

Connecticut College

## Digital Commons @ Connecticut College

---

2016-2017

Student Newspapers

---

10-24-2016

### College Voice Vol. 100 No. 3

Connecticut College

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

---

#### Recommended Citation

Connecticut College, "College Voice Vol. 100 No. 3" (2016). *2016-2017*. 6.  
[https://digitalcommons.conncoll.edu/ccnews\\_2016\\_2017/6](https://digitalcommons.conncoll.edu/ccnews_2016_2017/6)

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

# THE COLLEGE VOICE

CONNECTICUT COLLEGE'S INDEPENDENT STUDENT NEWSPAPER SINCE 1977

## Police Incident Sparks Student Concern

SARAH ROSE GRUSZECKI  
MANAGING EDITOR

On Oct 20, students gathered in Ernst for a special SGA meeting to discuss the incidents of last Saturday night and the criticisms surrounding the responses of New London police and Campus Safety. The extensive dialogue between students, administrators and local law enforcement officials clearly demonstrated the strong concerns surrounding the capacity of law enforcement to keep students safe. Many students expressed frustration surrounding their lack of understanding of the events that transpired and how such events would influence local and campus policies. As Brett A. Sokolow, an investigator currently leading an external investigation of the incident explained, there is a wealth of information that cannot be shared because the events are under active investigation. Sokolow, the President and CEO of The NCHERM Group, will provide a comprehensive report about the incident through interviews with over a dozen students, staff, administrators and officers who observed or were involved in the events of Saturday night. However, although local police and campus officials are unable to supply certain pieces of information at the moment, we must assess the current policies of local police and Campus Safety to analyze how such policies may be improved to better support students at Connecticut College and within the local community.

When discussing the policies in place to intervene and support students in crisis situations, Dean of Students Victor Arcelus explained that officers on campus safety receive training every year with title IX coordinator Melissa Pierce, as well as with Darcie Folsom and Dean Cardwell, to discuss responses to incidents, Title IX and the conduct process. Many members in the area of Student Life including Cardwell and Arcelus additionally serve on a team of staff on call throughout the year in order to provide support for students after hours.

Dean Arcelus also emphasized the frequency with which policy and procedure is reviewed as the needs of the campus community evolve. This past year, all Campus Safety officers went through comprehensive training with Dean of Institutional Equity and Inclusion John McKnight. Several of these officers also attended a training held in the beginning of the year with student staff from the Office of Residential Education and Living and other student leaders, where they had the opportunity to meet members of the diversity team and hear brief presentations from individuals, including LGBTQIA Center director Erin Duran and title IX coordinator Melissa Pierce.

Although such trainings certainly represent a good first step toward strengthening communication between Campus Safety officers, Arcelus emphasized his and Dean McKnight's continual engagement in rigorous discussion to improve

dialogue between Campus Safety officers and students. These changes are partially a result of the change in Campus Safety's position under the Office of Student life: prior to last Spring, Campus Safety reported to the Office of the President, whereas it now reports primarily to Deans Cardwell and Arcelus in the Office of Student Life. Ideally, such a change will allow administrators in The Office of Student Life to engage with members of Campus Safety in a manner that better fosters communication between students and officers and supports students' personal education and growth at the College. However, it became increasingly evident through recent SGA meetings and student discussions that critical steps remain to restore the broken connection between students and officers.

Discussing underlying tensions between Campus Safety and students, Arcelus specifically highlighted the importance of fostering connections between officers and students that go beyond interacting during high risk incidents. Arcelus explained that he met one-on-one with every Campus Safety officer to discuss their careers prior to Conn, as well as their experience within Campus Safety. These conversations allow Arcelus to gain insight on the strengths and challenges of current Campus Safety policies and procedures and to better understand how officers' experiences and perspectives inform their work on campus. "I would love for students to get to know who

CONTINUED ON PAGE 5

## Teaching World Languages after reVision

SHATRUNJAY MALL  
STAFF

After much discussion, the new Pathways curriculum of the College has finally been implemented, beginning this academic year for the current first year Class of 2020. The several components of this new curriculum have earned it a mention in Inside Higher Ed, a major publication on the state of higher education. As a result of Pathways, there have been major changes to the General Education requirements. The seven areas of General Education have been replaced by five Modes of Inquiry. A new set of interdisciplinary courses called ConnCourses have been introduced, with every student needing to take at least one such course over their time at Conn. However, the change with the most significant short-term impact has been the language component of the new curriculum. Approximately 70% of first year students have enrolled in language courses, setting a new record.

Studying foreign languages has always been an important component of a Connecticut College education. Conventionally, most students take a foreign language at some point during their studies. Students

could choose to take one semester of a language in which they had a previous background, at the intermediate level, or alternatively, choose to study a new foreign language in which they had no background for two semesters. Further, students fluent or native in a language other than English could have the language requirement waived entirely if they so wished. As a result, some students, many of whom international, could entirely avoid taking a language during their time at the College. However, beginning with first year students who enrolled in the current academic year, all students, regardless of their previous language backgrounds will be required to take two semesters of a new language at any level.

The new language curriculum has been welcomed by language faculty across the board. Heretofore, according to Amy Dooling, Professor of Chinese who recently assumed the role of Director of Global Initiatives, "Connecticut College has had excellent language resources that have been underutilized." In her view, the new language requirement, which she considers

CONTINUED ON PAGE 4

## CCCP Celebrates Curious George



CHLOE FORD  
CONTRIBUTOR

Last month, Curious George—the lovable, adventurous monkey—celebrated his 75th anniversary. Four-year-olds at Connecticut College's Children's Program were able to celebrate George's anniversary and the message he carries last Friday. After spending the first hour of their day coloring, giving stuffed animals check-ups, and talking about their classroom jobs, the students gathered in a circle on the

CONTINUED ON PAGE 12

IN THIS ISSUE		MONDAY, OCTOBER 24, 2016	
NEWS	IN DEPTH	PERSPECTIVES	ARTS
Hallie Carmen discusses Conn's decision to move away from the CommonApp and the future of college applications.	Wesley Chrabasz contextualizes Donald Trump's candidacy in the US presidential election in this critical longform analysis.	Aparna Gopalan discusses the visits of public intellectuals to campus in context of full participation.	Rachel Levin uses light and shadow to show the Fall Weekend acapella concert in Harkness Chapel in her photo essay.

## Voice Myth-Busting

*The College Voice* is an organization with a long and rich heritage. We not only have history and culture, but also a mythology about the *Voice* that circulates on campus. Myths, of course, are more than just lies or falsehoods; among other disciplines, anthropology has done much to show the socially productive nature of myths. In light of this, I would like to address some of the most pervasive myths that form the *Voice* mythology on campus, because I am concerned about the isolating and silencing effects of these myths.

