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Swim Team Students and Parents React to Injustice in the Connecticut College Disciplinary System

MEREDITH BOYLE
EDITOR IN CHIEF

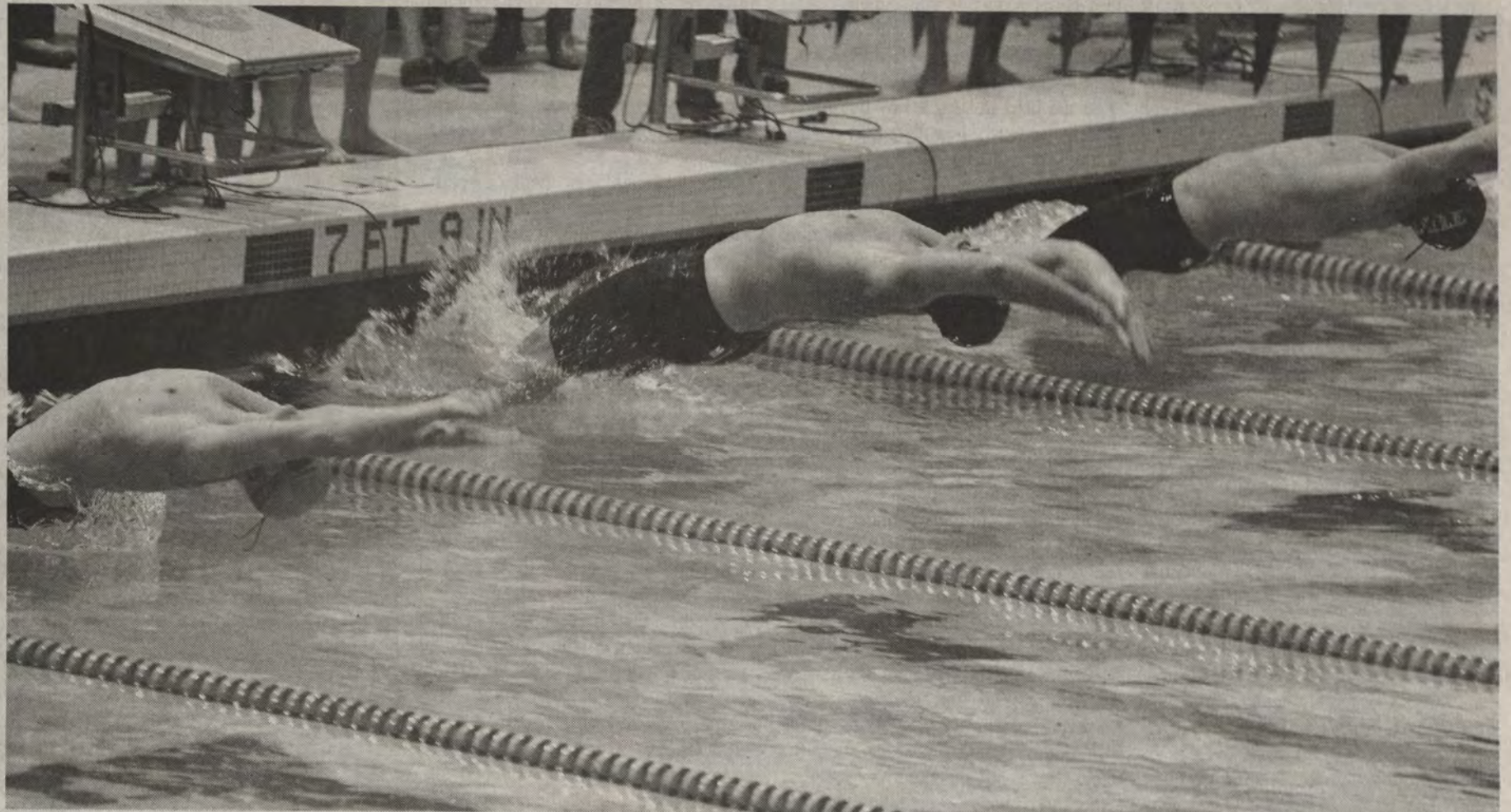
Editor's Note:

Much of the College community knows that something happened concerning the Connecticut College Swimming and Diving Team this year, but exaggerated rumors and misunderstandings abound across campus. This article is an attempt to afford swim team members and their families the opportunity to tell the story from their own perspective. It is not presented as an objective account of the events, because due to confidentiality limitations President Higdon, various deans and staff members implicated in the story were unable to provide comment. In the final moments before this was published, the decision was made to keep all student names anonymous. It is also important to note that this article is not representative of all opinions of swim team members and should not be considered as the only story to be told. This article should be considered as a subjective perspective, but one that suggests implications for the reform of disciplinary procedures at Connecticut College.

At the beginning of this academic year, a first-year swimmer was expelled for exhibiting dangerous behavior while intoxicated. During the course of the investigation of his case, the administration found evidence suggesting that the swim team had held a recruiting event the same evening that may have constituted hazing. The circumstance involved a scavenger hunt where alcohol was present, but not provided. This scavenger hunt was in turn investigated in October, and then-Associate Dean of Student Life Sarah Cardwell determined there was no hazing at this event.

It is useful here to provide the definition of hazing found in the Student Handbook:

"Hazing encompasses a broad range of actions that either (1) willfully or recklessly endangers the physical or mental health or safety of a person(s); or (2) causes physical or psychological discomfort or harm; or (3) demonstrates disregard for another's person's dignity; or (4) causes or encourages a person to violate college policy or the federal/state/local law, primarily for the purposes of initiation, admission



COURTESY PHOTO

into or affiliation with, or as a condition of continued membership in a group, organization, or team. Given the inherent power dynamics of peer pressure, a student cannot reasonably consent to be hazed. Therefore, consent to be hazed may not be considered as a mitigating factor when determining whether an individual/group is responsible for hazing."

In addition, The Student Bill of Rights says that all accusations of violation will be treated with Fair Practice:

"Fair Practice is defined as 'a flexible term generally indicating that the student accused of a violation of the Student Code of Conduct will be provided with full and fair notice of the alleged violation(s) and an opportunity to be heard.'"

It is within the above parameters that members of the swim team and their parents discussed this case.

Following the October interviews, students and parents believed the investigation was over. So when, on December 6 – the week before final exams – the administration again summoned the team for ques-

tioning, parents and students were concerned.

"All of a sudden there was a whole new investigation so something was a little bit fishy – what pushed them to do this investigation on hazing?" said Dr. James Karlson, swim team parent.

This second round of questioning has since been described as an "interrogation" by both parents and students. The team received an email on a Thursday afternoon, informing them that their afternoon swim practice would be replaced by a meeting in Blaustein. It was labeled as mandatory, and failure to attend was designated a breach of the Honor Code. Supposed to last for the duration of a normal practice (two hours), in fact it lasted a total of six hours. During this time, swimmers were held in a room in Blaustein, made to surrender their cell phones and laptops, forbidden to talk to each other and escorted to and from bathrooms.

The group was provided minimal information concerning the objective of the interviews; the justification for the re-opening of the case was that new evidence had surfaced since the closure of the original investigation.

"We got a call from our daughter hysterically crying.

She had been interrogated in a very harsh manner. She

was brought before two Deans and was asked questions

in a very confrontational tone. The interview was taped

without permission and she really had a sense

of being violated."

According to one swimmer, "[Former Dean of Student Life] Jocelyn Briddell addressed us saying, 'We will be conducting interviews; this may take awhile.' She asked if we had any questions. I raised my hand and asked if we had to speak during the interviews. She thought about it for a second and said, 'No I guess we can't force you to talk.' I took that as we had a right to remain silent. I then received an email charging me with non-compliance for not talking."

When asked what the students were being charged with, administrators overseeing the interviews said that the matter was confidential. The interviews were recorded

without student consent. The students were advised not to speak of the night's events to their coach or parents.

Overall, students and parents describe the interrogations as harsh, flawed and unfair.

"We got a call from our daughter hysterically crying. She had been interrogated in a very harsh manner. She was brought before two Deans and was asked questions in a very confrontational tone. The interview was taped without permission and she really had a sense of being violated," said Kenny Rotner, a swim team parent.

"During our one-on-one interviews, both the initial [in October]

and the follow-up [in December] with Dean Cardwell, I felt extraordinarily attacked and very intimidated; I walked out in tears," said one swimmer.

Both swimmers and parents felt that the administrators conducting the interviews assumed the students guilty until proven innocent.

"Both of these [interview sessions] felt like interrogations to the students and gave them the feeling that going forward nothing would be impartial," said Kim Lilly, swim team parent.

"They were looking for how to indict us from the beginning; there was no innocent until proven guilty; it was like a witch hunt," added a swimmer who asked to remain anonymous.

"I understand they had a policy that they had to follow and they were following the advice of counsel, but it seemed to me that the administration jumped to conclusions. I didn't think [the students] were treated as adults, it seemed like they were talked to like they were lying," said Tom Lilly, swim team parent.

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TEDx Showcases the Power of Student Organizing

MOLLY BANGS
STAFF WRITER

The second annual student-organized TEDxConnecticutCollege conference took place on Saturday, April 13 in Cummings Art Center. This year's general theme centered around the following Isaac Newton quote: "If I have seen further, it is by standing on the shoulders of giants."

Adi Harnal '13, the director of the Conn TEDx student organizing team, welcomed the audience at about ten in the

morning on Saturday. The day was organized into four different themed sections: "Rise," "Explore," "Illuminate" and "Envision." He provided seamless transitions from one theme to next throughout the day. Harnal later commented on the structure they decided upon for this year's conference, explaining, "It's all about the speakers."

The first four speakers comprising the "Rise" subcategory told stories of evolution; how we got to where we are today and how we can move forward.

Italian Professor Robert Proctor began the conversation by illustrating the story behind the liberal arts. The concept of a citizen scholar was created by Marcus Tullius Cicero in the Roman Forum as a direct response to the violence the Roman Empire was facing. Eyes sparkling as he spoke of his passion, Professor Proctor explained how Cicero had wanted to "save the republic through education."

Maria Aiolo, who is the Co-President of the Brooklyn-based non-profit TerreformOne as well

as an educator and advocate, was next onstage. She spoke of the dire need for "urbaneers" in the field of city planning. In the spirit of the liberal arts that Proctor had spoken about, on the matter of architect-ecologists Aiolo declared, "We need these multidisciplinary advocates to create cities... with productive green space." Some plans for a revitalized "ecotopia" Brooklyn include canals, algae farms to create energy and even blimp bumper buses for means of transportation – the latter of

which prompted amazed giggles from the audience.

Michael Sheridan '89, who is the Founder and Director of Community Supported Films, is a filmmaker and educator. His TEDx talk focused on information and its impact, honing in on the case study of Afghanistan. He spoke of the stark contrast between the American media coverage of Afghanistan about war and "acid throwers," as opposed to the Afghans' coverage of their own country, including economic hardships such as

flash floods and drought and basic community organizing such as building girls' schools. Continuing with the theme of more responsible, effective citizens, Sheridan explained Community Supported Films' initiative to expand the local capacities of documentary filmmakers and photojournalists to report by way of their own agendas with moral perspectives, rather than about wartime action or government agendas.

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Editor in Chief Meredith Boyle discusses shared governance, journalism and saying goodbye.

Threats to Global Literature Program

Due to budgetary constrictions, the Global Literature Program at Connecticut College may be eliminated.

