognizing "CSSP's right to share its perspective."

Date: 4/11/2016  
Author: Luca Powell '16

Experiencing Hamilton

As the librettist for the Broadway musical Hamilton, Lin-Manuel Miranda has created a musical fantasia about the man on the ten dollar bill and a Founding Father of the United States, Alexander Hamilton. Without a doubt, Hamilton is as revolutionary as the young man who helped create the America we know today.

My experience with the musical Hamilton is similar to many. I came across it through word of mouth and on social media and, because at this point Hamilton is essentially impossible to see live (it's sold out until 2017), like many others I spent 2 hours on a winter afternoon listening to the musical. With each song, I became more and more entranced by the story of the visionary, revolutionary and youngest Founding Father. I immediately understood what all the hype was about. Hamilton isn't just a musical about a founding father. It really is an ode to vernacular, as hip-hop styles are incorporated into almost every track. In addition, the cast of Hamilton looks a lot like America today: racially and ethnically diverse. Hamilton's immense popularity is indicative of the time we're living in: Americans are craving energetic and spirited historical storytelling in which the audience feels represented in the characters on the stage.

Date: 4/11/2016  
Author: Allie Kyff '19



## Assessing Conn’s Committment to Faculty Retention

If there is one thing that Conn does right, it is attract excellent faculty members. The school does not, however, always manage to keep the people that it should.

Five faculty members have resigned at Conn, effective at the end of this academic year. Significantly, these professors (English and Africana Studies professor Courtney Baker, History professors Anne Marie Davis and Jen Manion, Art History professor Qiang Ning and Japanese professor Takeshi Watanabe) have reached different points in their academic careers. Some have tenure, and some are tenure-track. This suggests that Connecticut College is doing poorly with faculty retention across the board, especially given that tenure-track positions are few and far between and extremely hard-won. ...Adding these lines is an “unusual step,” Abby Van Slyck writes in the staffing plan, as “each tenure-track line represents a significant, long-term financial commitment on the part of the College.” She undertook the addition on the recommendation of the Faculty Steering and Conference Committee (FSCC) in order to provide Connections with “long-term, committed resources and ... stability,” she wrote.

Date: 5/3/2016  
Author: Andrew Shaw ’16



May

Jun

Jul

## Global Citizens or Global Capitalists?

“Are you prepared to market your personal brand? Ready to give boardroom presentations? Know how to finance your ideas? It’s time to develop your personal game plan for success.”

Garrett’s message is just the latest manifestation of a steadily increasing trend on our campus and on university campuses nationwide in the past decade or so: the marriage of collegiate academia with career services departments that aims to facilitate a student’s absorption into the labor market as they progress through their four years of university education. As a senior who will graduate in just three short weeks, I am increasingly troubled by the sustained impacts of this pedagogical and practical partnership....In the context of preparing students for careers after college, one might ask whether vague and general knowledge all that is required for “success?” It would be hardly surprising if the answer is yes, given that many of the current movers and shakers in the implementation of the College’s new curricular framework are not even faculty members themselves but administrative deans and professional staff members who do not directly teach students in classroom settings. Dean Garrett confirmed this fact in our mid-April interview, saying, “The Academic Resource Center and Career Services Office are going to be in the middle of the implementation of the new curriculum. The Career Office has been instrumental in creating all of the pathways that have been proposed and approved.” ...The College community must grapple with whether the Connections that this curriculum wants students to make are among disciplines or actually just between themselves and the market. If indeed “capitalism has no ethics” — as associate professor of English Courtney Baker forcefully claimed in unpublished remarks at last Tuesday’s faculty debate on capitalism — the College will need to ask what the implications of a curriculum that offers students new ways to pursue the market will be for an institution that claims to educate ethical citizens for a global society.

Date: 5/3/2016  
Author: Zachary LaRock ’16

## Junot Díaz

For a literary celebrity, Junot Díaz arrived in a remarkably modest fashion. Twenty minutes late due to thick Connecticut traffic, he quietly entered the 1941 room through the main door and walked along the side of the crowd without announcement. Díaz stood silently next to Professor Sheetal Chhabria, wearing a gray hoodie and a t-shirt that read “the Latino race” in the design of The North Face’s iconic logo. Looking displeased and uncomfortable, he crossed his arms and appeared to shrink as Chhabria offered a long, laudatory introduction. Eventually, he interrupted her in good humor. As he spoke, he relaxed visibly and laughed while struggling to tie his sweatshirt around his waist.

Díaz explained that he had stopped Chhabria because life under a dictator had made him wary of drawn-out personal descriptions laden with flattery, but later admitted that “It takes a long time to discover the intensity with which we desire approval.” The dictator to whom Díaz alluded was former Dominican President Rafael Trujillo, also known as “El Jefe” and characterized by Díaz as “a portly, sadistic, pig-eyed mulato who bleached his skin, wore platform shoes, and had a fondness for Napoleon-era haberdashery” in his Pulitzer-winning novel, *The Brief Wondrous Life of Oscar Wao*.

Date: 5/3/2016  
Author: Maia Hibbett ’18



## Developing Contentions over Tenure and Promotion

Although faculty records of tenure promotion and denial are treated as confidential, some Conn professors contend that few faculty have been denied in recent years. In a 2014 interview with the *Voice*, Dr. Joan Chrisler, Class of ‘43 Professor of Psychology, attributed the high tenure rate to “better mentoring and more honest appraisals.” In particular, departments may discourage weak candidates from seeking either tenure or promotion. Professors, informed that they lack support within their respective departments, may opt not to face the tenure review board. Instead, they leave the college when their contracts expire. Dr. Chrisler affirmed that, “to deny tenure to an individual recommended by the department is very unusual.”

Dean Van Slyck seems to confirm Dr. Chrisler’s view. In a recent interview, she confirmed that of the 254 faculty hired between 1981 and 2014, “139 earned tenure, 61 left the College prior to the tenure review, 39 have not yet come up for tenure, and 15 were denied tenure.” Recognizing how sought-after tenure is, it is noteworthy that Conn expects departures from faculty by next year. Courtney Baker, Associate Professor of English and Chair of the Africana Studies Department, and Jen Manion, Associate Professor of History and Director of the LGBTQ Resource Center on Campus, have accepted positions at other academic institutions. Their departures coincide with the recent denial of promotion consideration for Professor Manuel Lizarralde, Associate Professor of Botany and Anthropology, and Professor Mohamed Diagne, Associate Professor of Physics and Muslim Community Program Director.

These departures, as well as recent tenure denials, force one to question the premium Conn places on diversity. Students across the United States, from Yale to the University of Missouri, have protested the lack of support systems for students of color on college campuses. Non-white college professors may suffer from a parallel lack of institutional support.

Date: 5/3/2016  
Author: Isabelle Smith ’19 and Dana Gallagher ’18



Questions of Equity and Inclusion: *Voice* Profiles New DIEI

To the College’s fast growing collection of administrative positions, there has been a high profile and long-awaited addition: the Dean of Institutional Equity and Inclusion (DIEI). Our first permanent DIEI, John McKnight, joined us this July from Lafayette College, where he served as the Dean of Intercultural Development.