### 1. I need to apply to write an article in the *Voice*.

One of the longest standing mythological stories about our newspaper, this is also one of the most flattering ones. We will not publish your rant about half-cooked noodles at Harris, but for god's sakes, we much prefer rejecting the article submission to rejecting an application in which you propose that article idea. In other words, no need for applications.

### 2. The *Voice* will give me assignments, telling me what to write about/draw/photograph and what to say about it.

We are a crowdsourced newspaper. So, kind of like the internet, but with editorial standards. The pitches we put out are suggestions, ideas to which we really need you to add yours. We love helping generate ideas but aren't currently in the business of dispensing them.

### 3. I have to attend meetings to write for the *Voice*.

Meetings are a time for Monday night snacks and conversations that tend to be fun and sometimes even quite meaningful. But we send out emails to everyone on our contact list about all the ideas pitched and you can write even if you don't attend.

### 4. I can't write about issues outside of the College in the *Voice* / I have to write about student concerns only.

We are a "community" newspaper, at least in theory, and you can help make us that by thinking and writing about things in the world. We only ask that articles offer something different from what any major newspaper might; we don't, for example, need another analysis of presidential debates but contextualizing the political climate by leveraging our education to do so is welcome (see *In Depth* in this issue for one such coverage).

### 5. The *Voice* won't run my fiction/poetry/drawings/illustrations.

We can't figure out how this myth got around. We have an Arts section to put art in it. Please send us art, broadly defined. Eg. drawings by 4 year olds on front page.

### 6. The *Voice* is mainly interested in advertising Conn and since I already go here, I don't care about it / I get all my "news" on Facebook anyway, who needs a newspaper?

We are trying to move away from the "yay wow the past two weeks had so much cool stuff happen" model to a more interesting and honest way of doing student journalism. The events of campus the past Sunday have shown that social media is disseminating news faster than we can say "print." We want to slow down news and fill in the gaps.

### 7. I am faculty/staff. I have nothing to offer the *Voice*.

Probably the most damaging myth out there, this one not only deprives college employees of a medium of conversing with each other and the broader community, it also renders employees and their concerns almost completely invisible to students, New London readers, parents, trustees, you name it. We do try to cover faculty and staff news, of course, but needless to say we can never know the story the way someone on the other side of the fence can. Please contribute, even if it is a Letter to the Editor.

### 8. The *Voice* has trained journalists on its staff who know what they are doing. They are very cool and intimidating / The *Voice* has absolute amateurs on its staff who are all super lame nerds.

The first version of this myth is most circulated amongst first-year aspiring writers and journalists, while the second circulates amongst cynical seniors and some staff and faculty. Believe it or not, we are neither trained journalists nor total rookies. Writing for the *Voice* is our training, and training open to the public at that. You can come watch us being cool and lame in turns on Monday, Oct. 24 at 7 pm in Cro 224, or email me at [eic@thecollegevoice.org](mailto:eic@thecollegevoice.org) to ask about it.

- Aparna

## 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."

---

APARNA GOPALAN '17

*Editor-in-Chief*

---

SARAH ROSE GRUSZECKI '18

*Managing Editor*

---

### EDITORIAL BOARD

PETER BURDGE '17

ALLIE MARCULITIS '17

*News and In Depth*

DANA GALLAGHER '19

JENNIFER SKOGLUND '18

*Perspectives*

MAX AMAR-OLKUS '19

*Arts*

---

### MANAGING STAFF

GUINEVERE FELDMAN '19

*Copy Editing*

SHATRUNJAY MALL '17

*Business*

HALLIE CARMEN '18

CHLOE FORD '20

TARYN GANGI '20

RACHEL LEVIN '20

CHRISTINA WALSH '20

*Photography*

WESLEY CHRABASZ '17

*Layout and Design*

LEAH JANG '17

*Social Media*

HALLIE CARMEN '18

*Website*

---

### CONTACT US

[eic@thecollegevoice.org](mailto:eic@thecollegevoice.org)  
270 Mohegan Avenue  
New London, CT 06320  
[thecollegevoice.org](http://thecollegevoice.org)



# Community Bulletin

## Eboo Patel next in President's Distinguished Lecture Series

As founder and president of Interfaith Youth Core, Patel is a national leader in promoting partnership between different religious faiths. His Chicago-based non-profit works to “make religion a bridge and not a barrier,” and especially focuses on college campuses as places to instigate change. Patel was named one of America’s Best Leaders by US News & World Report in 2009, and he worked on President Obama’s Advisory Council on Faith-Based Neighborhood Partnerships. He will speak on campus on April 25.

## Increased Reports of Vandalism

The last few weeks have seen multiple instances of vandalism across campus. This included a broken window in Katherine Blunt, broken exit signs and damaged bulletin boards in several dorms.

## SGA Open Forum

On Thursday, Oct. 20, SGA suspended its usual agenda to hold an open forum addressing an event that took place over the weekend prior. The forum brought together students, administration from Connecticut College, and administration representatives from New London. In attendance from Conn were Dean Arcelus, Dean Mcknight, and Darcie Folsom. Brett Sokolow, an independent investigator for Conn was also in attendance. Sokolow has been conducting interviews and will publish his findings next week. Colonel Steve Fields, Chief Administrative Officer of New London represented the city in the forum.

## Final Presidential Debate

The final presidential debate was held on Wednesday, Oct. 19. The debate was moderated by Fox News’ Chris Wallace and covered topics ranging from the Supreme Court, immigration and the economy. After again refusing to shake hands, the candidates displayed similar performances to those we have seen in the past two debates. Election Day is Tuesday, November 8.

# Silent Spring Still Endures

JULIA KABACK '18  
CONTRIBUTING STAFF



Photo credits: Taryn Gangi

It has been called the book that started the modern environmental movement, and also the voice of the birds and the bees. The book is *Silent Spring*, and its legacy still endures over fifty-four years after it was published in 1962. Rachel Carson, the author of the novel is no longer with us, but her words continue to inspire environmentalists and readers alike with a promise of singing birds and clean air free of pesticides. Linda Lear, Class of 1962, is a well-respected author like Carson, and in her own right, has become an expert on all historical knowledge pertaining to *Silent Spring* and its famous author. On Oct. 19, the college community came together for a talk given by Ms. Lear to discuss the acclaimed novel and why its legacy still endures.

