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THE COLLEGE VOICE

CONNECTICUT COLLEGE'S INDEPENDENT STUDENT NEWSPAPER

Developing Contentions Over Tenure and Promotion

DANA GALLAGHER AND ISABELLE SMITH
STAFF WRITERS

The cloud of tenureship hangs over the Connecticut College campus every spring. Who was accepted? Who was denied? And why? Every faculty member in higher education is familiar with the term "tenure" because in academia, it is synonymous with "security." Tenured faculty members cannot be fired from their institution unless they do something drastically wrong, but they remain free to leave if they choose. Tenure has the "perk of stability," even though it provides less money than many private sector careers, explained John Gordon, recently retired tenured Professor of English.

After a faculty member is tenured, he or she may be promoted, which offers a small pay raise and a title of full professor. This spring, there have been controversial tenure and promotion decisions. Assistant Professor Jeff Strabone was initially denied tenure, but a couple of weeks later, President Katherine Bergeron overrode the denial and granted him tenure. Of most intrigue were the postponement of promotion for Professor Manuel Lizarralde and Professor Mohamed Diagne. These professors are particularly noteworthy because they are both from historically marginalized groups. Professor Lizarralde, in particular, voiced his disillusionment with the tenure process in a series of email exchanges with the *Voice*. In an email sent to the *Voice* on April 16, he claims, "It is clear that there is a double standard being applied on my promotion...it seems to me that [those who benefit from white privilege] are promoted much easier than people of color or who are not privilege[d]." In order to question these promotion and tenure decisions, we must first consider academia's convoluted process for determining employment status.

The tenure process is quite involved. When faculty members first enter the college, they become engaged in the tracking process, which includes a third year review, tenure commitment and promotion. Because the granting of tenure typically comes with a lifetime commitment by the school, the system strives to ensure that every faculty member who earns tenure is exceptionally qualified. A faculty member's teaching and scholarship are equally weighed during tenure review, and less weight is placed on service to the college community. Promotion after tenure focuses more on publications and research. Before compiling a tenure application, a faculty member receives useful feedback and advice from a three-year committee. According to Professor Marc Forster, member of the Committee on Appointments, Promotion and Tenure (CAPT), the review meeting helps applying faculty understand "what they need to get done."

The tenure and promotion processes involve multiple components, the most crucial of which is the verification of the home department's support. In

this process, all tenured faculty members in the department opine on the qualifications of the candidate professor. They are allowed to write whatever they believe is important for CAPT, the Dean of Faculty, and the President of the College to know. At the end of their letter, they either write, "I am in support of [professor] being hired as a tenured faculty" or "I am not in support of [professor] being hired as a tenured faculty." If there is not a majority in favor, the candidate is unlikely to continue in the review process.

The next evaluation component is peer reviews. Peer reviewers comment on the quality and originality of the candidate's work in the sphere of academia. They also validate the form of the work produced, which helps to eliminate discrepancies between department standards. To ensure an unbiased group of reviewers, Dean of the Faculty Abigail A. Van Slyck explained that each department provides her with a list of scholars outside the college who may critically evaluate the quality of a professor's work. The department must specify the relationship between the professor up for tenure and the recommended reviewer. She then approves the individuals on the list or requests changes. These judgments are based on rules; reviewers cannot be a co-authors, dissertation advisors, family members, or close friends with the professor applying for tenure or promotion. The list should also include a balance between "gender and school type." It can be difficult to find unbiased reviewers, however, because within certain fields, academics frequently have close professional relationships.

A candidate's teaching ability is an essential part of the review, which is why student reviews play an important role in the decision to grant tenure or promotion. "We can't have people here who are not good teachers," Professor Foster explained, "but it is a problem when the only students who fill out the reviews are those who loved the professor and those who hated [him or her]. I wish we could require that students fill out course evaluations before they receive their grades." A 100 percent response rate on reviews would be ideal, but an 85 percent response rate is more realistic and still provides a holistic evaluation of the professor's teaching.

The remaining elements of the tenure or promotion file include the 16 page personal statement and "documentation," which consists of course syllabi and published works. In the personal statement, the candidates are free to call attention to any information that they consider important, which might include discussion of career paths and arguments in support of their application. The complete file typically contains a large sum of information that CAPT, the Dean of Faculty and the President are required to read. Every part of the file is read completely.

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PHOTO COURTESY OF OLGA NIKOLAEVA

Cornel West Brings Radical Love to Conn

LUCA POWELL
CO EDITOR-IN-CHIEF

"The complexity of the world is not something you can deny," proclaimed the esteemed Dr. Cornel West as he electrified a Connecticut College audience this past Thursday. The talk commemorated the tenth anniversary of the Center for the Comparative Study of Race and Ethnicity (CCSRE).

A brief honoring was conducted for the Centers past members and founders. Special notice was made of the work of Professor Vincent Thompson, now retired, who spearheaded black and African studies at the College in the 80's. The program also honored Frank Tuit and other alumni who had been a part of the 1980's

'Fanning Takeovers,' which first demanded for these fields to be prioritized in the curriculum.

Dr. West was introduced first by Professor David Kim, who shared how genuinely he had been affected by the Doctor the first time he heard him speak. Bergeron followed suit by calling him a "preacher and a prophet," and then continued to rattle off his accomplishments in what felt suspiciously similar to his Wikipedia page.

Her introduction was quickly reframed by West, who suggested instead that we acknowledge the mentors who shaped him. His respect for his heritage was reflected in the structure of the talk, which was outlined by four of the famous black thinker W.E.B.

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I went to our final writers' meeting of the year last week a couple minutes early, wanting to sit in the silent classroom alone for a couple of minutes before we started. I've lost count of the number of writers' meetings I've attended, the number of production nights I've been through, and the number of issues I've had a small hand in producing. Each one has been memorable in a different way, and I take away from each one that there isn't anything you can't do if you work hard enough, send enough emails, and always remember that this is just a learning process, and the next one - whatever it may be - can, and will be, better.

I've always said to whoever will listen that I always, genuinely, look forward to Voice meetings and production nights. It's been a job, it's been a third major, it's what I've loved doing. I sincerely hope that everyone who steps on to this campus finds a club, a department, a program, something that fills them with as much confidence and pride as the *Voice* has given me. Without a doubt, I am the person I am four years later from my first day at Connecticut College because of *The College Voice*.

Thank you to Luca and Hallie, for being the best friends and co-EIC and business manager I could ask for. Thank you to the editorial staff and our many writers, and especially to the seniors, for going on this adventure alongside me. Thank you to the editors who came before me, Meredith, Dave, Mel, Ayla, and so many others, who paved the way for us. Thank you to the future editors, who I know will carry on the *Voice* and make it your own each academic year. And thank you to Petko Ivanov, our faculty advisor, for your unwavering support and belief that this paper can always be and do better. Because, if there is anything that this year, and the past three years, has shown me, is that it can. And it will. And I'm so proud and honored to be able to say that I helped to push it even just an inch further along.

-Dana

Producing this paper was a labor of love peppered with lots of frustration.

One of the more painful sources of my frustration with the *Voice* has been my constant "existential angst" about it. Why does the student newspaper exist, whom does it serve, whose interests does it represent, and how does it make the world any better of a place? These questions have remained with me, plagued me, and insisted upon themselves as I have worked on the *Voice* staff. None of the conventional answers have appeased me. "To inform," "to entertain," "to expose students to the College community"...the list of banal answers goes on. But why inform? Why recount happenings on this campus? Why discuss them? To Prof. Simon Feldman's pointed out his edition of the recent Crash Course on Journalism, these goals seemed instrumental to me. The "ultimate" goal of the *Voice* is what I was interested in identifying, and it is this attempt that remained frustrated, and frustrating.

Even as we have yet to adopt clear "ultimate goals" for ourselves, you will find that this issue of *The College Voice* looks and feels different. We have introduced a long-form section "In Depth" which contains articles that are the results of sustained inquiry into a subject (lasting as long as a month). Our Opinions section has morphed into "Perspectives," a space for informed reflections that are short of full fledged investigations of "In Depth." Other changes to layout, tone, modes of inquiry, and things inquired into are reflected in this issue, and will continue in the coming issues.

These changes reflect reasons for my love of this newspaper. While we continue to refine understandings of exactly what role we play at this college and in the world, in the meantime we surely can ask better questions, more questions, ask more people, and ask them in more sustained ways. Maybe if we just really attach ourselves to our questions, we will figure out what good it is to ask them in the first place.

-Aparna

Contact

THE COLLEGE VOICE

Editors in Chief: eic@thecollegevoice.org

Business / Advertising: business@thecollegevoice.org

News Editors: news@thecollegevoice.org

Opinions Editors: opinions@thecollegevoice.org

Arts Editors: arts@thecollegevoice.org

Sports Editors: sports@thecollegevoice.org

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

Join us.

THE COLLEGE VOICE

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PETER BURDGE

DYLAN STEINER

Sports

DANA GALLAGHER

Head Copy

CREATIVE STAFF

OLGA NIKOLAEVA

Photo Editor

EMILY WALSH

Lead Designer

This Week's Copy Editors:

Guin Feldman

Thank you for reading

&

Thank you for writing

CONTACT US

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

Senior Editorials

Over four years and some thirty or forty articles, *The College Voice* has kept me writing regularly and, through writing, thinking through and developing my opinions and thoughts regularly. Thank you to everyone I've come in contact with in this work: those I've interviewed and those who have simply talked to me. Every one of you – faculty, students, administrators – has clarified my thinking, both on and off the record. Talking to you has been the best part of this work, 8 A.M. meetings and all. From Chris Barnard (who showed me around an Alex Rubio exhibition in Cummings a couple of years ago) to Jen Manion (who has always supported me in my attempts at journalism, even the failed ones; and who, among only a few other people, has taught me to trust myself) to Nathalie Etoke (who always forces me to think and who I can't believe that I would not have the pleasure of knowing if not for that Africana Studies article), to Anique (who got me critiquing safe spaces one night, like he got me questioning so much else): thank you so.

Thank you, too, to my younger brother, Matthew, without whose love, knowledge, and support several of my articles would not be nearly what they are.

Thank you, as well, to the editors I've worked with over the years and all the people who have written for Arts this year. I mentioned to a mentor that I felt that I could retire at the beginning of this year because I could already tell that the Voice was in good hands for the future. After a year, I stand by that statement.

And thank you to so many others.

I would not have understood how this school runs if not for the paper giving me an excuse to ask: from the staffing plan to the hugely important work of the CCSRE. I would not have spent so much enjoyable time trying to figure out something to say about art exhibitions. I would not have thought and learned and felt so much.

Thank you.

-Andrew

I have a checklist on my fridge with all of my final assignments, performances and projects on it. I made it in a moment of panic—I needed to be able to see the finish line, to have a tangible sense of what was left. Reducing the end of my college career to a list of papers I don't necessarily care about was a little depressing. The list, however, became more of a daily reality check than a finish line. As it turns out, I feel more like I'm at a pause than at the end.

Graduation doesn't feel like the end, even when I visualize it. I've spent so much time thinking about the day itself that it's become a marker. May 22 is a box that, once checked, will symbolize the next phase.

Tomorrow, I'll check off the "Issue 12" box. I'll do so with a sense of accomplishment, a feeling of satisfaction that I've been a part of so many issues of this paper. While most of my time has been spent on grammar, contributing to a publication that starts from scratch every two weeks and grows into a completely unique and immortalized public record means there is a very real and very tangible evidence that I learned and I contributed.

So, on May 22, I'll take a pause. I'll think about things I'll miss: the couch in the Cummings lobby, soup and bread, the Arbo, living within four minutes of all my friends, then *Voice*. My checklist may not symbolize all this, but it would have been difficult to sum up my four years here on something small enough to hang on the fridge. I don't yet have plans for May 23, but I'm excited to see what life is like once I press play again.