“People have been really excited about the position, to have someone permanent in higher admin doing this work,” McKnight told *The College Voice* in an interview in late August. Much is expected from McKnight’s position, which has been the center of heated debates, discussions, and demands for at least the past two years, if not the past few decades. The position was newly articulated in the search that began in February 2015, and has gone through more than its fair share of trouble. The search, having been paused due to popular protest in spring 2015, restarted in June 2015 and failed twice in the early months of 2016, finally went through a third pool of campus visits to select the DIEI, over a year after the search first began and two years after the College’s previous senior diversity officer left. In the meantime, the position, first held by a team of interims cobbled together hastily by the president following popular protest and demands, was held by an interim dean who was asked to stay on the job for a full semester more than he had initially signed up for. The interim DIEI’s term finally ended with an occupation of his office and the Office of the President in spring 2016 by a large group of student protesters.

The tricky balance of the DIEI’s position – as both a member of Conn’s senior administration and as someone who was hired to challenge the administration and the College, as both critic and caretaker of the power dynamics in place – was apparent in this discussion. Even as he emphasized that his office was a product of student activ-

ism over many decades, and was supposed to be representative of voices of marginalized people on campus, he also said that it was “hard for [him] not to be in solidarity with” the interim DIEI and his team in the context of the occupation, since they are people that meant well.

Even as he called being a senior administrator and having access to closed-door conversations “his form of protest,” he still emphasized that students cannot fully know the vantage point of those who run institutions like Conn when they protest these institutions. He brought up how, when he was an undergraduate at the University of Florida, he went on the record saying: “the entire University of Florida is racist.” If he could talk to his 19-year-old self now, he would say “Yes, you are right to feel what you feel, yes you’ve experienced racism, felt like you’ve had to represent your race, felt underprivileged, and no, the school wasn’t designed for you, they didn’t have you in mind.” Looking back at his thoughts then, he now thinks that “of course the University of Florida is racist, every institution is racist, we live in a racialized society where everything was founded on racism,” but at the same time says that experience has helped him understand how institutions work better than he did when he made that critique as a young activist. This leaves us wondering how exactly McKnight will understand students at Conn who critique the institution and its workings – are they justified in their feelings and deserving of the change they are demanding, or should they try to “lift up from their vantage point” and realize that the institution’s workings are too complex to aim simplistic critiques at it?

Date: 9/20/2016  
Author: Aparna Gopalan ’17

Making Sense of Connections

When talking to students in the class of 2020, I was curious as to what role the Connections curriculum played in their decision to come here. Kaya Blumenthal-Rothchild, a first-year from New York said, “I will probably be partaking in one of the Pathways, although Connections was not a factor in my decision to attend Connecticut College. I was confused on what it really was until orientation, and even now I am still a little confused. That being said, I think the idea of what it is is cool.”

Date: 9/20/16  
Author: Lily Noble ’20

Aug

Sep

Reflections on “Occupy Fanning”

This occupation was sparked by the administration’s response to another instance of student activism: the posting of flyers by Connecticut College Students in Solidarity with Palestine (CSSP) in dorms. These flyers drew attention to the injustice of Israeli occupation of Palestine and detailed the displacement of Palestinian people and unlawful demolition of their homes, citing facts and statistics from Israeli peace organizations.

It didn’t take long for the administration to respond to the poster protest. That evening, Professor Canton, then interim Dean of Institutional Equity and Inclusion, sent out an email informing the student body both that a bias incident report had been filed around the flyer protest, and that the administration would be investigating the incident immediately.

Students found this response inappropriate and biased towards the CSSP at best, as the posting of flyers had complied with school rules regarding student protests and no violations of the honor code had been made. This response was also received as proof of the administration’s negligence toward previous complaints of bias incidents, which apparently did not merit campus-wide communications, nor administrative action.

Students decided to occupy Fanning to demand accountability for the unequal treatment of bias incidents. As the protest gained momentum, additional grievances regarding administrative failures began to surface. I contacted the authors of the Occupy Fanning blog site to gain a better perspective on the protest’s evolution. The protest began, they said, “with a small group protesting the interim Dean of Institutional Equity and

Inclusion’s all campus email that students targeted experienced as punitive and threatening. However quickly (within hours of the occupation) those students were joined by many other constituencies who had experienced incompetent handling of bias cases and other administrative failures.”

Mishandling of and non-response to bias incidents involving homophobia, racism, and sexual harassment began to become unearthed. One can find reports of these incidents and their administrative responses detailed in full on the Occupy Fanning blog, which has accrued no less than 24,000 views. The blog’s first post, “Why We’re Here,” details the motivations for the occupation. Upon occupying Fanning and conversing circularly with faculty, students “came to realize that the problems at the College are deeper than [they] previously understood. Specifically, through this process, they came to realize that the President has cultivated an environment of control, surveillance, job exploitation, and repression that inhibits the work of the College.”

Date: 9/20/16  
Author: Jennifer Skoglund ’18





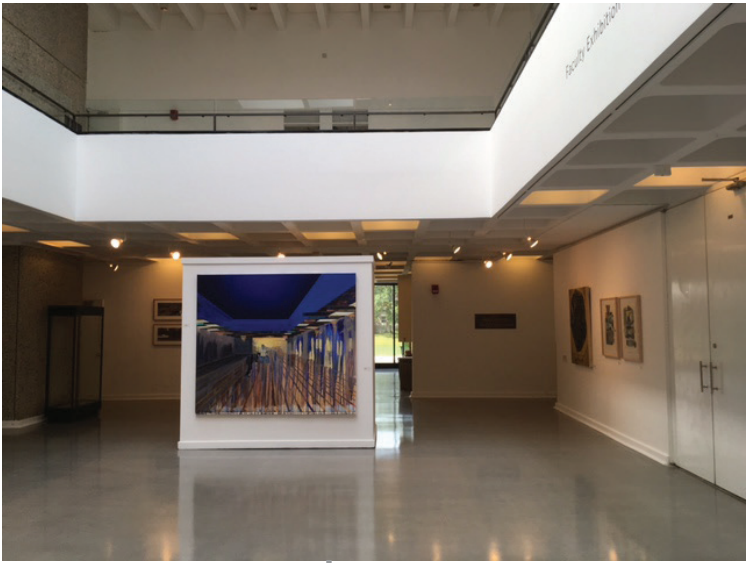
## Public Intellectuals Spotted at Privatized Institution

If you spend 9 – 5 every day not thinking about injustice in the world and then show up at 5.30 in Cro to do so, it won't make you a "citizen" of anywhere except this limited bubble you live in. This is why there has been a chorus of voices for many years now, in protests across the world, practically screaming: course content matters, over and above the form of content delivery.

The recent report on full participation to the Education Planning Committee, EPC, gives us a list of the success stories of full participation at Conn. These include: "Creating far more explicit syllabi including detailed dates for all assignments," "posting PowerPoint lectures on Moodle," "Organized lab partners or discussion groups randomly," "Provided note cards for exams." These kinds of things, the report claimed, constituted something called "inclusive pedagogy."

But if we stop and think for a second, we obviously know that "inclusive pedagogy" is not equal to use of multimedia tools in class, clear instructions including – gasp – deadlines on Moodle and cushy chairs for all students. These things are just part of being a competent person in general and have nothing to do with "inclusion," let alone "pedagogy."

Date: 10/25/2016  
Author: Aparna Gopalan '17



Oct

Nov

Dec

## Police Incident Sparks Student Concern

As conversations between students, Campus Safety officers, local police and campus administrators continue, students may learn of several complications that hinder appropriate responses to similar domestic violence incidents. As was highlighted at the SGA meeting, if New London Police are brought to campus by a 911 call, Campus Safety loses all jurisdiction in the situation and serves only to assist the police and function underneath their leadership. Partially in response to this discussion, students engaged in dialogue with Chief Administrative Officer of New London Police Steve Fields about the future implementation of body cameras to ensure officers' accountability. Fields highlighted that in our current era, such devices are sadly necessary, but are also extremely expensive to acquire and implement. Following several pointed student questions, Fields was not able to give a specific timeline for the implementation of these devices but stressed they would be implemented as soon as possible.

