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THE COLLEGE VOICE

CONNECTICUT COLLEGE'S INDEPENDENT STUDENT NEWSPAPER

Capitalism Works for Me! - But Does It?



STEVE LAMBERT'S CAPITALISM WORKS FOR ME! INSTALLATION OUTSIDE OF CRO
PHOTO COURTESY OF OLGA NIKOLAEVA

SARAH ROSE GRUSZECKI
OPINIONS EDITOR

With its gaudy twinkling letters and blaring red scoreboard, the Capitalism Works For Me! public art piece currently positioned outside of Cro is tough to miss—but perhaps that's the point. Designed by artist Steve Lambert to spark conversation about our economic system, the piece has served as a rarity in promoting these frequently silenced conversations around the country. "I realized there wasn't really a space for people to talk about capitalism and how to make it better," Lambert explained, while displaying the piece in Times Square.

The art piece was originally brought to campus to commemorate the 10th anniversary of the Center for the Comparative Study of Race and Ethnicity (CCSRE) and to represent the culmination of the Center's year long study on capital. Center Director and Education Department Chair Professor

Sandy Grande describes that students spent the past year examining the intersections of race, capital and capitalism. The Center had always wanted to incorporate a public art piece into their studies, but Grande worried that after discovering Lambert's work, the possibility of bringing it to campus would be slim. However, after contacting the artist and the current holder of the art piece, The Station Museum in Houston, Texas, possibility quickly shifted to reality. With the support of the Art Department and CCSRE student members, arrangements were made for the political piece to be brought across the country for viewing and conversation at Conn.

At the Station Museum, Capitalism Works for Me! was featured as part of an exhibit titled "Corpocracy." As detailed by the modern art museum's website, "Corpocracy is defined as the absurd reality of our society in which corporations

CONTINUED ON PAGE 10

Endgame Comes to Conn

ALEXIS CHENEY
STAFF WRITER

Waiting for pain medication. Looking out the window at a barren landscape. Savoring a stale biscuit. Such dismal actions comprise the lives of the characters in the post-apocalyptic world of Samuel Beckett's *Endgame*. Director Patrick Gallagher Landes '16 brought such devastated world to Connecticut College on Saturday, April 2 and Sunday, April 3 in Palmer with the support of Wig & Candle, the College's student run theater group. The recent performance fittingly corresponded with the 59th anniversary of the play, which originally opened on April 3, 1957, in London's Royal Court Theatre.

Representative of the Theater of the Absurd, the play explores the meaning of life when most of humanity has died. *Endgame*, re-

ferring to the last part of a chess game when few pieces remain, takes place in the hovel of the crippled, blind and nearly deaf protagonist, Hamm (Cam Netland '18). He sits in a rolling chair at the center of his shelter for most of the play describing the hopelessness of his existence and ordering his servant, Clov (Cory Carola '16), to entertain him. However, with bad legs and a broken morale, Clov struggles to acquiesce to Hamm's demands. Even the dinky tasks of rolling Hamm around the room or telling him a story challenge Clov. Just when existence in the hovel could not seem any more joyless, Hamm's elderly and legless parents, Nagg (Khánh Nghiêm '18) and Nell (Jessica Craig '16), emerge from their separate ashbins. The couple

CONTINUED ON PAGE 11

CELS Spotlight: Creating and Influencing Education with Lamar Ok '12

DANA SORKIN
EDITOR IN CHIEF

KIPP Infinity Elementary School is located on West 133rd Street in Harlem, right next to the City College of New York. It is a part of the Riverside Park Community, a complex of buildings in Harlem that includes over 1,000 apartment buildings. KIPP Infinity takes up one of the floors of one of these buildings, where it serves students from kindergarten to grade four, a group of over 500 students, mainly young students of color. According to their website, 92% are on free or reduced lunches, and, as explained by Lamar Ok '12, nearly all are from Harlem. Some even live in the Riverside Park Community buildings.

I met with Ok over spring break, though classes at KIPP, which stands for Knowledge is Power Program, were still very much in

session. Ok teaches third grade math and social justice (a curriculum he designed himself) in the orange University of Texas room. His classroom is spacious and heavily decorated with posters and drawings, and though classes had finished for the day, KIPP Infinity was still buzzing with students participating in after school activities. Ok helps facilitate an after school running program for girls, and because the school is laid out in a loop, the students run, jog and walk through the hallways with their friends. Towards the end of our interview, Ok and I walked a slow lap around the school, with students constantly stopping to talk with him; their admiration for him was evident each time they asked him if he would run a lap with them after he was done

talking with me.

Ok didn't grow up in New York City but is a native of Providence, Rhode Island. He attended Conn at age 16 on a full scholarship after a mentor and alumni encouraged him to consider it. He recalled the peaceful and safe feeling he had when visiting, the attraction of Tempel Green and the close proximity to home. As a student, Ok was heavily involved in campus life: he was a youth coordinator at Unity House, worked backstage for Eclipse, studied modern dance under Associate Professor of Dance Heidi Henderson and was a driver for OVCS. Ok cited his narrative non-fiction class with Professor of English Blanche Boyd as especially transformative.

In 2011, Ok came out as transgender during his junior year at

CONTINUED ON PAGE 5

IN THIS ISSUE

Senior Thesis Spotlight: Sophie Sharps '16

Speculations on Campus Anti-Semitism

NEWS

3

OPINIONS

8

Responding to Criticism of the UConn Women's Basketball Team

Have You Fallen in Love With *Hamilton* Yet?

SPORTS

15

ARTS

11

Over spring break, nine members of our editorial staff got the opportunity to attend the College Media Association's National College Media Convention in New York City. The Convention was four days long and included dozens of sessions, workshops and lectures led by educators, journalists and even some students from across the country. Not only was it helpful to hear tips and tricks from professionals, it was also beneficial to gather with staff from other collegiate newspapers to discuss and share ideas. Being able to send both graduating and non-graduating students to the Convention was another bonus and will help us create an exciting vision for the paper going forward.

One of the more interesting sessions I attended was titled "Beyond Political Correctness," led by Associate Professor of Journalism Rachele Kanigel from San Francisco State University. The session was interactive and gave students an opportunity to both assess the importance of political correctness in media as well as ask specific questions regarding term usages and interview practices.

Professor Kanigel, who specializes in the ethics of journalism, began her presentation by showing a list of historically marginalized groups. She then encouraged us to turn to the person next to us--most likely a stranger--and write down terms that have been associated with that group. I was immediately nervous: the thought of discussing sensitive issues with a stranger intimidated me. After a hesitant discussion with my partner, Professor Kanigel dove further into the conversation, encouraging us to ask questions and open up.

Professor Kanigel succeeded in creating an environment in which, it seemed, participants were comfortable. Especially with terms or ideas that exist in a gray area of language, a territory in which interpretation or context can be easily altered, she was helpful in diffusing the tension that often surrounds discussions of political correctness. She also created a space for discussion about whether or not political correctness is actually important. I have often heard, in political discourse, the insinuation that we are in a "phase" in which we care about language and the way we describe the identities of others. While I believe in the importance of political correctness, the session made me see how, as journalists, we have the power to label others, thereby making decisions for them about which pieces of their identity are the most important or, in the case of a newspaper, newsworthy.

Something as small as a headline can make a decision about identity and shape the way an article is read. Though Professor Kanigel's tactic initially made me nervous, it quickly became clear that the space was a constructive one dedicated to making our writing better and our practices more responsible. There is a certain panic characterizing discussions of political correctness, but the session was a good reminder that we cannot fit all of our language into correct/incorrect, offensive/not offensive, what have you. Caring about language, within or without journalism, means asking questions, building trust and investing time and energy in our writing and everyday conversation.

- Hallie

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The College Voice meets each week at
9 p.m. on Monday in the
Alice Johnson Room.

Join us.

THE COLLEGE VOICE

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LUCA POWELL

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Senior Thesis Spotlight: Sophie Sharps '16

Researches NYC Charter Schools

SARAH ROSE GRUSZECKI
OPINIONS EDITOR

"I am and always have been a firm believer in public education," Sophie Sharps, '16, stated when discussing her honors thesis on charter schools. Born and raised in Brooklyn, the sociology major always felt deeply invested in public education. However, her



specific interest in charter schools and the privatization movement did not fully blossom until she traveled abroad in Chile. After discovering that over 60% of students in the country were served by the private educational sector, she decided to investigate the country's rapidly changing educational landscape through

her final independent study. This piqued an interest in the privatization of education, which Sharps quickly carried over to her PICA internship with the New York City Department of Education. Intrigued by the heated educational politics of her home city, Sharps decided to conduct her thesis research in New York, which currently houses over 200 charter schools and remains at the epicenter

SHARPS LOOKING SHARP.
PHOTO COUTESTY OF
SOPHIE SHARPS '16

of the charter school debate.

As a sociology major, Sharps has spent the year working with Professor of Sociology Ronald Flores to conduct quantitative analysis on charter schools and their positioning in New York. Focusing on data from the New York City Department of Education and The US Census Bureau, she has examined when charter schools opened, where they are, what they look like demographically and how these demographics compare with local neighborhood statistics.

When discussing her research, Sharps described how in many conversations surrounding charter schools and their implementation in underserved communities, corporate reform marketers will promote the schools as a means of providing families with "choice" when faced with decisions about the education of their children. In

her thesis, however, she asserts that such statements often disguise the

inequality that charter schools frequently perpetuate. "For-profit and nonprofit groups are exploiting low-income communities because they don't have any other options," Sharps said. She added that charter school reformers frequently enter underserved neighborhoods because given limited access to other promising educational opportunities, there is a market need to do so.

The barriers children and families face in accessing well-resourced schools is inextricably tied to disparities in taxes and public school funding. According to the National Center for Education Statistics, many northeastern states designate over 50% of property taxes to elementary and secondary schools. This means that a school in a low-income community will receive fewer educational funds than one in a middle or upper-class area. Such a statement holds broad implications, not just for Sharps' research in New York City, but also for our

local community. Here, non-taxable land from Conn, the Coast Guard and Mitchell College pose enormous obstacles in acquiring public school funding in New London.

In the argument for school choice, Sharps also highlighted the consequences of competition. She explained that charter school advocates frequently argue that "if you create a lot of good schools, then the bad ones will close. But if the failing schools are closing in areas that desperately need education, you're not serving the needs of that community. This competition often breeds inequality and is especially exacerbated at the neighborhood level."

These privatization efforts sharply dissent from the original conception of public schools in serving the public good within our democracy. "Historically, Horace Mann's 'common school movement,' at the foundation of our

CONTINUED ON PAGE 4

Open House Event at Women's Center Welcomes Celebration and Reflection

DANA SORKIN
EDITOR IN CHIEF

On Tuesday, March 8, only a couple of days before spring break, Connecticut College's Women's Center hosted an open house-style event in honor of International Women's Day. Multiple senior administrators of the College attended the event, which was used as a time to highlight the work being done at the Center, as well as the work the Center's staff still hoped to accomplish by the end of the year.

Jennifer Nival, Assistant Director of Unity House and the Women's Center advisor, opened and introduced the event, saying that the purpose was to "cultivate connections" between the Center and the College community and administrators. Associate Dean of Institutional Equity and Inclusion B. Afeni McNeely Cobham introduced President Bergeron, who began her remarks by commenting on the history of the College as a place that would not exist without the activism of women from the Hartford College Club. The club, which still exists and is active today, saw the need for a women's college after Wesleyan University stopped admitting women (because, explained a smiling President Bergeron, women were "killing it over there"), and helped to found Connecticut College for women. Connecticut College has been "looking forward ever since," she added.

President Bergeron cited that only 25% of college and university presidents are women, and that pipelines are needed to increase this number, as well as a focus on increasing the numbers of women of color who lead colleges and universities. This need for "intersectional understanding," said President Bergeron, referencing other important centers on campus such as Unity House and the LGBTQ Center, can especially be achieved through physical means. Currently located in the basement

of Smith, President Bergeron discussed the potential for the Center to be moved to a different, more visible space on campus. In the meantime, though, President Bergeron pledged to use her discretionary funds this coming summer to purchase new furniture for the space, a promise that elicited cheers from the students, faculty and staff who were in attendance.

Student staff members of the Center took turns presenting on their work at the Center and why the space is so important to them. Maritza Ortega '17 showed a

video she had produced about the center. Giselle Olaguez '19, who described herself as a first-generation, low income, Latina student, described the Center as a place for dialogue, friends, events and conversations. "It was here," she said, "that I learned that I matter." Hannah Johnston '17, said that the Center has been a sanctuary for her, "the only place I don't have to try to be something I'm not." Jermaine Doris '19 and Fara Rodriguez '16 both spoke to the concrete work the Center has done through its programming, such as the Black Rage

event, which Doris specifically cited as an example of the intersectional work the Center partakes in.