-Hallie

Full-Time Director of LGBTQ Center to Start in Fall 2016

HALLIE GROSSMAN
BUSINESS MANAGER

With Associate Professor of History and Director of the LGBTQ Center Jen Manion leaving for Amherst College in the fall, the search has commenced for a new Director of the Center. According to the website, the College hopes to hire "a creative and energetic administrator who seeks out opportunities for establishing rapport and collaboration with people in all aspects of the college and community." The position will now be a full-time staff position, and the new Director will start on July 1 so as to create a smooth transition into next fall.

Interim Dean of Institutional Equity and Inclusion David Canton and Associate Dean B. Afeni McNeely Cobham both expressed excitement about the addition of a full-time staff position. Dean McNeely Cobham felt that the oppor-

tunity for the position to function in its full administrative capacity would be beneficial, and that the new director would be able to "enhance" the work already laid down by Professor Manion. She stressed the importance of intersectionality amongst the Centers (the Women's Center, Unity House and the LGBTQ Center) on campus, saying that they "model the beauty of transferring information about our different experiences." She expected to see more of the Centers working in partnership with one another in more nuanced ways.

Dean Canton also emphasized the expectation of group work and collaborative efforts to work toward equity on campus and beyond. He described the Centers as both intellectual and social spaces and spoke about the unique opportunities that arise in spaces such as the LGBTQ Center. "We

need to be intentional," he said, about our efforts to collaborate and work toward justice. He also highlighted the role of relationships and "organic opportunities that are not forced or fake" in fostering an environment in which people are more comfortable engaging with and learning from other identities.

Both Canton and McNeely Cobham emphasized the chances for input that students would have in the process. "Everyone who wants to meet with and hear from candidates will have that opportunity," Dean McNeely Cobham noted. Dean Canton said, "We want to hit the ground running" in the fall. He expressed that the new Director and new Dean of Institutional Equity and Inclusion John McKnight Jr. would be able to combine their ideas and team vision with that of students and those involved at the

LGBTQ Center to build on what has already been started. "We are confident about what's going to happen," he commented.

Professor Manion hoped that "the college community steps up and supports this person" in welcoming new ideas and building on work that still needs to be done. "Progress isn't inevitable, and it's not undoable," they said, stressing the need to work toward goals intentionally and with administrative support. They encouraged students to work against apathy and the general consensus that "things are fine" in the LGBTQIA community. "I think it'll be great having someone here full-time," they said, since the position was not designed to be a faculty member.

LGBTQ Center coordinator Justin Mendillo '18 said he felt that Professor Manion had done "an impressive job navigat-

ing both roles." He recounted, "At first I wasn't sure how the administration would respond [to Manion leaving], but they listened to the LGBTQ+ students and designated a full-time Director position to the Center." He also felt that efforts surrounding the new position have been collaborative and was excited about the fall.

With a new Director of the Center and Dean of Institutional Equity and Inclusion starting in the fall, this could be a window of opportunity for the LGBTQ Center, and for all Centers on campus. With help from students, faculty and staff, programming can continue to be intersectional and exciting, fostering an environment with ample opportunities for learning and collaboration. •

Understanding Connections with Professor Hammond

**SAADYA CHEVAN
STAFF WRITER**

Throughout the academic year, Connecticut College has been working on the implementation of the new “Connections curriculum,” continuing a years long process of curriculum revision. Starting with students matriculating this fall, the curriculum will transform the way in which students complete their general education requirements and encourage them to understand the links between the courses outside and inside their major.

According to Christopher Hammond, Associate Dean of the College for Curriculum and Associate Professor of Mathematics, “the inspiration for a lot of what goes into the Connections program is what’s been working well at the college, and one of the main components of that would be the center certificate programs, so one of the things we heard talking to students years ago was that the students who were involved in the center certificate programs view that as a fundamental, highly valuable part of their education and the faculty was looking for ways to try to spread some of those benefits more broadly around the student body.” He also states that, “it’s going to take the center certificate programs, which have always been a little bit of an add-on, though a very good one, and make them central in the college’s curriculum.”

Connections attempts to bring the center certificate experience to everyone through the integrative pathway, where students take courses on a certain theme in various departments as part of their general education. Each pathway is devoted to a theme that students will investigate in the courses they take for that pathway. According to Hammond, “You might study public health from a scientific perspective, a social sci-

tific perspective, an artistic perspective, a humanistic perspective, and so on.”

Hammond notes that because the certificate programs, which also count as pathways, are seen as highly successful, the curriculum is being built around them. For example, the target time for students to enter a pathway is early in their sophomore year because that is when the center application process begins. He thinks that, in the future, centers may change a little to reflect the pathways and that the pathways will gain a lot of inspiration from the centers.

Hammond estimates that, in addition to the four center certificate programs, fifteen pathways will be needed to accommodate all students. He states, “we want to have enough pathways that everybody can do one, but also that there’s enough variety that everybody will want to do one.” He hopes the college will be able to approve five per year with the first five, “Eye of the Mind: Interrogating the Liberal Arts, Global Capitalism and its Consequences, Peace and Conflict, Social Justice as Sustainability, and Public Health” scheduled for approval on May 4. Others in the works include ones on city schools and “global New London.”

Next fall’s incoming students are not required to complete a pathway; they can just complete Connections’ five modes of inquiry in the same way that current students complete seven general education areas. However, the idea behind Connections is that students will not take a hodgepodge of courses to complete their requirements. Instead, they will integrate the modes of inquiry into their work in the pathway, which is why students in pathways are required to take four modes of inquiry, with at least three completed as part of the pathway.

Student Fundraiser for Ecuador Earthquake Relief

**ALLIE MARCULITIS
CONTRIBUTOR**

On Apr. 16, an earthquake with a magnitude of 7.8 on the Richter Scale struck the coast of Ecuador. The earthquake is said to be the worst natural disaster faced by Ecuador since the 1987 earthquake and claimed approximately 1,000 deaths. Current reports state that at least 650 people were killed and more than 16,000 others were injured. This tragic event has affected many people around the world, including those within the Connecticut College community. The family of Lorena Mendoza, a staff member from dining services, lost their home in the earthquake. Lorena is a prominent member of the community and is well-liked by the many students who often chat with her in Harris.

There are also several students who have family and roots in Ecuador. In response to the devastation caused by the earthquake, Estephany Galarza ’16, Emilio Pallares ’19 and Ariana Pazmiño ’18 have created a GoFundMe fundraising effort to send aid to those affected. Their goal is to raise a total of \$3,000, with \$1,000 slotted to go to Lorena Mendoza and her family for the reconstruction of their home in Portoviejo, Manabi, Ecuador. The remaining \$2,000 will go towards the purchase of 50 fifty-gallon water tanks and other basic necessities including bottled water, milk, canned goods and toilet paper. As there is limited clean water available, the water tanks are a necessity. Although only open for a week, the GoFundMe has already raised \$2,474.

In an interview with Galarza, I gained a deeper understanding of the group’s plan for their fundraising effort. When asked why the group chose to use GoFundMe, Galarza explained that the platform en-

ables the Conn community as a whole to show solidarity for the cause through donations. People may donate directly to the GoFundMe and share the link on social media to urge friends and family to donate as well. According to Galarza, the GoFundMe will close as soon as their \$3,000 goal is achieved to ensure that funds are delivered to Lorena’s family and goods are purchased as soon as possible. I asked Estephany to explain where exactly the funds would be going to, since the group has not partnered with an official aid organization, to which she replied that Pallares is leading the fundraising campaign by working directly with his family and connections in Ecuador. The goods will be purchased and distributed in Mendoza’s local community, with pictures and check-ins sent to the group at Conn by way of confirmation once all the supplies are purchased.

The fundraising that the group is participating in is one of the most effective ways in which students on this campus can get involved and make a difference when natural disasters occur. According to Galarza, donating to and volunteering with organizations that are experienced in sending basic necessities and other forms of aid to areas struck by natural disasters are the best ways to help. To conclude, on behalf of the group, Galarza would like to thank everyone who has contributed and helped to raise awareness. The official name of the GoFundMe is “Conn Coll for Ecuador Relief” and is still open for those who would like to donate or share the link on social media. •

The main reason for not immediately requiring students to complete a pathway is that there may not be enough pathways developed in time to support all members of the classes of 2020 and 2021. The college will also have time to work out any problems that may arise. Hammond notes that the way these two classes take advantage of the curriculum will influence how it will work when the pathways become mandatory, noting that “in some ways we need to have a little bit of experience before we make this mandatory for everybody.”

Unlike majors, pathways do not require students to take upper level courses; a pathway could be completed entirely at the introductory levels. There is also a rule that courses taken for a pathway cannot have more than one prerequisite. Advising for students is also likely to be less formal; Hammond hopes that each pathway’s thematic inquiry, the “gateway course” to the pathway, will allow students to outline what they want to do in the pathway, which will in essence be their advising. Students in pathways may also meet again in their junior years for some form

of team advising.

The college hopes that in the fall of the students’ senior year, each student will take a two credit seminar as part of their pathway that will prepare them to present at the all-college symposium, which Hammond describes as being “referred to jokingly as the Floralia of the mind.” It is a day without classes when seniors in pathways get to present their research. It will also serve as a recruiting tool for pathways. “One of the things I found most impressive [as an undergraduate student]” recounts Ham-

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Senior Thesis Spotlight: Janan Shouhayib

SUGURU IKEDA
CONTRIBUTOR

Janan Shouhayib '16 is a psychology major and an English and global Islamic studies double minor. Her thesis, "Narratives of Biculturalism: Arab-American Identity Negotiation Post 9/11," looks at "the identity development of Arab-American youth" in an "environment where the Arab World is demonized and 'Othered,' especially after 9/11." *The College Voice* was able to speak to Shouhayib about her work over the past year.

The College Voice: So what inspired you to research on this topic?

Janan Shouhayib:

When we turn on the news, we are constantly flooded with stories of Islamic terrorism and Western victims. We see this in the presidential elections of 2016 and pop culture as well, such as the movie *Argo*, which won 3 Academy Awards in 2012. These antagonized relations can be internalized by the Arab-Americans and affect their identity development. Since I am an Arab-American myself, I was interested in how Arab-Americans are forced to negotiate their bicultural identity and their psychological welfare.

The thesis was separated in two main parts: background research and looking into the identities of Arab-Americans through surveys, interviews and artwork. So I first looked into different texts on identity development, starting with mid-20th Century thinkers. They perceived identity development as universally similar. However, the postmodern thinkers claimed identity development as, in fact, deeply affected by the socio-political context through their development. In the end, I decided to settle with the framework

that identity development was not a universal process, but rather culturally contextualized.

The second part of my research involved looking into the history of Arab-Americans, focusing on immigration policies and what it means to be an Arab, because the term is a heavily contested one. There are 22 Arabic speaking countries, and the term is usually conflated with Middle-Easterners and Muslims. One of the texts my research is centered around is Edward Said's *Orientalism*. In the text, he describes the East, particularly the Middle-East, as having been described in Western discourse as being exotic and feminine, based on larger power structure based on Western colonialism and hegemony. This "Othering" intensified post 9/11, where the media constantly depicted the Arab world as enemies of the US.

I interviewed 14 Arab Americans. I was able to gather a fairly diverse group of people, from Lebanon, Palestine, Syria, Libya, Tunisia, Egypt and Iraq. The interview included discussion of the quantitative parts from surveys and an examination into the harmony of bicultural identities; the qualitative interview featured open-ended questions on how Arab Americans perceive their own identity. I also conducted a qualitative artwork study where I asked participants to draw a visual representation of their Arab-American identity. Since I expected everyone to feel a sense of tension in being Arab-American, it surprised me that about half of the participants said that they felt ease being Arab-Americans. Participants seemed proud of their identity. So the conclusion I reached was the importance of not homogenizing the immigrants because there is huge diversity within these communities. It is not only that they are Arab-American that affects their identity development, but gender, sexuality and race (not just physical/phenotypical, but experiential)

play a role.