As part of the new Connections curriculum, all first-years were required to read *Silent Spring* over the summer. The assignment of the book was only the beginning of the discussion on this classic book. The talk titled, “Writing as if Life Matters: Rachel Carson’s *Silent Spring*” reflected on the importance of Carson’s book on our society. Carson, like Lear, gave a voice to a time in history that is often overlooked due to anti-Vietnam war sediment and the Civil Rights Movement. Yet the 1960s and the Cold War Era were a time of change that awakened America’s consciousness. Rachel Carson woke up the American public and gave it the chance to launch an environmental movement that still inspires generations looking for a planet free of pesticides and where all animals could roam free. Carson, like Lear, considered herself a “witness” for nature. She struggled to earn the respect of the people, but found allies like President John F. Kennedy and Senator Abraham Ribicoff of Connecticut who would soon see the need for environmental legislation and shape public opinion. It was Senator Ribicoff who called Carson a modern day Harriet Beecher

# Sports Corner



Photo credits: John Narewski

## Volleyball

Women (11-9)  
at Mitchell: W 3-0  
at Trinity: W 3-0  
Clark: L 3-1  
at Wesleyan: L 3-1  
at Wheaton: W 3-1

## Field Hockey

Women (4-10)  
at Bates: L 1-0  
at Wellesley: W 2-0  
Tufts: W 1-0  
Eastern Conn.: W 1-0  
at Bowdoin: L 2-0

## Water Polo

Men (7-12)  
Mercyhurst: W 14-13  
La Salle: W 14-10  
Salem International: L 17-12  
Monmouth: W 15-12

## Cross Country

Women  
Conn College Invitational: 9<sup>th</sup> Place  
Men  
Conn College Invitational: 3<sup>rd</sup> Place

## Tennis

Women (1-0)  
at Holy Cross: W 5-2

## Sailing

Moody Trophy Regatta: 6<sup>th</sup> Place  
Yale Intersectional: 8<sup>th</sup> Place

## Soccer

Women (9-4-1)	Men (9-4-1)
Brooklyn: W 5-0	Amherst: L 3-1
Tufts: L 1-0	Tufts: L 1-0
Amherst: L 2-1	Salem: W 3-0
at Trinity: L 2-0	at Bowdoin: T 1-1
at Bowdoin: T 0-0	

Stowe. Carson’s book, like Stowe’s Uncle Tom’s Cabin changed the world; to this day, *Silent Spring* still has readers and followers alike. It has tested time and our consciousness.

For students, guests and faculty alike, the event was, “a wonderful opportunity to hear from an authority [Lear]” said President Bergeron. *The College Voice* reached out to Jefferson Singer, Dean of the College and has yet to receive comment. President Bergeron’s words speak of the college’s dedication to “educating the Liberal Arts” by bringing alumni back to our campus to speak of their passions and research in their respective fields. Taking time to answer questions from a nervous reporter, Linda Lear began by telling me that her time at Conn “changed her life.” When speaking of a liberal arts education, Conn allowed Ms. Lear to explore and find her passion in history. This passion certainly shows in the depth of knowledge Lear has of Rachel Carson and her legacy on the modern environmental movement. With the college archives bearing her name in our library, Lear has clearly left her mark at the college and in the literary world. Benjamin Panciera, Director of Special Collections at the Lear Center said of Lear, “Her contributions have allowed archives and special collections to become an integral part of the institution.”

On DDT, the pesticide that Carson longed to see banned, Carson wrote in *Silent Spring*, “Only within the moment of time represented by the present century has one species - man - acquired significant power to alter the nature of the world.” Environmentalism, whether you believe in it or not, will be an issue that will stand the test of time, and author Linda Lear has made that clear to our community. •



# Curricular reVision and the Teaching and Learning of World Languages

CONTINUED FROM FRONT

only a small change from the past, allows students to more fully use the incredible language resources that Conn offers them. Further, although it is almost certain that many students will not continue taking languages at the intermediate level and beyond, Dooling believes that all the language departments will be reinvigorated by the fact that so many first year students have enrolled in introductory language courses.

Andrea Lanoux, Associate Professor of Slavic Studies, agrees with Professor Dooling's assessment. While she acknowledges that not all students develop the same interest in and connection with the languages that they choose to study, she believes that language study has immense personal and intellectual benefits for students, even if they choose to discontinue with their language study.

Not all students take languages for the same reason. Although some study languages merely to complete a requirement, others cultivate a deep passion for their chosen language of study. Students are more likely to study Chinese, Japanese and Russian out of interest, rather than to complete a requirement. This happens because these languages have a high linguistic distance from the English language and thus require a considerable degree of effort on the part of the learner. By contrast, Western European languages, such as German, are closer to English. Further, languages such as Spanish, French and Italian are widely taught in high schools across the country. As a result, students are extremely likely to take one of these languages at the college to complete language related requirements. Such language departments have thus also suffered high rates of student attrition at upper levels of study.

In Professor Lanoux's opinion, however, such distinctions between the various language departments are "being blurred". This is because, as she sees it, with the new compulsory requirement for an entire academic year of study in a new language, students are increasingly likely to attempt something novel by choosing to study Chinese, Japanese or Russian. These languages, however, have complex systems of writing. Mastering character writing can be especially challenging for some students, and this requires a great degree of individual attention on behalf of the language instructor. Tek-wah King, Senior Lecturer in Chi-

nese, considers this a matter of special concern. In an email interview, he remarked that, "the grading of nearly 2,000 rounds of student works per semester, both oral and written, as necessitated by our recent enrollment numbers still lies beyond the capacity of what one single faculty member can accomplish effectively." He believes that students need to further use language resources outside the classroom, including the Language and Culture Center, tutoring and the language tables at Knowlton. The East Asian Languages and Cultures Department is also "looking into the possibility of hiring advanced-level or natively educated East Asian students" to assist language faculty in teaching characters appropriately to students.

For Hisae Kobayashi, Senior Lecturer in Japanese, another challenge for language departments remains the extremely high price of language textbooks. The high cost adversely affects students who cannot afford textbooks that could cost upwards of \$150. Foreign language textbooks, alongside textbooks in the sciences, are especially expensive. She believes that the college needs to provide more support to students who are not able to afford such expensive textbooks. Language departments have attempted to deal with the decreasing direct accessibility of textbooks in a range of ways, including increasing the use of technology. Students of Japanese and Chinese, for instance, are provided with iPods and iPads respectively to help with different facets of their study. Through using technology, all students have access to a set of resources to facilitate their study.

For some students, their preferred language for study is unavailable at the College. South Asian languages, spoken by over a billion people in the Indian subcontinent and beyond, are not offered. Similarly, several popular languages, such as Korean, Vietnamese and Portuguese are not formally taught at the College. Despite the fact that hundreds of millions of people live in sub-Saharan Africa, no language from sub-Saharan Africa is taught at the College. Many of the faculty members I spoke to consider this a matter of concern. Professors Dooling and Lanoux concur that collaborations with other colleges and resources over the internet provide the means for some students to access the study of these

languages. In a similar vein, the Korean Culture Club provides an opportunity for the informal study of the Korean language with the support of interested faculty and native speakers. However, in Professor Lanoux's view, there needs to be a shift in the intellectual paradigms of language education. She believes in the necessity of "moving beyond teaching the languages of empire." The most recent language to be introduced into the curriculum was Arabic, which Lanoux views as a promising development.