Johnston and Doris, managers for the Center, both spoke to the Voice after the event in response to the pledge made by President Bergeron. Johnston called it "long overdue," and as a sophomore with two more years at Conn, promised to make sure the changes come through. Doris echoed that, adding how happy he was to see the Center recognized and supported by the larger College community. •



STAFF FROM THE WOMEN'S CENTER POSE WITH PRESIDENT BERGERON.
PHOTO COURTESY OF DANA SORKIN.

public education system, was intended to serve as society's 'great equalizer.' The fact that public education relies on taxpayer dollars means that citizens have stake in this public good and thus are able to hold the public education system accountable. When our educational system is placed in the hands of private organizations and corporations, particularly elite members outside of the educational arena, we strip communities of one of the fundamental tenets of democracy," Sharps detailed.

Although Sharps maintains this critical stance towards privately run public schools, she does highlight that not all charters are created equal. In New York City, many residents will instantly recognize Success Academy as a corporately sponsored charter school network that currently markets 34 charter schools throughout the City's boroughs, with the exception of Staten Island. Utilizing a grocery store metaphor, Sharps refers to these expansive charter networks as the "chain stores" of charter schools. Primarily run by management organizations, these networks go into very specific communities that primarily serve low-income students and students of color. Similarly to many public educators, Sharps expressed significant reservation about these forms of charters and their outside corporate involvements. "I don't understand how someone outside

of education can serve the educational needs of students," she said in frustration.

Sharps emphasizes, however, that although "chain store" charters like KIPP and Success Academy make up the majority of charter schools in the United States, there are some that continue to run independently. Again referencing the grocery store metaphor, Sharps describes these charter school models as "ma and pop" schools, which frequently function within the community while serving neighborhood students. These charter schools are far more likely to represent and welcome community voices and recognize the needs and values of neighborhood students. Such charters provide a stark contrast from "chain store" network models where wealthy white executives frequently dominate over charters serving disadvantaged youth.

Walking out of my conversation with Sharps, one thing became increasingly clear: charter schools are complicated. As a prospective teacher who feels deeply invested in public schools and their original purpose, I hold similar reservations about charters and their potential in creating and sustaining educational equity. However, in order to truly understand the impact of these privately run educational systems, it is imperative that we look from the ground up. While it may be easier to

Rijuta Mehta to Join English Department in Fall 2016

MOLLIE REID
NEWS EDITOR

Professor Rijuta Mehta will join Connecticut College's English Department for the fall 2016 semester. Professor Mehta was hired out of the final four candidates for the Postcolonial and Global Anglophone literatures tenure-track position. Like other candidates applying for the selective position, Professor Mehta visited Conn to give a presentation to students, faculty and staff on some of her professional work. In February, she presented a talk on her dissertation, "The Anticolonial Snapshot: South Asian Disruptions."

Professor Mehta comes to Conn from Brown University, where she earned a Ph.D. in Modern Culture and Media. She is also the Deans' Faculty Fellow and Visiting Assistant Professor in

the Department of Modern Culture and Media at Brown. In addition, Professor Mehta has an M.A. in English from the University of Delhi.

Given Professor Mehta's interest in the fields of South Asian feminism, postcolonial theory, visual culture, South Asian television and the history of photography, students can expect to learn, contextualize and appreciate English literature through formats that are perhaps less typical than many English classes at Conn. Students will understand literature, media and archives through a holistic lens. •

Hillel Hosts Lecture on Israel-Palestine, Ways to Create Peace through the Economy

DANA SORKIN
EDITOR IN CHIEF

At 5 p.m. on Wednesday, Mar. 30, Connecticut College Hillel hosted an event entitled "Palestinians and Israelis: Building Economic Pathways to Peace" in Blaustein 210. This event represented the culmination of the work of Simon Luxemburg '18, Daniel Kramer '18 and Connor Wolfe '17, who together entered the very first Campus Pitch Competition. A joint initiative between the World Jewish Congress and the Israeli Consulate in New York, the three students worked to present their idea for this event and were ultimately awarded a grant of \$2,500 to make their plan a reality.

The event featured two speakers, Bassem Eid and Erez Tzadok, who travel together lecturing on ways in which economic advancement can be used to ensure peace in the region. Eid is Palestinian political analyst based in Jerusalem with a background in Arab and Palestinian affairs. Tzadok is the CEO of Aviv Fund Management, and is an expert on global markets and investments in Israel. Together with Interim Dean of Institutional Equity David Canton as moderator, they lectured in front of a full room.

Tzadok spoke first, explaining right away that while his background is in business, he "believe[s] in coexistence," and aims to achieve it through investing in ethical companies. The speakers' main example of a company in the region was SodaStream, which manufactures a home device to carbonate water and create your own soda. SodaStream was the source of controversy in 2015 when they closed their largest factory, located in the West Bank, after pressures from the international BDS movement.

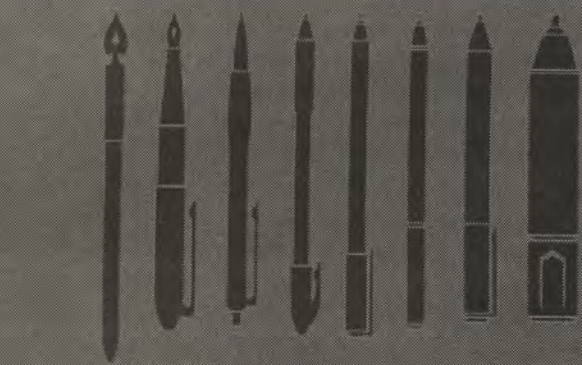
The boycott surprised him, he said, because of all of the workers in the SodaStream factory, half were Palestinians. He said that in the region there are approximately 50,000 Palestinians working in factories like SodaStream's, many of which are owned by Israelis, and that these workers are paid more than five times that of Palestinians working in other companies. The money these workers earn in the factories goes right back into the Palestinian economy through private consumption, though there are still very high rates of unemployment (approximately 20% in the West Bank, and an even higher rate of 45% in the Gaza Strip). Because of this information, Tzadok advocated for more factories to be built in Palestine and chided the BDS movement, saying he didn't understand it and that they "want Israel out of Israel."

In these factories, Tzadok said, Palestinians and Israelis "get equal rights, equal opportunities." Furthermore, he said, no one ever gets hurt at the hands of another human. These factories are places of peace, he said, and "we need to take advantage of the economy" to continue to create peace.

Eid, whose voice boomed in comparison to Tzadok's more level tone, said the ordinary Palestinians are seeking three things: a job, an education and healthcare. They are "seeking dignity, rather than identity," he began.

Eid was particularly critical of BDS, as well as the Palestinian Authority, during the course of his talk. "Everyone around the world is trying to sacrifice the Pal-

CONTINUED ON PAGE 16



THE COLLEGE VOICE
is looking for new editorial
staff for the fall of 2016.

The paper is currently divided into four sections: News, Opinions, Arts, and Sports. However, in the coming semesters, we are considering making substantial changes to this four section model as well as to the content and mission of the newspaper as a whole. Instead of hiring section specific editors, we are looking for section editors at large who would later be assigned to or choose particular sections.

As a section editor, you would be part of a very important time of change at the Voice, and would be able to have a say in shaping the direction the paper goes in. It's an exciting time!

No prior journalistic experience is needed!

Please email agopalan@conncoll.edu for an application.

CONTINUED FROM FRONT

Conn. Though he described the experience as tough, he felt especially supported by his professors and created one of the first transgender student support groups on campus. He documented these experiences, along with another trans student, through the writing and performance of a play in front of a packed room. In looking through the Voice's archives, I found the article written about the show by then-Editor-in-Chief Jazmine Hughes '12, during which Ok joked about expecting perhaps 50 people to attend the showing in Cro's Nest, but instead performing for over 200. He felt as though he came out of his shell while at Conn, describing these experiences as letting him "live a little."

As a Human Development major and a student in the elementary education certificate program, Ok excelled academically, specifying in particular Professors of Education Michael James and Sandy Grande as crucial in his development as an educator. They "shaped my view on education," said Ok. Knowing his passion lay in the education of young students of color like himself ("My calling is black and brown kids," he told me), Ok was shocked when he had been placed in a predominantly white school district for his semester of student teaching in the spring of his senior year. He admitted to having trouble empathizing with white people, but said the experience changed his life. Teaching a class full of young white students (there were only two or three students of color in his class) "changed my view on whiteness and white privilege."

A precursor to the curriculum he would later use at KIPP, Ok created a unit on racism and privilege during his time student teaching. The students were not only receptive, but took matters into their own hands: Ok described a day where the students wrote letters to Arizona lawmakers in response to the controversy over anti-immigration sentiment. "Teach the hard things younger," Ok told me afterwards.

With graduation approaching, Ok struggled with his decision on where to go and what to do after graduation. He knew he wanted to continue teaching, but coming from a low-income background, he couldn't

wait weeks -- perhaps months -- for a teaching position to become available. Though hesitant, Ok considered the controversial Teach for America program, which had offered him a position, as well as a strong initial salary.

TFA has been a topic of much conversation on campus recently, with SGA contemplating passing a resolution to forbid TFA from recruiting on campus. Critics of TFA view the program as taking students with limited teaching experience and placing them after only a summer of training into some of the country's most underserved schools. Alternately, many Conn students had TFA teachers as young students, and

peers. Ok trained over 60 white teachers on issues of privilege and power, and, when I asked him about the differences between teaching elementary students and adults fresh out of college on this topic, he paused for a second to consider his experiences. Though younger students are more receptive right off of the bat, he decided, older students come with prior experiences that inform their thinking. Regardless, both are equally important. Through TFA, Ok earned a Master of Education, before leaving the South Bronx for Harlem.

Though Ok's classroom is empty as we talk, it's easy to imagine it filled with eager students. As a charter school, KIPP uses a

ing to start classes on a better, more awake note. KIPP, according to Ok, knows they're not perfect -- no institution ever is -- but he feels as though KIPP listens to his, and his fellow teacher's, desires, and strives to make positive changes.

A typical day for Ok at KIPP starts with the students eating breakfast at school, followed by a casual morning meeting ("[We] kick it before school," said Ok with a laugh). Ok then teaches his first class, which is two and a half hours of math, but with plenty of breaks and times to refocus. The students then have recess, lunch and their daily special -- dance, music, art or gym. Ok then teaches a reading class, a special education math class, as well as his social justice curriculum, brought with him throughout the years to its current form, twice a week. On an average day, Ok is home by 7:30 p.m., and back at school at 6:15 a.m. the next day.

Though Ok's current students are only in third grade, KIPP prides itself on the ways in which it prepares students for college. All students receive a mentor from their KIPP days as they traverse four years in college, a tangible connection to the place they started at. And though it's far off, it's possible that some of his students now will be his mentees nine years down the line as they prepare to become undergraduates.

With his place at KIPP firmly established, Ok can't help but look towards the future, and he wants to bring his ever-growing and ever-adapting social justice curriculum with him. Ok hopes to earn his Ph.D. in social justice education, and told me, "I want to show folks behind me and my students that I got everything." Somewhere down the line, this may include opening his own school for young students.

While not in the classroom, Ok enjoys working out, cooking and watching bad TV (from a sociological lense, he insisted), but believes that teaching is nothing short of a lifestyle, he says. He is always thinking about his students, and says that they are "invested in me, because I am invested in them." •

Though younger students are more receptive right off of the bat, he decided, older students come with prior experiences that inform their thinking. Regardless, both are equally important.

feel connected to the program. Regardless, multiple Conn students per graduating class chose to teach through TFA for the required two years after graduation.

Between academic years at Conn, Ok was sleeping in his car. He was determined to not go back to that, but with the fear of not being able to find a stable teaching job right away, Ok did what was best for himself and accepted a position with TFA.

For two years, Ok taught at a charter school in the South Bronx. He continued to expand his diversity training; this time, he wasn't teaching young students, but his TFA

lottery system to accept students, though Ok says that he "serves the same students" who would be in public schools in the Harlem area. Ok described KIPP as being the "least militant" of its peer charter school systems in New York City, and feels as though his relationship with KIPP is one of "working with, not for them." He explained that in past years, feedback from teachers (such as the desire to have the start of class pushed back an hour, or to hire more teachers of color) has been used to create real, tangible change -- more teachers of color were hired, and students had an extra hour in the morn-

Garland Nomination Continues to Face Gridlock

DANA GALLAGHER
HEAD COPY EDITOR

Defending his nomination of Merrick Garland for the Supreme Court, President Obama penned an op-ed for *The Houston Chronicle* on Mar. 25 urging Congress to prioritize the Court over partisan politics. To deny Judge Garland a hearing, he warns, would serve as a harbinger of a "process for nominating and confirming judges that is beyond repair." By refusing to meet with Garland, GOP leaders are "going down a path that would jeopardize our system of justice, hurt our democracy, and betray the vision of our founding fa-

thers," President Obama reasons.