TCV: What was the experience of writing an honor's thesis like?

JS: It was amazing because, as Dean Singer described it, the thesis was a "MeSearch" rather than research, especially in my case because I researched my own history and identity and got a chance to look into where I fit in a larger political narrative and historical context. Also, because Arab-American history is often not taught in classes, it was nice to feel that I was doing something that is lacking in academia. Actually, this semester, all the courses I am taking are studies of the Arab-World, and the experience of being able to finally discuss about myself is amazing.

TCV: Any advice for people thinking about doing an honors thesis?

JS: I would say do something that you are mad passionate about. While 100 pages may sound like a lot, because you have almost the whole year to do it, if the topic you are doing is something that you are extremely motivated in doing, it is not difficult at all. I mean, it was a lot of work, but at the same time it was thoroughly enjoyable. If you have the chance, I think you should definitely do an honors thesis.

TCV: Thank you for sharing an amazing and inspiring story.

JS: Thank you for interviewing me. It's a pleasure to talk about something I feel so passionate about. •



Connecticut
College
Arboretum

May 2016 PROGRAMS

For more information or to register,
visit our website arboretum.conncoll.edu
email arbor@conncoll.edu or call 860-439-5020

Annual Wildflower Walk

Friday, May 6, noon to 1 p.m.

Meet at the Outdoor Theater

Free, no registration required

New London Tree Walk from A to Z

Saturday, May 14, 10 to 11:30 a.m.

Free, no registration required

Full Moon Walk

Friday, May 20, 8 to 9 p.m.

Meet at Arboretum entrance on Williams Street

Free, no registration required

Birding by Ear

Reunion Weekend, Saturday, June 4, 7 to 8:30 a.m.

Meet at Arboretum entrance on Williams Street

Free



Connections

CONTINUED FROM PAGE 4

graduate student]" recounts Hammond "was seeing older students doing something that I couldn't do or hadn't done yet." He hopes the first symposium will occur in November 2019 although smaller versions may be attempted beforehand.

In addition to pathways, the first-year seminar program is also getting a revamp with changes implemented this year that included team advising and a common hour during which all seminars met. Hammond notes that the college is "working on trying to refine the way that works because it wasn't an unambiguous success. There's going to be a bit more flexibility for instructors in terms of how the common hour works. Before instructors were told this is what you're doing on common hour today, and now there'll be more of a sort of menu of options available to the instructors." Future students will also be required to take two semesters of classes in a single language. They can also earn a special designation on their transcripts if they achieve advanced proficiency in a language and apply it in some way.

Current students already getting some of the benefits from the new curriculum. This year they have been eligible to take ConnCourses, a new type of introductory course that is designed for a more general audience, and in the future they may be able to take the integrative pathways' thematic inquiry courses (without officially enrolling in the pathway). These courses may be offered as early as Spring 2017.

Future students will be required to take at least one ConnCourse. While current students are already taking ConnCourses, their place in Connections will lay the groundwork for the work students will do in their integrative pathways. In essence, professors teaching ConnCourses will set an example for the kind of interdisciplinary work that students will be doing in later semesters. Hammond notes that ConnCourses are "the only situation I'm aware of anywhere at the college where in order to get a course approved a faculty member has to participate in a very detailed workshop process with faculty members from other departments because right now most courses are just proposed by a faculty member within the department." •

Cornel West

CONTINUED FROM FRONT

DuBois' most pressing questions: How shall integrity face oppression? What shall honesty do in the face of deception? What shall decency do in the face of deception, and virtue in the face of brute force?

The outline was the only obvious structure to a speaking event that was quickly more performative than didactic. West spoke seemingly off the cuff for the next hour and a half, collecting an immense amount of human history, literature and philosophy in a rhetorical inquiry of contemporary America, a 'violent nation.'

In one sense, the event was a tour-de-force for students who were wowed by the all-star cast of revolutionary thinkers with whom West was acquainted, including Prince, who passed away on Apr. 21.

But more significant was the way in which West recast our perception of many figures even popular culture, suggesting that although an artist like Beyoncé is a talented performer, more soulful artists like Nina Simone or Aretha Franklin exist "in another stratosphere."

West's cutting analysis was also impressive in its breadth, extending also to political figures such as GOP frontrunner Donald Trump and 'brother Bernie', as well as our current president. He praised the iconic senator from Vermont for his stance on educational reform, "he just wants to make sure people have access to deep education, not cheap market schooling", calling democratic frontrunner Hillary Clinton disappointingly 'corporate' by comparison.

Concerning Obama, it's safe to say that West didn't stick to the conventional script. Rather, West put forth that the presidential image of Obama was that of 'the ultimate black professional', a notion more symbolic than revolutionary when it comes to the well-being of minorities at large in the United States.

"If you do win, what are you going to do?", West asked of Obama. "What are you going to do about all these young black folk getting-shot? Not a single police officer has gone to jail." Policy-wise, he also raised the issue of Obama's drone wars, calling them a 'crime against humanity' and stressing the value of human life irrespective of nationhood or color.

At the talk's end, many of the issue's brought up by the doctor were made immediately relevant by a Q&A session. Some students used the opportunity to ask West to define the radical love so central to his philosophies. On a more controversial note, Senior Kevin Zevallos

used the forum to ask how the student body at Connecticut College could hold its own administration accountable for diversifying the College. The question felt palpably directed towards administrators in the room.

West's response ran counter-current to the anti-administration statement that Zevallos sought to make. West suggested that accountability is a continuous transaction between students and their institution. "We have to keep the pressure on them. That's how it works. We have to be jazz-like," he added with his typical flair.

West also pointed to the newly appointed John McKnight Jr., the newly appointed Dean of Institutional Equity and Inclusion, saying "he doesn't look like he came here to be co-opted. He's gonna do it like Duke Ellington did it." West praised the school and the CCSRE for partaking in a 'courageous quest' for abstract ideas, such as beauty and knowledge.

Like with so many of the heavy topics broached in his talk, West, the self-proclaimed revolutionary Christian, left a packed Palmer audience surprisingly light-hearted with a sense of optimism founded in the undeniable soul of funk, justice and love. After attempting his answers to some of DuBois cosmic questions, West left his flock with the tough question: in a monetized world how will we, and can we, sustain our quest for integrity? •

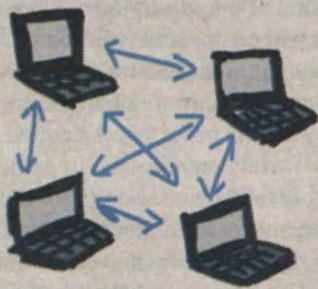
"We have to keep the pressure on them. That's how it works. We have to be jazz-like."



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OLGA NIKOLAEVA

A Message from Information Services:

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If you suspect that your computer or
your data have been compromised,
call the IT Service Desk (x4357) immediately.



Steve Lambert's Apr. 26 visit to the College was also part of the CCSRE tenth anniversary celebration.

Tenure and Promotion

CONTINUED FROM FRONT

Because this is a process executed by humans, bias may naturally occur. Dean Van Slyck, with the help of her office, conducts evaluation bias training. She explained, "We talk to CAPT and the search committees. We help members become aware of self bias as well as bias in documentation." These efforts are meant to mitigate the negative effects of bias.

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

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

These departures, as well as recent tenure denials, force one to question the premium Conn places on diversity. Students across the United States, from Yale to the University of Missouri, have protested the lack of support systems for students of color on college campuses. Non-white college professors may suffer from a parallel lack of institutional support. The Yale Daily News, chronicling the "revolving door" experience of school's faculty of color in a November article, deemed the "institution" as "the common denominator" for professor departures.

Seeking to counter the revolving door at Conn, Dean Van Slyck commented on

the school's attention to "invisible labor." Minority students disproportionately approach minority faculty members for advice, even when the student doesn't necessarily have the professor for a course, because they perceive that few faculty members on campus can relate to them. Since colleges have few minority faculty members, minority professors are often overwhelmed with their official and unofficial advising duties. To ease the responsibilities of minority faculty seeking tenure or promotion, the College categorizes this "invisible labor" as service upon request in lieu of a committee assignment.

The Office of the Dean of Faculty also works to mitigate the issue in a multi-pronged fashion. The Office hopes that changing the curriculum to include integrative pathways with a focus on issues of power and privilege will reduce the need for "invisible labor." This inclusive pedagogy, which attempts to ensure that professors of all racial identities are well-versed in issues of diversity, strives to take pressure off of faculty of color. The pathways represent a large-scale reform of curriculum, but its ability to dispel racial tensions has yet to be determined.

In fact, despite efforts to compensate minority professors for their added labor in the tenure process, tenured and non-tenured faculty of color continue to cite lack of diversity as a primary factor when they choose to leave academic institutions. In recent years, complaints about lack of diversity on campuses have devolved into discrimination lawsuits. A female professor sued DuPaul University in 2012 for rejecting her tenure application due to race and gender discrimination. In 2014, Chapman University settled a suit brought by the U.S. Equal Employment Commission, which alleged the school had denied an African-American professor promotion largely because of her race. Terry L. Leap, Professor of Management at Clemson University, however, observes that "substantiating a charge of racial discrimination against a university in hiring promotion, or tenure decisions is extremely difficult" given the highly subjective nature of the tenure process.

Due to the disproportionate ratio of white people to people of color enrolled in graduate school, faculty members capable of contribute to contribute to campus diversity may choose not to pursue the tenure track. Hispanics and African-Americans account for the smallest percentage of college and university faculty in the United States. In 1995, African-Americans comprised only 5% of college faculty nationwide. Conn, by comparison, has fared far above the national average. Since 2015, people of color have comprised 22% to 24% of tenured

faculty at the college.

Some large colleges, to compensate for their small pools of minority candidates, factor diversity into tenure decisions. For example, Harvard's Dean for Faculty Affairs and Planning maintains a list track to junior faculty candidates with the potential for tenure promotion. If the list of candidates becomes too homogenous, the Dean will ask the tenure search committee to update the list.

Conn's postponement of promotion for Professor Diagne and delay in promotion consideration for Professor Lizarralde would suggest that Conn has no such list. Professor Diagne declined to be interviewed by the *Voice* to discuss his case, but on first glance, the postponement of his promotion is surprising given his impressive academic record and significant service to the college. A 2014 Fulbright recipient and winner of the 2016 Martin Luther King Service Award—a recognition awarded to faculty members who "exemplify and uphold the legacy of Dr. King's work"—Professor Diagne has proven himself to be an exceptional campus presence. He serves as the College's Muslim Community Program Leader, a role that allows him to "act as a mentor and support for Muslim students," according to the College website. The College further praises him for his dedication to the pursuit of "equity and inclusion, his thoughtful approach to problem solving, and his ability to build community and consensus." Professor Diagne has more than proven his commitment to service, a criterium which bears increasing weight as a professor pursues promotion.

Professor Lizarralde, in an email exchange with the *Voice*, fears that implicit bias continues to play a role in the faculty tenure process, despite the introduction of bias training workshops. White professors, he fears, "are promoted much easier than people of color or [those] who are not privileged." Underrepresented faculty at Harvard, responding to a 2015 survey conducted at the College, echoed Professor Lizarralde's feelings of disillusionment. A little over forty percent of Harvard respondents reported feeling the need to work harder to "be perceived as a legitimate scholar" on the tenure track.

The postponement of consideration for Professor Lizarralde's promotion seems out of keeping with the tenure policy outlined by Dr. Chrisler. Ten of the 13 of the Anthropology and Botany faculty members reviewing Professor Lizarralde's file supported his case for promotion. The faculty opposing his case, according to Professor Lizarralde, believed that his work lacks theory, that too many of his publications are written in Spanish and have been held up in press, and that he has been too service-ori-

ented during his time at Conn. He further affirms that both the "Botany Department and Environmental Studies Program Chair strongly supported" his promotion.