However, in Professor Dooling's view, it is imperative that there exist an academic and curricular context within which language education can be situated. For instance, language courses need to be supplemented by classes in area studies (including about history, literature, and culture) relevant to that language. The Language Caucus, a sub-group within the faculty, has been discussing these and other aspects and ideas related to language education at the College. According to Leo Garofalo, Associate Professor of History, this includes the possibility of a summer language program "shaped by a critical theory approach, and with strong local connections," an idea still at the germinal stage, but with support from several key players in administration and faculty. Such a program is visualized as more affordable than similar programs offered at institutions such as Middlebury College. With the strategic plan set forth, it remains to be seen how language education is fully impacted by the College's continued efforts to revise curriculum and make its academics more relevant and more "global."

With ever-ballooning tuition fees, college is increasingly viewed as an investment that needs to give a monetary return to students. For some, language study is important for business in emerging markets. For others, studying languages is important for a future academic career. Others still choose language study for the pure delight of it. As a liberal arts college with a solid foundation in language study, it should be interesting to observe how Connecticut College sets forth a future vision for studying world languages as it negotiates the views and interests of various stakeholders, faculty, students, staff and the administration- all of whom are likely to view the value of language study differently. •

## "Coalition for Access, Affordability and Success": The Future of College Applications?

HALLIE CARMEN  
STAFF

Our last two years of high school had arguably some of the most stressful moments in our high school careers. "The college process" is a time many of us will never forget. Going on visits with our families to several schools, receiving tutoring for the ACT and/or SAT and taking the tests multiple times and re-working our college essays to a point where we couldn't any more. And it seems like it was just yesterday that our internet browser's "History" tab featured our most visited website, The Common Application. Oh, the dear Common App. The Common App is arguably the most popular way one applies to colleges throughout North America since it seems virtually every college and university accepts it.

However, in the next couple of years, the Common App may be facing competition. Recently, "The Coalition for Access, Affordability and Success" application has

been making headlines as the next go-to college application for undergrads. According to its website, the "Coalition" was created to "improve the college application process for all students as they search for and apply to their perfect college."

The Coalition encourages high schoolers to begin thinking about college earlier than usual. The application is home to tools such as "the Locker," a "Collaboration Space," and an "Application Portal" which "seek to recast the process of applying to college as the culmination of students' development over the course of their high school careers."

Coalition's "Locker" is a space where high schoolers can showcase their achievements such as graded papers and videos of performances. The "Locker" takes on a function similar to SlideRoom, the website that performers and artists use to submit supplemental work on the Common App. "The Locker" is nonetheless unique because

it gives high schoolers the opportunity to upload their best works throughout high school; at no point will college's be able to access this information. Through the website's "Collaboration Space," students can share these uploads with guidance counselors and others.

These unique online tools seem to be the only distinguishing factor between Coalition and Common App as Coalition still contains the standard "College Essay" section and college specific supplement sections.

Connecticut College is listed among the schools to accept the Coalition application for the 2017-2018 admission year. Other NESCAC schools that either are currently accepting this application or will be accepting it include: Amherst, Bates, Bowdoin, Colby, Colgate, Hamilton, Middlebury.

With the news of this new alternative to

CONTINUED ON PAGE 5



## Recent Police Incident Sparks Concern about Safety

CONTINUED FROM FRONT

the officers are as people and for officers to really get to know the students as well,” Arcelus said. “That way when there are incidents, there is a mutual level of understanding and respect between students and officers.”

Arcelus specifically described his observations of Campus Safety at one college he visited: officers served as liaisons to particular residence halls or houses and developed relationships with students in these buildings. Within this setting, officers would often host programming and address student safety concerns in the house. Before the Office of Residential Education and Living was able to hire floor governor at Conn, Campus Safety officers would often spend more time walking through residence halls and would engage in casual conversations with students. Since the role of Campus safety has evolved on campus, officers should be incentivized and encouraged to engage with students in other spaces and capacities.

At the Oct 20 SGA meeting, many students, including Plant Housefellow Amanda Chugg ‘18, expressed frustration over the divide between local and campus officers and Connecticut College students and the apparent lack of transparency surrounding local police policy. Chugg highlighted the enrollment in two weeks of training preceding the semester for learning about policy, intervention and student support that is requisite for students working in the Office of Residential Education and Living. “Considering the extensive amount of training we receive as student staff,” she said, “how can we feel safe inviting officers back on campus to deal with these issues? Students are trained with an understanding that policy is a constant.” Chugg is certainly not alone in these sentiments -- many other students at the meeting addressed similar frustration and the need for dialogue regarding the policies in place to keep members of the campus community safe in light of the recent investigation.

In response to these long withstanding student and administrative concerns, Arcelus explained that the College has been participating in an external review of the College’s emergency operations since July, a process which includes significant examination of the role and function of Campus Safety. Through this process, the department has been collecting documents, materials and reports for the external review team, which meets next week. As part of this process, three Directors of Campus Safety at other colleges will come to Conn to begin a comprehensive study of campus safety. Arcelus explained that the individual who conducted the external review in the summer will assist with the external review next week. “We’re trying to connect former work with a comprehensive plan for campus safety broadly,” Arcelus said, “where we will be asking questions including, ‘What is the role of campus safety on campus? What are recommendations from external review to enhance campus safety’s engagement with students? And, how do we maximize campus safety’s execution of their work?’” The Office of Student Life and Campus Safety hope to gain guidance and recommendations regarding supervision, training and everyday operations on campus through this process. Arcelus added that Waterford and New London Police are both participating in the external review of campus safety, highlighting the role of both departments as our campus sits between both areas.

This collaboration between the local and campus officers is particularly important in considering the unique aspects of campus culture that foster community and hold students accountable. As Arcelus said, “It’s really important for us to understand the protocols of the [Police Departments]’ work, and for the departments to understand key parts of our campus culture that affect how students engage with one another and campus safety.” Bystander intervention, for example, serves as a critical way in which students are trained to support others in potentially high risk situation. In light of recent events, however, several students at the most recent SGA meeting expressed concern that in a situation with Campus Safety or local officers, student intervention would not be a functionally safe or effective course of

action. Folsom addressed and affirmed these concerns at SGA, noting that personal safety remained at the core of Bystander Intervention. “This is at the forefront of my mind, and I am constantly thinking about how we can continue thinking about the different options for intervention in light of these events,” she said.