Campus Weight Loss Trends

A discussion of the weight loss trend on campus and its implications for the community.

Into the Woods

A review of the latest theater production.

Editorials

APRIL 15, 2013

THE COLLEGE VOICE

Editorial

On the Role of Journalism in Shared Governance

This marks my final newspaper issue as Editor in Chief of *The College Voice*. As such, I wanted this issue to focus on one of the biggest catchphrases of this academic year: shared governance.

The decision to publish the story about swim team hazing allegations was truly a difficult one. At the last minute, some swimmers expressed fears of potential ramifications as a result of the release of student and parent testimonies. It was my decision to leave all student names anonymous to protect them from these feared ramifications. My staff, the newspaper's faculty advisor and I stand behind the publication of this story. Beyond allowing some of the swim team a voice that has largely been silenced, this is an important awareness piece for the College community because our disciplinary procedures are in need of repair, and I strongly believe that a culture of silence does not encourage change.

Some may wonder why the swim team story fits with this week's theme of shared governance. Indeed, the article describes that in fact students felt most heard and fairly judged when in front of the Honor Council of their peers. Shared governance functioned in the swimming case in that the Honor Council ultimately adjudicated the fate of the accused team members. However, if we consider the exercise of administrative authority and intimidation described by parents and students, it is logical to argue that the problem did not lie with the shared nature of governance, rather with the administration's perceived abuse of authority in their own governance of the situation.

In addition, the definition of shared governance discusses the notion of transpar-

ency in decisions. Why, then, is there such a cloud of secrecy surrounding Honor Council hearings? Understandably, certain cases require confidentiality and I am not arguing that the swim team case should have been exempt. However, when the Honor Code and confidentiality limitations are used in such a way that makes students seriously fear the power of their administrators, something is inherently wrong. If students are unable to communicate with the sources of support that they most trust, transparency is not functioning properly. If the Honor Code precludes the administration from setting the record straight after a disciplinary procedure has ended, then transparency truly does not exist.

The Connecticut College community that I know nurtures students to think for themselves and challenge perceived injustices. It is inconsistent with our community values and institutional objectives to avidly sweep controversies under the rug.

I don't think there is a time more ripe for reform of our institutional values as they apply in all spheres, not only in disciplinary cases. The College Voice shared governance survey, the results of which are published on page 3 of this issue, demonstrates that students, faculty, staff and administrators understand the definition of shared governance in a different way. While the majority of all four groups agree with the definition stated in the Covenant on Shared Governance, disparate proportions between groups believe that the definition should be revisited. Not surprisingly, students overwhelmingly believe that they should have more responsibility under shared governance, while administrators tend to think that students

are already afforded an appropriate allocation of governance. This means that even though most of us agree on the stated definition, we as students think that somehow it breaks down in application. If we are to move forward as a community that fosters productive relationships between all bodies concerned with shared governance, the implementation of this definition must be re-evaluated.

I want to conclude by thanking you for your readership throughout the year. In deciding how I would end this final editorial, I thought it might be nice to reflect on my first. I had forgotten by now, but the main theme of that first piece was shared governance and the importance of the newspaper within that debate. It is one year later, and not much has changed. I believe that this last issue in particular shows the power, purpose and place of journalism at Connecticut College. I said it in my first editorial and it's worth repeating now: this newspaper is meant to inform, engage and spark dialogue. The duty of an Editor in Chief is to facilitate these goals in service to the student body. It can be trying at times, but I have enjoyed this job immensely, and it is with confidence that I pass the responsibility along to Melanie and Dave for the final issue of the year, and for academic year 2013-2014.

A big thank you to my staff and Professor John Gordon for their continued support. An especially big thanks to Annie for catching the dangling modifiers, and Ayano for tolerating my party dresses and never letting me throw the computers out the office window.

-Meredith

After three years at *The College Voice*, this marks my first and final article.

Thanks! Bye!

-Ayano

THE COLLEGE VOICE

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

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Blue Camel Cafe

- Open extended hours (8:30-midnight) during finals week. Come in and caffeinate!



CONNECTICUT COLLEGE

News & Features

APRIL 15, 2013

THE COLLEGE VOICE

SHARED GOVERNANCE SURVEY RESULTS

The College Voice collected survey results from alumni, students, administrators, faculty and staff on key questions concerning shared governance. The most interesting statistics are displayed below.

- 1 The Covenant on Shared Governance signed by the President of the College, the Chair of Staff Council, the Chair of the Faculty Steering and Conference Committee and the President of SGA defines shared governance as: "A system in which separate constituencies are all represented fairly, each by a governing body that can address the concerns and policy issues facing members of the shared governance community. Shared governance does not entail equal decision-making power for all bodies, but it does require an inclusive view of the decision-making process. Where it is feasible and practical, decision-making power should be shared. Where it is not feasible or practical, all efforts should be made to promote transparency and inform relevant representatives in a timely manner of the decision and its reasoning." Do you agree with this definition?
- 2 Do you believe that students should be given more responsibility in the decision-making process of shared governance?
- 3 Do you believe the College-wide definition of shared governance should be revisited by the College community?
- 4 We (The College Voice) often hear that students come to Connecticut College because of values like shared governance. To what extent did this factor play a role in your decision to come to this school (whether as a student or as an employee)?

ADMIN.

8
RESPONSES

1 87.5% agree with definition
12.5% do not

2 1YES5NO1OTHER

3 revisit (86%)
do not (14%)

4 16.7% said Large Influence
33.3% said Small Influence

STAFF

26
RESPONSES

1 95.8% agree with definition
4.2% do not

2 3YES12NO7OTHER

3 revisit (52%)
do not (48%)

4 0% said Large Influence
57.1% said Small Influence

FACULTY

7
RESPONSES

1 87.5% agree with definition
12.5% do not

2 1YES2NO

3 revisit (50%)
do not (50%)

4 0% said Large Influence
50% said Small Influence

STUDENTS

113
RESPONSES

1 89% agree with definition
11% do not

2 72YES6NO8OTHER

3 revisit (77%)
do not (23%)

4 18.6% said Large Influence
22.1% said Small Influence

For students only: How well do you believe the Student Government Association - the primary vehicle for the student portion of shared governance - articulates and addresses the concerns of the student body? (scale from 1-5, 1 = poorly, 5 = very well)

1	- 4 votes
2	- 20
3	- 36
4	- 27
5	- 4

INFOGRAPHIC COMPILED AND DESIGNED BY DAVE SHANFIELD

Administration Attempts to Eliminate Global Literature Position from Literatures in English Department

AYLA ZURAW-FRIEDLAND
OPINIONS EDITOR

On April 12, the Literatures in English Department hosted a gathering in the Blaustein Faculty Lounge to discuss a crucial issue facing the future of one of Connecticut College's oldest academic departments. Both majors and non-majors filtered in, curious to see what the department chair, Professor Janet Gezari, had to say on the subject of a looming downsize that would essentially eliminate resources to teach global and post-colonial literature.

The Dean of Faculty, Roger Brooks, devises a draft each year of the Staffing Plan, effective for all departments, based upon their requests to maintain or add positions. This year, the department of Literatures in English requested authorization to hire a permanent professor for the postcolonial and global literature position, left empty by former professor Simon Hays when he resigned at the end of the 2011-2012 academic year. The department specifically wished to hire a professor to aid in the teaching of African literature or Asian literature, an addition that would be beneficial across many academic departments.

This request was denied; Dean Brooks suggested, rather, that this position go to the Film department, and that the English department would have to suffice with a cycle of temporary, post-doctorate Mellon Grant professors who would hold the position for no more than two years at a time.

"We cannot argue that the Film Studies department doesn't deserve a new professor, or that we should take it back from them. We do, however, argue that we cannot lose this position," Gezari stated.

Losing the position within the department would have several widely impactful consequences. Aside from the visiting professor who currently holds the position, Jeanne-Marie Jackson, having to leave her job, it would completely change the nature of the department and its mission.

When Professor Charles Hartman took the Chair position in 2008, the main mission of the department was to change its name from the Department of English to the Department of Literatures in English in conjunction with a revitalized initiative to further globalize the department. "We are the department that studies literatures in English from everywhere, not just England or America," said Hartman.

At the time, they were met with good graces - from the College, which would reap the benefits of another department finding ways to stretch its curriculum to a worldwide scale. That same year saw the development of an option for a formal Concentration of Race and Ethnicity, spearheaded by Professor Simon Hays and Professor Courtney Baker (who had both been recently hired), to join the pre-existing Concentration in Creative Writing.

Without a professor who focuses on teaching global

and postcolonial authors such as Chinua Achebe, J.M. Coetzee, Salman Rushdie and others, these authors will be pushed to the margins of other classes focused on British and American literature. These authors' works would be taught in conjunction with British and American compositions, rather than taught as literature that exists in its own context.

"If we lose this position, we will no longer be able to pretend to be global. It would be unfair to both the current and future student body," said Professor Hartman. The Department of Literatures in English, therefore, would have to revert back to being named simply the English Department.

Connecticut College is already home to the smallest English department in the NESCAC division. By removing this crucial aspect of the major—an aspect that is well-established at other New England schools—Connecticut College would be removed from direct competition with its fellow NESCAC schools as future classes of students consider their college options.

Without a professor to specifically teach these texts, there would not be nearly enough classes available for students to fill the current "World Literature" requirement of the major, thus narrowing the focus to only two geographic locations: Britain and the United States. This is not only a serious implication for undergraduate education in English alone; many prestigious graduate schools require a

background in world literature to be considered for admission. Without the position, it seems that Connecticut College English Literature students

"Connecticut College is already home to the smallest English department in the NESCAC division. By removing this crucial aspect of the major - an aspect that is well-established at other New England schools - Connecticut College would be removed from direct competition with its fellow NESCAC schools as future classes of students consider their college options."

would no longer have that advantage.

What many members of the department found most troubling was that this decision came from an administration that supposedly makes it a large part of their public mission to honor a commitment to diversity and globalization. To many who are considering the implications of removing this position, these values do not line up. "The main issue, I believe, is that this conflicts with the supposed focus on 'diversification' the College has. There seems to be a difference between what appears and what actually is," said Professor Jeff Strabone.

Many of the students in attendance immediately recognized the problems of removing this position. Aneeka Kalia, a current freshman who is in the process of deciding whether to declare an English major, said this: "Literature of the postcolonial era to the present is the most important

to me, and if that part of the English department was taken away, it would seriously impact my decision to major or minor in English at all."

"Connecticut College is already home to the smallest English department in the NESCAC division. By removing this crucial aspect of the major - an aspect that is well-established at other New England schools - Connecticut College would be removed from direct competition with its fellow NESCAC schools as future classes of students consider their college options."

Senior English majors who are coming to the close of their undergraduate experience are equally unhappy with the prospective outcomes. "The global requirement helped me plan lessons in student teaching that account for diverse perspectives. I can't imagine not talking about world connections; it would be a completely one-sided view of things to not address them," said co-chair of the English Student Advisory Board (SAB) Kim Marker '13. "We can't not read these things; it seems like we've lost sight of a global perspective," continued co-chair, fellow senior Caroline Mills.