It should be noted that Professor Lizarralde has been extremely vocal about his colleagues' role in his promotion decision. In addition to the sense of discrimination, Professor Lizarralde believes that his promotion was denied in part because of emails he wrote to Dean Van Slyck and members of the faculty regarding "how wrong we were about Andrew Pessin." In the emails, Professor Lizarralde suggests re-examining the events of last spring, potentially welcoming Professor Pessin back to campus and extending campus discussions about racism and discrimination. He views Professor Pessin's treatment as caused, in part, by anti-semitism.

In correspondence with the *Voice*, members of the faculty and other students, Professor Lizarralde references being "personally punished" by Dean Van Slyck for these remarks. He calls Dean Van Slyck "not fit to lead our faculty" and adds: "I do not trust the administration since they have violated the Honor Code and should step down from their work. The Dean of Faculty (Abby Van Slyck), President of the College, Associate Dean of Faculty (Jeff Cole) and senior members of CAP (Committee of Appointment and Promotion, Marc Foster and Marc Zimmer), the Chair of the Department of Anthropology (Anthony Graesch) and current Chair of Anthropology (Christopher Steiner) are hypocritical liars." Most recently, Professor Lizarralde warned students against emulating "mediocre incompetent scholars like Jeff Cole or Anthony Graesch" in their work.

The perception of marginalization, whether founded or unfounded, adversely impacts the work of minority faculty on the tenure track. Michele Lamont, a Professor of Sociology and African-American Studies at Harvard, finds that "when you're isolated and the only person in your group, then it's very easy to lose your self-confidence, and it affects, of course, your performance." Although Professor Lamont speaks to the limited presence of minority faculty at her institution, her observation may serve as an important warning for the Conn administration. If tenured professors at Conn suspect that the school does not value their contributions to the community, then some professors may become incentivized to search for positions elsewhere. •

Trout Fishing In America

Friday, March 18, 2016

All Souls UU Congregation, 19 Jay Street, New London, CT

Concert 7:30PM ~ Doors 7:00PM

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Trout Fishing In America

Global Citizens or Global Capitalists?

Exposing the Growing Affinities Between the Conn And The Corporate World

ZACHARY LAROCK
CONTRIBUTOR

On Friday, Mar. 11—the same day on which Steve Lambert’s public art piece “Capitalism Works for Me!” was installed in front of the College Center—the student body received a campus-wide e-mail from Dean of Academic Support Noel Garrett. In it, Garrett invites us to apply to new a career workshop, which his office will sponsor during the upcoming summer recess. With an excited and optimistic tone, the e-mail begins with the following, attention grabbing text:

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

Garrett’s message is just the latest manifestation of a steadily increasing trend on our campus and on university campuses nationwide in the past decade or so: the marriage of collegiate academia with career services departments that aims to facilitate a student’s absorption into the labor market as they progress through their four years of university education. As a senior who will graduate in just three short weeks, I am increasingly troubled by the sustained impacts of this pedagogical and practical partnership. In article that follows, I will aim to problematize this model.

Since the mass layoffs and increasing unemployment rates during the economic recession of 2008 plagued the country, the correlative incline of undergraduate tuition rates has seriously buffeted both students’ and parents’ anxieties about the facility with which new grads can obtain entry-level employment at the conclusion of their college years. When asked in a recent interview with the *Voice* whether this trend could be observed on our campus, Dean of the College Jefferson Singer responded, “There is indeed an expectation from parents and students that there be clearer, more tangible outcomes regarding careers for the students who graduate from the College.”

Results of this increased anxiety include greater media speculation during recent years about many majors traditionally popular at liberal arts colleges; anthropology, art history, philosophy and English are among the most frequently cited. Majors such as economics, government and international relations, on the other hand, have been lauded for their imagined ability to give students skills that will translate into substantive career possibilities and potentially higher earnings.

Eight years after a subdued climate of austerity descended upon the nation, though, a more stabilized economy and labor market have likely allowed direct pressure on students to simmer slightly. But campuses, along with American society at large, may have deeply internalized the consequences of the initial scare.

As is common knowledge on campus, the Office of Career and Professional Development

(known until recently as CELS) equips students, regardless of their major, with the skills and resources they need to find internships and, ultimately, appropriate career paths. From budding dancers to future historians, students affiliated with every major have access to advisers who will assist them with the onerous task of finding the right job.

If told from this angle alone, the story of career training at Connecticut College could conclude here with a celebratory ending. Yet it is obvious that Conn students and those at similarly minded liberal arts institutions do not spend their four years of education solely meeting with career advisers to plot and plan for post-grad possibilities. Instead, most of students’ time on campus is occupied with work that will not teach them the nuances of giving a boardroom presentation, tips for how to behave on a conference call or the best way to solicit philanthropic donations for a non-profit organization’s fundraising drive.

This facet of college life is, of course, academia. And although academic programs define why thousands of students occupy a shared university space, some now consider them in competition, or even at odds, with the goals of campus career centers and other professional departments that work with students.

In recent years, critical attention has turned toward addressing how a crisis in the neoliberal market has affected the educational mission of universities across the United

States. Researchers Sheila Slaughter and Gary Rhoades have commented on some of these tendencies in their article “The Neoliberal University,” published in *New Labor Forum* in 2000. Slaughter and Rhoades claim:

“Part of moving toward the market has meant at the margins turning away from the liberal arts toward professional and vocational curricula [...] By adopting a market model, colleges and universities have actively promoted a restructuring that both favors professional and high-tech fields that service monopoly capitalism and makes general education the primary function of the liberal arts. This channels students away from areas likely to be the most critical of marketization and creates a two-tier faculty structure in which faculty in liberal arts teach primarily general education courses and have fewer upper division courses, less time to pursue research and fewer resources.”

Enter the new Connections curriculum, ratified by College faculty last spring. The new curricular framework claims to create a new trajectory for the liberal arts tradition for students with new needs. Set to be officially implemented in fall 2016, the curriculum has been heavily praised for its commitment to integrative, interdisciplinary learning; local and global engagement; and allowing students to apply classroom skills to real world jobs.

*Those at the College with a
critical eye must confront the
ways in which [Connections’]
pedagogical framework is
mimetic of capitalism itself.*

Continually espousing the rhetoric that the entirety of the Connections curriculum is advancing the liberal arts into the twenty-first century, many College faculty and staff members have vigorously defended it. In a story published on the Connecticut College website last spring to announce its implementation, for example, Associate Director of CISLA Mary Devins was quoted saying, “Connections offers an integrative and engaging structure that students will embrace and that will give them the tools, skills and vision to prepare them for success in a world that requires flexibility, adaptability and an in-depth understanding of what it means to be a citizen in a global society.”

Not all faculty and students at the College, though, are necessarily on board with with the idea that the curriculum should be gearing students for such career-focused, market-oriented skills. In fact, each of the faculty members the *Voice* interviewed for this article was highly critical of the need to integrate career-oriented skills into the College’s curriculum and question whether the definition “success” the program seeks to achieve might actually be defined solely within a capitalistic framework.

Professor of Anthropology Catherine Benoit reflected, “I have heard colleagues talk about the need to prepare our students to integrate into the US labor force, but for several reasons, I do not directly consider career preparation when I craft syllabi and curricula. I am not sure how we can determine what students’ needs are in terms of career preparation.” Benoit later elaborated, “That being said, we as an entire faculty might anticipate what would make students successful in their life: being educated, creative human beings who embrace critical thinking, dialogue and discussion. This is the feedback I hear from successful alumni.”

Benoit’s comment raises fundamental questions in this debate: what are the goals of classroom study if the skills it teaches do not allow students to gain particular vocational and professional skills that would facilitate their admission into entry level jobs? What is the purpose of a bachelor’s degree in anthropology, philosophy, studio art—or most other liberal arts disciplines for that matter—when prospects for employment in these specific fields are few, unclear, and usually restricted to those who have pursued graduate-level coursework?

The Connections curriculum claims that it will shift the College’s educational paradigm by molding it

after the inherent intersectionality of many of the social, political and economic phenomena confronting the planet today. The program, which is deeply interdisciplinary, will purportedly encourage students to take courses in a range of disciplines to deeply investigate a single theme, question or problem. From this desire the broadly conceived “pathway” was born. “Public Health,” “Social Justice as Sustainability” and “Peace and Conflict” are a few examples of pathways that have already been proposed and approved the the faculty.

In step with the College’s mission statement of educating citizens for a global society, Dean Singer proposed in his interview with me that the task of the new Connections curriculum is also to encourage effective citizenship. This categorization situates students in an inevitably political framework. A citizen is someone who, along with having certain responsibilities to society, is also confronted by the demand to make critical decisions that will impact its future. These decisions might include, for example, deliberations over current presidential candidates.

In her *Voice* article “Pathways to Nowhere? Critical Reflections on the New GE,” Aparna Gopalan ‘17 contests whether the curriculum fulfills Dean Singer’s claim that the curriculum will produce effective citizens. She writes, “Connections seems to want to impart a politically neutral set of “skills” to students that they can use to achieve whatever they like, only tempering this vocational “skill learning” by mandating thematic commonalities to a student’s general education.”

Professor of Education and Director of the Center for the Comparative Study of Race and Ethnicity (CCSRE) Sandy Grande hinted that the national trend toward new mandates for specific, professional, skill-related outcomes in higher education may not actually create more ethical and effective citizens.

In a late April interview with the *Voice*, Grande claimed that curricular reform-at-the collegiate level could be an effect of the same forces that implemented common curricula in K-12 schools and created new, privately-funded charter schools. Grande told the *Voice*, “The Connections curriculum is profoundly interdisciplinary and a turn in a good direction. But the process by which it is being implemented may be driven by the speed of the market.”

Analogously, the Connections model claims to bolster the practicality of academia: to translate thinking into doing and leading (to borrow three of President Katherine Bergeron’s favorite terms) and to prepare students for entry-level jobs. Is there not, at some point, an inherent tension in these two facets of the curriculum if, as Gopalan claimed two weeks ago, that a successful model of critical education is “a story of rupture, discontinuity and political reorientation?”

In the case of Connecticut College, it appears that the path forward is contrary to this reality Gopalan has described. At present, there is an unequal distribution of new initiatives that support career preparation and vocational training versus those that reaffirm a commitment to critical, interdisciplinary learning. Although new ConnCourses claim to foster this kind of inquiry across disciplines, their effective implementation would require most faculty members to have training in fields beyond those in which they conduct their research. Interdisciplinarity could merely be a code word to hide the fact that ConnCourses are really just broad, general and watered down surveys of material with which students become vaguely familiar, but never fully master or critically engage.

In the context of preparing students for careers after college, one might ask whether vague and general knowledge all that is required for “success?” It would be hardly surprising if the answer is yes, given that many of the the current movers and shakers in the implementation of the College’s new curricular framework are not even faculty members themselves but administrative deans and professional staff members who do not directly teach students in classroom settings. Dean Garrett confirmed this fact in our mid-April interview, saying, “The Academic Resource Center and Career Services Office are going to be in the middle of the implementation of the new curriculum. The Career Office has been instrumental in creating all of the pathways that have been proposed and approved.”

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Indeed, many new initiatives of the Connections curriculum align with preparing students to be employees, not informed citizens. Last fall, for example, many first-year seminars were team advised by both faculty members and career counselors in a pilot program aiming to cultivate students' career-based aspirations beginning in their first semester at the College. The Office of Sustainability provides the opportunity for student fellows to earn as many as four academic credits a year for completing professional internships with office staff. In Spring 2017, the department of Hispanic studies will offer a four credit "Business Spanish" course for students who want to pursue international finance or transnational entrepreneurship.