Officer accountability and representation were also prevalent concerns amongst the student contributions offered at the meeting. Michelle Lee ‘18, along with several other female students, expressed concerns to Campus Safety Director Stewart Smith surrounding the lack of female officers on-call to address instances of domestic violence and sexual assault. In this discussion, Smith admitted that although the three most recent campus safety hires have been two women and one man of color, significant work must be done to improve diverse representation amongst the Campus Safety officers. Several students expressed particular frustration about the number and demographics of officers who responded to last week’s call; these students advocated for policies which will ensure that the number and representation of officers strongly considered in future situations.

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

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

In discussing the importance of collaboration between local police departments and Connecticut College, several students offered comments which suggested individuals at the College may be entitled to treatment from police that differ from members of the New London community. Specifically, some students at the meeting asked whether Campus Safety could hold special jurisdiction even once local police arrive on the scene, a request which clearly violates local and state policy. While it is certainly important for the local police to have a comprehensive understanding of how Conn as a campus functions, rhetoric that implies predominantly white college students merit differential treatment is problematic, particularly when analyzed in the context of the current national climate surrounding Black Lives Matter and police brutality. As a campus, therefore, we must continue to advocate for policies that support the livelihood of all members of the local community. The effects of police brutality far transcend any specific incidents on our campus. •

CONTINUED FROM PAGE 4

the college application process, many have thought that Conn would be getting rid of the Common App once and for all; however, this is not the case. Andrew Strickler, Dean of Admission and Financial Aid at Conn talked with TCV about this new alternative to the Common App.

*The College Voice:* Will the school continue to use the Common App in the future?

Andrew Strickler: Yes, the College plans on continuing its membership with the Common Application for the foreseeable future. We have no plans to discontinue at any point in time.

TCV: In the 2017-2018 admission season, Conn plans to utilize the new Coalition Application. Was there a specific reason that Conn decided to join this upcoming cohort of colleges?

AS: We were invited, based on a specific set of criteria, to join the Coalition Application just over a year ago and made the

decision to do so. The initial membership criteria (guaranteeing to meet full demonstrated need and having a graduation rate in excess of 60%) created a very limited number of institutions that were eligible to be members (as I recall, the number was approximately 140). We made the decision to join based on two factors: we were open to creating an additional option and platform for students to use to apply to Conn and the opportunity to set us apart and join a select group of schools that meet a limited set of criteria were important to us. It is, however, important to note that the Coalition Application started THIS year, with schools accepting applications from it as we speak. However, we decided to wait a year before instituting it on our campus.

TCV: When this membership goes into effect, do you think that the number of Common App applicants to the college will diminish in number as a result?

AS: Honestly, we do not know if Com-

mon Applications will decrease or increase when we introduce this new application option. We will show NO preference to either application; we simply want the very best students (and people) we can get here at Conn.

TCV: What do you think the admission process to Conn will be like in the future once the Coalition Application goes into effect for the school?

AS: We do not anticipate any changes in the admission process when the Coalition Application comes online for us in a year. We do not plan to change our reading procedures, how we evaluate students, or the decision making paradigm we currently use in admitting students. •



# Contextualizing the Rise of Donald Trump

WESLEY CHRABASZ  
STAFF

For any observer of this year's presidential election, it is nearly impossible to ignore the constant barrage of the Republican nominee's offensive comments, personal attacks and outrageous scandals in the media. Since Donald Trump declared his candidacy in June of last year, he has likened Mexican immigrants to rapists and criminals, proposed a ban on all Muslim immigration to the United States, mocked a reporter for his disability, personally attacked the spouses of his political opponents, incited violence at his rallies, suggested the assassination of Democratic nominee Hillary Clinton and refused to accept the result of the democratic process if he is not declared the winner of the election. Additionally, increased media scrutiny throughout the duration of Trump's campaign has revealed that he previously questioned the legitimacy of President Obama's birthright citizenship, was sued by the Department of Justice for housing discrimination, scammed \$40 million from 7,000 individuals enrolled in Trump University, refused to pay contract workers hundreds of thousands of dollars, used a tax loophole to avoid paying any federal income tax for eighteen years and bragged about sexually assaulting women.

It does not seem unfair to assume that any one of these scandals on its own might make a rational voter think twice before voting for a presidential candidate and that the collective sum of all of these scandals might certainly dissuade a large portion of the electorate. Perhaps not too surprisingly then, many voters *have* been dissuaded from supporting Trump's candidacy as a result of the proliferation of these scandals throughout the duration of the presidential campaign -- including many voters from Trump's own party. A sample of leading Republican politicians reveals this trend: 2012 Republican presidential nominee Mitt Romney has actively opposed Trump's candidacy since the primaries, 2008 Republican presidential nominee and U.S. Senator John McCain recently withdrew his endorsement of Trump, former Republican U.S. President George W. Bush has refused to endorse Trump's candidacy or even weigh in on the election, and a few months ago former Republican U.S. President George H. W. Bush revealed that he will be casting his ballot for Democratic nominee Hillary Clinton.

Indeed, Trump's unconventional and continually controversial candidacy has caused many lifelong Republicans to abandon their party's presidential nomination this year -- with some turning to former Republican Governor of New Mexico Gary Johnson on the Libertarian ticket, some to conservative independent Evan McMullin, and some even to Trump's principal rival, Hillary Clinton. Yet, even with the scandals, the opposition he faces from within his own party, and unfavorability ratings that reached 62% this September, Trump has maintained consistent national support from between 30 and 40% of the electorate. Trump himself took notice of this phenomenon in January of this year when he bragged: "And you know what else they say about my people? The polls! They say I have the most loyal people - did you ever see that? Where I could stand in the middle of Fifth Avenue and shoot somebody and I wouldn't lose any voters, okay?" And he's probably right. Despite every news cycle that broadcasts Trump's latest controversial comments, a particular bloc of white working class voters stays loyal to this candidate. These voters are not fazed when Republican elites publicly criticize their nominee's character and temperament. They are not persuaded by talk show hosts and anchormen that relay the dangerous implications of Trump's latest gaffe. They do not reconsider their vote

when Trump's comments are labelled sexist, racist or otherwise bigoted. To them, the media has a well-known liberal bias and Trump simply tells it like it is.

So who are these voters? And why are they not swayed as easily as other Republicans and independents? Since Trump's presidential campaign exploded onto the national scene in 2015, many journalists, political pundits and politicians have attempted to make sense of his 21st century brand of right-wing populism which appeals so strongly to a large segment of the country's white working class. Hillary Clinton, in a speech given in September, summarized the media's consensus on these voters when she said that "you can put half of Trump supporters into what I call the basket of deplorables." Much has been written on the subject of racism and xenophobia as it pertains to Trump's supporters in this election and the dominant narrative seems to analyze prejudice among these voters as separate and distinct from their economic situation. However, applying historical context to Trump's popularity with white working class voters today reveals that racism and xenophobia among poor whites in America has long been tied to the economic anxieties of poor whites.