Accountability concerns were also explicitly discussed during The College Voice's meeting with Dean Arcelus. "In the handbook," he explained, "we have expectations that all staff must abide by. Whenever there is a student complaint, we follow up with interviews with officers and ultimately determine whether follow-up is necessary. That follow-up may include training, additional supervision and in some cases may have employment implications. Every complaint has follow-up but we can't necessarily turn around and share the outcome of these investigations with students." This dynamic leads many students to believe that situations are not being handled by the administration, when in reality, they may be handled confidentially. As the College continues in their external review, significant time will likely be dedicated to analyzing the assessment and conduct processes used when evaluating Campus Safety officers.

Date: 10/25/16  
Author: Sarah Rose Gruszecki '18

## A.S.I.A. Holds First Ever Two-week Asian Arts Festival



From Nov. 18 to Nov. 19, Conn's Asian Students in Action (A.S.I.A.), formerly CCASA, held their first ever two-week Asian arts festival, "ORIGINS," as an alternative to the organization's annual dance show, "Fusion." ORIGINS included a wide array of events, such as a student art exhibition in Coffee Grounds, a Chinese Ribbon Dance workshop, a talk by RISD seniors Esther Fan and Olivia Park (creators of the Sad Asian Girls Club), an activist Asian femme art collective and a lecture by famous Chinese contemporary artist Xu Bing.

The College Voice had a chance to talk to A.S.I.A. co-presidents, Elissa Webb '17 and Devon Stahl '19 about the festival and the organization's plans for the future.

TCV: "Fusion" has been an annual dance festival at Conn for about 10+ years. This year the organization decided to have ORIGINS in lieu of the dance show. Was it nerve-racking to decide to not have Fusion this year and try something new?

DS: Yes. It was an extremely contested decision within the organization. We started seriously discussing the possibility of discontinuing Fusion early spring semester (2016). Countless meetings were focused on discussing the pros, the cons, and the what ifs of not producing Fusion. We looked at logistical issues, cultural issues and representation issues of the dance show. I should mention the first conversations surrounding changes to Fusion were mainly about ways to improve the entire process (how choreographers are recruited, who choreographs, who is dancing, how the pieces represent its respective culture). It became increasingly clear that the dance show itself no longer honestly and accurately represented Asian culture. Obviously, Asian and Asian American identity extends well beyond shiny, colorful costumes and culturally-specific dances.

Date: 11/21/2016  
Author: Hallie Carmen '18



# Interview: The Appeal of Donald Trump

BY WESLEY CHRABASZ

*Editor's note: This article previously appeared in our online issue of Nov. 21 and is republished in this issue due to popular demand.*

In the wake of Donald Trump's historic upset in the 2016 U.S. presidential election, *The College Voice* sat down with two Trump supporters: a white, middle-aged, college-educated, heterosexual married couple from a blue state in New England who cast their ballots for the Republican nominee on Nov. 8. The content of that interview is as follows.

*The College Voice* (TCV): How would you describe the community in which you live?

Woman (W): It's a predominantly white, suburban, middle-class, working community.

TCV: Would you say that you are indicative of that community?

W: Yes, absolutely.

TCV: Would you say that most people in your social circles share the same worldview or perspective as yourselves?

W: Not necessarily.

Man (M): I would say yes.

TCV: How would you describe your partisan affiliation? Democratic, Republican, independent, something else?

W: My affiliation is independent. I vote the person not the party.

M: Same for me.

TCV: Who did you vote for in the 2008 and 2012 U.S. presidential elections?

M: I don't remember honestly, but I would say John McCain.

W: I would say the same probably.

TCV: In 2012?

W: Romney.

M: Definitely Romney.

TCV: What do you think of the direction of the economy before this year's presidential election?

W: My perception is that the economy is in shambles. Way too many working class jobs have been lost. There are far too many social elite - including Wall Street - that are taking money from the average working class person. The cost of health insurance has been absolutely prohibitive for the average working class person.

M: Part of what people don't understand is that Obamacare sounds great only if your income is low enough. Neither of us qualify for Obamacare. My wife actually had to drop her health insurance last year because she was paying over \$11,000 a year out of her pocket for our health insurance. When she dropped it, I ended up taking out health insurance just for myself through the small business that I own-mainly because I got prostate cancer and had to deal with all of the large expenses that come with that kind of treatment. But last March my personal insurance went up \$190 a month- in a single month - to the point where I couldn't afford it, so I had to drop it too. Obamacare sounds great in principle but for a lot of people - especially if you're self-employed - it doesn't work.

W: I'm a hard-working teacher, I've been in the teaching system for twenty years, I give back to the community and I cannot afford health insurance. So I am completely uninsured. Obamacare does not work for me, because by government standards, I do not make little enough to qualify for Obamacare. So I make too much for that, and yet, I don't make enough to actually pay for it out of my own pocket so I have to choose to be uninsured because it's the only financial reality for me.

M: Another thing that a lot of people don't understand is that Obamacare, on the surface, is a good concept - that everyone is going to

be insured - but what that did is make insurance companies cover people that they hadn't previously. So what they had to do - because they're not going to lose money - is increase premiums astronomically and the result is that everybody else has to pay for it. They're still raking in their millions of dollars while everybody else has picked up the tab. That's what a lot of people don't realize about Obamacare.

TCV: So, you talked about Obamacare a lot. Do you feel that that is the reason that the economy is in shambles? Do you feel that Obamacare only contributed to it? Or do you feel that it was something else?

W: I would say that Obamacare contributed to the current state of the economy but it's not the major cause. As the election results were coming in on Tuesday night, the media was reporting how working class, blue collar people were flooding to the polls in droves like no one had ever seen before. And the reason for that is because so many jobs have been lost in this country because of the trade that has gone on. It is not balanced. It's not being done in a way that benefits our economy. It's good to have good relations with other countries but you have to make that a balance and we don't have that balance. We have lost way too many jobs to other countries and that is one of the main parts of Trump's platform that caused so many working class people to vote for him. They voted for jobs.

*I remember in one of my high school history classes - and I can't remember what nationality we were talking about - but the teacher brought up a good point: not every culture or nationality makes good American citizens.*

TCV: So would you say that trade and Obamacare - for you at least - are the two issues that are most responsible for the current state of the economy?

W: Well, trade and not giving enough incentives to small businesses - not big businesses, there's a difference. I believe that Hillary Clinton kept putting all business exemptions in one big basket claiming that if you give businesses at all any sort of tax break or incentive then that's bad. But there is a big difference between big business and small business. And what Trump has said he is trying to do is give incentive to small business in order to increase the success of our economy. And a lot of people don't understand that.

M: But I don't think he's talking about just small business either.

W: Well, all business, yeah.

M: I think he wants to give big corporations - and I could be wrong, but this is the impression I got from one of the debates - he wants to give big business some sort of tax break just to bring jobs back into the U.S. because right now it's just not beneficial financially for them to keep certain manufacturing jobs in the United States.

W: Right.

M: That's why for years now they've been going to China and Mexico and now India. And the labor of all of those countries has undercut the labor of American workers to the point where big companies are finding that's what they have to do to stay profitable. And one of the ways that Trump wants to bring

jobs back into the United States is to give companies certain tax breaks. But it will balance out in the end.