Another, more tangible example of increasing emphasis on professional skill sets will arrive in the fall. Set to be offered next semester is a series of accounting courses taught by Dean Garrett, who holds a doctoral degree in psychology. He cites student input as the prime reason for this new offering, saying "The course comes out of students wanting the information and students leaving internships and wishing they had had a better understanding of business, accounting, and finance because if they did, they

probably would have gotten more out of the internship."

He suggests that, pending the success of the course, the College would consider offering other, more vocationally-inclined courses in fields such as marketing in the future, claiming: "Depending upon what kind of feedback we get from the accounting class and what students ask for, I can't see why we wouldn't keep developing this kind of different program."

Dean Singer has lauded the accounting initiative and the extent to which it will soon contribute to an Entrepreneurship pathway that is being developed by staff members in the ARC, the Career Services office, the Center for Arts and Technology and the Departments of Economics, Computer Science, Art and Dance. Singer reflected, "We will help students who have a business orientation be able to find more immediate skill development orientation while they're taking their courses here."

The biggest contradiction in institutional rhetoric about the new Connections curriculum becomes immediately clear when assessing the unequal emphasis placed on new initiatives catering to vocational pre-business skills, such as the accounting classes and Entrepreneurship pathway, in comparison to the more criti-

cal learning that faculty members claim comprise the foundation of their course curricula.

Could there be a divide in the College between those who want to chart a new future for "practical idealism"—a phrase coined by Wesleyan President Michael Roth and used by Dean Singer in our interview—and those who view the university as a medium through which to leverage critiques of such institutions as neoliberal capitalism, government corruption and other similar societal ills?

Cornel West, who appeared on campus last Thursday at the commemoration of the CCSRE's tenth anniversary, spoke forcefully against this tendency in both higher and secondary education in his talk entitled "Race and Justice Matters." He championed "higher education, not market driven education" that "is created to serve integrity, decency and honesty." West later elaborated that "the complexity of the world is something we must confront rather than escape and deny. [...] When the aim of higher education is conformity and complacency, you produce professionals who are cowardly to confront real issues but are always ready to cash in."

As the Connections curriculum continues to be rolled out, those at the College with a critical eye

must confront the ways in which its pedagogical framework is mimetic of capitalism itself. That is to say that the product it purports to offer might merely be a flashy facade meant to obscure and conceal the inherent injustice in its modes of producing the knowledge it wants to impart.

The College community must grapple with whether the Connections that this curriculum wants students to make are among disciplines or actually just between themselves and the market. If indeed "capitalism has no ethics" -- as associate professor of English Courtney Baker forcefully claimed in unpublished remarks at last Tuesday's faculty debate on capitalism -- the College will need to ask what the implications of a curriculum that offers students new ways to pursue the market will be for an institution that claims to educate ethical citizens for a global society.

For years, the university has been one of the most important institutions in American society that is capable of leveraging critiques and proposing alternatives for the unjust distribution of power and privilege within society itself. At a time of change and innovation within the academy, those in administrative and academic leadership positions should bolster this function of the university, not undermine it.

Education, after all, will never be a product one can buy. It is not an instantly gratifying, tangible outcome. Contrary to some faculty and staff members' current programs, it is not a form of entertainment. In its most ideal form education is a tool by which we can understand the world and, with the right attitude, choose to make it a more liveable place. Neoliberal capitalism, instead, champions the advancement of the individual and is attuned to possibility for profit at others' expense.

If Connecticut College wants to accomplish what its educational mission claims to be, it must provide students with an academic climate that will nurture effective, even radical, citizenship rather than become the mirror image of and training camp for an economic system that has already failed to serve so many in this country and elsewhere. •

Missing a Mission Statement

APARNA GOPALAN
INCOMING EDITOR IN CHIEF

Last Wednesday, I attended the CCSRE's X Anniversary Critical Conversations event. I sat at a table that was meant to discuss "Teaching, Learning, and Classroom Life." The main question that our group tackled is the same as the subject of our Spring 2015 controversy at the College—the student/faculty power dynamic in an institution of higher learning.

One of the tensions central to our critical conversation was the following: what constitutes learning? What are the politics of learning in cases where students and faculty members might disagree ideologically, politically, morally, ethically? Must the expertise of the instructor always bring students around, or can there be ways that instructors teach critical thinking but still allow the students to have their own opinions? In which cases should the former prevail, and in which cases the latter? Is learning at Connecticut College, in other words, premised on a shared moral compass and sense of truth, and if so, how might room be made for productive intellectual disagreements?

I think answers to this question are not as straightforward as we might think. For example, most of us might think that it is imperative that any student who believes in scientific racism, biological sexism, etc, should be schooled out of such views in their classes. No dissent can be permitted on the matter.

At the same time, we might think that other kinds of discriminatory thinking do not merit the same heavy-handed approach. We might think that not all students who take a course on terrorism in the Islamic world, for instance, need to agree that Islam does not produce terror.

In some cases, then, dissent between students and their instructors is an obvious sign of failed learning, while in other cases dissent is "intellectual," productive and thus permissible. Oftentimes it is the boundary of the permissible that is being debated in debates about free speech in the classroom, student/faculty power relations, etc.

Of course the easy way out is to say that those kinds of disagreements that are "informed" or methodologically sound are permissible, but this measure does not hold water when "sound methodology" itself remains contested within and amongst the disciplines. Ultimately, what the answer comes down to is politics, and this is why a real mission statement is a crucial document. It is the document that provides the guiding principles by which certain learning goals are prioritized, criterion for sound intellectual inquiry are established, certain intellectual endeavors are privileged over others and contours of permissible dissent are marked.

If the College adopts a mission statement that explicitly claims to be against anti-im-

migrant racism and xenophobia, for example, we then know something about which kinds of speech are freely permitted and encouraged. We would know which kinds would violate or fall short of the intellectual and moral expectations of the College and thus would have to be "schooled out of" students and even employees.

It is the absence of such a clear mission statement that renders our intellectual "community" fictional.

This absence also results in the lack of a social code of conduct. This is one of the big challenges that the bias protocol committee faces as we continue to await its recommendations. The committee was put together in the Spring of 2015 and is yet to release a new bias protocol. Meanwhile, there seems to be no clear new interim bias protocol, no new way to address student/faculty bias and no expanded definition of "bias" in light of Spring 2015.

Since defining bias requires defining a shared standard of acceptable speech and behavior, it makes sense why the College is struggling so much with the task. In the absence of a politically nuanced understanding of bias and discrimination, the bias reporting form reveals that the "biases" at Conn are (still) defined as identity-based injuries, precluding the possibility of there existing other kinds of discriminatory behavior.

The bias reporting form is set up as the

first step of a criminal procedure in which interpersonal discriminatory "crimes" are addressed. Thus we continue to be stuck with a corporate "conflict resolution" model of addressing discrimination, in which terms like "investigation" and "mediation" are used to understand anti-bias work. There is no venue from which to address biases that do not arise from personal identities, that are not targeted at an individual but at any larger group, and biases that are politically motivated in other ways than interpersonal injury.

As the academic year comes to a close, I am left with the impression that no number of critical conversations can substitute for the very important work that a mission statement could do. It would allow for clear understandings of hate speech, free speech, bias, learning, expertise, dissent and many other things. It is great that the College stands by "the principles of justice, impartiality, and fairness - the foundations for equity" - but it might be worthwhile if we define justice and understand that justice might lead to particular kinds of partialities in the service of equity. •

Mass-Produced Online Content Hubs: Exploitative, Not Just Annoying

MAIA HIBBETT
OPINIONS EDITOR

As an editor for a small college newspaper, I recognize that it would be virtually impossible for me to critique online mass publications like Odyssey, Her Campus, Society19 and Spoon University without sounding at least a little bitter. I'm doing it anyway, however, because upon examining the structures and priorities of these organizations, I've found their values both clear and concerning. I won't bother to scrutinize the generally poor quality of writing or the often pointless content of these publications because, frankly, no one cares, and it doesn't matter.

It does matter, however, that we understand how these publications compensate their staff. Odyssey hires for three editorial positions through their online portal: editor-in-chief, contributing editor and content creator. Once applications have been processed and accepted through the web, the editorial team must fulfill sets of criteria at varying levels in order to earn incremental compensation. Payment at the lowest level is dubbed "Proficient" and requires that an

Odyssey chapter reaches 75,000 views, employs at least 13 writers per week, has a gender ratio no greater than 85:15 among its staff and produces content that is at least 10% currently relevant. For "Premium" status, these figures must meet or exceed 200,000 views, 15 writers, < 70:30 gender ratio and 15% relevancy, and the "Elite" level requires 500,000 views, 20 writers, < 60:40 gender ratio and 30% relevancy. Most interestingly, if an Odyssey chapter reaches only its pre-determined number of page views but fails to meet all other requirements, the editor-in-chief still receives 75% of their paycheck. Other contributors receive no compensation. Brooke Safferman, Editor-in-Chief of Conn's Odyssey chapter, confirms these numbers.

Though Odyssey's pay structure is the most openly complex of these publications, it is not the only one to use these manipulative tactics to increase its audience. Society19, for example, advertises itself as a "paid writing opportunity" and promises \$50 per writer for a minimum of only two articles written each month. There's a catch, howev-

er; Society19 writers get paid only during the months when their chapter of the publication receives the most page views out of all Society19 chapters. This means that out of all the schools that participate in Society19, only one per month gets paid. This incentivization program is brand-new—like Society19 itself—and therefore, Conn students have yet to be paid.

Her Campus and Spoon University differ from Odyssey and Society19 in this regard, because their writers at Conn are unpaid, regardless of the site traffic they draw. This is not the case for all Her Campus writers, however; Campus Correspondent Susannah Alfred clarifies that Her Campus writers who are employed by the national office receive compensation, but the website's writers at Conn respond only to their chapter and, therefore, receive no payment. Spoon University marks an even more extreme case, as students who wish to write for Spoon University must pay a \$25 member fee.

At these publications, then, payment ranges from conditional compensation to nega-

tive figures. As this makes for relatively low production costs, profit possibilities are high, as demonstrated by the more successful and well-established of these publications, Odyssey and Her Campus. In an Aug. 2015 interview for PR Week, Odyssey Managing Editor Kate Waxler claims that with nearly 5,000 weekly articles published and chapters at almost 300 colleges, "[Odyssey] revenue will grow fivefold this year." Waxler attributes this prosperity to Odyssey's partnership with brands like Mountain Dew, Verizon, State Farm and Schick Hydro, which she describes as "wanting to use our community to harness a Millennial audience." Similarly, Her Campus, lauded by Bizwomen as "a media company profitable from day one," owes its success to "brands like Chobani, Victoria's Secret and TRESemmé [which] are anxious to get in front of female college students," site founder Windsor Hanger Western notes.

To me, a student who one day hopes to write in some capacity for a living, these companies appear deeply exploitative. They target college students eager—at

times even desperate—for publication and employment opportunities; they incentivize them with promises of payment or recognition, and they use student work to satisfy their advertisers. Because of this structure, they value page views over quality of content. And while sure, nearly all publications use advertisements to survive—as this one does—we should consider the nature and influence of said advertisers. I want to write for a paper or magazine, not for Schick or Victoria's Secret.

If there's one thing I've learned about writing, it's this: no one who isn't a writer himself actually wants to read or hear about writing. And that's okay, because we don't write to talk about the fact that we do it; we write just to write. Sometimes, though, issues of writing intersect with those of the real world, and I perceive this to be one of those cases.

Big business has taken our local shops, restaurants and farms. We can't let it take our words, too. •

What is Normalization, and Why Do We Need to Talk About It?

KERRY DUGANDZIC
CONTRIBUTOR

Connecticut College, like many college campuses, is a place where student activism can really mean something. It is a place where student protest can and should strive not only to make the college a better home for its students but also to make positive change in the world as a whole. In recent months, however, I have noticed that on this campus we have become reluctant to acknowledge protest, and we have striven to balance controversy with normalization.