Casting the nomination process as an example of political jockeying by Republicans, President Obama distracts readers from the Senate's evolution toward populism. Republican Senators, perhaps not incorrectly, feel that eschewing a confirmation hearing is in line with constitutional precedent and the divisive rhetoric of Democrats. In a letter to Senate majority leader Mitch McConnell, Republicans on the Senate Judiciary Committee argue that the Constitution may specify the President nominates a Supreme Court Justice, but "the power to

grant, or withhold, consent to such nominees rests exclusively with the United States Senate." Recalling Minority Leader Harry Reid's 2005 declaration that "nowhere in the [Constitution] does it say the Senate has a duty to give the Presidential nominees a vote," Senate Republicans may cast Democrats as fellow obstructionists.

Withholding support for a Supreme Court nominee during an election cycle is not a strategy unique to Republicans. When Lyndon Johnson nominated Abe Fortas as Chief Justice with seven months remaining in his final presidential term, 19 Democratic

Senators refused to consider any Johnson nominee because he was set to leave office. These lawmakers preserved a vacancy for Republican Richard Nixon, who ultimately nominated conservative jurist Warren Burger.

The significance of a Supreme Court blockade during the 2016 Presidential elections, therefore, lies more in the rationale for judicial interference than an undue politicization of the nomination process. In their letter to Senator McConnell, Republicans on the Judiciary Committee argue that Justice Scalia's death presents Americans with "an exceedingly

rare opportunity to decide, in a real and concrete way, the direction the Court will take in the next generation." Implicitly, the election of a conservative President would indicate the ideological preference to which Americans should expect their next Supreme Court Justice to adhere. Because lifetime appointments and confirmation by a then non-popularly elected Senate theoretically insulate Supreme Court justices from popular control, the framers of the Constitution sought to prevent "excessive democracy"

CONTINUED ON PAGE 6

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from taking root on American soil. By affirming the need for citizen input in the nomination process, Republicans push for the Senate to adopt the governing temperament of the "people's" House of Representatives. As the sole chamber in the federal government whose members have been directly elected since the founding of the United States, the House has been the main vehicle through which every man may voice his interests.

To overcome gridlock in the nomination process, Democrats may follow the GOP's lead and take action to cut the Senate's

aristocratic ties. To avoid a filibuster and secure a vote on Garland's nomination requires an alliance between all Senate Democrats and at least 14 Republicans. The highly charged, ideologically-split composition of Congress renders such a coalition unlikely. If Democrats regain the Senate on Secretary Clinton's coattails in November, the chamber may seek to extend the so-called nuclear option to Supreme Court nominations. Senior CNN legal analyst Jeffrey Toobin argues. The 2013 nuclear option slashed the power of the filibuster by allowing federal judicial

nominees and executive office appointments to reach a confirmation vote by a simple majority of Senators.

The option, however, does not prohibit filibusters on nominees for the Supreme Court. Establishment Democrats, like Senate Democrat Patrick Leahy, had maintained the Senate's essential role as the "cooling sauce" in legislative squabbles with the House. Present Republican obstruction, according to Toobin, may render the filibuster's elimination more politically palatable come 2017.

A change in filibuster rules, on account of blowback from

inaction on the Garland nomination, would signify a further weakening of the Senate's role as a protector of the minority party's rights. Federalists argued, when framing the Constitution, that the existence of an aristocratic Senate and more populist House would fragment power and thus create obstacles for either the wealthy minority or non-wealthy majority to dominate government. Current Republicans, by justifying obstruction in the name of popular sovereignty, and Democrats, by pursuing a revision of traditional Senate rules, seem to "democratize" the Senate at the expense of

democracy. Both parties associate democracy with legislative action on behalf of the majority party, and little discussion is devoted to identifying and preserving the voice of the minority party. If Senators fail to engage in meaningful dialogue on the next Supreme Court justice under the guise of political expediency, then they concede to the ominous conclusion that a democracy may thrive only in the absence of political conflict. •

No, This is Not 1934

CARLOS HEROS
CONTRIBUTOR

The presidential election season is upon us once again! Every four years we experience lively political discourse, televised debates and the exchange of policy ideas. Any time we turn on the radio (yes, some of us still get our news through the radio) or television, we constantly hear about and see the lives of a select few who decide to run for the position of leader of the free world. Social media such as Facebook, Twitter, Instagram, Snapchat and YouTube have become not only a medium for entertainment, but also one for politics (I never thought I would see the day that Snapchat would be openly utilized by politicians, but here we are). Of the vast number of candidate who initially entered the race, we are left with five main candidates: Hillary Clinton, Bernie Sanders, Donald Trump, Ted Cruz and John Kasich. From an anecdotal account, as well as from the polls sent out by email from *The College Voice* to the students here at Connecticut College, the overwhelming majority of students lean toward the side of Hillary Clinton and Bernie Sanders, with the next in line being Donald Trump. The rational behind this trend varies among students, some focusing more on foreign policy, some on economic policy and some on social issues. However, many people seem to take issue with Mr. Trump specifically. In my experience here, I have witnessed numerous instances where students and teachers move right past disagreeing with his policies and instead go straight for his character and morality. This is the phenomenon that will be largely focused on in this article, so if politics or other points of view are an upsetting or tender subject, this might not be your favorite section.

Around college campuses we have students (as well as professors) campaigning for their choice of who should hold this all-important job of serving as the face of the country. In addition to online donations and plugs, there are posters, bumper stickers, shirts, computer stickers, phone cases, you name it - all with creative slogans and the candidates' names. Along with the campaigning and

supporting of candidates, they also denounce and attack their opponents. For me, this is what has changed the most when the issue of politics comes up. Often times, discussions on policy and position turns into swearing, hurt feelings and character attacks. Focusing in more on the "Trump phenomenon," media from all sides have spearheaded attacks on his campaign. Trump is now unique in that the left and the right both take issue with his message and stance. Disagreeing with him is fine (and in many cases understandable), but when people debate issues other than policy, political debates erode into nothing but a flinging of insults and name-calling,

which leads me to strongly believe it goes on in other classes as well. Taking a class focusing solely on the Holocaust, I have found that there are a couple things that are simply disgusting about this comparison. This class is in fact one of the classes in which the comparison came up, but luckily it was handled reasonably and the topic was changed quickly. I did speak with the professor afterwards to voice my concerns about this. I was met with agreement and an understanding about how the comparison can cause issues for certain students present in that discussion. In several other classes I have taken, however, I have seen professors bash other

desensitization must never happen because, if it does, and something that does indeed match Hitler's level of evil comes along, we will have "cried wolf" so many times that the level of peril will not be truly understood.

The second reason this is just not an acceptable tactic is that it ends any conversation. Commonly, those who go straight for the character bash are not informed on specific policies and events. Rather, they have listened to a lot of *Daily Show* and read some Facebook posts. The online polling shows that, though not a large majority, there is a good number on this campus who support Mr. Trump, or are not sure whom they

to categorize a large group of people by the actions of some and explained that this creates fear. The other person acknowledged this language as offensive, but stated the "anti-PC" route Trump typically takes is what draws so many to him. He described how the language of politicians today is basically incomprehensible and on that they both agreed. As I left, I apologized for eavesdropping and told them how much hearing that meant to me. This is the kind of conversation I hope to hear in class and around campus because it shows that it is possible to respect other opinions while still disagreeing. Attempting to take the moral high ground in a debate leads to condescending talking points that do not form any sort of counter argument. When emotions get involved, rational thinking usually goes out the window.

Although less frequent, conversations such as these seem more productive, and at least friendlier, than most political discussions I've witnessed. Donald Trump, a former reality television member, is a seemingly populist candidate who says what is on his mind without second thought. Scrutinizing controversial comments he makes (and there are plenty of them) allows for discussions on a wide array of topics. Simply reaching for extreme comparisons to specific instances or stating he is awful, stupid, or mean is a technique used to silence opposition.

Now, being a lover of liberty and free speech, I am not saying all of this because I want to silence anyone who disagrees with me. Quite the opposite. Tell me when you disagree with me and explain why with facts and strategies. Do not simply insult or question my character or intelligence. Accusations of racism, sexism, any -ism, are not rebuttals for a person's stance on an issue. Isn't the point of a debate or discussion to teach and learn different ideas? Or at the least, when you think someone is wrong, don't you want to prove him or her wrong and show why you are right? How is that done when using character attacks or moral questioning? •

...it is possible to respect other opinions while still disagreeing. Attempting to take the moral high ground in a debate leads to condescending talking points that do not form any sort of counter argument. When emotions get involved, rational thinking usually goes out the window.

There are several instances I have seen when discussions are skipped altogether on this campus. From yard signs supporting Mr. Trump being thrown away or vandalized at the Ridges, to events on campus talking about people being "Stumped by Trump," the default view is seemingly to hate the guy, not his specific ideas. In some cases, I believe people go too far in their attacks. The most troubling comparison I have heard is the one of Donald Trump, a businessman-turned-populist candidate, to Adolf Hitler, the leader of the Nazi party who led an extermination of over eleven million human beings. No, this was not said in a moment of anger by a select few. Many networks, including CNN, the *Huffington Post*, NPR and the *New York Times* to name a few, have exposed this notion. Some on campus seem to have taken up this idea and have run with it. In two of my classes I have heard this view expressed,

political opinions and watched the class laugh and cheer.

First and foremost, making comparisons to the Holocaust, an event in which millions upon millions of people were singled out due to certain traits or beliefs and then tortured and killed, is simply something no one should do. Many scorn Trump's more extreme positions, such as a temporary ban on Muslims who are unable to be vetted prior to entering the United States from war torn areas, or how he advocates on deporting the millions of people who entered the United States illegally. Although controversial, they do not compare to hunting down people and intentionally sending them to their deaths. When this topic of Nazis or Hitler is brought up so casually, it causes desensitization to this tragic historical event. It is also insulting to the millions of victims who were killed, to have their sacrifices invoked for such a relatively trivial manner. This

like. When these supporters (and even potential supporters) see students, professors and reading materials calling the extreme comparison to Hitler, does that make them Nazis for disagreeing? The answer is no, it does not. It makes them human for having a point of view of their own, and too many times have I witnessed students draw comparisons similar to this in class as a copout for either not supporting the candidate or not knowing any specifics.

Sitting by two people in Harris one afternoon, I heard the words "Trump" and "Bernie." How could I not listen in? What I heard was two people with very differing opinions talk about their reasoning on why they liked certain candidates and were dissuaded by others. One of the students brought up the language used by Trump to describe Mexican immigrants and how it was offensive and had no place in politics. He believed it is wrong

CELS Bridges Academia and Post-Grad

SAADYA CHEVAN
STAFF WRITER

Though my graduation is three years away, knowing I have to leave Conn makes me worry about eventually suspending my participation in diverse campus activities, which I consider irreplaceable. Outside of college, where else can one simultaneously play in the theater pit band, write for the student newspaper and research relationships across disciplines? CELS makes me confront the future, something I fear and avoid. I think other students face this same problem when dealing with CELS, as career planning demands that students look toward an uncertain future beyond Conn. For this reason, I wanted to better understand CELS.

I learned, first of all, that CELS is no longer called CELS. It is now the Career Office of Professional Development. Former Connecticut College President Claire Gaudiani coined the acronym CELS, for "Career Enhancing Life Skills," as part of her goal of providing all students an equal chance at understanding their career interests. While both are fine names for the office, to me the CELS title represents what the career program is about. The name "Career Office of Professional Development" shrouds this idea in opacity.

I find our career office's philosophy and pedagogy particularly impressive. My perspective on career advising is that it is an afterthought to academic work.

However, the advisors do not intend this to be the case. Rather, they want it to be a homogenous part of the liberal arts experience. They see learning career enhancing life skills as one part of the learning that occurs on campus. With processes like the "STAR" stories, advisors teach students the ability to articulate their undergraduate accomplishments - in other words, what they are doing in college.

Career advisor Lori Balantic said "One of my jobs is to help students articulate 'Why did I choose this?' and 'Why does it matter?' because I don't want anybody to be sorry when they get to be seniors." While CELS contextualizes this process as making students appealing to potential employers, it is also a useful skill in general. Being able to explain what it is that you do is essential in academia and in life.