To explain the rise of Donald Trump and the appeal of his message to the white working class, it is first necessary to understand that his brand of right-wing populism is not new to American politics. In the 2016 presidential election, Trump has made the issue of illegal immigration the center of his campaign. On the campaign trail, Trump has maintained his claim that undocumented immigrants are stealing American jobs and receiving far more in "welfare benefits" than legal American citizens. He has implied that undocumented immigrants are consequently the root cause of the decline of the American Dream and diminishing economic prosperity in the United States. To 'Make America Great Again,' Trump resolves to deport roughly ten million undocumented immigrants already living in the United States, constitutionally redefine the meaning of birthright citizenship and build an "impenetrable physical wall on the southern border" with Mexico to prevent any further illegal immigration.

Faulting people of color for the economic misfortunes of whites is a trend that has existed in the United States for centuries and can be traced back to as early as seventeenth century colonial Virginia. Americans today might be surprised to learn that in Jamestown in 1619 enslaved Africans and indentured Europeans arrived to the colony with essentially the same social status. The landowning Virginia elites needed labor to build their colony and work their plantations and they found that both enslaved Africans and indentured Europeans could provide it. Given their economic and social situation, indentured Europeans found that they had more in common with African slaves than they did with landowning elites that shared their European ancestry. In 1676, Virginia colonist Nathaniel Bacon harnessed the anger felt at widespread inequality between the elites and the landless to lead the largest interracial insurrection of the century. When the rebellion ultimately failed upon Bacon's death, the landowning elites -- fearing for their wealth and their lives -- decided to inhibit further class-consciousness among the landless in the colony and promoted racial separation by constructing racial distinctions into the legal codes of the colony of Virginia. Europeans -- regardless of wealth or landowning status -- were established as "racially superior" under the law, and Africans were excluded from the ranks of colonial citizenship. Understanding that they could distract landless Europeans from directing their frustration at its root cause, the landowning elite crafted slave codes

of colonial Virginia which would allow landless Europeans to project their economic, political and social anxieties onto the African population.

This scapegoating narrative has carried through the subsequent centuries of American history. In the aftermath of the Civil War, southern whites used the Freedmen's Bureau to attack newly freed slaves for "keeping idle at the expense of the white man." Similarly, whites in the late nineteenth century decried that "the Chinese must go" in response to rising numbers of Chinese immigrants replacing laborers on the railroads of the American West. In the nineteenth and early twentieth centuries, whites often reminded Irish immigrants (who had yet to be assumed into the evolving definition of whiteness) that "No Irish Need Apply" for certain job listings. Countless other examples of the projection of the economic anxieties of whites onto non-white populations in the United States could be provided. Today, Trump's narrative of Mexican immigrants crossing the border to steal American jobs and abuse the welfare system resonates much deeper with his white working class supporters than the rather more complex reality of free trade, globalization, corporate unaccountability and rising income inequality that is truly at fault for the decline of the twentieth century economic prosperity.

In the wake of Ronald Reagan's 1984 landslide presidential victory, the Democratic Party commissioned pollster Stan Greenberg to conduct focus groups to study the many working class Democrats who defected from the party to support Reagan in the election. In his study, Greenberg found that these Reagan Democrats were mostly white low-to-moderate income voters from union households, who believed that their economic hardships stemmed from "reverse discrimination" against white Americans rather than the reality of rising corporate outsourcing. Greenberg writes that the "special status of blacks is perceived by almost all these [Reagan Democrats] as a serious obstacle to their personal advancement. Indeed, discrimination against whites has become a well-assimilated and ready explanation for their status, vulnerability and failures." Greenberg's observations of Reagan's support from the white working class in the 1980s are nearly parallel to observations that could be made of Trump's support today.

It is clear that many of Trump's white working class supporters view racial competition, as Greenberg noted in 1985, as a "serious obstacle to their personal advancement" and that there is much historical precedent for this idea. Why, though, is this narrative of scapegoating people of color more prevalent than that of class antagonisms? Why do Trump's supporters blame "welfare queens," "inner city crime," and "the browning of America" for the decline of social mobility and economic prosperity in the United States? Why do they not point, instead, to corporate greed, the outsourcing of labor, free trade agreements and rising income inequality as "serious obstacle[s] to their personal advancement"? The answer may lie in a simple comparison of the choices these voters face on election day.

For decades, the Republican Party has championed deregulated markets, tax breaks for the wealthy, free trade, privatization and cuts to the welfare state. The Democrats, on the other hand, have in recent history almost always provided some form of moderately progressive opposition. Yet in recent elections -- and most notably this election cycle -- Democrats have seen potential to expand their party's base in the wealthy, college-educated suburbs of America. Numerous studies have shown that support for the Democrats' social agenda -- that of protecting reproductive rights, ex-

panding protections for the LGBT community, prioritizing the fight against climate change -- is highly correlated with college education and white collar employment. In this year's election in particular, the Democrats seem to have doubled down on their solicitation of this wealthy, college educated, white collar vote. At a recent charity dinner attended by much of New York City's elite, Hillary Clinton even joked "Every year, this dinner brings together a collection of sensible, committed mainstream Republicans. Or, as we now like to call them, Hillary supporters." Is it such a surprise, then, that white working class voters aren't flocking towards the Democratic candidate? Clinton's remarks at the Alfred E. Smith Memorial dinner may have been in jest, but they do not misrepresent serious political shifts in this year's election. The Democratic party has -- whether intentionally or not -- made great advancements in its support from wealthy, college educated, white collar voters. At the same time working class whites have, in equal measure, abandoned the Democrats. This realignment in the American electorate should come as no surprise if one understands that a political party cannot expect to expand its voting base with one group without concessions from another. But are ideological and cultural differences so strong between the college educated elite and the white working class that such a realignment should be expected?