W: I think my husband is exactly right about that. When Trump talked about tax breaks for big business, Hillary Clinton jumped all over that and twisted it. What he meant was exactly what my husband just said. What Trump meant was tax breaks for those big companies only if they stop outsourcing the jobs and give the jobs to Americans. And that is why so many of the working class people wanted Trump. He can bring jobs back here by those tax incentives. It's not like he's giving big breaks to them.

M: He's not doing it so that they can get richer.

W: Right. It's not like that at all and a lot of people don't understand that.

TCV: Put simply, what is your opinion of Donald Trump?

W: First, and above all, I think he's an excellent businessman. I think he has a lot to learn as far as controlling his temper and being more diplomatic. But to me, it is more important that we have right now - at the critical situation that our country is in - it is most important that we have someone who understands business, because ultimately our country is one big business. He knows how to make businesses run successfully. He sees where the problems are. He knows where there are solutions that are simple. And I also think that evidenced by his children who are all very intelligent, successful, young professionals he obviously has raised them to be that way and that speaks volumes about a person when you look at their children. So in spite of any emotional lack of control that he may have, I'm hoping he will learn to control that a little bit more, but in spite of that, the more important thing is his business knowledge. And up until now, there have only been two presidents in the entire history of the United States who have had degrees in business or economics - one of them being Ronald Reagan, and look at how productive the economy was under Ronald Reagan. So that is something that I have been looking at.

M: I think looking at him since he's won the election I think his demeanor has calmed down. I think he's actually been humbled. My wife and I were just saying a little while ago, both of us for the first time are actually excited about a new president. I think he'll bring a lot to the table. I think he's got a lot to learn. And I think, myself personally, I don't believe that he's prejudiced. I don't believe it. I actually agree with him. Not all Mexican people are bad, but in that part of the country they are just flooding in by the thousands to the point where the governor of Arizona had taken it upon herself to close the borders. They just couldn't handle it. One of the things that I like about him is he's actually had the guts to say things that most politicians don't. And I guess it's not politically correct, but there's just certain things that are a reality today whether people want to accept it or not. It's not always pleasant I guess, but that's my opinion. I don't agree with everything that he's said or done or his approach in doing so, but I do for the most part agree with him.

TCV: What is your opinion of Hillary Clinton?

W: I think she's a crook. I wouldn't trust her with anything. There is so much documented evidence about how much money she has obtained illegally and through abuse of her power as Secretary of State that I cannot understand how anyone can look past that and think that someone who would abuse that level of power for the means of money at the level of Secretary of State - what on Earth is she going to do if she is given the power of the presidency? I cannot understand why anyone



in this country could possibly vote for her.

M: I don't think, in terms of foreign policy, that a lot of the leaders of other countries would really take her seriously. She wears bad pantsuits.

TCV: In post election analysis, there's been a lot of talk about how Donald Trump and Bernie Sanders had echoed similar themes throughout their respective campaigns. What is your opinion of Sanders?

W: I agree with some of things that he says, and others I don't agree with. I think his heart is in the right place. Some of the initiatives that he used as part of his platform are admirable. I do think that many of his ideas are idealistic and socialistic, and as nice as they sound, the money that it takes to fund all those things has to come from somewhere. And ultimately having all of those things paid for that he was talking about so much by the government would have far too much government control, and I don't think that a large amount of federal control is good for our country because it is so large and so diverse - not just as far as demographically but as far as geographically we have completely different climates and geographic issues that affect people in so many different parts of the country. I really think that more power needs to be given to the individual states, because it's not as if we're a country the size of France or Germany. I think they're actually both smaller than the state of Texas. So, government control for our country doesn't work, and I think what Bernie Sanders was trying to promote had a lot to do with federal government control. So that part I don't think would work, but I do think that some of his initiatives were good ideas.

M: I don't really know enough about him to give much of an opinion.

TCV: Who did you vote for in the 2016 U.S. presidential election?

W: Trump.

M: Trump.

TCV: Could you explain why?

W: I think he was the only person who could offer the hope to our country to change the things that are so horribly wrong right now with the system. And also because he is independently wealthy enough that he won't be influenced by lobbyists and all of the political pressure and the establishment that has been there. There is a Republican establishment and there is a Democratic establishment and Trump doesn't have to be influenced by either. That is ultimately why I voted for him, because he is a true independent and he can remain a true independent in everything that he does.

M: I read today online - and I don't know how true it is - that he wasn't going to take a salary as president.

W: I wouldn't be surprised. He doesn't need it.

M: One of the reasons I voted for him was just because I didn't want Hillary in there. I didn't want to see her get in there.

W: I thought that would have been a disaster for our country if she had won.

M: If someone like Chris Christie had run in the general election as a third party candidate I probably would not have voted for Donald Trump. If there was another candidate that I had thought would have done a better job I probably would have voted for them. Now that Trump's been elected and just, again, seeing his demeanor the past couple of days he seems to have been humbled a little bit. I'm excited. I think he's going to do a good job.

TCV: If you had to pick one single theme or issue from Trump's campaign, which would you say is the most appealing?

M: Bringing work back to America.

W: Yeah, I agree. Jobs. And, I know that this is an aside, but I know that a lot of people right now are rioting and are depressed and saddened at the thought of Donald Trump being our president because they feel he is racist and they see tragedy for our country. All I would have to offer to these people is that he spoke negatively of Mexicans only because of



Photo courtesy of Stephanie Strassburg/Pittsburgh Post-Gazette

Supporters at a November 8 election night watch party in Bethel Park, Pennsylvania cheer as more states are called for their candidate, Republican presidential nominee Donald Trump. At 2:33 a.m. EST the following morning, the Associated Press declared that Trump had been elected the 45th President of the United States.

the violence and the tragedy that is being inflicted on Americans in that part of the country. Trump wants to stop the bad things that are happening from Mexicans who are doing things that are not positive. He does not hate all Mexicans. He never said that. I think that was part of a lot of sensationalism for the campaign in order to get votes. But the other thing that I know people are very worried about is when Trump said that he does not want to admit anymore Muslims - refugees especially. What so many people neglect to absorb is that he only wants to stop immigration of Muslims temporarily until we can figure out a better way to find out who has evil intent and who doesn't. He has not said that he hates all Muslims, and all Muslims are bad, and that Muslims will never be able to enter the United States ever. People just have taken his one statement about wanting to protect Americans by being cautious and slowing down on the process and doing it in a smart way and a cautious way and they've gone into a total panic and turned everything into an extreme sort of a situation that is not necessary.

TCV [to man]: What do you think of Trump's proposal to temporarily ban Muslim immigration?

M: I think it's a cautious move, and I think it's a smart move. I mean, if there's a certain group of people that are obviously intent on doing America harm - or any country for that matter, like France, look at what France has dealt with - why wouldn't you be cautious, you know? I remember in one of my high school history classes - and I can't remember what nationality we were talking about - but the teacher brought up a good point: not every culture or nationality makes good American citizens. Let's face it, different countries have different values and I mean, if someone's views and values on the way they conduct their life don't coincide with the country that they're trying to live in it's only natural that people would get upset and not accept them or want them in there. So, to answer your question, I think it's a smart move. It's not a popular move, but again I think that's what separates him from your typical politician. He's not trying to be politically correct. It's just common sense as far as I'm concerned.

W: Trump's trying to protect Americans. That's all he's trying to do is protect Americans.

M: And I don't think he's said anything negative about black people.