According to career advisor Nicole Ceil, "when [CELS] was first developed, almost everyone at the institution was considered as a potential stakeholder, and there was input from all different constituents on campus, administrators, staff, faculty and students." In the early days of the program the office even made t-shirts saying "CELS is for everyone." More recently, the CELS office has continued to attempt to make connections to faculty and the classroom by organizing first-year workshops by freshman seminar and inviting faculty, staff and student advisors to participate.

Another criticism leveled at the career office is that it seems too geared toward higher paying jobs in fields such as marketing and corporate. The career advisors strongly dispute this, claiming that this perception exists because opportunities in business are advertised earlier and more publicly by the companies themselves. Advisor Deb Brunetti noted "nonprofits [for instance] don't recruit the way that consulting, finance and large corporations do." The advisors try to counter this trend by encouraging students to network heavily, so that they can hopefully find jobs in fields that interest them. Ceil, for example, learned about an open career advisor position at the College through a relative of fellow advisor Cheryl Banker. She often cites this example as proof that networking works to skeptical students.

If the recruitment odds favor students seeking employment in more competitive industries, then a logical solution might be to encourage the career office to limit the information coming from the business world. To do this, Career Services would balance the opportunities advertised in their e-mails. Last fall, SGA hinted at that idea by passing a resolution opposing Teach for America's presence on campus. While this would not be as drastic as changing e-mails about job opportunities, it was an attempt at limiting another form of recruiting practices.

I think that limiting information about job opportunities is a terrible idea, in part because our school's career office solicits this information and is thus expected to share it as a professional courtesy. There will always be a greater population of students who are not interested in a particular industry than those who are, and if a majority of students limits the opportunities advertised, they risk hurting the minority of students who might be interested in those publicized opportunities. Instead, students must learn to sift through the information thrown at them to find what matters.

Ultimately, I think that our career office treads a fine line between helping and hindering students' aspirations. Although a few months ago I felt that workshops should focus mainly on helping students practicing

the skills they are taught, my discussion with the career advisors has pushed me into the opposite camp. The career office might not take enough time to contextualize the skills taught in workshops. Students need to understand the specific reason that what they're doing matters or they'll have less investment in the process. Admittedly not every student can be satisfied by the workshops; after all, the career office has to serve the diverse interests and opinions of the student body. As the advisors pointed out to me, by having students attend the workshops they can focus individual advising sessions on students' specific concerns and needs.

From this perspective, our career office's approach seems similar to the model used in most academic courses. Concepts are presented to the class as a whole, while individual students' concerns and concerns are dealt with during office hours. The difference with career services is that the end result is much more significant than a grade; it is a student's future. Recently, Corinne Ruff of *The Chronicle of Higher Education* wrote an article about academics who question whether grading truly represents what students are doing in class. I myself wonder what my transcript says about my abilities. I feel that many professors' grades are slightly biased towards what students produce over their actual understanding of the course material.

The career program encourages us to articulate the skills we gain from classes rather than what we do there (the grade component). Continuing the analogy of the career program as a class, the end result is hopefully a job, the student's satisfaction with the job likely related to the overall effort put into the process of finding it. Thus the student completes the program not with a grade, but with an outcome. Considering our career program as a class, it should come as no surprise that the career office would have detractors; acclimating to something that similar but at the same time different is not at all an easy process. As students in the career program, we should strive to understand why we do what we do there. •

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The Implicit Privilege of the Founders Day Challenge

MAIA HIBBETT
OPINIONS EDITOR

With its dramatic soundtrack and clever slogan "#TogetherWeConn," the Founders Day Challenge promotional video embodies the sentiment of the challenge as a whole: technically well-intentioned, but a little over the top. Though the video's comment that Conn students "would rather shop at Harvest Fest than online" sounds a little unlikely, and the claim that "our honor code is as strong as our granite walls" either hyperbolizes or raises architectural concerns, I should put aside my ad hominem criticisms to note the problematic implications of this challenge. The Founders Day Challenge could surely benefit our institution, but we must also consider the socioeconomic assumptions that are made when a challenge like this one is one possible.

The challenge itself exemplifies relatively straightforward, "matching gift" style fundraising. If Conn receives at least 1,000 gifts between Mar. 5 and Apr. 5, 2016, CEO of AOL and Conn alum Tim Armstrong '93, will reward the givers' efforts by donating an additional \$100,000 to the College.

Matt Glasz, Director of Annual Giving for the Alumni Relations Office, explained that Founders Day, the challenge's concluding date, marks "the date when the charter was officially signed."

"There was nothing really here," said Glasz, "except the idea of the College."

Glasz noted that although the College has been through fundraising efforts in the past, with the help of Armstrong's promised bonus gift, this is Conn's first Founders Day Challenge. While this year's challenge may be Conn's first, it is far from

CONTINUED ON PAGE 8

Welcome to Hamas West: *Connecticut College continues to be entangled in polarized Israel - Palestine discourse*

LUCA POWELL
EDITOR IN CHIEF

It seems we can't go very long at Connecticut College without issues of free speech and the "events of last spring" returning to haunt us. 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."

Conversations like these are characteristic of the tone and angle taken by those reporting on our school. Their stories take a string of incidents - e.g. the condemnation of a professor in

the spring of 2015, the anti-Taglit Birthright posters - and re-package them as symptoms of an anti-Semitic whole. The resulting articles have been untruthful at best, malicious at worst.

It would be fine to say that these types of organizations and people deserve to be ignored. In no instance would it be rational for us as a student body to focalize our own college experience through the eyes of propaganda websites that are using us as material for a polarizing global discourse. It just becomes an entirely different project when their claims are rendered valid by our own campus.

The petition, which is 100 signatures away from its 1,500 objective, is one troubling instance of that. And, as of this Sunday, a Google search of Connecticut College returns headlines concerning anti-Israel hate within the first page. So while the petition may not have any real impact on the school's accreditation - by the way, who even knew such a thing mattered? - it has and will continue to create a misinformed public opinion of our school, and in the business of academia, public opinion matters.

Granted, the integrity of online petitions is inherently suspect. Like the many that have floated around the Connecticut College web-space before, they quickly become online platforms for public shaming and hate mongering rather than the constructive tools they pretend to be. Here is a sampling of people's stated reasons for signing:

"It is horrifying to hear about Connecticut College's open anti-Semitism"

"This is a disgraceful action for

the College to allow and support. The College doesn't deserve its accreditation"

"Connecticut College should be not only deeply ashamed of its behavior, but should be punished as well."

Petitions like these also misrepresent our own student body, as the restrictions to access the poll don't require any form of college identification, such as a student e-mail, in order to vote. Because each vote is essentially geo-tagged, it is public information that its signatures are coming from places like Brazil, Amsterdam and South Africa. These signatories express outrage at the College's supposed "open" anti-Semitism. They have also probably never stepped foot on our campus.

"What is this petition really trying to achieve?" asked Daniel Kramer '18, a leader in Conn's Hillel group. "It's trying to enrage people and we don't need more negative attention drawn to the issue, that's not what we're setting out to do here."

What petitions like these go to show is the double-edged nature of our Internet and our interconnectedness. We can claim that petitions give voice to the body of our population that is voiceless - and they can serve that function - but they can lead to just as much disconnectedness within our own community. We ought to be wary of virtue, of the promise of websites named change.org, and recognize them as equally fraught with the contentious nature of free speech as any public forum, regardless of their uplifting names. More important, we ought to be framing our own discourse and

not letting others unreliably tell the Connecticut College story.

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-Birthright. 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."

The difference between these

two opinions owes, in part, to the difficulty of defining anti-Semitism, which is often muddled as synonymous with anti-Zionism. Officially, "Anti-Semitism is a certain perception of Jews, which may be expressed as hatred toward Jews. Rhetorical and physical manifestations of anti-Semitism are directed toward Jewish or non-Jewish individuals and/or their property, toward Jewish community institutions and religious facilities," according to the European Monitoring Center on Racism and Xenophobia. And yet while it is a definition endorsed by the U.S. government, its breadth and political nature - the definition includes clauses concerning the right to Israel's existence - make it an unwieldy one to use in the discourse surrounding Israel and Palestine.

Simon Luxemburg '18, another of three student grant recipients, suggested, "before we (both as a campus community and society in general) talk about anti-Semitism in this context, we must clearly define what it is and when anti-Israel and/or anti-Zionist fervor translates into anti-Semitism or Jew hatred." It will be necessary for us to work with them in re-imagining other ways to have that conversation than via an incendiary poster campaign. We need to sharpen our language in discussing something as complex as the Israel-Palestine conflict just as much as we, not some third party blogs with agendas of their own, should be the ones to shape how we talk about it. •

CONTINUED FROM PAGE 7

the first of its kind, as institutions in higher education across the country celebrate their Founders Days by soliciting donations. The practice is not even limited to colleges and universities; several national fraternities and sororities also mark their foundations with this practice.

"It's something that a lot of our peer institutions do," Glasz added, "have these giving days, or giving weeks, or giving months. It's sort of a natural fit for us to do it on Founders Day."

According to Glasz, the roughly 40-45 of these so-called "peer institutions" are "schools that are in our size range in terms of enrollment, endowment, selectivity of admissions process." They are primarily found on the East Coast and include all of the NESCAC colleges but also feature institutions like Colorado

College, Davidson College and Pomona College. They are, in a word, elite.

While it makes sense for Conn to gauge its success in fundraising efforts against similar schools, this betrays a telling detail. Like at Conn, the majority of students at these peer institutions come from wealthy backgrounds. This socioeconomic privilege allows for the success of fundraising events like the Founders Day Challenge.

Although Glasz noted that roughly 80 to 85 percent of Founders Day Challenge contributions have come from alumni, the challenge solicits donations from those of any affiliation with the College, including faculty, staff, students and parents. On a basic level, it seems counter-intuitive for faculty and staff to donate to the institution that pays

their salaries or for students and families to make gifts in addition to paying tuition, and yet the 15 to 20 percent of non-alumni donations exists.

Glasz considers Conn's fundraising achievements "middle-of-the-pack to underperforming" in relation to our peer institutions, but he believes that this year's Founders Day Challenge will meet its goal. At some institutions that we do not consider "peers," however, this success would prove more difficult to accomplish. We should acknowledge that in fundraising endeavors, elite private colleges and universities have a leg-up over those with less affluent student populations, particularly public institutions.

Regarding the affluence of the student body, Glasz admitted: "It certainly helps to have the

donor base that we have." With 48 percent of students paying the nearly \$63,000 comprehensive fee without aid, many students and families at Conn are in the financial position to donate. Students from wealthy families are, of course, more likely to become wealthy alumni, and this feedback loop sustains Conn's fundraising potential. At less affluent schools, fewer donations lead to fewer resources, which perpetuates the notion that a student's academic opportunities are largely determined by their socioeconomic demographic.

Not every institution can afford to offer each student \$3,000 for an internship, and not every student can afford to attend an institution that does.

To be clear, I greatly appreciate the opportunities Conn has given me, and in under two years here I

have developed academically and professionally as well as worked with impressive faculty members and students. But while there are great minds everywhere, access to specific programs and resources is limited, and we must recognize that our privilege comes from our funding, which in turn comes from our privilege.

I do not intend to discourage anyone from donating during the Founders Day Challenge. Rather, I encourage donors to consider that while their gifts support academic resources, athletic equipment and career-building experiences, they also support a less acknowledged but central priority in higher education: more gifts. •

DANIELLE HART
CONTRIBUTOR

Enter

The mug melts your hands like warm gum. Hours slip by. The computer screen is beginning to hurt your eyes, and the black line on the glowing page is blinking, blinking, blinking.

You run your fingertips across the keyboard, circling the little bumps on the "F" and the "J."

It is 2:14 in the morning. Your sheets smell, and you tell yourself that you need to wash them soon.

You try to capture snippets of scenes. There are two girls—cousins—who stuff their bras and do their makeup and are pretending to be high schoolers until they hear a noise upstairs... a raccoon? You aren't sure. You leave them there, hiding in the closet, sweaty and shaking, the tissues in their bras becoming wet clumps against their skin.

Enter.

There is another scene: moonlight. Moonlight, and a dock, and two people having sex. They are teenagers.

Delete.

They are in their twenties.

Delete.

They are eighty. A large, jiggly woman with stick-on fingernails and a man with a gold tooth. They smell like cigarettes. No, pumpkins. Why pumpkins? Are they pumpkin farmers?

Enter.

A lonely pumpkin farmer sits in a field. It is dry and cold, and the wind stings his neck. The sky is the color of wool. But that's it. You leave him there, shivering, chewing on a piece of straw.