"Normalization" as a broader term can be defined as any attempt to neutralize a situation by failing to acknowledge the power dynamics at play and the historical, political or other contexts of a subject. This is problematic because it allows for those power dynamics to overshadow attempts at positive change. Normalization occurs when we accept as fact, for instance, that two groups of people "simply cannot get along," when in reality, a power structure exists that systematically advantages one group over the other. In order to make any strides toward full peace and equality, this power structure must be acknowledged and resisted.

The Palestinian Campaign for the Academic and Cultural Boycott of Israel (PACBI) has defined normalization specifically in a Palestinian and Arab context

"as the participation in any project, initiative or activity, in Palestine or internationally, that aims (implicitly or explicitly) to bring together Palestinians (and/or Arabs) and Israelis (people or institutions) without placing as its goal resistance to and exposure of the Israeli occupation and all forms of discrimination and oppression against the Palestinian people." This definition is also endorsed by the Boycott, Divestment and Sanctions National Committee (BNC).

What do resistance and exposure mean? The definition refers to a recognition of the rights of the Palestinian people and a commitment to ending all forms of oppression against Palestinians. This commitment entails ending the occupation, establishing full and equal rights for Palestinian citizens of Israel and advocating for the right of return for Palestinian refugees.

I would like to clarify that this call to discuss and refrain from normalization is not a call to refrain from understanding Israelis, their society and polity. Instead, it is a call to "condition any such knowledge and any such contact on the principles of resistance until the time when comprehensive Palestinian and other Arab rights are met." So, I'm not saying all Israelis are bad people or that Palestinians and Israelis should not strive for a peace process, or that students on college campuses like Conn can't discuss the

conflict. I am saying that when we talk about Israel and Palestine, we must talk about the occupation.

Events that strive to promote 'dialogue' instead of resistance only serve to morally or politically equate the oppressor and oppressed and present the relationship between Palestinians and Israelis as "symmetrical." But Israel and Palestine are simply not on an equal playing field. The state of Israel, as oppressor and occupier, is in a completely different position than the state of Palestine. This power dynamic must be acknowledged in discussions or events held referencing these two states. Otherwise, the oppressor's reality comes to be seen as the only reality, and oppression is accepted as a status quo, a fact of life with which the oppressed must cope.

This doctrine of anti-normalization, let's call it, does not seek to de-legitimize Israel's existence. It seeks to de-legitimize Israel's occupation of Palestine and oppression of Palestinian people. It seeks to raise awareness about the encroachment of fundamental human rights.

Criticism of anti-normalization presents the argument that two conflicting parties cannot empathize with each other's narratives if neither side "has the opportunity to learn of the other's struggle on a personal level" or seeks to end "the victim-perpetrator identities," as Joel Braunold and Huda Abuarqob note

for The Jewish Thinker. However, this criticism is unfounded. It reinforces the (false) idea that the conflict between Israel and Palestine is a "clash of cultures" where the solution lies in bringing people together and helping them to understand one another. Once again, the reality of the conflict is one of colonization and resistance. Individual Israelis are not necessarily agents of the state of Israel, just as Palestinians are not necessarily actors of the state of Palestine. Braunold and Abuarqob's critique fails to recognize the difference between the state as the oppressor and the individual who, either Israeli or Palestinian, has the ability to resist and to stand up for human rights.

So, I urge you, the members of this campus community, to speak up and speak out. When we talk about Israel and Palestine, we must talk about resistance. We must talk about liberation. We can have cultural events where we share meals together, and we can have political events where we discuss different perspectives. At those events, we must discuss normalization; we must discuss how we can come together as a community and promote the fundamental human rights that most of us are allowed here in the United States but that many people in the world lack. •

Assessing Conn's Commitment to Faculty Retention

ANDREW SHAW
ARTS EDITOR

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

Five faculty members have resigned at Conn, effective at the end of this academic year. Significantly, these professors (English and Africana Studies Professor Courtney Baker, History Professors Anne Marie Davis and Jen Manion, Art History Professor Qiang Ning and Japanese Professor Takeshi Watanabe) have reached different points in their academic careers. Some have tenure, and some are tenure-track. This suggests that Connecticut College is doing poorly with faculty retention across the board, especially given that tenure-track positions are few and far between and extremely hard-won. Conn currently has only 164 tenure-track or tenured positions which may be adjusted depending on faculty departures within departments. How departments hire is determined by the yearly staffing plan, which Dean of the Faculty Abby Van Slyck draws up in consultation with President Bergeron and faculty members, along with some student involvement. This year's, which mostly governs the 2017-2018 academic year, adds three tenure-track lines, bringing the total number of tenured and tenure-track positions to 167. In addi-

tion to the 167 tenured and tenure-track faculty positions, Conn employs 33 full-time non-tenure-track faculty members, some of whom are visiting and others of whom are permanent, as well as a number of part-time faculty members. Adding these lines is an "unusual step," Abby Van Slyck writes in the staffing plan, as "each tenure-track line represents a significant, long-term financial commitment on the part of the College." She undertook the addition on the recommendation of the Faculty Steering and Conference Committee (FSCC) in order to provide Connections with "long-term, committed resources and ... stability," she wrote.

Of course, some turnover is to be expected. People retire, after all, and they do resign sometimes. Five resignations is certainly not unprecedented. In the last few years alone, there have been a number of faculty resignations. There were five resignations in 2012-2013: two full-time lecturers in the Chemistry and Psychology departments; two tenure-track professors in the Human Development and Math departments; and one part-time Dance professor. Roger Brooks, who was then Dean of the Faculty, noted that the resignations in Math, Chemistry, and Dance were "unexpected."

There were no resignations in 2013-2014 according to the staffing plan drawn up that year.

There were five resignations in 2014-

2015: four tenure-tracks (one each in the East Asian Studies and History departments and two in the Psychology Department) and one lecturer (in the Chemistry Department). Abby Van Slyck termed the East Asian Studies resignation an "unexpected vacancy."

This year is striking, however. Every one of those who, as Associate Dean of the Faculty Jeff Cole put it, "have resigned to take positions elsewhere," are all either tenured or on track for tenure. Professor Ning and Professor Davis' resignations were termed "unexpected vacancies" in the April 7 draft of this year's staffing plan. These jobs are often, though not always, career-long. But in the last four years, eleven tenure-track or tenured professors have resigned, five in this year alone.

Clearly, other institutions are beating us out in opportunities for career advancement. By going to Amherst, for example, Professor Manion gains a promotion to full professor. Professor Baker is starting a Black Studies program at Occidental College. Professor Watanabe is assuming an assistant professorship, his current rank at Conn, at Wesleyan.

It is also noteworthy that each of these professors teaches and studies subject matters that are not, at least traditionally, taught at the university: gender and sexuality, race and the non-Western world. Part of this work is to legitimize histori-

cally marginalized people and knowledge. It is important that this project of legitimization occurs – and continues to occur – with the academy, because the academy is itself commonly understood to be a main, perhaps *the* main, site of legitimate knowledge and knowledge production. One of the ways in which colleges and universities demonstrate their commitment, or lack thereof, to professed ideals and endeavors is by attracting and retaining faculty who support those ideals and endeavors. This turns rhetorical commitment into concrete commitment – or it doesn't.

The strength of our commitment to faculty retention determines what will be taught and how. It prioritizes certain kinds of knowledge and production of those kinds of knowledge while deprioritizing other kinds. This prioritizing, of course, is inescapable to a point. But in choosing what to prioritize, we are choosing to back or not back our professed values. We are choosing to legitimize and enfranchise some students and faculty, while disenfranchising and delegitimizing others. We are telling students and faculty if and where they belong at Connecticut College. We must take care to ensure that we reflect our rhetoric in our concrete commitments by actively working to retain our great professors. •



Set-up for spring art shows, including senior thesis exhibits, in Cummings

PHOTOS COURTESY OF OLGA NIKOLAEVA



CONGRADULATIONS TO THE GRADUATING CLASS OF 2016

Good luck with everything
and anything you pursue.

Once a camel,
always a camel!

From the Office of the Dean of
Academic Support and the staff of the Academic
Resource Center



Fare Thee Well, My First Love (Unrequited)

HANNAH JOHNSTON
CONTRIBUTOR

I knew you when you were good
When you walked with me down
that long dirt road next to the bay.
I knew you when your hair was shorter;
I like it long but you wear it like a wig.
Do you like it long?

I knew you when we were willing
When we were washing ourselves of the
sin we inadvertently committed.

As we cleansed ourselves
You could never reach that spot on your
back where

There was a scar you made in 3rd grade.
I remember you never asked me to find
it for you

But you asked me to
Hide it for you to
Describe it for you to

Feel it for you, so that you didn't have
to think about tears long-dried
and laughter never lived and hands
almost broken.

There was a time when we rode between
car doors

And we followed the street lights until
they were

replaced by salty rocks by a salty ocean.
When the engine stopped humming and
the music stopped playing,

you said "I don't much care for stars."
And I gasped into the glassy window,
not out of surprise,

But because I knew you wanted me to

—
And because I gazed at you with those
stars in my eyes.

I think I know that you knew me well
You've squeezed my shoulder and lit
my joint

And you've given me blankets that are
heavy.

I think I know that you knew that I
loved you.

It wasn't love like everyone else's be-
cause you were

Too beautiful to exist in the shadow of
a hope,

but I came close that day we went to the
carnival.

I almost said something.
Anything.

To let you know that I wanted more
from you,

but then the tilt-a-whirl was too fast
and you had to go home.

We were never together how I wanted,
You loved other people (you lusted oth-
er people)

But I could still speak thoughts onto
your arms and you

Wouldn't swipe them away,
You would kiss them and let them dis-
solve with time,

After I had whispered them enough to
recover.

Did you know you? I don't ask to be a
challenge

For you to walk away from like a weary

soldier
But I know you're starting to walk any-
way,

and I've always indulged you.
Babe, you know I've always indulged

you.
You would answer me but

A car is outside and honking like little
birds

And your bags are heavy under your
eyes

And your skin is itching away its gold
And a pair of ballet slippers are waiting
for your sneakers

And I'm rambling like a dodge.
And you'll talk to me later, okay?

And you walk out the door.

And I say, okay.
Okay.

Junot Díaz

MAIA HIBBETT
OPINIONS EDITOR

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

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

Díaz was born in Santo Domingo, Dominican Republic but immigrated to Parlin, New Jersey as a child. He is now the fiction editor for *Boston Review* and a creative writing professor at MIT, where even as a widely read and respected author, he noted that he still experiences discrimination, largely from students who are "surprised when a poor person of color is smarter than them."

"Suddenly," Díaz said, "the Klan jumps out of their mouth."

While Díaz clearly had a wealth of knowledge and anecdotes to share, he devoted most of his hour and a half to questions from students. He said that on the morning of Apr. 22, the day of his visit, a student emailed him six articles detailing the controversies that erupted on campus roughly a year ago, including the back-

lash against Professor Andrew Pessin and the racist graffiti in Cro.

Díaz acknowledged the institutional shame born out of these events and vowed that he would get students to talk, citing patience as his most powerful tool in uncovering information.

"You'd be amazed," noted Díaz, "at the answers you can get if you don't ask questions."

As anticipated, he was right, and students soon brought up the tensions on campus.

Having earned his B.A. from Rutgers University in 1992, Díaz commented that he'd had a starkly different college experience than undergraduates today. He attributed this largely to the increased accountability of current college students, advocating that mistakes made in college, aside from the most unforgivable, should remain there.

Díaz explained that during his undergraduate time, students disputed openly, sometimes physically. While he did not advocate for violence, Díaz stated the position that students should be able to engage in unmediated arguments. When he got into conflicts, Díaz added, whatever the circumstances were, "there wouldn't be fucking 12 deans and 80 parents there."