W: Never! And that's why I don't understand why so many blacks are saying that he's racist against blacks! He has never made a single statement against blacks. He is concerned

about Muslims specifically because of terrorism. He has a reason and he's being cautious. He's not condemning them all. He has a reason to be concerned about Mexicans coming across the border because of documented violence by repeat offenders in that area. But he has not - other than those two situations that have specific grounded fact - he has not condemned all races that are not white! I mean if there were terrorists coming from Denmark, I am sure he would put a ban on immigration of Danish people. It has nothing to do with their religion. It is just that there is a faction coming from that demographic that is threatening the United States. So you figure it out!

TCV: It seems that we've already touched a bit on this subject, but is there anything else you would like to say specifically about Trump's proposal to deport the twenty million undocumented immigrants already living in the United States?

M: Well I think part of the reason that he wants to do this is well, 1. It's just illegal. And 2. There's only so many jobs in the country to go around. To put it in very simplified terms, if you have a sixteen ounce glass it only holds a certain amount. If you keep pouring water or any other liquid into the glass it's going to overflow. The country only has so much capacity to keep people housed, insured, fed, and in jobs. I don't think that's the reason that he's turning them away, but if you're going to live and work in this country it has to be legally. The laws are set up for a reason.

TCV: What would either of you say to those who would argue that, for example, the agricultural economy especially in states like California and Washington where we get a lot of our food is almost entirely dependent on labor from undocumented immigrants? What would you say to those who have concern that the deportation of these twenty million undocumented immigrants might have a severe effect on the economy?

W: My guess would be that, if any undocumented immigrants have an actual good reason to be in the country - if they are actually working a job and contributing to our economy - Donald Trump isn't stupid. I am sure that he would find a way to allow people like that, who are contributing in a way that they are not taking a job away from someone else - I mean if nobody else really wants to pick grapes and these people are okay with it then, well, that might be okay. I think if people are here to get an education, he's probably not going to deport them. I think his main concern



## Interview with Trump Supporters

CONTINUED FROM PAGE 15

is the people who are flooding over the border and doing nothing but getting on our public assistance welfare programs and getting a paycheck from the government for doing nothing. I really don't think that his big beef is with people who are actually working. I don't know for a fact, but I'm guessing that there will be some sort of separation and analysis there for different kinds of undocumented immigrants in our country.

TCV: Under the Obama administration, the federal government implemented two programs aimed towards undocumented immigrants: DACA (Deferred Action for Childhood Arrivals) and DAPA (Deferred Action for Parents of Americans). Do you think that there should be a change in those policies?

W: I think there should be a change. I think that basically if you want to stay here, then you get documented! What's the big deal?

The reason these people don't want to get documented is that then they have to start paying taxes. That's the reason. So you get documented, you pay taxes, and you contribute like everybody else.

M: And you learn the language!

W: That's right! And do not drain our educational system requiring teachers to make ridiculous accommodations and undergo expensive training that drains the federal and state budgets in order to accommodate people who come here and refuse to learn the language. Australia requires that if people come to that country then they are welcome, but they must learn the language. If you don't want to learn the language, leave! I believe Australia has the right idea.

TCV: Do either of you have any opinions regarding the tape that was leaked that revealed Donald Trump admitting to sexually assaulting women?

W: Well, as a woman, I don't like to hear that, but I am mature enough and enlightened enough to know that men talk about women when they are not around women in ways that they would never talk about women in the presence of women. It is part of the difference of the sexes, and any person who believes that men never talk about women that way is very naive and ignorant. I don't like to hear what he said there, but I know that men that I revere and think very highly of also say the same kinds of things but would never say those kinds of things in front of me. Trump said it was locker room talk. I think that was his way of explaining that. But there is no way that he could possibly be that discriminatory against women if he did not raise his daughter to be the woman that she obviously is. He obviously has respect for women. He thinks highly of women. And I think part of what he was saying is actually part of his infatuation with women! I think he just really loves women a lot! And I think testament to that is the three beautiful women that he's married in his life.

M: Well the other thing, wasn't he talking about the beauty pageant contestants?

W: Right.

M: I have to admit that I'd probably do the same thing! I'd be grabbing like crazy.

TCV: What do you think supporters of Hillary Clinton misunderstand the most about Donald Trump?

M: The prejudice.

W: Yeah, I think they completely misunderstand the prejudice and the racism for the reasons that we talked about earlier. He is concerned about the safety of this country and that is the reason for his desire to hesitate on Muslim immigration, and he's also concerned about the safety of our country on the southern border of Mexico and the jobs that are being taken from the southern border. I also totally forgot to mention that that is the source of so many



drugs that are wreaking havoc with our country. They're causing deaths. They're causing violence. They're causing a complete downgrade of our entire social structure. A lot of those drugs are coming in over the southern border. Trump's concern for the safety of Americans is being misconstrued as racism. And it is not.

M: I think a lot of people voted for Hillary just because she is a woman. They just wanted to see a woman president. I'd be willing to bet that, if it was a man with her exact same platform and views a lot of people wouldn't have voted for that person if she was a man.

W: I agree. She really had no significant platform. She just talked about nice things. Happy things. It was just ideals. There was nothing in her platform that was solid or that spoke to positive changes that she was going to make. I mean she said all these wonderful things that she wanted to do but she never talked about how she was going to make them happen. And it was an extremely good point made by Donald Trump in several of the debates that she's been in our government at a very high level for thirty years and things have only gotten worse the longer she's been there. The higher she's got the worse things became. And the entire world situation overseas has been - from everything that I have heard more and more about - has been so much a result of all her Secretary of State decisions.

TCV: What do you think compelled some people to vote for Hillary Clinton? I ask that mainly because so many people did. Hillary Clinton actually did win the popular vote and Donald Trump won the Electoral College which makes him president, but do you think that her being a woman was the main issue in people voting for her or do you think there was something else?

M: I think that was a huge part of it. I think she took a lot of Donald Trump's quotes and his view regarding immigration and building a wall and took that - knowing that it was going to be highly unpopular - and ran with it in the complete other direction.

W: She twisted it.

M: Not that she was making the country safer by saying that - she wasn't. But she just knew that it was -

W: It was a way to get votes. I think that a lot of people voted for Hillary because they really thought that her thirty years of experience would make her a good president. But if these people actually looked at her track record and what the result of her thirty years in office has been you could see that it's not good! I was even shocked to learn that she was on the Wa-

tergate committee when she was barely twenty years old and she was fired from the committee for lying and unethical behavior - when she was barely twenty years old! And it hasn't gotten any better.

TCV: What do you hope that President-Elect Donald Trump will accomplish?

M: Well, more jobs, for starters. Hopefully, I know that one of the first things he wants to do in his first hundred days is to repeal Obamacare. Health insurance - or lack thereof - is a huge factor in this country. And as two working people that can't afford it we'd like to see it changed. Especially as we're getting older. I have two prescriptions that I really need every month and, you know, as you get older chances are that there are going to be more prescriptions that you're going to need. And that's going to play a huge role in our financial situation.

W: I am hoping that Donald Trump does exactly what my husband said. I hope that he repeals Obamacare and puts a more realistic and affordable health care system in effect for the country. I'm hoping that he is able to revive business and bring back jobs so that our economy prospers and I also hope that he is able to somehow, with his business acumen, remove the power and the unfair monetary gain that has been allowed by so much of the political establishment whether it be Republican or Democrat. It's completely unfair and I want to see that power diminish. I hope that he uncovers the corruption and gets rid of it.