While the Dean of Faculty did state an alternative to the hiring of a new professor, students were troubled by his suggestion of a slew of temporary professors. "We don't get to know them over the course of just two years," said Bo Clay '15. "It doesn't strengthen the

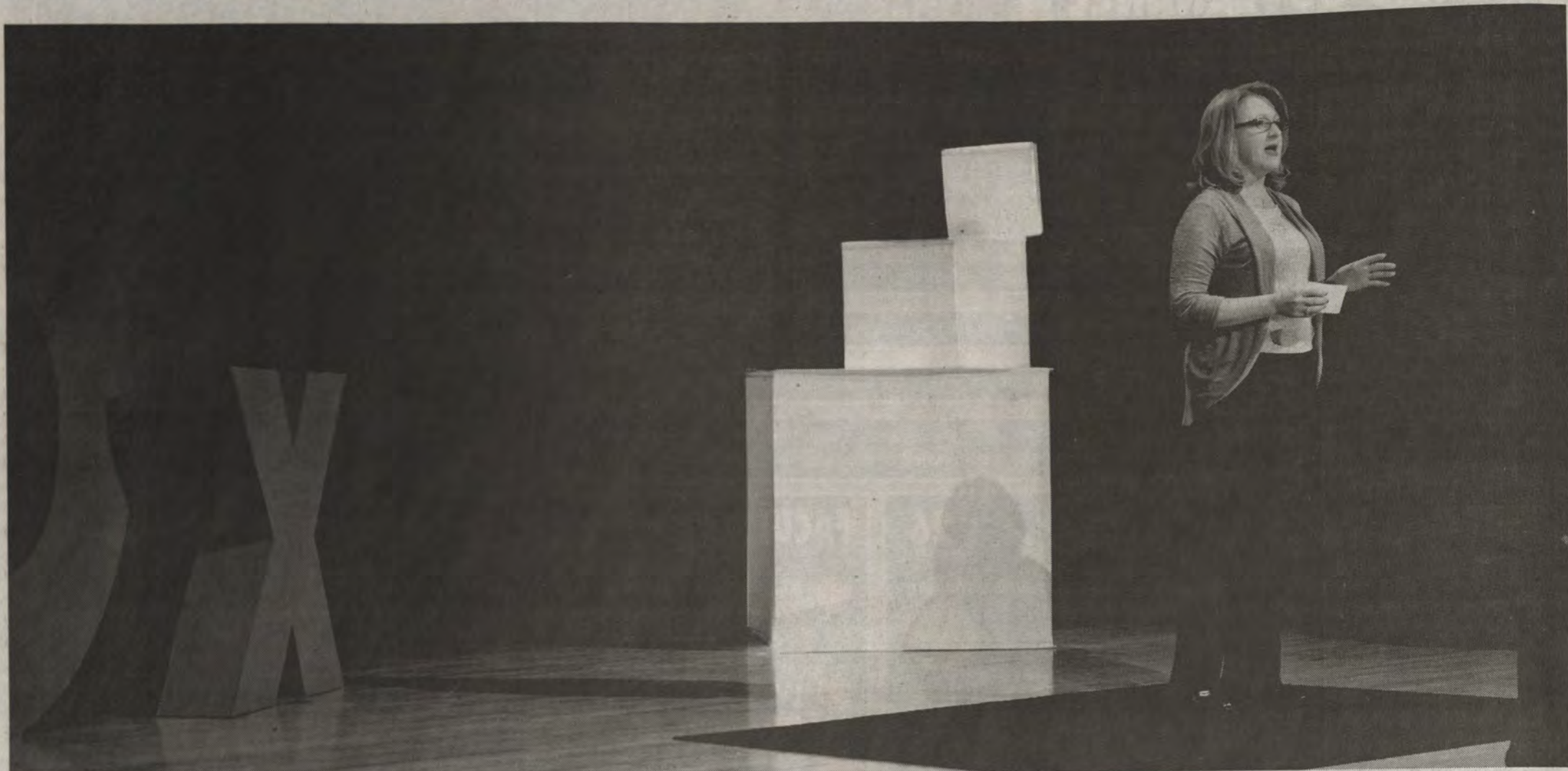
department." A post-doctorate professor would have no part in advising students of the English department and very little to

"Connecticut College is already home to the smallest English department in the NESCAC division. By removing this crucial aspect of the major - an aspect that is well-established at other New England schools - Connecticut College would be removed from direct competition with its fellow NESCAC schools as future classes of students consider their college options."

do with further developments within the department. "Doctorate professors don't have the same stakes," agreed Professor Hartman.

The takeaway message from this meeting was: "What should we do?" The faculty of the English Department has until April 22 to submit a written appeal to the current draft of the Staff Plan for the coming year. However, neither the students nor the faculty feel that this is enough. "This misunderstanding is just too big for a written response," said Gezari of the proposal. This department, now home to over one hundred majors, does not seem to be backing down without a fight. "As of now, English is the global language. It's just how it is. It won't be forever, but for now, it is. We are the department that studies literatures in English from everywhere, not just England or America," said Professor Hartman in closing.

ON THE SHOULDERS OF GIANTS



Educator and advocate Daleen Berry discusses domestic violence during TedxConnecticutCollege.

MAIA SCHOENFELDER

CONTINUED FROM FRONT

Michael Sheridan '89, who is the Founder and Director of Community Supported Films, is a filmmaker and educator. His TEDx talk focused on information and its impact, honing in on the case study of Afghanistan. He spoke of the stark contrast between the American media coverage of Afghanistan about war and "acid throwers," as opposed to the Afghans' coverage of their own country, including economic hardships such as flash floods and drought and basic community organizing such as building girls' schools. Continuing with the theme of more responsible, effective citizens, Sheridan explained Community Supported Films' initiative to expand the local capacities of documentary filmmakers and photojournalists to report by way of their own agendas with moral perspectives, rather than about wartime action or government agendas. Caroleen Sayej, who is an Assistant Professor of Government and International Relations here at Conn as well as an Iraq specialist, also spoke of media portrayal in the Middle East. She illustrated the democratic, non-violent approach of the Ayatollahs – clerical leaders – in Iraq, who are made into villains by the American media. "We don't think about the fact that there are multiple expressions of Islam," Professor Sayej explained. "We shouldn't be so afraid. Although narratives don't leave room for democratic clerics, these clerics have proven otherwise." She closed with a smile: "We only see what we want to see... as long as we can get past the beards."

Jim Moran '92 and Paul Newman are co-founders of CO OP Branding. Moran is an optimist, communicator and entrepreneur; Newman is a pragmatist, thinker and also an entrepreneur. The two constituted the final "Rise" TEDx talk of the morning. Their message was one of opportunity and self-improvement. They finished with a lasting message that one does not always have to reinvent: sometimes, it's about rediscovering what is right in front of you. Newman said, "If you have a great idea... Make it, but make it better."

The second series of TEDx talks, "Explore", featured the development of new ideas looking forward. Fiorenzo Omenetto, who is a Professor of Biomedical Engineering at Tufts University and a biomedical visionary opened by declaring that if he is standing on the shoulders of giants, than his giant is the silkworm cocoon. He spoke about how materials of to-

day are designed to be reliable and are not supposed to break, but if they do, we replace them with other materials made of non-renewable resources. The materials of tomorrow should be "sustainable, processed in water, controllably biodegradable, edible, implantable, technological, preservable, and bio-function able."

Winslow Crane-Murdoch '13, who is a student here as well as a filmmaker and athlete, was one of the two Conn students to garner the highest number of votes from the student body to give a TEDx talk. He spoke of his experience in South Africa with a community organization called Oasis, the leaders of which build life skills for kids through soccer. He explained his own personal search to discover why it is that storytelling is so important to him: storytelling is about the importance of connections. He said stories give "meaning to the human experience, and evoke emotion that changes people's outlooks." In his conclusion, he cautioned the audience before him not to feel too small to make a difference.

"In his analysis of American foreign policy decision making, Professor Hybel carefully balanced between criticism of leaders and empowerment of American citizens. His candid talk implored American politicians to soul-search and let go of their often stubborn egos in order to keep the U.S. in world prominence."

Alex Roberto Hybel, Professor of Government and International Relations at Conn, displayed a screen across which the following blunt words spanned: "On the Shoulders of Flawed Leaders: Consequences of Groundless Mindsets." Hybel reflected on the inflexible, severely flawed mindsets of many American presidents that have been detrimental to foreign policy in countless wars, yet who do not reap any punishment.

In his analysis of American foreign policy decision making, Professor Hybel carefully balanced between criticism of leaders and empowerment of American citizens. His candid talk implored American politicians to soul-search and let go of their often stubborn egos in order to keep the U.S. in world prominence," reflected Conor McCormick-Cavanagh '14 after hearing his professor speak.

Amy Richards was the next speaker. She is an activist, feminist and art historian as well as an organizer and a mother (which she jabbed at, making note of the fact that one is hard pressed to find the word "father" as an identity associated with male speakers). She began her TEDx talk by showing a moving clip on Kathrine Switzer, the first woman to run the Boston Marathon. She reflected on "sports as a global language" and then transitioned to the changing way we must look at feminism. She commented that "People don't want to hear that women need a different opportunity because they don't necessarily want success in the same way. We must look at leadership through more of a female paradigm." She referenced Professor Hybel's talk as evidence of society's crack in masculinity, that methods such as war are simply no longer working.

Jackson Murphy '14 commented after the conclusion of Richards' talk, "I think all of the talks [have] molded together really well. Winslow's words about telling a story really hold true for

talks began with Marc Zimmer, Professor of Physical Sciences here at Conn. He is a chemist and an educator, and spoke of fluorescent waves. There has been a massive increase in the public's

"All of the speakers were everything I could have hoped for: informative, thought-provoking, impressive and inspiring. I have nothing but utmost respect and gratitude for the immense amount of work my peers and associated faculty on the TEDx team, as well as the incredible speakers have contributed to this event, and feel so privileged to have been present."

discussion on the matter, as fetal stem cells can repair the heart when a pregnant woman has a heart attack. He left the audience with the following message: "Be adventurous. Take a risk. Think, and surf unusual waves."

Ethan Underhill '15 was the other student presenter. "I think that Winslow and Ethan merit special recognition. They are an example of what makes me so proud to be a Camel." Reflected Klay. Underhill is a singer and political enthusiast. He spoke of the "Nones," Americans who generally believe in God and view religion as a positive, but do not identify with a particular religion themselves, and how this group makes up 25% of Democratic voters. "If you think of the Nones as a religious coalition, they were Obama's stronghold in 2012." Underhill's point was that this is a new way to relate to the divine. He remarked, "It's easy to believe that the giant will take care of everything... When you're standing on the shoulders of giants, can you see their feet of clay?"

Daleen Berry followed Underhill and also reflected on the state of the Union, but focused on domestic violence. She is the author of *Sister of Silence*, and is additionally an educator and advocate. She explained how 95% of victims know their abusers. These acquaintance molesters "fill a void," and "groom their victims, which creates a bond." She suggested having a frank, but loving talk with someone suspected to be a victim, as "Silence is a child molester's best friend, but a compliant victim's worst enemy... Trust that little voice."

The next TEDx talk was executed through music. Tariq Harb is a musician, specifically a classical guitarist virtuoso. He played clas-

sical guitar pieces: the first was by a Brazilian guitar composer, one of many preludes written for the composer's wife. He then played the Sonata Eroica. He finished by playing a piece by a living Russian

composer entitled "Usher Waltz." This final piece was based on an Edgar Allen Poe short story.