Díaz spoke to the false comfort that intense mediation and supervision seeks to provide, noting, "You will never learn if you're not uncomfortable."

Referencing the power of his own discomfort, Díaz recalled a group of radical women he met during college who drastically altered his perspective, admitting, "I was in many ways saved by these women." He also clarified: "I'm not a feminist because I believe male privilege prevents [men] from being real feminists" and instead called himself a "feminist ally."

Constructed comfort, then, helps no one, and Díaz further explained: "These institutions need to give us real safety--which they don't and they never have."

He added that when he was in college, "it wasn't a business," and either way, "Universities are not human. They have no feelings. You can hit them hard."

Díaz emphasized the importance of challenging any institution, whether con-

Sweet Honey in the Rock

DANIEL KRAMER
CONTRIBUTOR

Following a Freeman Shabbat dinner on Apr. 1, I saw the Gram-

my Award-winning a cappella group Sweet Honey in the Rock perform in Palmer Auditorium. Sweet Honey in the Rock is an ensemble of five women who have been expressing their history as African-American women through song, dance, spoken word and sign language since 1973. Given that the troupe draws largely from the gospel to discuss the effects that loss, violence and greed have on society and the environment, the event was merely an extension of Shabbat dinner in a way, save that some of the biblical references would not have been wholly kosher for the Shabbat dinner table. Still, Sweet Honey emanated an incredible energy that made it a religious experience, one that transcended my bar mitzvah and is more comparable to the synagogue youth group trip that I took to Yankee Stadium in eighth grade, where I got a cheeseburger and milkshake and nearly caught a Derek Jeter foul ball. That is, the concert was the kind of holy experience that touches your core and enhances your connection to faith, though perhaps only transiently.

Sweet Honey's Shirley Childress translated the entire concert into sign language, which was a spectacle in itself. Vocalists Nitanju Bolade Casel, Aisha Kahlil, Carol Maillard and Louise Robinson were joined by Romeir Mendez on acoustic bass. The audience was comprised mostly of New London community members because the event coincided with a Rihanna a cappella concert also on campus. Despite this, their Afrocentric rhythm had most members of the elated audience out of their seats, grooving and singing along to popular hymns, original Sweet Honey songs and covers, my favorite of which was a soulful rendition of Marvin Gaye's "Mercy Mercy Me."

Sweet Honey in the Rock performed songs that segued perfectly into each other, telling a narrative of love and hope that has helped many weather the burdens of inequality throughout history. The event was a fun, two-hour celebration of music and humanity because, as Carol Maillard put it in between sets, "You can't isolate yourself from the universe, so embrace it." •

crete or abstract. He called white supremacy "a hegemonic system that has colonized and saturated our souls" and pointed out "toxic border logic" which relies on a belief "that these borders are sacred in ways that are untrue."

These racist and xenophobic conceptions, Díaz pointed out, are entirely legal and engrained in our daily consciousness. "Every time I try to create something dystopian," he noted, "our politicians outdo me." He cited the importance of "small anarchies," that serve as individual challenges to an all-encompassing system, by claiming that "the only way that we're go-

ing to break up this bullshit is by breaking a little law every day."

While some of Díaz's rhetoric was intense, he did voice an ultimately positive outlook.

"If you think about what's required [to enact change]," Díaz said, "it sounds like an insurmountable amount--'til we do it." •

A Look Back at a Life of Track

MARINA STUART
CONTRIBUTOR

As a senior, I've started thinking critically about my educational experiences. I've been in school since I was about three years old, from preschool to my senior year of college. For the first time this summer, I will not be looking towards starting classes in the fall. I'll be looking towards a job, one that probably won't give me summer vacation. This is also the first time in ten years I won't be doing track and field.

When I was eleven years old, a tiny sixth grader with way too much energy, my coach told me at my first track and field meet to try long jump. She shuffled us all around between the events she thought we'd do best in. I was a sprinter, running mainly the 100 and 4x100, so the long jump seemed like a good event to try. That season I jumped somewhere around nine feet. By 8th grade, I reached 12'11". Jumping became

my favorite event. I still ran the 100 and 4x100, but the long jump was what I looked forward to every week.

In high school I participated in soccer, basketball and track. But I always considered track to be my real sport. High school was also where I discovered the triple jump. The difference between the long jump and the triple jump is that, in long jump, you take off with one foot, jump and land in the sand pit. In triple jump you actually jump three times before you jump into the sand pit. It's easiest to think of the triple jump as a skip (jump off one leg and then land on the same one) then a hop (jumping from one leg to the other) and then the final jump into the pit. Triple jump became what I really liked doing at meets and practice because it required me to improve upon a lot of skills. The three jumps, your run or your landing could use improvement. But with the long jump, you really

just had the run, jump or landing to fix. My crowning achievement of high school was being a captain and placing third at Philadelphia District Championships in the triple jump with a distance of 31'8".

I came to Conn knowing I was going to be on the track team. It was actually a deciding factor when I was looking at colleges. My freshmen year started out a little rough. I tore my meniscus on one of the first days of practice, but by the indoor season, I was running and jumping. It was in college where I made my final switch in events. I left behind the long jump, which by this time I was frustrated with, and took up pole vaulting instead. Why? Because it looked super fun. Later I realized how dangerous it was, but at that point I was too far in to care. In the natural progression of jumping events, pole vault seemed like the obvious choice for me. I was a good jumper and I had been a gymnast for most of my child-

hood. Also, after jumping for seven years, I needed something new to challenge myself with. In high school it was triple jump, in college it was pole vault.

By sophomore year of college I had stopped running completely. I was only a field event athlete, and one of the only jumpers that didn't run. But I kind of liked that individualism. I still liked running, but jumping was what I loved to do. Honestly, the best thing ever is to have a pole vault or a triple jump practice instead of a running workout.

And now it's senior year. I'm a captain, and I have freshmen jumpers and runners who I look out for at meets. I'm almost as invested in how they do as I am in how I do. Every time they don't do well, I tell them the one thing I've learned after 10 seasons of jumping: try to not be disappointed if you don't achieve the height or time you wanted. Your final result will not define you, and every

jump is a learning experience. So, even if it wasn't the height or distance you wanted, something was done well and you can learn from what you didn't do well.

I am trying very hard to keep my own advice in mind as I go into the last meet (probably) of my track and field career. I've been doing this crazy sport for years, and it's all going to culminate in one meet. There is going to be a lot of pressure to do well. I have to remind myself that the end of my track career will not define the entirety of it, that I have had a great 10 years of track and many amazing moments, and the end of it should be celebratory no matter how I perform this weekend. And who knows, maybe I'll join a track club after college and my jumping career will not be over after all. But either way, it's been a great 10 years of track and field. •

NHL Playoffs: American Teams Dominate Canadian Sport

MARC KLEPACKI
STAFF WRITER

With the 99th National Hockey League playoffs underway, it is safe to say 2016 will not be Canada's year.

For the first time since 1970, no team from Canada will be participating in the playoffs, despite the notorious reputation of Canadian superiority in the sport. Also of note, Canadian born players no longer make up the majority of players in the league, comprising only 49.7% of the athletes.

Instead, the Washington Capitals are leading the NHL coming out of the regular season. With 56 wins, 18 losses and 8 overtime defeats, the Capitals have secured the President's Trophy for a second time, the first being in the 2009-2010 season.

The Capitals possess an incredible amount of depth this year. Center Evgeny Kuznetsov is currently tied for ninth in the league in scoring, and legendary left wing Alex Ovechkin again scored 50 goals as of April 9, becoming the third player in NHL history to score 50 or more goals in seven or more seasons. Supporting Ovechkin, All-Star center Nicklas Backstrom averages at least one point per game.

With an impenetrable defense led by John Carlson and Matt Niskanen, and with Braden Holtby currently ranked as the fifth best goalie in the league, the Capitals have more than a chance of winning the Stanley Cup, especially after beating the Philadelphia Flyers 4-2 in the Conference Quarterfinals.

But it will be no easy path. Behind the Capitals are the Dallas Stars (50 239), who did not even make the

playoffs last year. A combination of skill from left wing Jamie Benn, who won the Art Ross trophy last year for most inseason goals, Jason Spezza and former Bruin Tyler Seguin, each of whom have scored 30 or more goals this season, have led the Stars to a playoff berth. Seguin is currently suffering a slice to his Achilles that has prevented him from playing in three consecutive games against the Minnesota Wild, who the Stars defeated in the conference quarterfinals.

Second to the Stars are the St. Louis Blues (49-24-9). After having a season wracked with injuries – the Blues have lost 236 man games this season alone – St. Louis has thus far been unable to fulfill its true potential. But even great players such as right wing Vladimir Tarasenko, who has scored 40 goals this season, and Brian Elliot, the second best goaltender in the league, the Blues are vulnerable to the wrath of defending Stanley Cup champions Chicago Blackhawks during the first round of playoffs.

While the Hawks are currently fifth in the league (47-26-9), their record and lineup should more than indicate that they remain a credible threat. Though Chicago lost three top six forwards and a top four defenseman, among other players, the Blackhawks lineup still includes legendary players like Patrick Kane, Jonathan Toews, and Duncan Keith.

Kane led the league in scoring this season with 46 goals, earning him the Art Ross trophy. Rookie teammate Artemi Panarin tied with Kuznetsov for the ninth most goals in the league. But a lineup of a few star players may not be enough to

stop other teams such as the Stars and the Capitals.

Another consistently strong team returning to the playoffs is the Pittsburgh Penguins. Stars like Sidney Crosby and Evgeni Malkin continue to provide success for the Black and Yellow, putting the team second in the Metropolitan division and fourth in the league (48-26-8). The Penguins are currently 3-1 against the New York Rangers in the conference quarterfinals, and the two teams are facing off in playoffs for the third straight year.

Tampa Bay has already advanced past the conference quarterfinals, crushing the Red Wings 4-1. This is the second year in a row that the Lightning have beaten the Red Wings in the first round, thanks to the excellence of goaltender Ben Bishop and center Alex Killorn.

An unexpected and excellent season came from the Florida Panthers this year. Franchise underdogs that ranked 29th out of 30 teams two seasons ago, the Panthers finished the regular season as leaders of the Atlantic Division, winning a franchise record 47 games, including 12 in a row.

The lineup of veterans including 44 year-old right wing Jaromir Jagr, Willie Mitchell, and Roberto Luongo seems to be contributing to the success of the Panthers. They are mentors to a cast of younger star players including Logan Shaw, Corban Knight, and Steven Kampfer. Despite their great regular season, the Panthers lost to the New York Islanders in the first round of the playoffs. •

The Good, Bad and Ugly from the NFL Draft

COLE MITCHELL
STAFF WRITER

The first round of the 2016 NFL Draft has come and gone and now 31 college students are going to learn to play at a professional level. The draft is just one step in developing a championship-quality team, but there are some teams that used their top picks to move towards the playoffs, while other teams may have stalled on the road to the Lombardi Trophy.

The two most notable picks came from the first two teams, the Los Angeles Rams and the Philadelphia Eagles. The Rams chose first, but had to give up a bunch in order to acquire the pick. The team received the number one pick and a fourth round pick in a trade with the Tennessee Titans. In return, the Titans got the fifteenth pick, two second-rounders, a third-rounder, and the Rams' first and third round picks in the 2017 Draft.

After giving up so much to the Titans, the Los Angeles drafted Jared Goff, a quarterback out of the University of California, Berkeley. Goff is the prototype quarterback and a pocket passer, who will not attempt to run the football like Russell Wilson or Cam Newton. He has a strong arm, but at the moment the Rams only have

one good receiver. On the other hand, the Los Angeles does have a very good, young defense in a division where they compete with other talented defenses in Seattle and Arizona. Goff will have to learn how to be a professional and leader while also having the responsibility of quarterbacking the newest team in Los Angeles.