TCV: What advice would you give to anyone who is genuinely afraid of a Trump presidency?

M: Give it a chance. I mean they have no choice. It's not like all of this violence and protesting is going to change the election.

W: I would say that Trump's a smart man. He is not the evil man that the media and Hillary have made him out to be. I think that if these people give it a little time they're going to see that he starts to make some good things happen. Don't judge so quickly and so extremely without giving him a chance to prove that he knows how to help us. He campaigned for president not because he needs it. He does not need the money and just like my husband said, Trump's not even going to take the salary. He is doing this because he loves our country. He's concerned for our country and he wants to, like he says, "Make America Great Again." Trump sincerely believes in us as a people and I think we need to believe in him. •



## What's Wrong with Dead White Dudes?

CONTINUED FROM FRONT

why he thought diversity would make the university a more “welcoming community” but didn’t realize that a more diverse curriculum would actually do more. It would make education more rigorous.

There is a dangerous assumption underlying the President’s reasoning, which is this: the only reason to diversify a curriculum is to make minorities feel at home, not to actually make the curriculum better for all.

The podcast “Decolonising the Academy” offers a beautifully crafted challenge to this notion. Discussing the Rhodes Must Fall movement of early 2016 at Oxford University, organizer Dalia Gebrial notes that when students demand diverse curricula, universities automatically reach for their diversity manuals, not understanding that the demand is not for better representation of difference but for a total restructuring of the academic content. Robbie Shilliam, professor of International Relations at the University of London, elaborated, saying that the demand is not to “dumb down” the curriculum, remove all the things white thinkers teach to students, and simply pander to students of color at the expense of any real learning. Shilliam’s explanation is worth quoting at length:

“You got one week and you wanted to understand capitalism, right? If you put a liberal thinker in, you’d understand a liberal take on capitalism. If you put a Marxist thinker in, you will understand a liberal and a Marxist take on capitalism. If you had one week to do gender, put Angela Davis in, you would understand in that one week race and gender. If you put W.E.B. DuBois in the one week you have to do capitalism, you’d understand capitalism and race. If you had one week to do humanism and you put Fanon in there, you’d understand colonialism and humanism. So these arguments about “we haven’t got enough time” and “the canon is too small” are all spurious... when you reveal this kind of white supremacy, in the domain especially of theory, what happens is they [supporters of white curricula] suddenly realize or they get an inkling that their capital, their cultural capital, their intellectual capital as theorists is extremely compromised...they start to feel very provincial.”

Shilliam makes it clear that deeper intellectual engagement, coverage of broader scope of issues, and smarter students are to be produced through diverse curricula. This underscores the fact that knowledge produced from the margins must necessarily and always engage with mainstream theory in the process of going beyond it. It seems that the problem with a diverse curriculum is not the dumbing down of content, but the inability of teachers of “the canon” to teach anything beyond the canon and the resultant loss of their authority in universities.

On Wednesday, Nov. 30 I attended the American Studies Faculty, Student and Staff Seminar for a book discussion of *The Intimacies of Four Continents* by Lisa Lowe. This event exemplified the way in which “diversity,” both that of intellectual content but also that of faculty, is not an add-on to good thinking, teaching and learning but in fact the way to make academic engagement more rigorous.

Professors Rijuta Mehta and Francisco Robles from English, Elizabeth Reich from Film Studies and Sheetal Chhabria from History served as discussants for Lowe’s book. The event descrip-

tion read: “In this uniquely interdisciplinary work, Lisa Lowe examines the relationships between Europe, Africa, Asia and the Americas in the late eighteenth- and early nineteenth- centuries, exploring the links between colonialism, slavery, imperial trades and Western liberalism. Reading across archives, canons and continents, Lowe connects the liberal narrative of freedom overcoming slavery to the expansion of Anglo-American empire.” Director of American Studies and seminar organizer Prof. James Downs concurred, saying that the book had set a new tone of thinking more globally about America.

Responding to the way the book was framed as “uniquely interdisciplinary” and “new,” Chhabria began the discussion by saying that Lowe’s argument was not new to scholars of the colonial and postcolonial world, and that Lowe was not the first to discover that slave labor from Africa and indentured labor from Asia were historically connected. “The British knew their colonies were connected to each other,” she offered simply. “Imperialism was the foundation of globality.” She continued to say that global interconnectedness, both past and present, only seems new to us today because we take nation-states and national histories to be natural, forgetting that nations are new inside a globality or world-making process that is much older.

She drew vigorous nods from the other discussants as she spoke. Robles agreed, adding that the book made important but old interventions in the progressive story of slavery to abolition to freedom, reiterating that freedom always comes with unfreedoms and that abolition leads to new unfreedoms. He guessed that the book had been hailed as novel mostly because this may be the first time that an American Studies audience was reading an American history that was connected to the “rest of the world.”

A powerful intervention was already at play in the first ten minutes of the discussion as the presence of scholars well versed in insurgent fields like postcolonial studies, Black Marxism and Latino studies established the trajectory of the discussion. Chhabria and Reich offered that the book was new in how explicitly and well it connected Black Marxism to anti-colonialism. Mehta mentioned the centrality of the laboring body as a new contribution of the book, while also critiquing its characterization and use of C. L. R. James and feminist scholarship. The discussants contextualized, challenged and historicized the knowledge-production that the book engaged in; moving beyond simple or singular analyses and refusing to simply get in line to celebrate the book as new and revolutionary, they brought out the insights and tensions present in the text.

Not only students but even faculty from more mainstream fields seemed to be benefitting from the way in which a critical, rigorous and intellectually productive conversation was modeled. One of the main benefits of the event seemed to be the way in which conversations between scholars of different disciplines illuminated tensions between the disciplines themselves. For example, the Euro-American centrism of American Studies came up in many ways in the conversation. Having a critical mass of faculty who worked in non-mainstream fields in the academy gathered in a room together was important in bringing this out. There were several comments, most by Americanists, which focused most on how surprising the argument was, how wonderfully evidence was used, and how fascinating the connections demonstrat-

ed were. But these remained outliers in a conversation that, thanks to the discussants, quickly became a debate about issues like the book’s treatment of indigeneity, labor, liberalism, sexuality and the family, evidence, and so forth.

It was clear how “the cutting edge” of one field may be old news in others. Indeed, Downs, recognizing the historical conservatism and myopia of American Studies, seemed earnest in the attempt to “just be in a seminar room with my colleagues and learn from them,” both personally and as program director. It was heartening to note that at several points, the discussants were asked to provide suggestions for reading to colleagues from more traditional fields. It went to show very clearly that “diversifying” the faculty and investing in scholars from marginalized backgrounds and fields did not at all reduce Conn’s academic quality but intensely enhanced it.

As Susan Sturm notes in her article on Full Participation, increasing faculty diversity and support for socially conscious scholarship leads to greater student successes, deeper community engagements and more inclusive pedagogies. To repeat, scholars who rigorously engage power produce excellent educational outcomes. Even beyond these effects, it was clear from the seminar that faculty diversity is crucial to the intellectual standards of the faculty as a whole, as well as the bar for academic excellence at the College.