The fourth and final series of talks was tied together by the theme "Envision." Kirsten Olson, the first to speak, is an author, teacher and consultant; she is also an educational reformer. She spoke of American educational policy, which she considers to be a "dualistic, repetitive dialogue in which nothing ever changes." She explained that the typical American school only reinforces stereotypical thinking about ourselves. "The American school system was originally designed in an information-deficit environment," and is additionally problematic as today, it only "privileges the already privileged." She said, looking forward, "Privilege is largely invisible to those who have it. Claim your story. Know how much you matter." Olson pushes for communities to come together and discuss their objectives for education moving forward, and that these objectives should be centered around "not one best system, but a range of options. Schools need to become places that welcome the stranger."

Dominic Chavez is a photojournalist and photographer who has covered many wars. However, he wants to focus on global health issues such as AIDS, tuberculosis, malaria, unclear water and maternal mortality: all of which he sees as "undeclared wars." He illustrated the dire need to spotlight these undeclared wars with statistics such as a woman's one in eight chance of dying in childbirth in Sierra Leone, and the 700 million people around the world who do not have access to clean drinking water.

The next speaker, Roger Brooks, is Dean of Faculty and

Professor of Judaic Studies at Conn. After garnering some laughs due to a PowerPoint malfunction that displayed all of his talking points for the audience to see, Dean Brooks began his talk on rethinking higher education in the twenty-first century. He addressed "The Cost Problem" first and foremost by admitting that colleges are engaged in an "amenities arms race." Despite all of the money spent, Dean Brooks said studies show that many students do not graduate from college having had particularly deep learning experiences during their undergraduate years. So he proposed a change: rather than continuing with an academic year that is still based on the agricultural cycle, we should try four ten-week seminars focusing on courses of content, skills, values and ethics, then application over the summer. He believes that "learning happens best when it crosses boundaries."

The last speaker of the day, Conn alum Nick Gorgone '11, is a researcher, space enthusiast and explorer. He spoke about the "privatization of space" – as in outer space. He explained the Google Lunar X Prize, which calls for privately funded space-flight teams to successfully create a rocket that can travel to the moon and send images back to Earth while it is there. Gorgone is competing against various space companies, including quite established companies such as Boeing, for this prize. He remarked that he and his team can only "hope for no hiccups!"

With the conclusion of the conference, Klay reflected, "All of the speakers were everything I could have hoped for: informative, thought provoking, impressive and inspiring. I have nothing but the utmost respect and gratitude for the immense amount of work my peers and associated faculty on the TEDx team, as well as the incredible speakers have contributed to this event, and feel so privileged to have been present at this conference."

After a day such as this one in Cummings Art Center, it is evident that the second annual TEDxConnecticutCollege conference was a success. The College community, as well as their families, friends and New Londoners that also attended Saturday's event can look forward to TEDx 2013. Videos of the speakers will be posted online within a few weeks – use them in the spirit of TED talks, and share them to spread the ideas. •

News Editor Helen Rolfe contributed reporting.

News & Features

APRIL 15, 2013

THE COLLEGE VOICE

Former Professor Reviews Lunch in Harris

BERNARD MURSTEIN
CONTRIBUTOR

Let me start by introducing myself. My name is Bernard I. Murstein, May Buckley Sadowski '19, Professor Emeritus of Psychology. My wife, Nelly K. Murstein, Hannah Hafkesbrink Professor Emeritus of French, and I taught at the college for thirty-seven and thirty-six years respectively. I have had a love affair with food all of my life. In 1980, after some effort, I persuaded the editor and publisher of the local paper *The Day* to start a review of restaurants with me as the reviewer. The story of my adventures as a reviewer and with food in general are detailed in a main chapter of my book, *Is Sex Tax-Deductible?*, available at the college's bookstore.

In 1999, about the time I retired, it had been my pleasure for decades to eat lunch at the French table at Knowlton, but it was time for a change. For a few weeks I dined with some fellow retirees and others at the Oasis at Crozier, but, while convenient, the limited cuisine began to pale for me. I had on occasion dined at Harris, and now I urged my companions to come with me to Harris. "It is the Promised Land," I said. "There are raw vegetables galore, fruits, several desserts and hot dishes." They came with me and stayed. The experience was better than I imagined. There was now a pizza bar, a sandwich counter and counters with yogurt, raisins, nuts, peanut butter and many other foods.

I have been dining here several times a week for more than a decade, and it has become a staple in my life. I enjoy the ambience as much as the food. The dining staff is a very diverse one, all of whom are friendly and exceptionally accommodating. I have made many friends. To mention only a few: Nappy, lead chef from the Philippines; Honora Dawn Janice, and Christine, American-born; Angela from Latin America; Savann from Cambodia; Olena from the Ukraine; Eleni of Greek ancestry



HANNAH PLISHTIN

and many others. Nappy will honor special requests. On occasion I want to eat cod (the most frequent fish used in Harris). I inform Nappy and ten minutes later I have a platter of baked cod without batter, nicely garnished with a bit of green and slices of lemon.

The dilemma is how to apportion the focus between taste and health. A simple solution is to carry the most popular foods regardless of nutritional value, while making alternative healthy food available. Generally speaking, this is what has happened. Ms. Bushwack and staff are to be congratulated for creating an opportunity for healthy dining with a truly varied menu. As a cow milk intolerant person, I use very little cow milk, but you can get soy milk at Harris, which you will rarely, if ever, find in a restaurant in the USA.

Regarding salads, recent

research indicates that only 15% of the nutrients of fresh vegetables are absorbed into the body in the absence of soluble fats. Olive oil is available to increase the absorbability of the salad nutrients. For those who don't like olive oil on raw vegetables, a tasty way of maintaining absorbability is to use avocado instead of oil. I would like to see it on the menu more frequently.

A couple of years ago, I wrote Ms. Bushwack about changes I would like to see in the dining room. These included radishes, a superb source of zinc; more baked rather than fried cod and baked potatoes as well as fried ones. To her credit, for a brief spell a small bowl of radishes appeared and then vanished. Perhaps not many students ate them. Currently one rarely sees them. When they appear, they are decorations for a tray of lettuce, but

it looks like only one or two radishes are used because they are two dimensional and it is hard to grab them with tweezers. On occasion there is baked cod with batter, an improvement over fried fish.

My favorite part of a meal, as for most people, is dessert. My good friend, Carole, is the baker. Unquestionably, her desserts are varied and taste delicious. Unfortunately, I have Type 2 (late onset) diabetes. From this perspective, as well as for the better health of all who eat there, I believe a good portion of sugar and fat could be removed from the desserts without losing much if any taste. It would also do much to solve the nation's problem with weight.

Harris has become a trayless dining room. Happily this is not compulsory. I think this is intended to reduce food waste, and it probably works. However, trays

are available for those who, like me, want them.

In sum, there are three kinds of consumers: one kind eats for taste only, a second kind focuses completely on health and third are the in-betweens. Harris accommodates all three. I am one of the third kind, but with an ever-increasing tendency to trim my desserts and increase the healthy segment. It is a privilege and my immense good fortune to be able to eat at Harris.

If you would like to meet emeritus Professor Murstein, he is giving a talk at Charles Chu Room at Shain library on April 24, at 4:30. The title is How I Became the World's Youngest Traitor to the Working Class, and is based on his newest book, When Seltzer Was Two Cents a Glass: A History of America and Me, 1929-1955.

The Library Bike Share Program Cruises Through Challenges

ANNA WILLIAMS
CONTRIBUTOR

Launched in the spring of 2011, the CC Cruisers bike share program was designed so that students could get to class a little quicker or go for a ride in the area. Spokespeople, Connecticut College's bike collective, originally implemented the program and now continues to maintain and improve it. Last spring, Spokespeople was awarded a \$4,000 grant from the Goodwin-Niering Center to purchase ten new Diamondback hybrid bikes for the CC Cruisers program. These are high quality bikes purchased from Niantic Bay Bicycles that are user-friendly and provide a smooth ride.

Any member of the College community may visit the circulation desk at Shain Library to request use of a bike. They will be instructed to sign a liability waiver, after which they will receive a key to the lock and a bike helmet. This system has proven to be quite effective, and students are taking full advantage of the program. Last semester alone there were more than 650 users.

Tristan Cole '13, Spokespeople's president, is happy to see so many students utilizing the program, but feels that last semester there was a disappointing amount of misuse and negligence. "A couple of bikes have been stolen because kids aren't locking up. This behavior is disrespectful to the program and to all of the campus," Cole says. The waiver clearly outlines the guidelines for renting a Cruiser, but perhaps students are not reading the fine print closely enough to fully understand the ensuing responsibilities. Some guidelines that are commonly violated include: returning the bike on time (or at all), reporting maintenance issues and locking bikes on campus.

There are supposed to be ten functioning bikes available every day, but because of various students' mistreatment of the bikes, there are currently only eight. Students are also repeatedly not returning bikes on time. The guidelines state that bikes must be returned by the time that the library closes, on the same day that they were checked out. This means that within one day, a student can take out a bike for any length of time between ten minutes and twelve hours. Bikes are also not getting locked, and consequently are getting stolen.

Spokespeople has developed appropriate penalties for disregard of the policies because these abuses have grown into such a major issue. The club has adopted a "three strikes" approach, whereby students are issued two warnings before they are referred to the Associate Dean of Student Life. This consequence could lead to a loss of bike privileges, among other possible sanctions.

The CC Cruisers program was created to serve and benefit students. However, in order for the program to function to its fullest potential, students must be more considerate, both with the bikes and with the policies that surround the program. It is unfortunate to see that after such a valuable program—one with the capability to serve so many students—has been brought to fruition, some people persist in misusing it and diminishing its prospects for improvement and sustained success.

Dr. Fuambai Sia Ahmadu Challenges the Typical Perception of Female Genital Mutilation

HELEN ROLFE
NEWS EDITOR

When, at the end of a guest lecture, the floor is opened to questions and comments, audiences at Connecticut College are rarely rendered speechless by what they have just heard. Yet complete and utter silence is exactly what medical and symbolic anthropologist Dr. Fuambai Sia Ahmadu found herself faced with late last Tuesday afternoon in Blaustein 210.

Having just shown her younger sister Sunju Ahmadu's brief documentary "Bondo: A Journey into Kono Womanhood" to a sizeable audience of students and faculty members, Dr. Ahmadu calmly encouraged the room to share "Any visceral reactions? Immediate response?" No one spoke up: uncomfortable facial expressions were endemic, and most attendees avoided eye contact both with the speaker and with one another.

This stunned silence was, of course, brought about by the focus of the documentary—the highly controversial practice alternately referred to as female circumcision or female genital mutilation. Dr. Ahmadu has made it her personal and professional mission to alter what she sees as Western industrialized society's misconceptions about the procedure, which generally

involves removal by female societal elders (or, sometimes, by a nurse or other medical professional) of a female's labia and some portion of the outer clitoral hood, although the amount of tissue that is taken off varies greatly among different cultures and geographic locales.

Sunju Ahmadu's film depicts the two sisters' 1991 trip to their ancestral homeland of Sierra Leone in order to undergo *bondo*, the Kono people's term for female circumcision and its associated rites and traditions. According to Dr. Ahmadu, *bondo* is in fact tripartite, encompassing the "transition from girlhood to womanhood," "the operation itself" and "the institution ... of women's power."

The notion that *bondo* actually facilitates Kono women's political authority inside the tribal setting may strike Westerners as counterintuitive, if not totally irrational. By way of explanation, Dr. Ahmadu points to the inherent mystery surrounding *bondo*: although the "role of chieftaincy is [solely] a male position," "no man can ever enter into *bondo*." Furthermore, according to Dr. Ahmadu, the Western African women whose communities practice female circumcision are "not financially dependent on men for the most part," and that "the [bondo-associated] songs and dances make

reference to empowerment."