Enter.

Enter.

Enter.

The little blinking line is mocking you. From across the hall comes the rhythmic creaking of your neighbor's bed.

Creak... creak... creak... creak... creak, creak, creak, creakcreakcreakcreakcreakcreakcreakcreakcreakcreakcreakcreak.

Enter.

You need forty pages of fiction by the end of the semester. As of now, you have four. There are three weeks left.

You decide to try poetry, so that you can get the creative juices flowing. You write a poem about how much you hate

shopping malls.

shiny

artificial

bright

telling us we are not enough.

Your poem sucks.

Enter.

New scene: it's winter. A man has just gone on a first date with a woman he is madly in love with. They stand outside a pizza place as snowflakes settle in their hair. He holds her hands and his heart starts to beat out of control as she gets closer. His heart is pumping too fast. He has a heart attack. He dies.

Delete, delete, delete.

He passes out and is rushed to the hospital. The woman stays by his bed and watches him sleep. The heart monitor beeps. Beep.... beep.... beep... He is muscular. The woman begins to picture her life with him. Their first child, their fortieth anniversary, their Thanksgiving dinners. Beep... beep.

He dies.

Delete.

He lives.

Delete.

You can't decide.

Enter.

The creaking from across the hall has stopped. There is a draft coming from the window, and you pull the covers over your legs.

You try to write something about your grandfather. You remember his John Deere tractor replicas. You start to cry.

Maybe this is enough for tonight.

Maybe all you will have by the end of the semester is four pages.

You close your laptop and reach out to place it on the floor, as far away from your bed as possible, because someone once told you that if you sleep with your electronic devices too close to you, they'll give you cancer.

You set your alarm for 10:13 and turn off the light.

Tra-lilly La

In the purple shade of an oak tree, after a three-hour shift at the supermarket, Donald sat hunched over a journal. He felt particularly scholarly on this bright, shimmering afternoon, with the breeze tickling his wiry arm hair and the children in the playground shouting with glee. There was something about this time of day — this little hiccup between afternoon and evening — when everything is so calm that it almost turns sad. But no, it wasn't sadness that he was feeling — not today. It couldn't be. It must have been happiness. Yes, that was it. It was happiness, he concluded, as he heard the lightest of ruffles above him and looked up to see if there was a bird — a sparrow, maybe, or a blue jay — resting on the branches.

Donald squinted his eyes and saw nothing but brilliant patches of light flickering between the leaves. How nice, he thought. He scribbled in his journal: "flickering, fleckering, frolicking light, between the leaves that shine so bright." He had been working on his penmanship. Today he was trying out a loopy, elegant cursive, which made the "f"s on the page squiggle in the prettiest of ways.

He heard a shout from the playground. A cluster of children was running around on the wood chips. A small boy was chasing them. "Here I come! Here I come!"

The other children did not seem to like this game. They looked — what was it? — sad? no, disgruntled, perhaps. They looked disgruntled, and they told the boy to stop. One girl began to cry, and scuttled over to a woman in a large overcoat who stood on the sidelines. The girl hugged the woman's leg — presumably this was her mother — and pointed at the boy, who had now turned into some sort of ferocious animal. A dinosaur, maybe.

Donald wrote in his journal, "Twittle, twaddle, tippity tot, off to mother duck she trots."

The "t"s were threaded with delicate crosses that swept from the pen like tiny bursts of wind.

He noticed an ant squirming across the page, and bent down to get a better look. It was made up of three shining liquid beads — little drops of ink.

"Drippity drop, drippity drop, the ant like ink has come to plop."

No, that wasn't it. He scratched it out.

"Drippity drop, droppity drip, he crawls right for my fingertip."

He looked at the letters — the "d"s making quite delicious curls — and suddenly remembered the boy on the playground. He wondered what that small, funny creature was up to.

Donald looked up and found the boy playing in the sandbox, filling up a bucket and pouring it out on a girl's head. The girl covered her eyes and her shoulders started to shake. She was perplexed — no, crestfallen — and she ran away towards the sidelines to find her mother.

"Sciddly, diddly, piddly, po, she runs away, oh no, oh no."

The breeze once again ruffled Donald's arm hair, and he was aware of a faint grumbling noise coming from his stomach.

"Rumbling, tumbling, grumbling tum, beside the children's playful hum."

He looped each letter with a careful grace. By the time he finished the last word, he had filled up an entire page. It was really something. Marvelous.

Donald returned to watching the boy, who was now sitting alone beneath the polka-dotted specks of light that shone down from the black rubber of the steps leading up to the slide. Most of the other children had left — perhaps they had gone

home for a hot supper — chicken soup, no doubt — which mother would prepare with quick and lovely hands and thick red pot holders. But not this boy. No, this boy had not left. In fact, now that Donald looked around, he noticed that no more children were there at all, and no mothers were either.

The streetlights began to glow in the evening air. Donald could taste the crisp, tart sting of the particles as they entered his lungs like a swarm of tiny, tiny dew drops.

He closed his journal and stood up. He watched the poor boy sitting all by himself on the wood chips.

Donald's heart ached for the sad little critter — it was really quite a shame, to be all by oneself when the sun had started to fade — and especially so close to dinner! He took a breath and started to walk towards the boy. Steppety, steppety, crunchety crunch, now off to see the boy in a hunch.

He arrived at the slide. The boy looked up from beneath the stairs and Donald could see tears on his smooth face. Donald reached down to touch the boy's shoulder.

Then, in a shriek, "Marvin! Marvin, what are you doing? Marvin, get away from there!"

A mother duck in an overcoat came bustling over from behind the fence, her voice as shrill as a crack of ice.

The boy shrank away. "I didn't do

anything!"

"What did I tell you about talking to strangers? Come here this instant!"

The boy emerged from under the steps. "It wasn't me!"

The mother grabbed the boy by the arm and pulled him away. It was supertime, no doubt. She had probably made chicken soup — or vegetable soup, perhaps — and it was simmering on the stove and she was impatient because she had to get back in time so that it wouldn't overcook.

Donald watched as the boy wept under his mother's grip. He felt sorry for the little pigeon.

"And you," said the mother, as she turned around to look at Donald. "Stay away from my kid or I'm calling the police."

There was a pang in his stomach. Something was not right.

She huffed back around and hugged Marvin close to her — close, close, close, wrapping her long overcoat around his trembling shoulders, her whispers piercing the air.

"Don't you ever go near that man again. Ever. You know better than that."

Donald realized that he hadn't noticed how cold it was. He wasn't even wearing a jacket.

He stood on the wood chips for just a moment longer, watching the mother and her boy huddle together, all the way home, just in time for soup, while the wind prickled his eyes until they began to water.

And then he head headed home, just in time himself, for tonight he was planning on making his favorite soup of all, though at the moment he couldn't remember just quite what that was. Soon enough, he would remember. Yes, soon enough.

Tra-lilly-la, lilly-la, lilly-lum, happy, happy, happy.

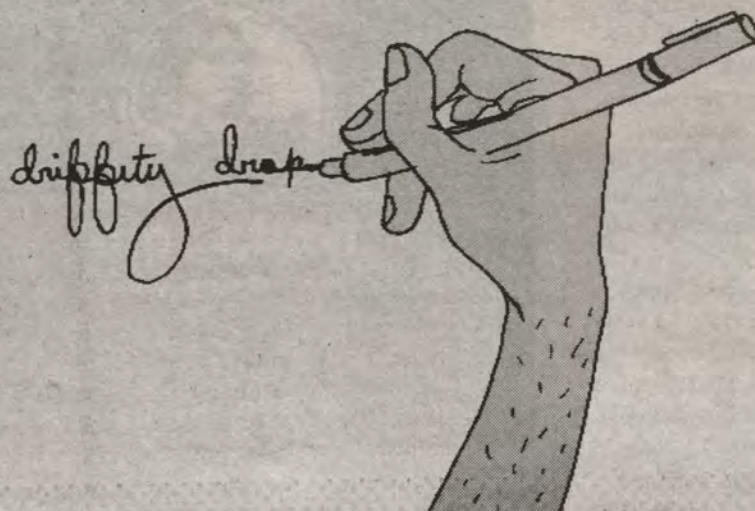


ILLUSTRATION BY ANNA
GROFIK

Sometimes the World is Beautiful

ANDREW SHAW
ARTS EDITOR

I often forget that the genre of the essay exists outside of college coursework. And so, when essays astound me, they do so with an element of surprise, the joyous surprise of discovering words that can finally express some thought or feeling that I haven't been able to express. James Baldwin did this for me. His line to his nephew, "to be committed is to be in danger," has reminded me that I'm never going to be able to escape the possibility of getting hurt, so I might as well live despite that possibility and in defiance of that possibility. The words have buttressed me when I've needed buttressing. Though it didn't express thoughts that I had no way to express, Adrienne Rich's essay "Split at the Root" expressed thoughts that I hadn't thought of before. I return to their words. The work that essays can do continually astounds me.

It did so again a couple of

weeks ago, when I found Oliver Sacks' new book, *Gratitude*, in a bookshop one evening.

Over a couple of hours, I read the neurologist's book of essays. He died at 82 from cancer in August of last year, having sent the last several months of his life writing. Though he was a neurologist, I know him for his beautifully written essays. This slim volume collects four of them, which he wrote in the last couple of years of his life.

I cried starting it. It opens with a piece called "Mercury" that I had read a couple of years ago when the New York Times printed it under the title "The Joy of Old Age. (No Kidding.)" Starting it again, and just thinking about gratitude and Sacks' gratitude and how, sometimes, the world is beautiful – as Sacks seems, to my mind, to pay homage to in this book – I teared up. It felt good to cry a little. Sometimes the world is beautiful. At other points he made me laugh out loud.

Sacks faces endings in these pages, and faces appraising those endings, often through reference to the periodic table, which he loved. The first essay, in which he looks to his eighties with joy, starts: "Last night I dreamed about mercury – huge, shining globules of quicksilver rising and falling. Mercury is element number 80, and my dream is a reminder that on Tuesday, I will be 80 myself."

Though he writes about his cancer and his elements and his life, he doesn't do so in a self-indulgent way. Rather, he approaches his own impending death, and his life, by considering the humanity of the individual human being. "There will be no one like us when we are gone, but then there is no one like anyone else, ever. When people die, they cannot be replaced. They leave holes that cannot be filled, for it is the fate ... of every human being to be a unique individual, to find his own path, to live his own life, to die his own death," he writes.

This focus on the individual lends his essays at least some of their power, avoiding as it does the potential for clumsy, grandiose generalizations that an unmanageably large scope – say, humankind – might not. He thanks individuals' humanity. "My predominant feeling is one of gratitude. I have loved and been loved; I have been given much and I have given something in return[.] ... I have had an intercourse with the world. ... Above all, I have been a sentient being, a thinking animal, on this beautiful planet, and that in itself has been an enormous privilege and adventure." At one point, he writes that "the future is in good hands." It's quite a statement coming from him.

Acknowledging the personal violence inherent in even the most natural of deaths and endings, he writes, "Each death I have felt as an abruption, a tearing away of part of myself." But he chooses to focus on something else: on beauty, and on love – and on these things despite and in defiance of this violence (much like Baldwin does, as a matter of fact). When Sacks "[sees] the entire sky 'powdered with stars,'" he connects that "celestial splendor," "the heavens' beauty," with "life" and "transience." He tells friends that it is this beauty that "[he] would like to see ... again when [he is]

dying."

His relationship with religion was also a navigation between violence and a sort of beauty. Though he grew up Jewish, he eventually left organized religion in part because of its "capacity for bigotry and cruelty." But he returns to it, in a way, near the close of his life and this book, when he shares a Sabbath meal with devout friends. About that experience he writes, "The peace of the Sabbath, of a stopped world, a time outside time, was palpable, infused everything." The book ends with this peace, with the word "rest." Sacks writes, "I find my thoughts drifting to the Sabbath, the day of rest, the seventh day of the week, and perhaps the seventh day of one's life as well, when one can feel that one's work is done, and one may, in good conscience, rest."

When I learned of his death, I chose to remember him for the humanity of his writing. There's a certain resonance, I realize now, with the very best teachings of religions in the humanity, love, and gratitude that he expresses in these essays. I think that that is why I am drawn to him so much, and why, as he hoped, his words might resonate with people after his death: because he is able, to the very end and despite his fear of the end, to express a communal, collective love. •

CONTINUED FROM FRONT

and their interests are allowed to have dominance over the economic and political systems. Through the subversive imagination, the artist works toward a transformation of social consciousness."