Downs explained that “over the years, there have been efforts on campus that focus on teaching, which is an enormous part of our work, but teaching does not exist in isolation of scholarship...There are few places on campus reserved exclusively for intellectual production.” A number of interdisciplinary programs are struggling to create spaces of intellectual engagement as a refuge from the constant administrative and bureaucratic settings that the College often thrusts faculty and students into. CCSRE, GWS and area studies programs are reworking and rethinking themselves to become robust intellectual hubs. As these attempts unfold, it will be critical to remember that interdisciplinarity is not the defining feature of a better intellectual climate. In fact, anti-disciplinarity may be more important. Critical, anti-canonical reading, scholarship, faculty and syllabi will correspond directly with more rigorous, longer-lasting, not to mention more socially conscientious intellectual and academic outcomes for institutions of higher education and all their constituents.

The event was one of the few on campus not catered directly to students and yet about ten showed up. Downs noted that “there is also a virtue in students listening to faculty debate, disagreeing and learning from each other. It’s how we as scholars work, and I think if they see us in action more, they will not feel so infantilized in class but rather see themselves as partners in the production of ideas and questions. They will have a more sophisticated way of engaging their coursework.” “I would love to see a faculty seminar count as both a course for both faculty and students,” he continued. Such a day might yet be far, but for now it is good to have intellectual conversations happening on campus, especially those which decenter the pervasive white supremacy of theory and academia, and make it clear that “diversity” is not an antidote to the pain of minorities but to the provincialism and parochialism of an all-too-white curriculum. •



# Oh! Andromeda

BY HANNAH JOHNSTON

Oh! Andromeda, defender of men,  
Friend of my friend.  
You are flesh, with blood and  
Eyes and breasts and a  
Gasping heart.

You are edible.  
Succulent to Sea Monsters -  
To beasts,  
To Gods,  
To men -  
And their glittering eyes.

On sharp, black rock - naked -  
You are tall.  
But gleaming chains and  
Curving limbs thrust you  
Into the pungent sheets of the men  
Who devour you, from above.

Oh! Andromeda! Defender of men.  
Helpless darling.  
A decision was made before you  
Warmed your toes from sleep.  
Before you could raise your hand.

Now your toes are wet  
Your lips are salty  
Death is certain --  
And you imagine an absent savior as  
You wait,  
Chained, helpless. •



Photo courtesy of wordpress.com

# Artist Profile: Sterling Rowe



Photo courtesy of Max Amar-Olkus

BY MAX AMAR-OLKUS

I recently sat down with Sterling Rowe '19 to discuss his music, his life, and his plans for the future. As he pursues a degree in Music and Tech, Sterling continues to experiment and hone his craft, producing eclectic beats inspired by a long list of personal idols. It's truly remarkable the way Rowe approaches music production— his unabashed positivity, his drive to improve his skills, and his willingness to step outside of his comfort zone are all the makings of a man who will likely have a long and prosperous career.

Sterling played a number of his songs for me during our interview. While some producers have a distinct style— their beats usually sounding eerily similar— the ones Sterling played for me were indicative of his incredible range and knowledge of music history. The songs went from 80's style synth-pop to a sampling of the Ghost Town DJ's hit "My Boo" with a bass line so smooth it felt like I was being swaddled in velvet. Another song he played for me, "If I Flipped on You I'd be Fake", was a love song that lacked all of the cheesy elements typical for that genre.

"I found something and I kept messing around with it. I just wanted to try something different, something no one is really doing," Rowe remarked when I asked him about his motivation to create and innovate. "It's the subtle shit that really gets me," he said with a laugh, focusing on the smallest details in his beats that would likely go unnoticed to the average listener. Rowe's beats are meticulously detailed, and it's this dedication to perfection that makes them so great.

When I asked him what he thinks is next in his career he took a moment to think and then responded, "I don't want to come to a point where I hit a wall and stop. I don't want to have self-doubt. I never want to slip up. I want to be at a point where I know I can make whatever song I'm thinking about, without worrying that I won't know how."

Sterling's love for music can be noticed almost instantly, and if you see him around campus, nine times out of ten he'll probably be wearing headphones, absorbed in the music. This semester Sterling worked with the Enrich program here at Conn to teach middle school students from New London the basics of music production in programs such as Garage Band. Sterling was impressed at how talented some of the kids were, but I have a feeling that his passion for music and unrivaled positivity definitely helped motivate the students to try their best.

Sterling offered a few pieces of advice to budding artists. "Don't be ashamed for wanting to express yourself," he said, "being an artist is more about who you are in your day-to-day life and using the emotions that come with that to create. If you know what you're feeling and why you're feeling it, you're in a way better position."

Sterling knows himself, and that's more than half the battle of being an effective artist. He isn't pursuing a career in music to make huge sums of money— he's pursuing a career in music simply because he loves music. He wants to collaborate with all of his idols including Kanye West, Pharrell, Metroboomin, Mac Miller, just because of the immense knowledge that can be gained from them, not because of their commercial successes. Sterling's positivity is truly inspiring and represents an outlook and worldview that seems to be more and more difficult to find in today's tumultuous times. A selection of songs is available for listening on Sterling's Soundcloud page at [www.soundcloud.com/marsaillesrowe](http://www.soundcloud.com/marsaillesrowe), and he will be debuting his final music project along with the rest of the music department in Cummings Arts Center this Wednesday, Dec. 14, at 7:30pm. •



# Voice Interviews Local Instagram Celebrity, Katherine Bergeron

BY MAX AMAR-OLKUS  
AND JOHN CHATIGNY

In the middle of November two strapping young reporters, John Chatigny '18 and Max Amar-Olkus '19, walked into Fanning to discuss some of the toughest issues of our time with President Katherine Bergeron. Over the course of nearly half an hour, we discussed many things, the most important and relevant being President Bergeron's own Instagram account. Below is a transcript of our interview with the President. Hopefully, as she expands her social media presence we will be able to interview her again.

TCV: What moves you to post on instagram?  
KB: It's usually very responsive to the environment- I'll see something that I think is very beautiful. I actually take a lot of pictures with my phone in the times that I'm outside- at the beach, or elsewhere- and sometimes I think there are pictures that might be instagramable. Sometimes they're kinds of photos that I want to use to just remember something that is very beautiful. But, you know how not every kind of picture reads very well in that mode so sometimes I won't post something because I won't think that they'll say anything to a larger audience, even though they say something to me. I took a bunch of pictures of the sand at Ocean Beach. So beautiful. Black sand, white sand- it looked like a painting. But I wasn't sure if it was instagramable.

TCV: Do you take all of your own photos?  
KB: Yeah. Absolutely.  
[Laughs]

TCV: Do you edit them at all? Are there any specific programs or filters that you use?

KB: My iPhone isn't the most up-to-date, but I do edit them. There are certain kinds of tools in there that I use, but it's usually subtle. I sometimes saturate them a little. I don't really like the ready-made filters, they're kind of obvious, and sometimes they wreck the thing that I thought was the most interesting. (Laughs)

TCV: I agree. I very, very, completely agree. We noticed that you're only following four accounts and we were wondering why those four in particular. I believe it's the school's general account, and a few sports teams.

KB: Well actually, it's- it's more that I didn't want to follow individual students because it seemed unfair. I think I did decide- maybe because I noted that on a certain day- that field hockey liked a photo of mine so I started fol-

lowing them because of that. It hasn't been very systematic on my part (Laughs)  
TCV: Shameless plug: N2O, the improv group, has an instagram account now.  
KB: Oh, okay. Yeah? (Laughs)  
TCV: No pressure to follow, we don't tend to post too much controversial material.  
KB: You know, what's interesting is that you don't get asked to follow the same way that you do

TCV: We realized that you have probably one of the best follower-to-following ratios in all of history. It may be rivaled only by someone like, say, Kanye West. I think you have something like 800 followers compared to only four accounts that you're following and we're all very envious. How does it feel?