Still, there are countless contemporary voices that persist in strong opposition to *bondo* and similar ritual surgeries. The World Health Organization, for one, classifies female genital cutting as an "injury to the female genital organs for non-medical reasons." "Bondo: A Journey into Kono Womanhood" included interviews with a female Sierra Leonean physician and public health advocate who maintains that "it's not healthy for women or female children," "not necessary" and essentially "a very bad practice with a lot of health complications."

Dr. Ahmadu deemphasizes the health dangers associated with female circumcision, stating (on the basis of her ten years' experience in researching these practices) that post-procedural bleeding and other effects are merely the "same type of risks associated with any minor surgery," although murmurs of alarm could be felt through the audience when she mentioned that the "actual incidence of death is very ... rare." Furthermore, Dr. Ahmadu says, there are "cases of death in boys' ceremonies as well." In her remarks, she repeatedly returned to the contention that male circumcision hardly ever faces the international critical scrutiny with which female genital cutting has been

One of Dr. Ahmadu's most intriguing rationales is her assertion that comparable practices occur in many other parts of the world.

recently confronted.

One of Dr. Ahmadu's most intriguing rationales is her assertion that comparable practices occur in many other parts of the world, such as when women in Western countries choose to undergo female genital cosmetic clitoral reduction. Like *bondo*, this procedure entails "removing tissue from the clitoral shaft" and is intended to heighten the aesthetic appearance of the patient's clitoris. Clitoral reductions and female circumcisions are akin to each other, Dr. Ahmadu claims, in that both (among other motives) seek to bring about a certain result for both sexual partners "in terms of erotic pleasure" and are willfully undergone so that the woman will feel "beautiful."

Despite plentiful empirical evidence and compelling arguments, many audience members were not entirely

swayed from their belief that female circumcision is, in Dr. Ahmadu's words, what "many of us have been told is the worst human rights abuse against girls and women in history." In discussion with Dr. Ahmadu, Mimi Bangali '13 drew attention to the increasingly young ages at which girls are encouraged to experience *bondo*, insisting that "When you're harming your child, it becomes a problem."

Another student brought up the heteronormativity assumed by traditions of female genital cutting, what with the prominent attention such practices draw to phallic images and the patterns of sexual interaction between a male and female.

Still more concerns dealt with whether circumcised women feel diminished sexual pleasure after their procedures, the appropriate age at which to provide youths with sexual education, women's independence of—or dependence upon—their husbands and male relatives, among numerous related subjects. While a single lecture could never resolve the contentious worldwide dispute over female circumcision/genital cutting, Dr. Ahmadu's visit to Conn has certainly done a great deal—as the title of her talk suggests—in terms of "reframing the debate" here on campus.

Why is Registration so Stressful?

EMILIE VANSANT
STAFF WRITER

It was 2:30 PM on a brisk fall afternoon and the whole campus was on edge. I was on Self Service, my PIN typed in the box and my finger on the submit button. I then proceeded to sit in this position for the next half hour in a silent stupor, mentally preparing for the online rat race that is class registration at Connecticut College.

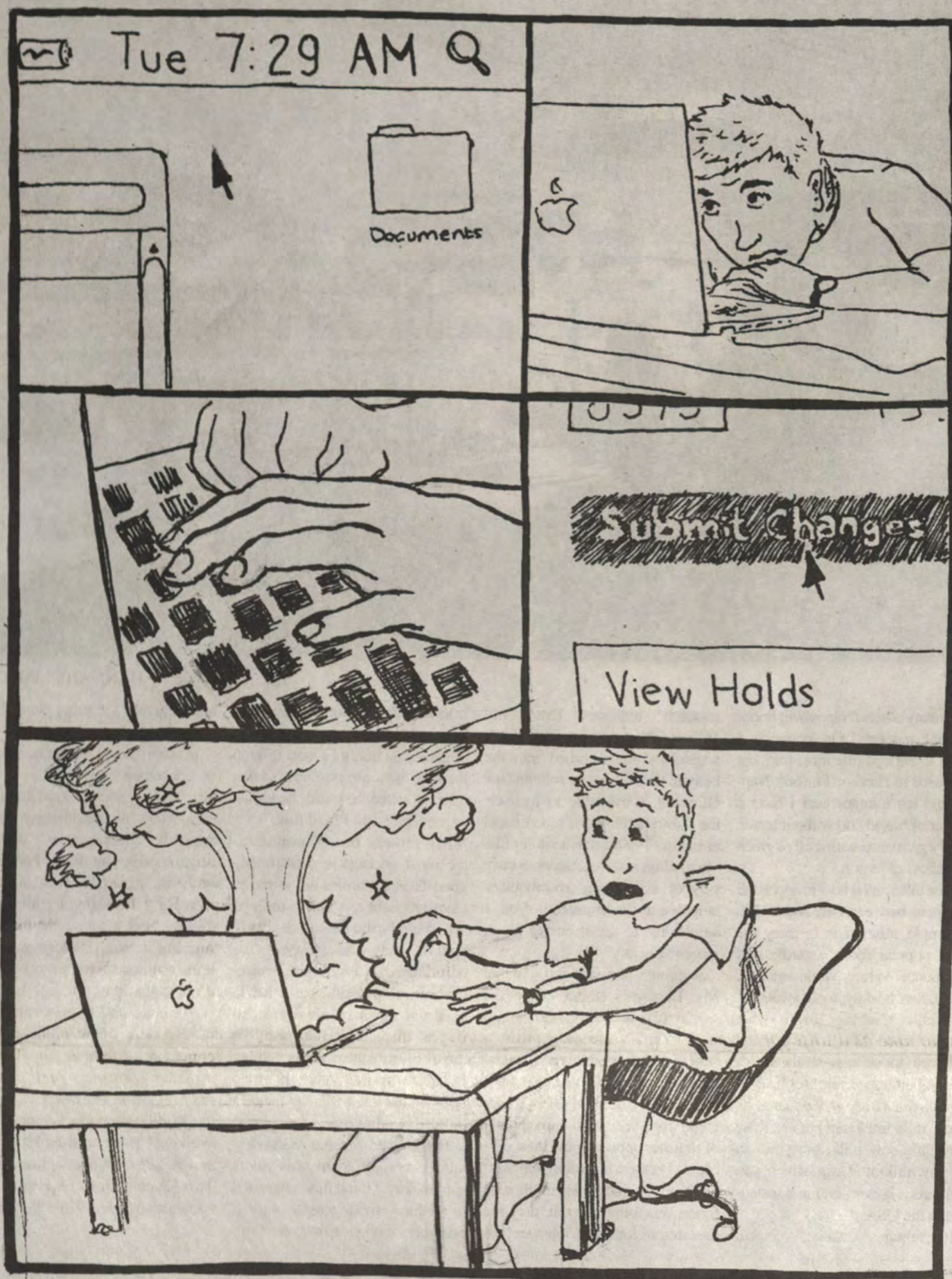
For the freshmen class, this was the last hurdle between Camp Orientation and actual college. Everyone had already gotten a taste of the anxiety-inducing interweb process while signing up for two classes over the summer, but still had two remaining schedule slots to fill. Many, like me, thought that the allotted time for sum-

The problem seems to lie in a combination of both Internet accessibility issues and general scheduling trends that cause a lot of popular classes to overlap.

mer class sign-ups spanned the actual three days, and not just three minutes. Therefore many, like me, did not get their first choice of classes and were even more desperate to get what they wanted this time around.

However, CCStudent simply cannot handle all of the eager freshmen congregated on one campus. As soon as the clock struck 3:00 PM, hundreds of people began the laborious process of pressing submit, having the Internet crash, swearing wildly and trying again. Lather, rinse and repeat.

The first person to finish was my roommate, announcing her victory with, "YES FINALLY I GOT THROUGH! I GOT THROUGH!" My other roommate then proceeded to scream, "SHE HAS THE MAGIC BED!" and instantly, about five of us crowded on her bed, convinced that it



Student has difficulty registering for classes.

AMY WILLIAMS

held the power to successfully navigate through the virtual mayhem.

The click clacking of anxious typing was broken by hysterical sobs from down the hall. The triple next door was

in a state of utter chaos. One girl was late for field hockey practice and had managed to lock everyone out of the room, while her athletic socks and PIN remained inside. The other two girls, who had faith

in the magic bed, were luckily not affected by this critical error. We went to go help the girl, who had called the campus police in a fit of hysterics. By this point, though, it was 3:15, and tensions were run-

ning high. Should we stay or should we go? After all, our futures were at stake.

Eventually campus safety came and unlocked their door. The girl got her PIN and miraculously lived to see another

day. It took some people in my room up to an hour and a half of furiously reloading Internet pages to finally sign up for classes, a story shared by many others across campus. The point is: pre-registration is freaking stressful. The only solace for the terrified, confused freshmen is that it supposedly gets easier.

It is now that time of year again, and, luckily, the rising sophomores are only competing against two other classes for empty seats. Now the real struggle applies to those of us who still cannot answer the all too common question, "Whatcha majoring in?" Pre-registration entails not only the stressful online process, but also the equally stressful course selection process. Choosing classes that are interesting, fulfill a major, minor or Gen-Ed requirements and also fit into a cohesive schedule is not always easy. Especially this time around, it seems like all the classes are on either Tuesdays or Thursdays. Has anyone else noticed this?

As finals draw closer, stress seems to have an ever-growing presence on campus. Honestly, our class registration process should not contribute to such an atmosphere. The problem seems to lie in a combination of both Internet accessibility issues and general scheduling trends that cause a lot of popular classes to overlap. However, it is always helpful to remember that nothing is set in stone, and professors are often willing to let you pull up a chair in a full class. There are also a number of theories circulating about how different types of computers and Internet connections (i.e. using CCGuest or an Ethernet cord) will help you get registered faster but the bottom line is: it's a game of chance. Just have a back-up schedule so that if Self Service decides to smite you, you can be flexible.

So, to all who have endured and survived this trauma once again, I hope it went well, or that at least you had some awesome back-up classes. On the bright side, it'll be us who will enjoy a position of (at least slightly) more power when we take our places at the Registration Rat Race once again. •

Does Changing Your Profile Picture Constitute Activism?

STEPHANIE REEVES
STAFF WRITER

If you were on Facebook at all during the past week, then you've noticed that half of your Facebook friends changed their profile pictures to a mysterious red square with an equal sign across it. What does this symbol mean, you ask? "It signifies equality!" is the short answer. The longer answer is that Supreme Court began to debate the future of gay marriage in the U.S. a few weeks ago and this mass profile picture-change was inspired by the Human Rights Campaign, an LGBT group, to show support and raise awareness for marriage equality. Even more basically, it was a fashion trend.

When people saw their friends' and relatives' pictures becoming pink equal signs rather than a picture of their face, of course they did the same. It is natural to follow the crowd; this isn't necessarily a bad thing, it's just a fact. The campaign was for a good cause, had good intentions, and there was overwhelming support. It was beautiful.

My question is this: how much

does changing your profile picture really matter? It's not like the Supreme Court Justices are going to sit at their desks and count up every person who "showed support." What do people expect? That gay marriage will automatically be legalized through a two-minute mindless decision on Facebook?

All I'm saying is that if people really wanted to show support, they would have called their congressman or signed a petition or participated in a rally.