The Philadelphia Eagles had the second pick and drafted Carson Wentz, a quarterback from North Dakota State. Wentz is an interesting pick because he is not from an Division I college. Similar to the Rams, the Eagles traded up for their draft pick and gave up first, third and fourth round picks to the Cleveland Browns. The Eagles chose a quarterback with high potential, but he did not play in Division I. Are his talents really amazing or did his success come from facing easier competition? Wentz has a strong arm and can also run, so he can do more than Goff can. But he does not have one stand-out attribute.

Usually when a quarterback is drafted, the team wants to start him right away. Such was the case with Marcus Mariota for the Titans and Cam Newton for the Panthers. The Eagles have all intentions of starting Sam Bradford next season, and based on his

performance and injury history, that cannot bode well for them. The Eagles gave up an enormous amount of draft picks for a quarterback who now has to learn how to compete against other top athletes, many of whom played at top colleges. Sure, there are those quarterbacks who succeed after sitting for a season or two such as Aaron Rodgers, but Rodgers was learning from Brett Favre, arguably the greatest quarterback to play in the NFL. The Eagles made a risky decision in their draft pick and gave up an enormous amount of possible talent. This ultimately could be a complete flop in the coming seasons.

One of the best and most underrated picks has to be the Baltimore Ravens taking Ronnie Stanley, an offensive tackle, out of Notre Dame. Normally high-end offensive tackles like Stanley have successful careers, so they don't have the high risk factor that comes with drafting a quarterback. The Ravens also had an off season because the team could not recover after quarterback Joe Flacco's major injury. The Ravens are going to be a competitive team next season and with the best pass-blocking lineman in the draft, this will allow Joe Flacco to do what Joe Flacco does best. He will be able

to sit in the pocket longer and not worry about either his left or right blindside and could throw the ball deeper. Flacco is one of the best deep passing quarterbacks in the NFL, so improving his pocket's defense was a great decision for the Ravens. It was not a super high reward pick, but it was not a high risk pick either. It is exactly what the Ravens need.

The worst pick out of the top ten was probably the Dallas Cowboys' choice of Ezekiel Elliot from Ohio State. There is nothing wrong with Elliot, who will be a very good third down running back and above average pass blocker when Tony Romo is in shotgun. The problem is who picked him and when he was drafted. The Dallas Cowboys offense last year was better than most teams, but the problem was how little their offense was on the field. Their defense was terrible and the best way to beat the Cowboys last season was to just keep your offense on the field longer than their offense was on the field. That tended to be pretty easy, since the Dallas defense could never get the stop it needed.

Now in the 2016 NFL Draft, the three picks before the Cowboys were two quarterbacks and a defensive end. That means that

Dallas could have chosen the best college defensive players out there, but they choose a situational running back. The pick makes no sense, as it just adds to the areas where they are already good, but does not improve the weakest areas of the team.

The NFL Draft is always important to the top ten teams who pick, and this season some teams made great picks and others failed in their most important decision of the coming season. Any team that trades up in order to get a higher pick instantly comes under question, because they are giving up multiple position upgrades for a single spot. The Rams and the Eagles were the two most notable teams to do that this season. Los Angeles' choice to do so may work out because they already have a talented defense and need a strong quarterback to get them over the hump. On the other hand, the Eagles traded for a quarterback that will be sitting on the bench next season. We'll just have to wait for the season to start and possibly even multiple seasons before these picks really start to make an impact. •

Baseball's Modern Arms Race

PETER BURDGE
SPORTS EDITOR

Baseball has a big problem. My love for the sport and the energy I have exhausted trying to defend it my whole life makes it hard for me to write that sentence. But it does have a problem, which trickles down the branches of the entire sport, from the Major Leagues to youth leagues.

Early Friday morning Miami Marlins second baseman Dee Gordon was suspended 80 games for using performance enhancing drugs. This is problem enough for Major League Baseball and the Marlins, who will be losing their version of the Flash for half the season. Steroids in baseball has been discussed ad nauseam in the past decade, so I won't delve into that. What bothers me about this incident is that it is a reminder of the hyper intensity of the game that has ballooned into something nearing catastrophic.

In a recent issue of *Sports Illustrated* Jeff Passan gave us a bare bones look at Perfect Game, an organization that helps young baseball stars showcase their talents in front of scouts from all over the country. It's like kid pageantry but with a ball and bat. At these tournaments that bring the

crème de la crème of teen baseball together, 15 year-old pitchers are hitting 95 and 96 MPH on radar guns. I remember when reaching 40 in the PitchZone at the fair was a big deal.

My problem is not with the intense competition—I think that comes with the territory and has always been a part of even the lower ranks of Little League. My problem, and the problem that baseball will have to face in the coming years, is that these kids are being overworked. Teens at this level no longer just pitch from March to September; they are throwing every day at maximum velocity year round. There is no offseason to play basketball or football or soccer because, once they hit high school, they are specialists. In order to be recruited for college, no less make the big leagues, they have to compete with other teens giving their own maximum effort, every day of every week of the year. It is an arms race, but with actual arms of ligaments and muscles.

We have already seen the attrition rates of this fairly new phenomenon. A young pitching prospect truly isn't considered seasoned yet unless he has had Tommy John Surgery to strengthen his elbow. In the last six years,

more Major League pitchers have undergone the surgery than between 1974 and 2009. That this has become almost habitual means that young pitchers are blowing out their arms.

In 2015 only three pitchers over the age of 30 (Max Scherzer, John Lackey, and Zach Greinke) finished in the top-twenty in Cy Young Award voting. MLB can look at this and shout from the rooftops that baseball is becoming a younger game that is more exciting and more attractive to youngsters across the country. But I think this stat shows a glaring problem—there are incredibly few pitchers over 30 who are successful in the league. Back in "the day," and by that I mean 2004, four of the top-five American League Cy Young vote-getters were over 30. We could watch pitching artists like Greg Maddux confound hitters in his late thirties. Curt Schilling was able to power through his starts for almost twenty seasons.

How long will Noah Syndergaard's career last? The Mets' starting pitcher is blowing by Major League hitters with regular 98 MPH heat, but how sustainable is that? He is 23 years old and already a sensation, but he is likely to combust before 30.

The optimist in me points to Nolan Ryan, the father of the fastball, who lasted 24 seasons in the big leagues without slowing down. But the difference between Ryan and Syndergaard, and all the current flame throwers, is that Ryan's arm did not face the same wear and tear of those today. He did not pitch every day of his childhood or try to top 90 MPH when he was in middle school. He played other positions and other sports to give his arm some rest.

But now with the hyper intensity created by Perfect Game and a great deal of high school coaches (and parents) nationwide, these young arms get no rest. It is terrific for young pitchers to get Major League offers in their early teens, but it comes at a price. Their constant training will wear their arms down to sinewy shreds before becoming Major League veterans. And there is no way to slow them down.

This brings me back to Dee Gordon. Baseball's steroid problem has had big hulking poster children like Barry Bonds and Roger Clemens, whose greed for success pushed them to superhuman levels. Yet the majority of PED incidents in Major League Baseball come from players needing an extra boost to move just

ahead of the competition. Like Dee Gordon and Chris Colabello, who was also recently suspended for 80 games, these players are willing to use whatever means possible just to make it to the top levels.

How are we to believe that no young pitcher involved in the radar-gun wars won't do the same? With the need to hit the high 90s and the blind obsession with throwing the hardest among peers, what is stopping these kids? I'm not just talking about steroid use, which for all we know could be rampant in these youth programs, but simply overworking the arm to be the hardest thrower. Not the best pitcher, but the hardest thrower.

Lighting up the radar gun is exciting and (debatable) attracts fans. But this obsession has already cut careers short. It ruins the chances for long and healthy stints in the big leagues, and it forces many to burn out before reaching the top. The incoming generation of pitchers will not last. They will no doubt enter with a bang but will soon exit with a whimper. •

Senior Runs Boston Marathon, Raises \$10,000 for Dana Farber

DANA SORKIN
CO-EDITOR IN CHIEF

26 miles, from Hopkinton Green to Copley Square. The Boston Marathon is the world's oldest annual marathon and is one of the most famous. Tens of thousands of people run the marathon each year, some competitively, some for charity, and some for the challenge, and this year, Caroline Noonan '16 was one of them.

The 2016 Boston Marathon was Noonan's first marathon, and prior to this year she didn't have much interest in running the distance. A Boston native, she ran in high school, typically five to six miles per run, but fell down to two to three while at Conn. This changed, however, when her best friend's father was diagnosed with cancer. She said she started using running as a coping mechanism, especially as her friend's father grew sicker, and the cancer spread from his throat to the rest of his body. He ultimately passed away in November of 2015, but not before Noonan considered running the Boston Marathon in his honor.

In September, Noonan applied to run with the Dana Farber team, where her friend's father was being treated. The team accepted her application, and registered her for the marathon. With the logistics set in place, Noonan had the real challenge ahead of her: training to run 26 miles. From September to December, Noonan focused on running a half marathon, and in December worked to complete the final thirteen miles.

Using Hal Higdon's Novice 1 Plan, Noonan was running, on average, four days a week, cross training once a week, strength exercising once a week, and taking one day off. Balancing training with school was hard, and some weeks she wasn't able to keep up, but the training paid off, and

she was on track with her plan. Noonan ran twomile loops around campus, laughing as she remembered days where she would run ten laps and see the same person watch her run as they left Harris, and then again as they left their class an hour later as she completed her run. Campus Safety even noticed her running and offered her rides places. "Training is such an unbelievable time commitment," she said, adding that she didn't truly know what she was getting herself into at the beginning of her training program.

Though one may assume that in the weeks leading up to the marathon a runner would have completed and been comfortable with running 26 miles, Noonan's program had her only running 22 miles at the most before the race, a suggestion of her program for runners who are training quickly for marathons. In fact, in the days up to the marathon she was running even less than before, ensuring that she wouldn't hurt her body too soon before the race.

The day of the Boston Marathon was beautiful: 70 degrees and sunny. Noonan had no problems during the first half of the marathon, she felt good and her only problem was telling herself to slow down as to not tire herself out for the second half. People line the entire length of the course, Noonan said, cheering you on constantly. Specifically for her, Noonan had friends and family (many coming from Conn to watch) waiting cheering her on at miles 16, 19, 21, 22, 25, and the finish line.

The hardest part of the race? The notorious Heartbreak Hill. Between miles 20 and 21, near Boston College, Heartbreak Hill combines its steep incline with its late timing in the race, and the fact that runners are already so

exhausted by reaching it. Noonan said this was the only portion of the marathon that she walked.

After reaching the finish line, Noonan described how runners are immediately given water, medical attention if necessary, a foil blanket to keep warm (even on a warm day, after running so much your body temperature drops, and it's crucial to stay warm), a banana and a bagel, and their well-deserved medal. The runners are instructed to walk another five blocks to prevent cramping before they're allowed to leave with their friends and family.

In looking back on the 2013 Boston Marathon bombings, Noonan noted that it was "palpable" that people were on edge, and called the security "unbelievable." All of the runners were checked multiple times with metal detectors before the start of the race. But there were moments of hope and pride for Boston, as well, such as when one survivor of the bombings who lost both of her legs finished the marathon using prosthetics.

As a member of the Dana Farber team, Noonan helped raise over \$10,000 for the organization, with \$400 of that coming from a spinning event she organized on campus in the fall. The Dana Farber team raised over five million dollars.

Though Noonan said running and training for the marathon was "absolutely worth it," she said that preparing for the race took over her life, and she has been working to have a better balance now that the marathon has finished. Though she won't be running the marathon next year, when she will be starting a new job in Boston after graduation, she does hope to one day run the marathon in Boston again, and perhaps in New York and London as well. •



CROSSING THE FINISH LINE OF THE 2016 BOSTON MARATHON - CONGRATULATIONS CAROLINE!

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