KB: (Laughs) I think what I would say is that it may come with the territory but I also think I'd say it feels as good as being a member of this community.  
TCV: Do you think it's important for presidents of colleges and universities to have social media presences?

KB: I do actually. I decided to use Instagram when I started because it was something that I did already, and I didn't have an Instagram account but actually liked to take photos and this is a place that is extremely photographable. I do think that there may be opportunities to expand. I'm actually working on a Linkedin right now that could be a venue for other things because people don't actually go to the presidential site that often. I think that for social media to be effective it has to be authentic.

TCV: We're going to do some quick-fire questions now. Anybody in the world- in history- could follow you. Who would you want it to be?

KB: Well... that's hard to answer. But one person I was thinking about that could be kind of cool would be Katherine Blunt.

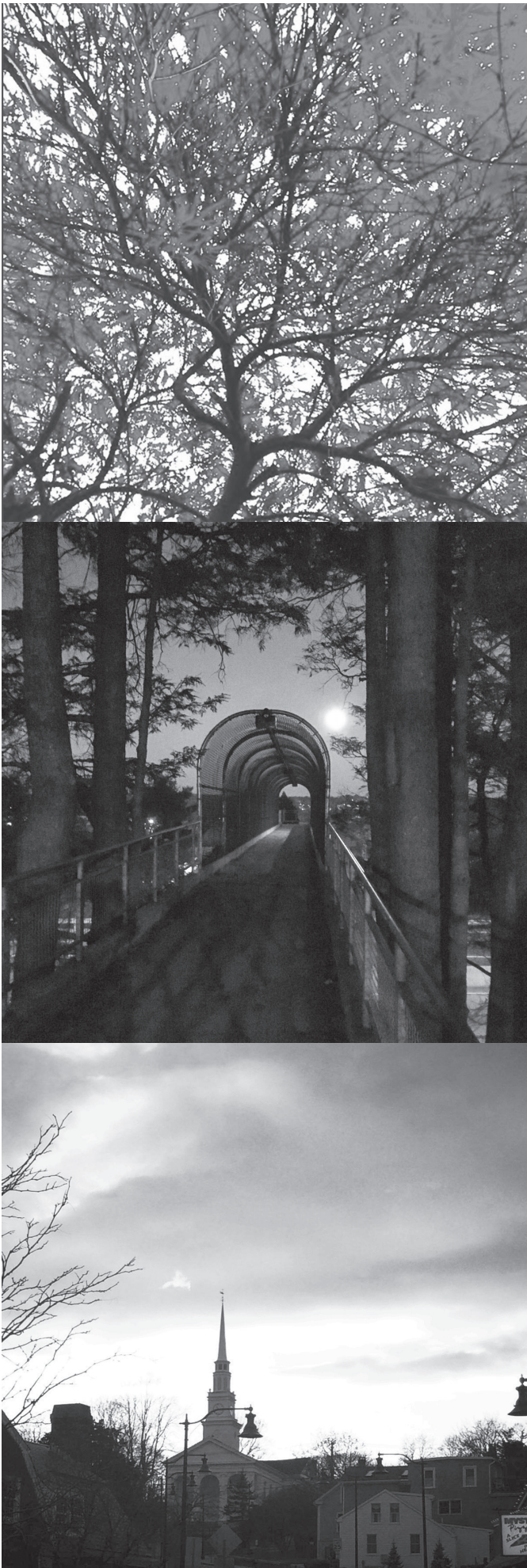
TCV: The namesake of the house Katherine Blunt?  
KB: Yes! The person who basically built this college.

TCV: Yeah, that'd be great. I know lots of people use the internet and social media platforms to escape all the tragic things happening in the world by looking at cute pictures of kittens or puppies. Is that something you do? If so, what kind of puppy is your favorite?

KB: (Laughs) No puppies.  
TCV: Kittens?  
KB: No kittens. I don't go seeking animals on the internet.

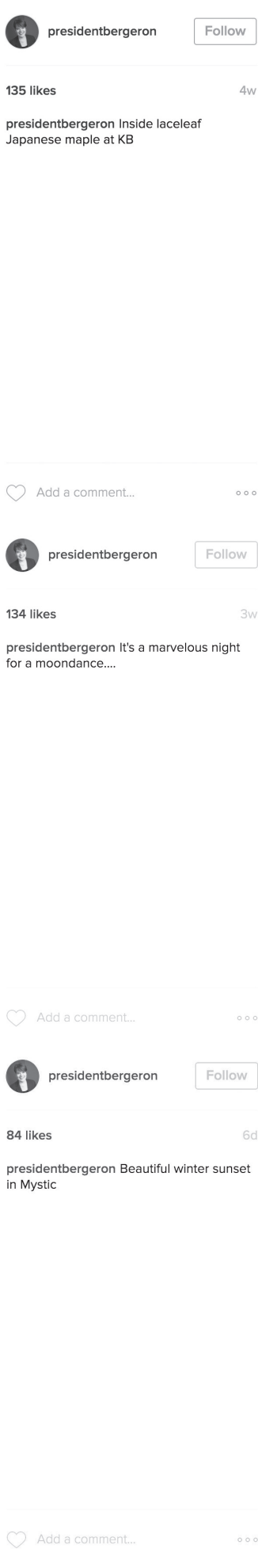
TCV: It's not for everyone, I guess. Do you have anything else you'd like to say to the readers of *The College Voice*?

KB: I think it's really important for everyone to find a balance between the social media presence and the face-to-face presence. Especially in an environment like this which is designed for that kind of interaction. I think one of the things to keep in mind is that this particular place (Which I love to photograph because it's so beautiful) provides all of these outlets for gaining perspectives on your world by just shutting off and reflecting and I think that's a really important thing to think about as well. I think it's something that's worth being conscious of. •



Photos courtesy of Katherine Bergeron/Instagram

on Facebook and if that were the case there might be more. [accounts being followed] But that's alright, it'll slowly evolve. I'm not being standoffish. (Laughs)  
TCV: Do you have a personal account, aside from your presidential account?  
KB: No.





# BOB: A Life in Five Acts

By Taryn Gangi '20



Last weekend in the Barn, Peter Sinn Nachtrieb's play *Bob* was directed by Jason Karos '18. Bob (played by Oliver O'Neil '20) was born in a Whitecastle bathroom, left to fend for himself until a woman (portrayed by Julia Hutton '19) found and adopted him. She and Bob travelled often, and she taught him so many facts and lessons about life -such as what a plaque is - and urged him to one day become



Bob's adopted mother died suddenly when he was 12, leaving him to fend for himself. He lived alone at a rest stop for awhile, until one day he decided to hop in the trunk of a car and travel the nation. In his travels, he met many wacky characters who taught him more valuable lessons about life.



Bob eventually became rich when he stopped in at a casino and guessed correctly 17 times in a row during a game of roulette. He bought the property which held the casino, and built himself a mansion to live in.



Bob lived in his mansion with his butler (played by Dana Pohl Feldman '18) and three prostitutes that he hired, feeling an emptiness that he did not know how to fulfill. Bob eventually decided to erect a plaque with his name on it, stating that he was a great man, and thus concluding his childhood fantasy.



Late in his life, Bob's birthmother (portrayed by Fiona Noyes '20) found him, left him possession of her pet wolf (played by Stephen Bennett '20), and hugged her son Bob for the first and final time before dying in his arms. Bob forgave her for abandoning him, solidifying himself as a truly great man.