Maybe that's just me.

I looked to see what Facebook had to say about the occasion, and they listed whole sets of data about percentages and demographics. Apparently, after March 25 (which was when the HRC urged members to change their profile pictures), the number of these profile pictures began to increase significantly across all users regardless of their age. Cities that were home to colleges and universities (such as Durham, Monroe and Boulder) showed the highest amount of support.

Due to the fact that young adults in their twenties and thirties are a large percentage of total Face-

book membership, and because the support of gay marriage seems to be a generational phenomenon, the statistics didn't surprise me. Young adults are excited about gay marriage; we are in the age of a revolution. It's crazy to think that support for an idea like this would have been blasphemous fifty years ago. We've come a long way, but there is still much to be done. Obviously, times are a-changin'.

It's also interesting to see how the prevalence of the Internet has affected activism. One article I read recently coined the term "slacktivism" for online activism (such as changing your Facebook profile picture, or liking someone else's). We live in a sluggish age. People don't want to make the extra effort. Why bother road tripping across the country to a protest when you can "make a difference" from the comfort of your own bedroom? Small steps like this are important, and I'm not arguing that they aren't, but something else must be done to truly affect change.

Now that the Supreme Court hype has died down to a certain



DAVE SHANFIELD

extent, some people are wondering when it will be "socially acceptable" to change your profile picture to something else. This is a valid question, as one does not want to suggest that by changing their picture back, they are any

less in support of gay rights. Of course, the support will continue to reign well after the profile-picture-excitement has passed. But who's to say when it has passed? Gay rights issues will still exist after this fad, after the Supreme

Court has made a decision, after decades of disagreement. Even after a lifetime of arguments, protests, slacktivism and petitions, these issues are still here. This isn't just a gay rights issue, it's a human rights issue. •

Opinions

THE COLLEGE VOICE

APRIL 15, 2013

On Behalf of the Travel Mugs

The crisis of the disappearing mugs as described by a mug himself

JERELL MAYS
OPINIONS EDITOR

Hi there! Can you guess who I am? I'll give you three hints: I'm convenient, portable and currently disappearing at an alarming rate. That's right! I'm a Harris Travel Mug! When I arrived at Conn a few months back, I was the most ecstatic inanimate plastic cup in recent memory. Since paper cups vanished from Harris a few years ago, on-the-go students weren't left with many options for taking drinks out of the dining hall, other than stealing mugs. As I'm sure you know, stealing silverware or dinnerware is strictly against the Harris rules that Connecticut College students are internationally famous for holding in sacred high regard. But with few other options, they stole mugs. Now, believe it or not, and you may find this incredibly difficult to comprehend, students at Conn are not terribly responsible when it comes to returning stolen items from Harris. Instead, the discarded dishware tends to accumulate in various places—dorm rooms, hallways, bathrooms, trash cans, pantries, student storage, the ground—you get the idea.

So when SGA announced the arrival of my brethren and me, we know you were all super psyched. Finally there was a mug option that students could take from Harris and return at any other dining hall! Sure, I may not be the most stylish or aesthetically pleasing of drinking apparatuses, and there is a fifty percent chance that in trying to apply my lid you will inadvertently spill my contents all over yourself, but that's part of my appeal! See, if I were covered in cool designs, people would be less likely to return me to the dining hall.

Of course, you'd think we were covered in cool designs the way students let us amass

over time. Once I was in a dorm room with at least three other mugs for five days—and those were just the other ones underneath the bed. Who knows how many were left stranded elsewhere? I've been all over campus and been fortunate enough to be properly returned, even if I had also birthed a colony of mold and mildew during the interim—but my friends were not all so lucky. Just the other week I remember seeing one of my fallen brothers smashed into dozens of pieces upon the stairs of Blaustein, no doubt the result of some drunken undergrad who doesn't understand the difference between items that you should and shouldn't destroy.

Things like this are what make us Harris Travel Mugs a nervous lot nowadays. Right now it's pretty up in the air as to whether we'll be around much longer. Don't get me wrong, we'd like to stay. The students love us! We're an economic alternative to buying a fifteen dollar travel mug from the book store that you'll remember to use three times before losing it forever. And we understand that because we're so convenient, people

*And we understand
that because we're so
convenient, people might
tend to take us a little for
granted.*

might tend to take us a little for granted. But after Spring Break when some of you guys in the Plex dumped like twenty of us in the bathroom and just forgot about us, that's the kind of thing that makes me think we might not be around much longer.



AUDREY MADOFF

ger. Did you assume the janitor would just take care of it? 'Cause that's not his job.

Look, everybody makes mistakes. I understand Harris is a disorienting place; it can make people do silly things like walk in one direction and look in another, or openly grimace at the main food line only to make awkward eye contact with one of the chefs a moment later. And in no way am I blaming you, you reader, for the mug problem. I'm sure you aren't one of those people with five of me collecting dust on your dresser. And if you are, I'm sure you have an incredibly good reason for how selfish you're being. But if we want the mug share program to continue, it's going to require a little cooperation and responsibility. I admit, there are things we could do to ease this along. Adding empty mug bins to academic build-

ings would help; you could take your coffee with you to Bill Hall, drink it in class, and deposit it without having to carry an empty mug around if your destination isn't near one of the dining halls. That being said, this place is rather small. Your destination is probably near one of the dining halls. Or the library. Or Cro.

Come on, guys, we can do this. I'm sure there are nearby colleges that have had mug-share programs for years, and it costs way more to go here, so why shouldn't our mug-share program be the best? I'm not saying this won't require sacrifice. You may have to walk sixty, possibly even seventy-five, steps out of your way some days in order to bring a stray mug to its home. But when was anything ever gained without sacrifice? It's like the chai latte in Harris; it's the

only thing people really like in the three-flavor cappuccino machine, but there's never any left. That's because every time there's chai latte, students gulp it down. They gulp it down because they know it'll be gone soon. Then they'll go months or years before ever seeing it again because if chai latte is unavailable, nobody uses the cappuccino machine, which must be emptied through student use before the chai latte becomes available again. The only reason anyone ever gets to drink it is because of those self-sacrificing souls who opt for a slightly-too-thick English toffee. My friends, there's 2,100 of you and (hopefully) 2,500 of us; with a little cooperation, there'll be plenty of us to go around. Don't let us disappear—go for the English toffee. •

Questioning the On- Campus Trend of Weight Loss

LUCY WALLACE
STAFF WRITER

There has been a drastic amount of weight loss on this campus, and we as a community need to talk about it. Since the beginning of my time here, but most noticeably since the beginning of this year, there has been a severe and scary change in the weight of the female student population at this school. I have seen friends, teammates and acquaintances lose ten to fifteen lbs in months, and no one seems to know what to do about it.

Every person of every size has the right to look the way they want to look. I don't mean to accuse or label anyone who has lost weight recently, but what I want to highlight is the trend of serious weight loss on this campus as a whole. As the phenomenon grows, I can't help but wonder: Is there a culture of weight loss on this campus? Or even worse, a culture that breeds eating disorders?

As someone who struggled with a severe eating disorder in

*I have had multiple
conversations with
multiple groups of people
who all say the same
thing: it is scary how much
weight girls at this school
are losing.*

high school, I am sensitive to this issue. I would never wish an eating disorder upon anyone, and I know how easily and harmlessly they can start. It is all too easy for a diet to become disordered eating, and then to become an eating disorder. It can happen to anyone, and it happened to me. It is particularly easy to fall down that path if there is a culture that pressures girls to be thin.

I have had multiple conversations with multiple groups of people who all say the same thing – it is scary how much weight the girls at this school are losing. Girls, boys, professors and coaches all agree that they have never seen this campus look so thin and unhealthy. Everyone has his or her own hypothesis as to why. Some think that when a few girls lost weight it caused their friends to think that they needed to lose weight and thus sparked a chain reaction. Some think it has to do with the 60/40 ratio and competition for boys – girls want to set themselves apart by being the thinnest in the crowd. Others blame it on this generation, the media we are surrounded with and the constant reminder by advertisements that “if you're thinner, you're happier.”

What everyone agrees on is the fact that there is a problem here. I am no specialist, and I don't think there is one culprit, but I do believe there needs to be more dialogue on this campus about what is going on. This issue left ignored and undiagnosed will only perpetuate stigmas and an unhealthy environment. It is up to us to turn this trend around.

If you find yourself looking around campus and questioning your self-image, like I certainly have, talk to your friends, talk to your family, talk to CC Curtis and her staff. Reach out to friends who you think are struggling with body image, and don't be afraid to speak up if you are. •

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Arts & Entertainment

APRIL 15, 2013

THE COLLEGE VOICE

What Happens After “Happily Ever After”



ANDREW MARCO
STAFF WRITER

Ever wondered what happens after “happily ever after”? Stephen Sondheim and James Lapine’s *Into the Woods* has the answers. This month, the Theater Department at Connecticut College will stage an ambitious new production of *Into the Woods*, under the guidance of guest director Jimmy Maize.

Maize has long wanted to direct a Sondheim musical, citing “the complexity and richness” of Sondheim’s score. Stephen Sondheim, considered by many to be the greatest musical theater composer, “creates a very tight theatrical form with his seamless mesh of book and music,” said Maize. Sondheim’s characters are complex, multi-dimensional and flawed. Maize was attracted to *Into the Woods* and its characters because, as he puts it, the play is “imbued with a level of meta-

theatricality” and has an “implicit embrace of the theatrical form.” Maize thought *Into the Woods* was a perfect choice for Connecticut College as it offers many challenges and opportunities for the performers, and the technical team and musicians.

So what’s it all about? *Into the Woods* contains many fairytale stories that audiences will immediately recognize. It has Little Red Riding Hood, Jack (of beanstalk fame), Cinderella and many other familiar faces, all inhabiting the same world. Through the first act, the audience watches these fairytales play out much as we know them but with a lot more heart, wit and heaviness than we may be accustomed to. As the show progresses, all things go to hell, and these same characters are forced to deal with a world that’s not so happily ever after.

“Sondheim and Lapine portray some pretty heavy events in the play: murder, infidelity, revenge,

lying and cheating,” said Maize. It’s far from your grandmother’s fairytale.

Inhabiting this world are wolves, witches, giants and the like, brought to life by a tight-knit cast of fifteen performers. At the center of this world is the Witch, played by Leila Teitelman ’15, who has had audiences cheering with her previous mainstage roles in *Bat Boy* and *I <3 Juliet*. When asked to describe her role, she said, “[The Witch] is the unspecified ‘evil’ character that appears in most fairy tales... but in [*Into the Woods*] she acts as a more human version of the bad guy. One you can sympathize with.” The role of the Witch has been played by many big names over the years, namely Bernadette Peters and Vanessa Williams. Teitelman has big shoes to fill, but she looks poised to deliver another show-stopping performance in *Into the Woods*.

New to the stage at Connecti-

cut College, but certainly no stranger to performance, is Ryan Foley, a senior member of CoCo Beaux. In *Into the Woods*, Foley takes on the dual supporting roles of Cinderella’s Prince and the Wolf (from Little Red’s subplot). Foley explained the doubling: “In the play, they both represent dominant, seductive males that first succeed, but are eventually defeated by their own hubris.” Both roles require Foley to amp up the charm and have pushed him in new directions. Foley, traditionally a bass, is singing roles written for a baritone, challenging him to find what he calls “a brighter, more Broadway tone” above his comfortable singing range. It’s a new experience for Foley, but he seemed elated to be doing “musical theater for the first time at Conn with a bunch of [his friends],” further describing it as “refreshing and really enjoyable.”