Take a look at the 2016 Democratic party primaries and caucuses and the answer becomes abundantly clear. In 2016, Hillary Clinton was pitted against self-described Democratic Socialist Bernie Sanders in a bitter primary battle that revealed the growing fissures in the Democratic party. During the primaries, Clinton's campaign focused on her more than thirty years of political experience and her effectiveness as a politician, while Sanders ran on a platform of national single-payer healthcare, tuition-free college education, opposition to "the billionaire class," addressing income inequality and igniting a nationwide "political revolution." Perhaps the most revealing statistic of white voters in the Democratic primary was the correlation between income and candidate preference. According to CNN's exit polls, in New Hampshire (with a Democratic primary electorate that was 93% white), Sanders won voters with an income of less than \$50,000 by a margin of two to one. In states with similar demography Sanders also proved popular among working class voters winning 55% of their votes in Connecticut, 56% in Massachusetts, 58% in Wisconsin and 60% in West Virginia. Not only did the primary reveal that Clinton repeatedly lost the votes of the white working class to her more economically populist opponent, but she was the clear favorite of the liberal elite. In Weston, Massachusetts (median household income of \$192,563) Clinton won 68% of the vote, in Darien, Connecticut (median household income of \$175,766) Clinton won 70% of the vote, and on the Upper East Side of Manhattan, New York (median household income of \$117,903) Clinton pulled roughly 80% of the vote. In the end, Clinton's 55% of the national popular vote earned her the necessary delegates to clinch the Democratic nomination, but many of Sanders' supporters -- economically populist and less wealthy than Clinton's supporters -- staged demonstrations at the party convention in Philadelphia in protest of Clinton's nomination. If anything, the Democratic primaries revealed that the white working class rejects the political establishment that they believe has done little to

address rising income inequality, corporate unaccountability, Wall Street greed, the outsourcing of labor, and the decline of economic opportunity in the United States. Why, then, have so many of these voters turned to billionaire Donald Trump?

In January 2015, Democracy Corps, a leading political consulting firm for Democratic candidates headed by Stan Greenberg and James Carville, published public opinion research on the political psyche of white working class voters in the United States. In the study, Greenberg and Carville found that, contrary to popular belief, white working class voters support a myriad of progressive proposals by wide margins on the condition they are accompanied by governmental reform. The study found that white working class voters support making higher education and childcare more affordable, raising the minimum wage, raising taxes on the wealthy and tougher regulation of Wall Street when these proposals are prefaced with a narrative that acknowledges the influence of big money in elections, of corporate lobbying on the legislative process and of out-of-touch politicians protecting special interests. Specifically, the study found, among white working class voters, a 13 point increase in support for the Democrats' economic agenda when prefaced by an agenda for governmental reform. This is the key to understanding why both Bernie Sanders and Donald Trump share such wide and enthusiastic support from the white working class. The campaigns of both Trump and Sanders were anti-establishment, called attention to the influence of big money in politics, criticized the liberal elite and its support for Hillary Clinton, opposed NAFTA and the Trans-Pacific Partnership, openly discussed income inequality and presented proposals to restore economic opportunity in the United States. Obviously, the solutions that each candidate proposed were vastly different, but both shared a populist flavor that prioritized the financial struggles of the white working class and took on the ruling establishment. The problem with Hillary Clinton is that, to many of these voters, she is the *epitome* of the ruling establishment.

Hillary Clinton served as First Lady of Arkansas, as First Lady of the United States, as U.S. Senator from New York and as Secretary of State. From 1986 to 1992, Clinton served on the Board of Directors for Walmart, Inc. The recent leak of her speeches to Goldman Sachs revealed that she told her audience of Wall Street financiers that she believes politicians must have "both a public and private position"

on policy issues especially when the public is "watching, you know, all the back room discussions, and the deals." From the perspective of many white working class voters, regardless of Clinton's own economic proposals, she too closely embodies the liberal elite and the ruling establishment to be considered as their candidate. In Hillary Clinton, these voters are reminded of the hardened ideological and class differences that have developed between the white working class and the upper class, college educated constituencies that the Democratic party has gradually drifted towards over the past few decades.

The Democratic party's shift away from the white working class has created a void which Donald Trump fills. Ask Trump supporters why they like him and you'll likely get some form of response that praises his ability to "tell it like it is" and "say what's on his mind." To the white working class, Trump's frankness comes from his status as an outsider to the political system; a refreshing break from the "politically correct" rhetoric of the Bushes, the Clintons and other political elites. Why though, has the white working class turned to a billionaire real estate mogul to restore their faith in the American Dream? Although it may seem ironic, to these working class voters, Trump's perceived financial success represents a personification of the achievement of the American Dream. When you hear Trump supporters say that they believe that he will "run the country like a business," they are not speaking of fiscal responsibility, but rather of Trump restoring economic opportunity to the United States. Are some of Trump's supporters active racists? Of course, but many more are disaffected blue collar Americans that feel betrayed by the Democratic party's abandonment of their political and economic interests. Most of Trump's supporters didn't wake up one morning and suddenly realize that their economic situation could be improved if a wall were built between the U.S. and Mexico. Rather, in the absence of attempts from elsewhere in politics to prioritize their economic interests, these voters turned to the leading anti-establishment voice calling to restore economic opportunity and to 'Make America Great Again.' It is painfully ironic, though, that this message is broadcast by a man who spent his whole life outsourcing the jobs that he pledges to bring back, scamming the "poorly educated" whom he claims he loves and failing to acknowledge his own culpability for the political and economic system that has impeded America's "greatness." •

The Daniel Klagsbrun Symposium on Writing and Moral Vision presents

## *An Evening With Margaret Atwood*

**November 3, 2016**

Please join Connecticut College faculty, students and friends for an afternoon and evening with Margaret Atwood, author of *The Handmaid's Tale*, *Hag-Seed*, *Angel Catbird*.

**Lecture 7 p.m.**

1941 Room, College Center at Crozier-Williams

**Interview 3:00-4:00 p.m.**

Blanche Boyd, Weller Professor of English and writer-in-residence, will interview Margaret Atwood in the Ernst Common Room, Blaustein Humanities Center.





# New Directions for the LGBTQIA Center

JAMES MURRAY '18  
CONTRIBUTOR

The LGBTQIA Center was founded in 2007 by a group of dedicated Conn students who wanted to bring attention to queer issues on campus. Since then, the Center has grown and evolved. In August, Erin Duran stepped into his role as the Center's first full-time director. There is considerable excitement around campus about a full time faculty in charge of the center. Erin could bring about changes in the Center's programming, notoriety and institutional recognition going forward. I caught up this past week with both Erin and Justin Mendillo, head student policy coordinator of the LGBTQIA Center. I wanted to get an idea of where they felt the Center was headed in terms of community involvement, and what they were excited about for the year to come. I also wanted to get a sense of who they are as people and what drives them to become so involved with LGBTQIA issues in general and the Center specifically. It was evident within the first 60 seconds of my conversation with Erin and Justin that they are extremely dedicated, thoughtful and passionate individuals capable of leading the Center toward its most dynamic year yet.