A prominent political artist and founder of The Center for Artistic Activism, Lambert frequently explores and challenges the use of advertising and public space with his art. He is the creator of "ad-art," a Firefox add-on that replaces advertising with art and The New York Times Special Edition, a parody of the newspaper which advocated for an end to the Iraq War.

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?"

Barnard also expressed the importance of recognizing the manual labor required to create, transport and continuously reconstruct the art piece. "I hope people credit all of those involved on the project. This includes

the people who unloaded crates, those who put it all together and the individuals who brought it up from Houston and interacted with curators." While the art piece serves as a source of critical discussion about capitalism, it is equally important to take note of the system of capitalism that went behind creating the art and making its showcasing at Connecticut College possible.

Unsurprisingly, reactions to the art piece have been mixed. While some students voted "yes" and were quick to state their support for our current capitalist system, many others challenged the economic system and who benefits from it. "I voted no because although capitalism works for me, it doesn't work for everyone and only a few can benefit. It doesn't serve the collective community and my life is very intertwined with people in my community," described Emma Horst-Martz '18.

For those interested in continuing the conversation, staff, faculty, students and community members are welcome to attend a faculty debate on inequality, racism and capitalism on April 26 in Ernst Common Room from 4:30-7p.m. Sponsored by the CCSRE, the debate will feature three faculty who represent three distinctly different perspectives on capitalism: Courtney Baker of the English Department, Ed McKenna from the Department of Economics and Edward Stringham, Davis Professor of Economic Organizations and Innovation at Trinity College. The event will include discussion of the public art piece and the intersection of race, capital and capitalism.

Community members are also invited to continue voting on whether capitalism works for them on the following dates:

Every Wednesday 11:50-1:00pm
and 5:30-7pm
(April 6th, 13th, 20th & 27th)
Monday, April 11th 11:00-1:00pm
Monday, April 18th 11:00-1:00pm
Friday, April 22nd 10:00-12:00pm
Tuesday, April 26th 1:00-4:00pm •

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Experiencing *Hamilton*

ALLIE KYFF
SOCIAL MEDIA
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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.

Alexander Hamilton is a Founding Father who, on the strength of his writing, pulled himself up by the boot straps to become not only the chief staff aide to General George Washington, but also one of the most influential interpreters and promoters of the U.S. Constitution, the founder of the nation's financial system, the founder of the Federalist Party (the world's first voter-based political party) the Father of the United States Coast Guard, and the founder of the *New York Post*.



LIN-MANUEL MIRANDA AS ALEXANDER HAMILTON IN HIS HIT SHOW
PHOTO COURTESY OF PEOPLE.COM

Hamilton was a revolutionary who helped create our nation. Because of his age and humble background, *Hamilton* didn't necessarily get along with the Founding Fathers who he worked alongside. Drama typically ensued wherever *Hamilton* went because of his polarizing attitudes and opinions. In other words, *Hamilton's* story is perfect for a musical, and Miranda succeeds in telling it.

The musical begins with *Hamilton's* first meeting with political rival, Aaron Burr and continues to tell the trials and tribulations that *Hamilton* faced as he helped the

United States become the independent country that it is today. The American revolutionary era was a time in which words carried great clout. When the characters on stage are debating foreign alliances like in "Cabinet Battle #1", it makes perfect sense that the debate would parallel a rap battle like the ones we know today. What makes it even more exciting is that the stakes are really high. Decisions transpiring from the battles could put America into ruins.

The verbal dexterity that the men display really helps the audience understand how powerful

the words they wrote were. In the opening song "Alexander Hamilton," James Madison sings, "Then a hurricane came, and devastation reigned / Our man saw his future drip, dripping down the drain / Put a pencil to his temple, connected it to his brain / And he wrote his first refrain, a testament to his pain." These lyrics reveal the power that writing has. The verse refers to a 1772 hurricane that *Hamilton* experienced in St. Croix; *Hamilton* wrote an account of the event in a letter to his father and was persuaded by an older friend, Henry Knox, to send it to the Royal Danish American Gazette. It was published, anonymously, in the Oct. 3 issue. In response to the letter, residents of St. Croix took up a collection to send *Hamilton*, who was previously self-educated, to America for more schooling. *Hamilton* wrote himself out of his circumstances and the musical invites the audience to do the same.

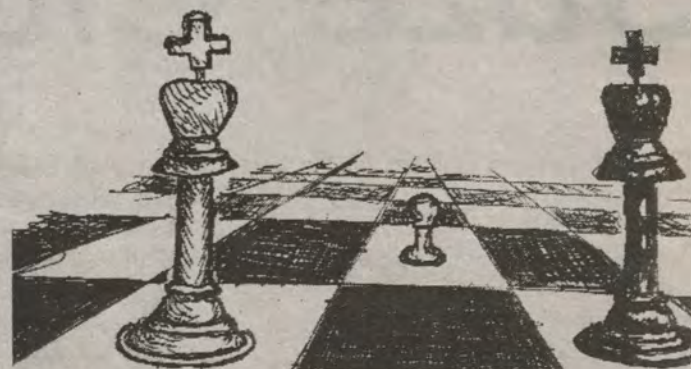
I encourage everyone to listen to *Hamilton*. Whether or not you're interested in American History, hip-hop, or musicals currently, you will probably play it on repeat once you've listened to it once. •

CONTINUED FROM FRONT

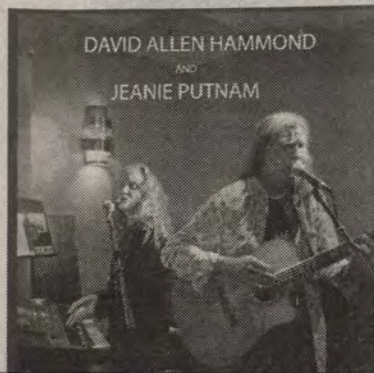
attempts to find pleasure in futile forms. They try to kiss but cannot reach one another. Nagg tells Nell a tired story about a tailor, which no longer makes her laugh. Nell verbalizes a distant memory about riding in a boat on deep waters. She then dies in her arid world, leaving Nagg to cry and sleep alone in his putrid bin. Hamm and Clov resume the maddeningly few activities available to them until Clov eventually departs the hovel, leaving Hamm to await his death, the one escape from misery.

The outstanding actors tragically and comically conveyed the bleakness of their lives. Netland's amazing vocal control revealed Hamm's frustration with life yet perseverant search for physical mental, and emotional light. With impressive physical acting skills, Carola conveyed the anguish that Clov feels upon serving Hamm in isolation. Playing Nell, Craig mastered the voice and facial expressions of an aging deaf woman desperately grasping onto memories as she loses touch with reality and her life. In the roll of Nagg, Nghiêm made the audience taste the dust of this dying world as he voiced his longing for extinct joys such as sugarplums and back scratches.

The actors, with the assistance of Stage Manager Natalie Boles '17, Lighting Designer Anna Langman '19 and Designer James Robinson '16, offered contemporary audience members a dark vision of life if humanity fails to protect the environment from global climate change. Landes asserts: "Samuel Beckett had a profound vision of the end of the world that fits with contemporary predictions of a world ravaged by climate change and worldwide conflict." The performance occurred within the same week that scientists released a climate model predicting that an ice sheet will melt and destroy major world cities by the end of the century. Hamm recognized his own failure to protect posterity by sharing his wealth when he remarked "All those I might have helped or saved." Let this current generation stand up from its rolling chairs so as to avoid repeating Hamm's tragic mistake. •



THE FINAL MOMENTS OF AN INTENSIVE GAME OF CHESS. ILLUSTRATION BY ANNIKA TUCKSMITH



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"David Allen Hammond has a rich, deep voice and sings earthy folk rock that isn't afraid to boogie" - Athens, GA Globe

Air Still Left in Deflategate

COLE MITCHELL
SPORTS COLUMNIST

The NFL's appeal of Tom Brady's Deflategate case started March 3, 2016. The appeals included neither Brady, the New England Patriots' quarterback under question, or Roger Goodell, commissioner of the National Football League, who gave him the original penalty. Instead the appeal featured hours of arguments between lawyers in front of three judges. During the appeal, Brady's side did not do very well in answering key questions, and the possibility remains that Brady's suspension will stay on the table.

Deflategate started after the 2015 AFC Championship game between New England and the Indianapolis Colts. It was reported that a majority of Patriot footballs were inflated "significantly" below league standards. Brady and others on the Patriots staff were targets of an investigation, and during that offseason Brady was suspended four games. The Patriots also received a one million dollar fine and lost 2016 draft picks. Brady appealed the suspension, and on Sept. 3, 2015 Judge Richard Berman threw out the suspension on the grounds that Brady had been denied due process. The case is now back in court

following the NFL's appeal of Berman's decision.

During the appeal the major question centered around Brady's decision to destroy his cellphone. Tom Brady originally received the suspension because the NFL felt that he was involved or knew about the tampering of footballs in order to throw tighter passes. Brady destroyed his cellphone, and during his court case said that he occasionally destroys his cellphones to maintain privacy. This admission came up during the court sessions in March and the judges were certainly questioning Brady's reasoning.

The judges of the case all seem to have different thoughts about the possible suspension Brady could receive if he loses this appeal. Judge Barrington Parker Jr. was the most critical of Brady's case, and Judge Denny Chin also had problems with the way Brady's lawyer Jeffrey Kessler rationalized destroying the cellphone. Chief Judge Robert Katzmann was the most sympathetic towards Brady. A decision for Brady and the NFL's appeal will not be decided for a while, but, according to analysts, Berman's decision could be overturned.

When the case is decided,

the NFL will most likely institute a new form of punishment for ball tampering that will be upheld in future cases. The punishment determined by the courts, if Brady is found guilty, may require action that is not on the NFL's predetermined list of infractions. Judge Katzmann believes that, because the NFL has not compiled a complete list of penalties for infractions, the judges would require a new form of punishment for Brady's inability to cooperate with the investigation.

At the very least, Deflategate will unjustly taint Tom Brady's legacy. Brady has won 4 Super Bowl titles, a feat achieved by his role model, Joe Montana. He and Bill Belichick are the winningest duo in NFL history as quarterback and coach. Brady has also won the most playoff games as a quarterback in NFL history. Now, in the minds of many people, there will be an asterisk next to his records that is similar to how the public perceived players who have taken steroids. Hopefully when Brady retires,

people will see Deflategate as nothing in the context of his career.

As for the Patriots, they have been hard at work this offseason. They have no idea who their starting quarterback will be at the beginning of the season, but Brady will be absent for four games at most. As for the rest of the team, the Patriots have traded Chandler Jones, their top sack recorder but have signed Chris Long from the St. Louis Rams to replace him. The team also traded draft picks for tight end Martellus Bennett. New England is currently trying to sign nose tackle Terrance Knighton, and reports say he will most likely join them. So the Patriots are working to better their defense and have already added a second formidable tight end to play alongside Rob Gronkowski. They have done all this without pushing their salary cap to the brink

of disaster in order to sign big time future free agents next offseason such as Dont'a Hightower, Malcolm Butler and Jamie Collins.

Deflategate has been going on for over a year, and it's sad that this case has been looming over the NFL for this long. The case should have been handled over the 2015 offseason and never spoken of again. Instead, the Patriots have to sit and wait for a decision to determine who their opening day quarterback will be. That is unfair to both Tom Brady and the team. Hopefully once this case is determined Brady can finally be freed of this mess and move forward towards ring number five. •

Suze Clues

What is the proper etiquette for the egg station in Harris?

Approach the counter with plate in hand. Ask the fabulous individual who is cooking eggs that day what you have. Remember your pleases and thank yous. Then place your plate on the counter, move to the side or go out and get the rest of your meal. Make your own damn quesadillas on the panini press like the rest of us.

I want to ask someone out but I'm scared. What do I do?

Seize the day my friend and go for it! What is the worst thing that could possibly happen? They say no and then you move on with life. Approaching someone you find attractive does not need to be the terrifying experience we all make it out to be. Just invite them to something cool on campus (or off) and say you want to get to know them better. Let me tell you, there are no Cro dances in the real world so best work on your social skills now.

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March Madness 2016 Upsets and Underdogs

MARC KLEPACKI
CONTRIBUTOR

Madness does not do enough justice to describe one of the most riveting NCAA Men's Division I basketball tournaments in recent memory. From the first round right up through the Final Four, which began on April 2, this year's tournament has been full of great upsets and great comebacks.

Beginning on Mar. 15, the first round most notably saw the defeat of No. 2 Michigan State by No. 15 Middle Tennessee State. One-third of all NCAA brackets had placed Michigan State to make it to the Final Four, yet the Spartans lost 81-90 to a team with the 198th-most efficient offensive in Division I.