Dave Socolar ’16 will be famil-

“Sondheim and Lapine portray some pretty heavy events in the play: murder, infidelity, revenge, lying and cheating,” said Maize.



MAIA SCHOENFELDER

iar to most from his performance in the fall student theater hit *The 25th Annual Putnam County Spelling Bee*. In *Into the Woods*, Socolar embodies Jack, an adventurous and somewhat dim lad whose story, Socolar said, is one of “greed and guilt.” Through his experience with the beanstalk and encounters with the giants, Jack grows as a character from a somewhat selfish young boy to a weathered and independent man.

The cast is rounded out by some of the best and most talented performers Connecticut College has to offer, ranging from theater majors to a *cappella* performers. Each actor brings his or her own energy to the production,

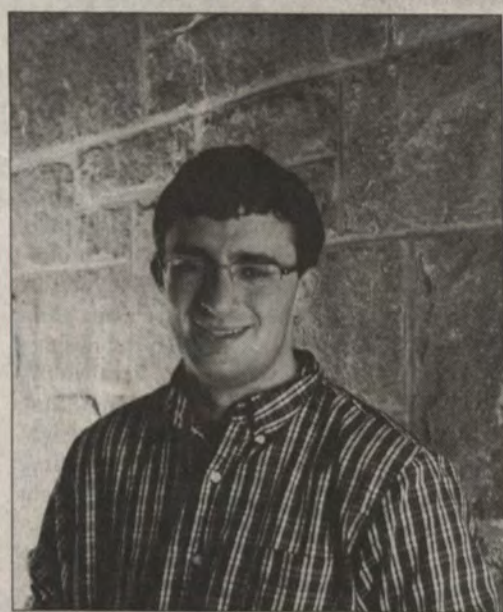
creating a dynamic ensemble that is sure to entertain and touch its audience.

Into the Woods is a must-see event. Whether you love musicals, or you don’t know a Bernstein from a Hammerstein, you should see this show. The material itself is brilliant, and the collaboration between the artistic team and the acting ensemble is sure to yield positive results.

Into the Woods will play in Tansill Theater on April 25, 26 and 27 at 7:30 PM and on April 27 and 28 at 2 PM. Tickets are available for purchase at the Palmer Box Office as well as the Box Office in Cro. Reduced price student tickets are available. •

Center for Arts and Technology Symposium Preview

As seniors in the Ammerman Center for Arts and Technology, the following four students have been working hard on their final projects all year which, as the title implies, deal with the relationship between arts and technology. Their projects focus on different subjects and vary in mediums; projects include mixed media artwork, a musical performance, the creation of a social media website and a documentary film. *The College Voice* asked each student to contribute a short write-up about his or her project. Below are their answers.



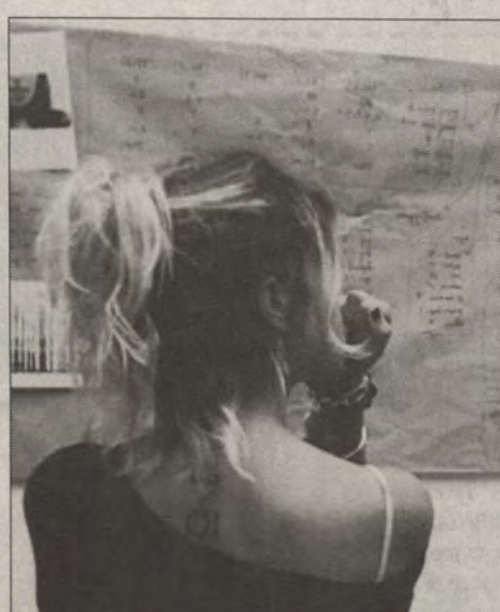
ANDREW NATHANSON

Nathanson’s senior project, entitled *Building Stories: Cummings Arts Center*, is a documentary that explores the Cummings Arts Center’s history, people and secrets. The project features rare photos, 3-D models and interviews. Fittingly, the documentary will be displayed on Cummings’ own façade. To capture the massive scale of the building, it will be viewed as a nighttime, multimedia projection on the side of the building facing Tempel Green; two high-power Christie 6K projectors, on loan from a Connecticut College alumnus connected to Cummings Arts Center, will bring to life a 100-foot canvas along the building’s iconic silhouette. *Building Stories* will run on loop from 8:30 PM to 10:30 PM on Wednesday, April 24 with a rain date of Thursday, April 25.



ERIC STERN

Stern is a senior Music and Technology major and computer science minor. His final CAT project, “Sonic Nostalgia,” consists of a performance of an electroacoustic music composition that he wrote for cello and live electronic sounds. Stern composed the piece last semester during an independent study for his major. For his CAT project, the performance of this piece utilizes a program he wrote in Max/MSP and the X-Box Kinect as an interface for the control of electronic sound elements by tracking hand motions and gestures. In the performance, as the cellist plays with him, Stern will use his hands in free space to trigger and manipulate pre-composed audio samples that were created using recordings and both digital and analog synthesizers. This project allows for flexibility and communication that a live instrumentalist wouldn’t have when playing alongside fixed-media. The piece will be performed in the music department’s New Music Concert on May 6 at 7 PM in Evans Hall.



HANNAH PLISTHIN

As a senior art major, Plisstin has merged her honors thesis with her senior project for the Ammerman Center. Originating from an attempt to better understand her own voice, this mixed media exploration focuses on women’s language and communication as a gendered subject. The final installation, consisting of painting and video work, will debut in the Senior Thesis Exhibition on Friday, May 3 in Cummings Art Center.



DAN SHOUKIMAS

For his CAT project, Shoukimas has been developing a collaborative online project with Cambridge-based artist Heddi Siebel. They have named the site “Little Boat Dreams,” and it will be launched sometime within the next month. Shoukimas and Siebel have created the first online social media application written entirely with WebGL, an API that lets WebKit browsers like Google Chrome display interactive 3-D content. The site functions around ideas of curiosity and exploration, and is both a social media experience as well as something more personal: through the collection and sharing of dreams, one can assemble a virtual, online dream journal and share it with the world. In addition, users can use rich search and browsing features to find and collect varied content from around the site and make it their own.

Arts & Entertainment

APRIL 15, 2013

THE COLLEGE VOICE

Visiting Artist, Janine Antoni, Discusses Eye Contact, Hair Painting, Chocolate and Lard

DAKOTA PESCHEL
STAFF WRITER

Last week, the art department was privileged and pleased to welcome Janine Antoni, one of the world's most popular and influential contemporary artists. In addition to sharing her time with a dance, art and art history class, she also gave a talk sponsored by the Sherman Fairchild Foundation, the nonprofit group that sponsors the classes she visited. Her talk focused on her ideas of art and the body and how they are inextricably linked, as well as the processes behind her works and the critical issues she has focused on.

Perhaps one of the most striking aspects of Antoni's work is her use of unconventional mediums. One of her first pieces out of graduate school, "Gnaw," was made almost entirely out of chocolate and lard. In it, she cast two 600-pound blocks of the two mediums, which she would then, as the title suggests, gnaw on before recasting the dislodged pieces into chocolate boxes and tubes of lipstick. The piece challenges the masculine Minimalist movement, with the objects she created referencing societal pressures placed on women and their bodies. In a second piece, Antoni submerged herself into a tub of lard, using the displaced lard to create a large block of soap, which she would then bathe with, thus effectively creating two pieces of art out of her initial concept of displacement. Her works often explore these ideas

of separation from the body, which can also be seen in some of her more traditional pieces. In her piece entitled "Wean," for example, Antoni creates impressions of her own breast and nipple, as well as plastic nipples and their packaging to display the separation from a mother's body that a child goes through in the process of weaning, both literally, from its mother's breast and figuratively, into society.

One of Antoni's most well known works is "Loving Care," which again explores the idea of the body. In the performance, Antoni uses her hair as a paintbrush and paints the floor of a gallery space with hair dye that she has substituted for paint. As she does this, she combats her position of vulnerability by painting people out of the gallery space, reclaiming the room and regaining her power. This work also references past works by male artists who would create art by covering women with paint; by reclaiming the space, Antoni reclaims power for women in the art world.

In one of her more intricate performance pieces, entitled "Slumber," Antoni utilizes an electroencephalograph (EEG) to record her REM wave pattern as she sleeps. Upon waking, she weaves the EEG pattern into a blanket that she uses when she sleeps the next night. In creating this piece, she brings the unconscious dream state into the waking state; the blankets she creates with each graph are the physical remnants of her dreams. This



Two of Janine Antoni's chocolate and soap sculptures from her series, *Lick and Lather*.

piece is also directly feminist; the loom she uses clearly references women's history and the traditional roles of women throughout history.

Antoni is also interested in communicating directly with her viewer, often incorporating them into her work. In one piece, from the show *Move: Choreographing You*, Antoni slipped a note into the coat pockets and purses of her viewers at coat check. The note read, in part: "The minute you saw me, you came straight over and then stopped. As if you couldn't think and move at the same time, it seemed that you'd

come to some conclusion because your thoughts started to lead you with such intensity... I felt as if I was made for you. I was completed by your presence. Will you carry me in your memory? Or is that too much to ask?" Antoni wrote this note as if she were speaking as a piece of art, which is fitting, as, more often than not, her body is the work being displayed in her pieces.

In her time at Conn, Antoni was invited to teach the classes sponsored by the Sherman Fairchild Foundation. One of the things she discussed was the idea of movement and its fundamen-

tal importance to a performance piece. At the end of the class, she had the students complete an exercise in performance during which she requested that they stare into a partner's eyes for fifteen minutes, exploring the nuances of their faces and establishing an emotional connection between the two.

One student from the class said of the experience: "I was unnerved for the first five minutes of the performance; I never realized how awkward and personal it is to stare into another person's eyes, especially for such an extended period of time. But after

the initial discomfort wore off, the experience was so raw and emotional."

Through this exercise, Antoni demonstrated her ability to make people self-reflect and face deep-set emotions by utilizing the body and confronting the idea of the gaze. An incredibly talented artist, Antoni has a true gift. In our fast-paced world, she forces people to reflect inward, forgetting, for a moment, the hectic nature of society to completely embrace the body and its implications. •

Arts Editor Melanie Thibault contributed reporting.

Evil Dead Remake Delivers Even More Horror and Gore Than Original

COLIN PUTH
STAFF WRITER

You've seen it countless times before: a group of naïve twenty-something-year-olds venture off the map for a weekend at the family cabin, bad stuff happens, each friend is left to fend for him-or-herself while mayhem ensues, etc. So what gives *Evil Dead* the right to carry a tagline as bold as "The Most Terrifying Film You Will Ever Experience"? Is it the film's incessant amount of repugnant violence as promised to viewers? Is it its commitment to assuring that each gut-wrenching scene is more twisted than the last? Or is it the homage it pays to its antecedent, a film that has been named one of the greatest and most unsettling cult horror films to date? In this case, all of the above apply. *Evil Dead* manages to take a hackneyed story and embellish it into a horror masterpiece, with all the glorified carnage and deliciously clichéd plot twists that a slasher fanatic could ask for. By doing so, the film comes off as an extremely worthwhile remake.