While Michigan State's potential Player of the Year Denzel Valentine was sidelined with an injury in December, and it's still anticipated that the Spartans would easily surpass the Blue Raiders, who had an incredible performance, shooting 56% in the field.

Also notable from the first round was Northern Iowa (75) versus Texas (72). Northern Iowa senior Paul Jespersen lobbed a half-court buzzer beater that edged the Panthers to avoid overtime with a three-point lead. No. 7 Iowa clinched a victory over Temple with a 72-70 overtime win, in which Adam Woodbury made a last second putback to end the game. Yale made its first NCAA appearance since 1962 as winner of the Ivy League, and won its first tournament game against Baylor (79-75).

In the second round, Villanova easily crushed Iowa with a 87-68 victory, leading 54-29 at the half. Immediately after the game was an exciting matchup between Notre Dame and Stephen F. Austin, who went back and forth the entire game until freshman Notre Dame-player Rex Pflueger threw up the winning basket in the last second. Notre Dame won 76-75.

Middle Tennessee did not fare well in the second round, and was defeated by Syracuse 75-50. Texas A&M overcame a 12 point deficit in 35 seconds to send Northern Iowa into double overtime, during which the Aggies came out on top 92-88. Wisconsin clinched Xavier with a ridiculous three-point buzzer beater by Bronson Koenig, avoiding overtime with a 66-63 victory.

The Sweet Sixteen proved to be just as interesting as prior rounds. Villanova played the best offensive game for any team in

the entire season against Miami, winning 92-69 and scoring 1.60 points per possession. Notre Dame disappointed Wisconsin after tying with only a minute left. The Irish eventually won 61-56.

The Duke Blue Devils, returning champions of last year's tournament, struggled to maintain a constant rhythm against the Oregon Ducks' aggressive pressure in both halves, getting out-hustled by the Ducks with a score of 82-68.

Yet Oregon lost its momentum in the Elite Eight against Oklahoma and Buddy Hield, who scored a staggering 37 points to lead the Sooners to an 80-68 victory. Villanova, ranked No. 2, ended up beating No. 1 Kansas 64-59.

Syracuse was trailing the Virginia Cavaliers by double digits until the Orange had a strong comeback in the second half. The Orange defense caused Virginia 13 turnovers; combined with Malachi Richardson's 23 points, Syracuse came back to win 68-62.

North Carolina proved to be too strong for Notre Dame's Fighting Irish, who were out-rebounded by the Tar Heels 32-15.

As an exciting tournament nears its end, Villanova and North Carolina will meet in the Championship Game on April 4. Villanova has proven they are capable of incredible offensive pressure, seen in their game against Miami, so Villanova as a whole should be very competitive against the Tar Heels handful of studs.

Carolina has 1.48 points per possession, and averaging 90 points per game, making them the favorites to win it all against Villanova. •

Sharapova's Doping Scandal

ELIZABETH VAROLI
STAFF WRITER

The Women's Tennis Association (WTA) currently ranks Maria Sharapova No. 11 in women's professional tennis, but it is unclear how long Sharapova will hold this prestigious ranking in light of her recent doping scandal. Despite her long and successful career, Sharapova is facing potential suspension or expulsion from the WTA as a result of testing positive for meldonium, a performance-enhancing drug banned by the association.

Sharapova has competed on the WTA tour since 2001, ranking first for a total of 21 weeks throughout her entire career. She is a well-decorated tennis player with an Olympic silver medal, 35 singles titles and five Grand Slam titles. Sharapova is just one of ten women to ever hold the career Grand Slam. On top of her tennis achievements, Sharapova is involved in modeling and advertisement; she has her own sugar line, Sugarpova, and is a United Nations Development Program Goodwill Ambassador. Considering all she does, it is not a surprise Forbes has ranked her the highest paid female athlete in the world for eleven consecutive years.

With all of her success, in both tennis and business, many were shocked when Sharapova personally announced her positive drug test. Some critics chalked the revelation up to the popular theory that tennis' anti-doping program fails to catch stars, while others fought to defend her. The entire situation is a little hazy.

The World Anti-Doping Agency (WADA) banned meldonium, also known as mildronate, in January 2016. The WADA sent out notice to all players on Dec. 22, 2015, which Sharapova admits she probably never looked at. Some also suggest that Sharapova wouldn't have known that the drug was on the list because it was listed as mildronate, and she knew of it only as meldonium. Sharapova tested positive for the drug in her January quarterfinal match against Serena Williams at the Australian Open, which she lost. The failed test was discov-

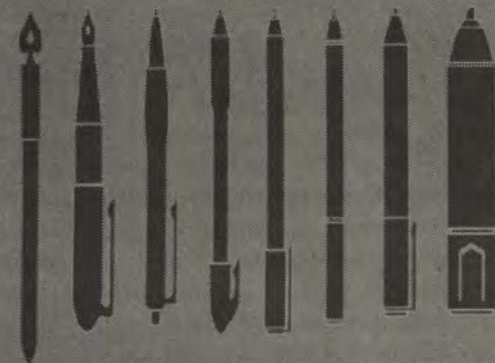
ered in January yet it wasn't publicized until early March.

In an attempt to defend her use of the drug, Sharapova explained that its use is acceptable in her home country of Russia for medical reasons. Sharapova is known for her poor health, which she claims is the reason she took the drug. She explains that she regularly took meldonium because it brought her magnesium deficiency, irregular EKG results and diabetes under control. Meldonium was initially developed to aid blood flow in patients with heart issues, but it has been shown to act as a performance enhancer in high doses. Some defending Sharapova suggest the player didn't know about the drug's latter abilities.

Just an hour after she announced that she had failed her drug test, the International Tennis Federation (ITF) provisionally banned Sharapova from playing. In the fallout, Nike, TAG Heuer and Porsche suspended their relationships with her.

There have been mixed responses to the drug scandal from the public as well as professional players. After Sharapova wrote a succinct, yet heartfelt letter to her fans expressing her gratitude and her determination to play again, many rallied behind her. The hash tags #letmariaplay and #istandwithmaria demonstrate her continued popularity. Others, especially professional tennis players, weren't as understanding of Sharapova's situation. Both Caroline Wozniacki and Petra Kvitová have suggested that, as a player, Sharapova is always responsible for knowing the rules of the game, and "not seeing" a letter from the WADA is not an excuse for a positive drug test.

Despite mixed responses, it is still unclear what the ITF's verdict will be. Some believe that the scandal will end Sharapova's career, while others suggest that she will receive a short suspension and quickly return to the game. One thing that was clear in both Sharapova's conference and her letter to her fans is that she plans to fight for her ability to play in the future. In the letter to her fans she affirms, "I am determined to play tennis and I hope I will have



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GEORGE GROTHEER
STAFF WRITER

Stop if you've heard this before: it's an even year, so the Giants are going to win it all.

While teams such as the Chicago Cubs and Boston Red Sox have been in all the headlines for their impact trades and free agent acquisitions, the San Francisco Giants have been right in there with the rest of the pack in terms of off-season acquisitions.

The team brought in former Cy Young runner-up Johnny Cueto on a six-year deal and former all-star Jeff Samardzija on a five-year contract. These two additions should help solidify a rotation that ranked sixth in the National League last season in starting pitcher ERA and ninth in starters' innings pitched.

Cueto, most recently a World Series champion with the Kansas City Royals, will provide a second

ace for manager Bruce Bochy to work with following Madison Bumgarner. As recently as 2014, when he placed second in the NL Cy Young voting, Cueto paced the National League in games started (with 34), innings pitched (243.2), strikeouts (242) and hits per nine innings (6.2).

Samardzija had a rough 2015 with the Chicago White Sox, leading the American League in hits allowed (228), earned runs (118), and home runs allowed (29). His track record, though, is much stronger. He is known to be an innings-eater, having surpassed 210 innings in each of the last three seasons. He'll slide comfortably into the number 3 spot in Bochy's rotation.

The lineup as a whole will be much stronger in 2016. The team will bring back homegrown infield stalwarts Brandon Belt and Brandon Crawford along

with all-star Joe Panik and 2015 NL Rookie of the Year runner-up Matt Duffy, forming arguably the most well-rounded infield in the game. Belt, known for his eighteenth-inning heroics in game 2 of the 2014 National League Division Series, will look to build off a 2015 season in which he set career-highs in home runs (18) and runs batted in (68). Crawford, fresh off a gold glove and silver slugger-winning season, will play the first year of his contract extension as he furthers his development into one of the game's premier shortstops. Panik, back from a late-season injury that limited him to 100 games last year, should build off his strong sophomore campaign at full health. Lastly, Duffy will try to avoid the dreaded sophomore slump as he matures into stardom at the hot corner.

Behind the dish is three-time

world champion and 2012 MVP Buster Posey. In a league of his own in terms of overall talent behind the plate, Posey will once again be the gold standard for catchers in Major League Baseball this season. A perennial MVP candidate, Posey posted his highest average since his MVP season in 2015 at .318, with 19 home runs and 95 RBIs.

In the outfield, the Giants will return veteran Hunter Pence at full health, following an injury-plagued 2015, center fielder Angel Pagan in a new role in left field, and fourth outfielder Gregor Blanco. Triples Alley will see a new Giant roaming its vast expanses, as Denard Span takes over in center field to replace the departed Nori Aoki. Signed to a three-year, \$31M contract, Span should see an uptick in his performance following his own injury-riddled 2015 campaign.

So why will the Giants win it all in 2016? Like the Cubs, Mets and Blue Jays, the Giants boast one of the most complete teams in baseball from top to bottom. Bruce Bochy is a future Hall of Fame manager and is possibly the best in baseball right now. He knows how to operate situationally, and as a result his team has three World Series titles in the last six years. The rotation is revamped with new additions to go along with the best pitcher in World Series history (minimum 25 IP), a former Cy Young award winner and a former ace with a perfect game to his name. The lineup is the scariest it's been in years (Angel Pagan projects to hit eighth!) and features five home-grown stars. But most importantly, the Giants know how to win in October.

Or, maybe it's just an even year. •

Chasing the Green Jacket

A 2016 Masters Tournament Preview

MATTHEW DELAPORTE
CONTRIBUTOR

With the 2016 Masters Tournament set to start on Thursday, April 7, players and fans are preparing for this season's first Major tournament on one of golf's biggest stages. The Masters is one of four Majors in professional golf and takes place at Augusta National Golf Club, which has served as the annual host for the tournament since 1934. The club selects players based on a set of qualifications from current Official World Golf Rankings, previous wins at the Masters and recent golf tournaments. This makes for a narrow, competitive field of professional golfers who will chase 1st place, the \$1.8 million prize and the prestigious "Green Jacket". This year's list of Masters

invitees is now available on the Masters Tournament homepage.

While all of the players qualified to participate in the tournament create a competitive field, there are a few players who stand out as favorites to advance through all four rounds and claim first. Jordan Spieth, the returning Masters Champion and No. 2 ranked player in the World, is highly considered to be a contender for the championship title. The 22-year-old capped off an outstanding 2015 season with 5 tour wins, which included The Masters, U.S. Open Championship and the Tour Championship.

Playing in this year's Masters Tournament is also No. 1 Jason Day. Day has a lot of momentum going into the tournament, coming off recent back-to-back wins at

the Arnold Palmer Invitational and World Golf Championships - Dell Match Play. Last season, Day finished first in five of the 20 PGA events he started, including wins at The Barclays, BMW Championship, and major title at the PGA Championship.

A third favorite contending for the Green Jacket is Rory McIlroy who is seeking a first place finish to complete his "Career Grand Slam of Golf," a title earned by winning all four major tournaments - The Masters, the U.S. Open Championship, the Open Championship, and PGA Championship. McIlroy is currently ranked No. 3 on the Official World Golf Ranking and enters the tournament after a solid 2015 season and strong performance at the recent Dell Match Play Cham-

pionship.

In addition to Spieth, Day and McIlroy, keep an eye out for these players who look to challenge the rest of the field in the major tournament: Adam Scott, ranked No. 6 in the world, is coming off recent back-to-back wins at the Honda Classic and WGC - Cadillac Championships.

World No. 5 Rickie Fowler has demonstrated consistent performances during the 2016 season and continues the pursuit for his first major victory. Bubba Watson, World No. 4 and Masters 2012 and 2014 Champion, returns to Augusta looking to add to his Masters tournament victories and PGA tour wins.

Phil Mickelson, World No. 20, also returns to this year's major looking to add to his 3 Masters

titles (2004, 2006, 2010). Also, look out for Henrik Stenson (No. 7), Justin Rose (No. 8), Dustin Johnson (No. 9), and Zach Johnson (No. 16). According to an ESPN release, Tiger Woods will not compete in this year's Masters Tournament, because he is not "physically ready." Woods continues to recover from his back surgery in 2015, and maintains progress in his rehabilitation and training.

If you are looking to follow exciting golf and watch the world's best golfers compete in a small field, The Masters Tournament is scheduled to start on April 7. Practice rounds begin Monday and coverage off all four tournament rounds is available on TV and online. •

An Open Letter to Dan Shaughnessy...

PETER BURDGE
SPORTS EDITOR

Over the years, I have grown accustomed to your outrageous claims and firecracker attitudes that have become nearly as much of a Boston institution as the teams you write about. And, though I appreciate your no-holds-barred attitude when riling up mass dissent, I think you should stick to Boston sports. Do not go after the UConn women.

I am writing in response to your recent, now well-publicized, article that accuses UConn of being bad for women's college basketball. I write not because I take personal or moral issue with your claims, but rather because your claims are wrong.

Let's begin with your opinion that "sports don't grow in popularity unless people watch them on TV, and I don't know a lot of sports fans who enjoy 98-38 in a tournament game," referring to the Huskies beat down of Mississippi State in the Sweet Sixteen.

Your anecdotal evidence is appreciated, but were you aware that this game had the most viewers of any other Sweet Sixteen game? A viewing audience of over 900,000 may not be "a lot of sports fans" in your opinion, but do you think it is more than the 500,000 who watched DePaul play Oregon State on the same day? If UConn's excellence is so dull, why did so many people watch them play?

But maybe I do not get your point. Yes, UConn is getting the most attention of any other women's team, but the team does not make women's basketball prominent in the national landscape. You must understand that every sport goes through growing pains. It is unfair to compare women's college basketball to the men's game because it is simply younger. It is easy to laud the men's game for its competition and parity, giving rise to the Cinderella-crazed nature of its tournament.

But the women's tournament began in 1982. Do you know, Mr. Shaughnessy, when the men's tournament began? 1939. That means that the men's game has a 43-year advantage. So when you complain that the sport is not popular because this juggernaut of a team is ruining competition, think to the growth of the men's game.

The best comparison to UConn is John Wooden's UCLA Bruins, who from 1963 to 1975 won ten national championships.

The Huskies have also won ten championships and in 2011 broke UCLA's record of 89 consecutive wins with 90 of their own. Almost a mirror image. And I believe that if anyone said that John Wooden was bad for basketball, he or she would be exiled to Siberia.

But here is where the greatest comparison lies: UCLA won its tenth championship in the tournament's 36th year. UConn won its tenth in the tournament's 33rd year. We have the advantage of hindsight to say that UCLA was vital in the growth of men's

you feel about the Celtics winning eight in a row? Or winning eleven in thirteen years? Just like UConn, they were head and shoulders above everyone else, but they eventually made the competition better. And so by the '80s, the NBA was thriving.

Or go back a century to the early, simpler days of baseball when Cy Young was rattling off 35 wins every year, and Ty Cobb made hitting .400 look as easy as eating a donut. I doubt you would say they were bad for baseball, because, within a few generations, the sport had become an

need these teams to pass the torch to next generations, as interest grows and greater athletes choose to follow that path. Greatness begets greatness.

I do give you credit for acknowledging these greats, UCLA and the Celtics and even Tiger Woods. Where you go pathetically wrong, though, is in your interpretation of their greatness.

You write that, unlike UConn, those teams and individuals had rivals, that "they had to win close games." Really?

Who were the Celtics' rivals as they won eight championships in a row? What teams went into the Boston Garden thinking they were the Celtics' equal? I bet there were a lot of nail biters as Boston bulldozed over the sport like no team has done before or since.

And can you name a legitimate rival to Tiger Woods in his prime? Did you watch all of his major championships to see Woods square off against Vijay Singh or even Phil Mickelson, to go wire-to-wire with Retief Goosen? It actually seems as though you watched none of them.

People watched golf in the Tiger Era to witness something extraordinary. In fact, the thing that made Tiger, and the sport, so popular was his dominance, his ability to run away from the rest of the field. And now golf has real rivalries. It is bubbling with young stars who chose the sport because of Tiger's bar-none superiority.

Greatness is never a bad thing. I know that you admire UConn for its accomplishments, but in no way are they bad for women's basketball. The team is an exemplar of the sport and will be for generations the gold standard for coaches building their own programs. Just give it some time, as more and more young women choose to play basketball because they watched UConn and witnessed perfection materialize from the abstract into flesh and bones on a basketball court.

For that reason, because of UConn's dominance, the competition will catch up. And years from now, as you watch the entire nation enjoy an ultra-competitive, thrillingly satisfying Women's Final Four, you will thank the Huskies. •



ARE TOO MANY TROPHIES A GOOD THING?
ILLUSTRATION BY ANNA GROFIK

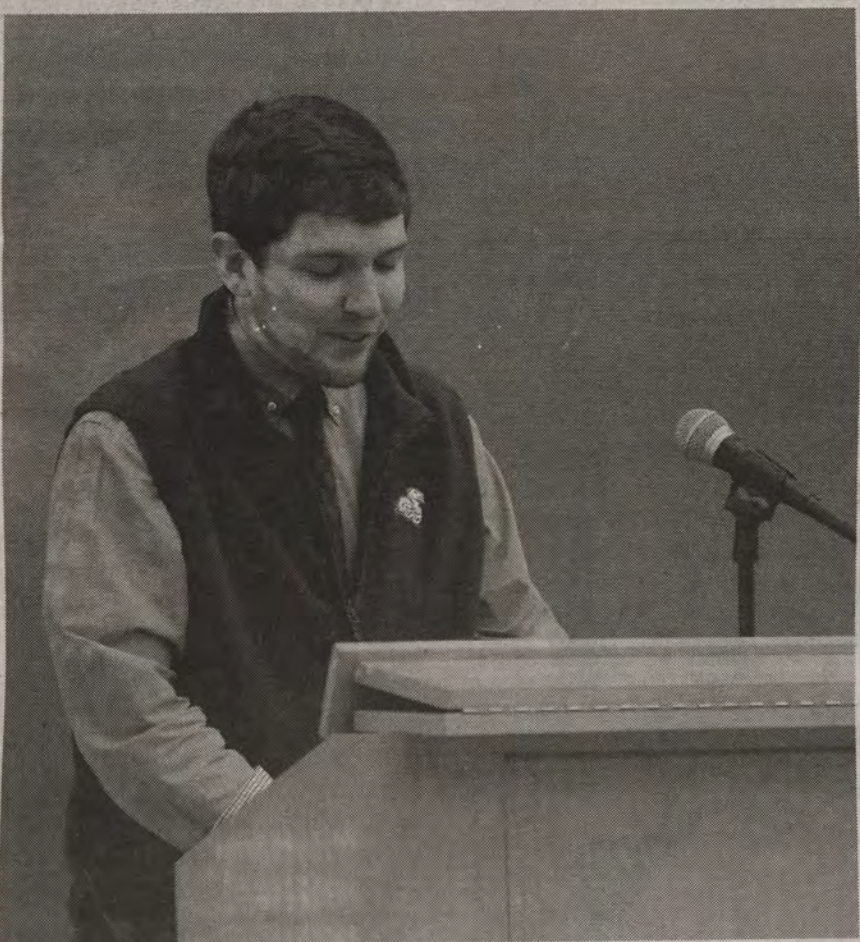
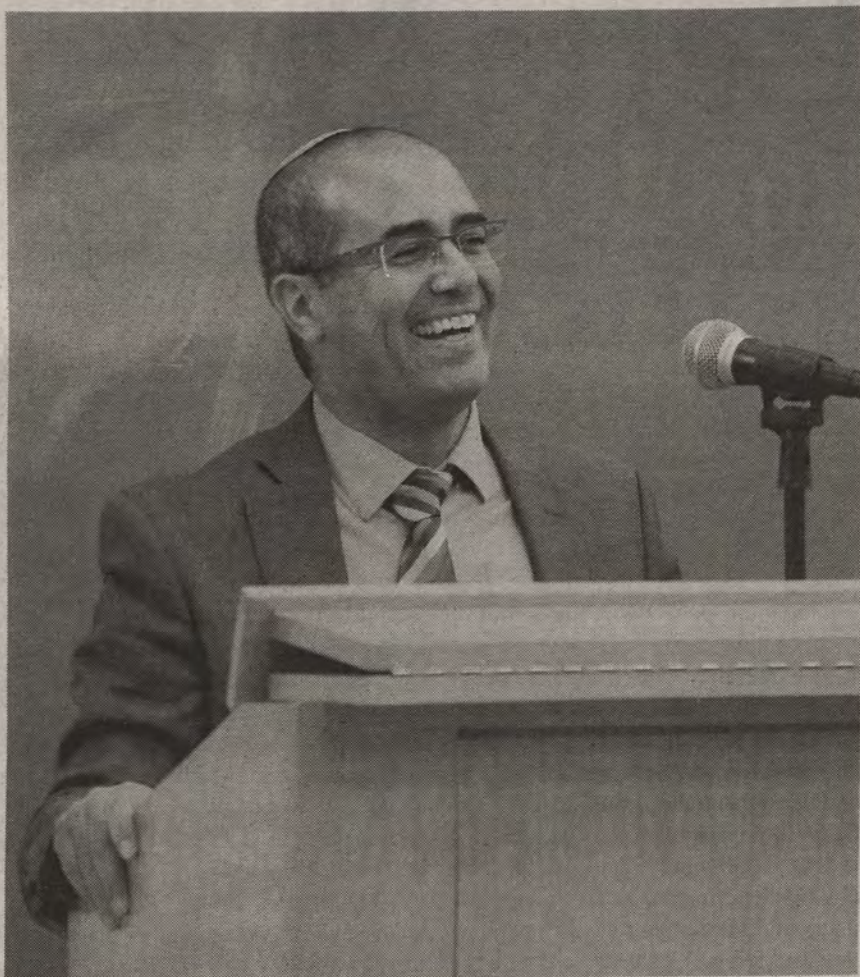
basketball, and forty years from now, the nation will thank UConn for its vital role in expanding the women's game. Both men's and women's basketball have needed a giant to carry the game as they navigate their early years. And they aren't the only ones.

Think of the Boston Celtics of the '50s. If you think UConn winning four consecutive championships in a row is bad, how do

actual part of America's identity.

The point is that, at the inception of every sport, there is always a small elite group of heavyweights whose numbers and records balloon to gaudy numbers. But competition always catches up. That is the beauty of it. Sports need these titans to carry the game because, otherwise, they would fizzle out from mediocrity. They

...About the UConn Women



CONTINUED FROM PAGE 4

estiniens," he said, before adding that this included the Palestinian Authority, who he later said had not built a single school in Palestine. He called BDS a prelude to the genocide of the Palestinian economy, and insisted that there is no support for BDS in the Gaza Strip or the West Bank (he echoed this later in the question and answer session). "People would throw shoes on someone in a refugee camp who supports BDS," he said.

His criticism of BDS came mainly from what he saw as a removal of BDS from Palestine. "[BDS knows] that they are totally disconnected from the situation," he said. "Who authorized BDS to speak on behalf of the Palestinian people?"

"We don't want to die," Eid said. "We want to survive." Thousands of Palestinians cross the border into Israel every morning to go to work, he said.

Towards the end of his talk, Eid had a message specifically for college students: "Don't try and add more and more obstacles to the conflict," adding that the situation is more complicated than students realize. Instead, he encouraged students to demand transparency in how American tax money is spent, as it relates to Israel and Palestine.

Following the individual lectures

was a question and answer session for the remainder of the time.

Luxemburg spoke with the *Voice* via email after the event, and said he was particularly happy with the large turnout from students, faculty, staff and even members of the larger community. Tzdaok's argument for investing in socially responsible and ethical companies resonated with Luxemburg, adding "from an economic and financial perspective, [his] argument is common and is frequently practiced by many investors today." Acknowledging that Eid's opinion can be considered unpopular, Luxemburg said that it was "valuable to learn about Bassem's experiences working towards not only long term peace in the region, but true coexistence for all peoples."

Though the semester is almost done, Hillel is still planning numerous events, including the annual Jerusalem Food Tour co-sponsored with Yalla Bina, a traditional Passover seder in April and an observation of Yom HaShoah, the remembrance of the over six million Jewish victims of the Holocaust. •

FROM TOP TO BOTTOM: MR. EREZ TZADOK, SIMON LUXEMBURG '18, MR. BASSEM EID. ALL PHOTOS COURTESY OF OLGA NIKOLAEVA