Evil Dead follows five friends — David, Eric, Olivia, Natalie (David's girlfriend) and Mia (David's sister) — on a weekend outing to a once-used family cabin. Unlike the original film's storyline, which followed a group of co-eds on a jovial weekend getaway, the crew in the remake uses their trip as an outset to

Mia's recovery from drug addiction. This naturally unpleasant occasion sets the tone for a dark weekend that promises to grow even darker. Things take an immediate turn for the worse upon arrival, as Mia's withdrawal kicks in with a vengeance, pelting rain confines everyone to the cabin and a mobile of dead cats is discovered in the basement. It is in the basement that Eric stumbles upon a human flesh-bound "book of the dead," which he proceeds to browse with veritable amusement. Amongst the book's grisly illustrations and foreign scriptures, Eric inadvertently summons a demonic spirit, which quickly (albeit graphically) latches itself onto Mia. Although she attempts to warn her comrades that something unnatural has possessed her, they blame it on the wacky stages of withdrawal and pay her no mind. However, her self-induced third degree burns and successful attempt at spewing a mess of bloody entrails at Olivia suggests that something is afoot. Once Olivia acquires the same frenzied behavior as Mia, it becomes clear that each victim with whom this malign demon converges develops a sinister and bloodthirsty contagion. As a result, the friends are left to fend for themselves in a kill-or-be-possessed scenario, with all the head-bashing and knife-wielding that is necessary for survival.

To some fans' dismay, *Evil*

Dead manages to take a hackneyed story and embellish it into a horror masterpiece, with all the glorified carnage.

Dead lacks the subtle humor and innovative flavor that awarded its antecedent so much fame. However, it redeems itself with its higher budget, visually mesmerizing bloodshed and a commitment to staying overwhelmingly and enticingly disturbing. Each gruesome scene raises the bar for your slasher-flick standards, and if the splitting of a tongue with a box cutter doesn't make you squirm, the chainsaw straight to the dome under a torrential blood-shower will probably do the trick. In *Evil Dead*, no stone is left unturned and no scenario is not used to its fullest potential. The film discernibly applies to a specific audience, and unless you're seeing this movie against your will, you probably have some idea as to what kind of twisted events you are about to watch unfold. As a devoted fan of the horror genre, I certainly give *Evil Dead* my blessing. •

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Sports

THE COLLEGE VOICE

APRIL 15, 2013

Swim Team Sets the Record Straight and Advocates Reform

CONTINUED FROM FRONT

"I think not having support [was crucial] especially in the December meeting, when they couldn't tell their parents, there was no one on campus that they could talk to; it just felt like they were being accused with no options to defend themselves," said Mrs. Lilly.

Over winter break, during the team's annual training trip to Florida, over half of the swim team received charges via e-mail. The e-mails included quotations from the December interviews despite the fact that students were told at the time these statements would be kept confidential. Underclassmen swimmers were charged with a range of different, less serious charges while five senior swimmers were charged with hazing.

"The hardest part was that they took our support system away. We received our charges while in Florida with the very people we were told not to communicate with. When we arrived back on campus there was no one to provide guidance. Members of the administration who I trusted were unwilling to hear me out and I was unable to speak to my coach," said one swimmer.

In some cases, swimmers were charged even if they weren't on campus during the alleged hazing event.

The swimmer accused of the greatest number of charges, including hazing, was at Brown University for a water polo tournament during the weekend in question.

"[The administration is] supposed to be working on behalf of students, on behalf of the student body, yet I was being pressed with criminal charges based on my association with an athletic team and no other evidence," the student said.

During the entire ordeal, and especially throughout the interim period between receipt of charges and the January Honor Council hearing, parents and students tried multiple times to contact the administrators involved – most of the time, to no avail.

"There was zero transparency throughout the entire process. We were constantly emailing deans. President Higdon came in for a meeting with the team after practice saying that it was an open forum, so we asked questions and he pretty much deflected them all and didn't tell us anything," said one swimmer.

Parents like Mr. Rotner faced similar blockages in communication.

"With [the December interrogation] having occurred and my not being informed at all of the reason for this process, I began to make some calls to deans at the school to try to ascertain what was going on and why they were following a process like this. There was no communication from the deans or from President Higdon's office. Calls were not returned, emails were not responded to," said Mr. Rotner.

"I called Dean Cardwell six times over the course of a week and never received a call in return," said one swimmer.

"The administration thinks we're all helicopter parents. I have never gotten involved in eight years of my daughter's academic life, I figure she has to do her own thing except this was so reprehensible and so damaging that I felt as a parent that I had to take steps, that we had to take steps, to help my child,"

said Mrs. Lilly.

The Honor Council hearing occurred on January 15 before the student body returned to campus. Cherry Karlson, a swim team parent, was in Blaustein the day of the Honor Council hearing to support her daughter. She recounted that the hearing began around 3 PM and concluded at 1 AM.

Before the hearing, she sat with the students waiting to be escorted to the hearing room. "I went to

my daughter on my way home and spoke with her again at 3:30 AM. The kids were still together which was exactly the support I was hoping they would give each other."

The team left for a swim meet at 8 AM the next day. Performance was not optimal, to say the least.

The disciplinary process, and the Honor Council hearing in particular, implicated many administrators and on-campus resources that testified against the team in the

us because they didn't allow us to talk to our coach, they didn't allow us to talk to our teammates, we were so isolated," said an anonymous swimmer.

Because the administration has not set the record straight among the College community, rumors (at times vicious) thrived.

"I reached out to Dean Cardwell in an attempt to repair the relationship between swim team students and faculty, asking for the issue to be addressed in the faculty meeting. She said due to confidentiality she would be unable to say anything but said that she would be in contact with Dean Brooks about the matter. The next week I made a meeting with him and at that point, the conversation between the two deans had not happened," one anonymous swimmer said.

"If I was to walk around campus with my team jacket on I know people would be judging me. I have never felt so isolated on campus since this whole ordeal," said an anonymous student.

"Even now [I'm] trying to reach out to people to have a conversation to explain our side of the story. They're trying to sweep us under the rug, nobody wants to hear how we have been affected by everything that happened," said an anonymous swimmer.

"They still think we did it, they think we're guilty," another anonymous swimmer said.

Overall, the apparent inconsistencies between the harsh interrogations, the Honor Code, and what are assumed to be Connecticut College's core values are what most disturb the student participants.

In an email to parents dated January 25, President Higdon defended the Honor Code and administrative actions both during the interviews and during the Honor Council hearing. He expressed faith in the student judicial board and hope for a chance to rebuild the relationship between the administration and the swim team. In the final paragraphs of this letter, Higdon mentioned plans for an outside review of the disciplinary process. To the parents' and students' knowledge, no such review has begun.

"As a parent, my recollection of freshman drop-off day was very positive as we attended assemblies and heard a dean speak of the wonderful environment of Connecticut College, and how everyone at the school would be watching out for your child. There was a portrayal of this incredibly supportive atmosphere at the school, and here was just the opposite. It was a process or an action that you might have heard taking place in a totalitarian state," said Mr. Rotner.

"One of the overriding themes to me is how the whole concept of an Honor Code is really a neat idea, and how the College then twisted it and used it for an illegitimate purpose and in some ways they were the ones who violated the Honor Code – and there has been no accountability. And this is why I've kept pursuing this matter; someone needs to take accountability for what happened and acknowledge the harm that they caused. It also raises questions for other spheres in that if the administration feels that they can use a procedure in this twisted fashion, what is the point of an Honor Code? I would rather be in a court of law with the right to counsel and where the process is fair and impartial rather than a very, very skewed tainted kind of

procedure such as this," Mr. Rotner continued.

Many students believe it was unfair for the administration to declare any contact with parents or their coach as a breach of the Honor Code.

"It was very ironic that we were being held to this standard of the Honor Code and being charged with violating all these different parts of the Honor Code, while it doesn't seem they really upheld their end," said one swimmer.

"I think the Honor Code should work both ways and they were using it against us as opposed to working with us," added another swimmer.

"This should never happen to any team on campus. Being judged by your peers and having that sort of accountability to your peers is one of the aspects of Connecticut College that makes it special, but if this is how it's meant to be used then it's not how I fully understood the Honor Code," said another swimmer.

"The Honor Code was used as a tool of intimidation over and over

"I hope that in the future we can once again be regarded as students with integrity."

and over throughout this process," said one swimmer.

Despite the many flaws in the procedure, several students praised the Honor Council members for their handling of the hearing.

"I had faith in my peers and that's the good thing about the judicial system here. I had enough faith in my fellow student body that they would ultimately not get me in trouble for anything I didn't do, but the fact that the process happened in the first place should be noted," said one swimmer.

"The Honor Council meeting was the only time I felt listened to because I was among peers," said another anonymous swimmer.

Another positive thing derived from the experience was greater team unity.

"The support that the swimmers gave to each other was just huge; they really came together as a family. Without that, it individually would have been much, much harder. Katie in particular was just a bearer of strength, support and maturity far beyond what the administration showed," said Mr. Rotner.

"The swim team under the guidance of Coach is an amazing example of all the positive traits that come from a strong team environment. Performance aside, the teammates truly care about the well being of one another. This alone is what got them through the Honor Council hearings – the College did nothing to support them," said Mrs. Karlson.

Moreover, team members expressed gratitude to the academic deans, who were particularly accommodating. Given the timing of the December interviews, many students went home during finals

and chose to take incompletes due to emotional distress.

"All of this was in the midst of job interviews and finals. I had to file for an incomplete in one of my classes because this completely took over my life. All of the sudden I was responsible for the emotional well being of my team," said one swimmer.

"The academic deans were great. I have never taken a single extension and last semester I took three," said an anonymous swimmer.

Going forward, the team and their families want to ensure that no other students will be subjected to a similar disciplinary process.

"Beside trying to understand why this draconian approach was taken for this incident, I want an apology made to all involved and I want a system set up that precludes this from happening again. I also want the reputation of the swim team restored in the College community – an apology to the swimmers, to Coach, to parents and then something to go out to the College community where the administration admits that they were wrong in this process and speaks about the virtues of the swim team – academically how well they performed, socially how well they do together, how hard they train, instead of what I've heard to be a derogatory opinion of the swim team on campus due to this travesty," said Mr. Rotner.

Based on an email conversation with Dean Cardwell, it is apparent that for some reason, this particular disciplinary case required greater time and resources than similar cases typically do at Connecticut College.

"In any judicial case, we will spend as much time as necessary to do a thorough investigation. Circumstances can affect the length of the investigation. For example, if there are conflicting versions of the story, if students refuse to cooperate, or if there are credible allegations that students are pressuring other students to cover up the truth, the investigation may take longer. This particular case was unusual because of the number of students involved. Because the original incident was a team-sponsored event, we had to speak with everyone on the team, even though not all team members were involved," Dean Cardwell said.

Regardless of whether this particular procedure followed a school policy or not, the impact on team members and their parents has tainted their perspective of Connecticut College.

"What should be a very happy time – senior year in college – was tainted for six months. You can't get that back. They took from my daughter something she can never get back," said Mr. Karlson.

"I literally loved everything about this school until this year. I feel guilty to say it because I have great friends and I love all my professors – but I've had professors hear about this and talk to me about it, I've had professors apologize to me on behalf of the College and express their disgust in the way the administration dealt with this whole thing," one swimmer said.

As the end of the year is rapidly approaching, the team seeks to repair the relations with the administration and ultimately move forward. "I hope that in the future we can once again be regarded as students with integrity," concluded an anonymous swimmer. •

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