Mendillo, a senior American Studies and Government double major, spends considerable time planning and organizing LGBTQIA events on campus. In a recent interview, Mendillo enthusiastically explained his goals for the Center this year and what he personally hopes to accomplish for the Center. He talked about the Center's plans to host a wide array of community driven events and programs that would attract as much interest as possible from students previously unaffiliated or unfamiliar with the LGBTQIA center or simply with queer issues in general. This effort would involve greater collaboration with different academic departments, clubs, centers and organizations on campus to increase the intersectionality of the LGBTQIA center. Justin also mentioned the excitement surrounding the recent appointment of Duran, the Center's new director. Led by a full-time director, the Center can simply foster greater opportunities and support for new ideas and events. This year, for example, the Center hopes to sponsor more events focused on transgender issues. Justin expressed his desire to make the Center as inclusive as possible. He wants "to allow space for everyone to be there" by avoiding language that siphons or compartmentalizes members of the LGBTQIA community. In addition, Justin and I chatted about what he sees as another important goal of the Center: increasing the levels of training and education of student leaders to address queer issues on campus. Simply understanding the language and terminology of the LGBTQIA community, he said, can

lead to more meaningful discussions as well as a degree of empathy and campus involvement in queer issues.

I caught up with Duran last weekend to introduce myself and to familiarize myself with his path toward Connecticut College and his plans for the coming year. Duran is a native Texan and a first generation student who forged his own path and followed his passions at Grinnell College in Iowa. It was at Grinnell, which he describes as a very liberal place where he was able to explore his ethnic and queer identity. At Grinnell, he made significant strides in figuring out who he was and developed a love for higher education. Following his passion to learn and help people, Duran went to graduate school at Penn State to get his Masters in Student Affairs. After explaining his academic background, Duran discussed how he envisions the role of the Center on campus. He iterated that he wants the Center to be a place for queer and questioning students to feel at home and to find a sense of solidarity; it must be a place to plan events, give feedback and educate the college community. Duran brought up that he wants the LGBTQIA Center to be a forum for students to explore the fluidity of their identities. It should be a safe place for students to open up dialogues.

Duran is a funny, insightful and enthusiastic person; I'm excited to see what he will bring to the center. Like Justin, Duran clearly has a distinct passion for his work and has the drive to be a positive and influential presence on campus. I want to conclude with a particularly powerful moment in the conversation I had with Justin. I wanted to get a sense of why the LGBTQIA Center matters to him and why the average person (who may not initially feel directly connected with these LGBTQIA issues) should care. Justin provided me with some particularly eye opening statistics: 52% of all homeless youth ages 15-26 identify within the spectrum of LGBTQ, and 41% of these youth are Trans people who have attempted suicide. If nothing else, these statistics demonstrate that many people lack the resources at our disposal at Connecticut College. Let's promote and advocate for our Center and these rights as much as we possibly can so, at the very least, we may show solidarity with those who struggle alone. •

# The Civic Imperative of Voting

JENNIFER SKOGLUND  
PERSPECTIVES EDITOR

Much has been made on our liberal arts campus of the civic duty to vote in the presidential election. Popular phrases alluding to the imperative of voting, or abstaining from the vote, abound: "It doesn't matter how much you know about politics. The important thing is that you vote," and "Bernie or bust!" have been commonly heard throughout the campaign. Many people seem to feel neither of the candidates, one a long-time establishment crony, the other a racist and misogynistic populist whose rhetoric borders on the neo-fascist, represent the interests of the American people. Those who are unsatisfied with both of the final candidates for the presidency feel disenfranchised, thinking that either way they vote, they will lose in some big way. Many of these people take issue with "lesser-evilism," the idea that conscientious constituents have the imperative to affirmatively choose an evil candidate because the alternative is worse. The question then seems to be posed in terms of whether or not voters have the duty to vote for someone they do not or cannot fully support. For many working class voters, and especially constituents of color, this issue is complicated by the fact that despite rhetoric promoting change, neither a Trump nor Clinton presidency will likely result in much tangible socio-economic progress. For these voters, the choice between Clinton and Trump is truly, and not just rhetorically, a choice between the lesser of two evils.

This all may be true. But perhaps when we focus on the presidential election as the end-all-be-all of voting, we lose perspective on the wider issues at stake in suffrage. In a democratic republic such as the United States, citizens have the right to vote not only for the president, but for the Senate, the House, state legislatures, as well as local city, town, and district government. These offices are all extremely important. State legislatures decide how state money is spent and can enact progressive programs aimed at helping the poor. Lower-level elections, such as those for city and county officials, can be crucially important because of the power these elected officials have to advance progressive causes at the local level. Because voter turnout is generally low in these elections, your vote for local office has more weight than in national and even state elections. Along these lines, voting for city council can be critically important, especially if judges are on the ballot. (For more information and for recommendations regarding judges for city council, you can check with your local bar association.) At the state level, bond initiatives are also an important factor in voting. Bond initiatives permit state constituents to vote on whether bonds- an IOU from the government which allow citizens in effect to purchase a long-term, high interest saving account backed by the government- will be sold to raise funds for specific purposes, like education, infrastructure, and housing. Citizens can also vote for tax free bonds, where purchasers need not pay income tax on the money they make from the bond.

Those who do not vote in lower-level elections might not be aware of how much influence they are forfeiting. Ultimately, though, it is the citizens who are informed about the issues at stake in local governments who have the power to weigh in on those issues by voting. It may be more fun to browse Buzzfeed and read Trump's latest outrageous comments, or to wax nihilistic on the United States of Anti-democracy, than it is to research the policies and platforms of candidates running for state and local offices. But it is the elections for these offices which can have the biggest impact on local communities, for those who do and don't vote. •



# Public Intellectuals Spotted at Privatized Institution

APARNA GOPALAN  
EDITOR-IN-CHIEF

As someone who cringes at the thought of writing an event review, I must admit that extenuating circumstances have led me to write something very akin to one, although I hope the larger purpose I am writing this for will soon become apparent.

On Friday, Oct 21, *The College Voice* (alongside departments of history, gender and women's studies, economics, CISLA, the Holleran Center and CCSRE) had the pleasure of co-sponsoring a visit to campus by journalist P. Sainath. Sainath spoke about the crisis of farmers' suicides in India in the past two decades, a time in which over 300,000 farmers have taken their own lives in response to a mounting agrarian crisis.

Sainath's talk began, as one can expect, with the 2008 Wall Street collapse. Just kidding. One would scarcely expect, especially at a liberal arts college in New England, that something happening so far away in poor, exotic India would have much to do with the very things Sen. Bernie Sanders railed about this past year.

And yet this is precisely the kind of connection that our college education should enable us to make. Sainath unraveled the causal webs that are hidden to us unless we accept that we live in one world, in which Wall Street and rural farmers do not exist insulated from each other. Food prices, he told us, soared after the 2008 crisis to levels unseen since the World War II era. The Arab Spring, he told us, was ignited by food riots beginning in 2008. As the global economy tanked and food producers were going hungry worldwide, agribusiness companies ranked first in profit in Fortune 500s "100 fastest growing" companies, overtaking even digital and media enterprises in 2010.

From UN reports to the US census, from Vidarbha to rural Iowa, from the plight of dead farmers' families to the struggle Hudson Valley's last independent farms, little was outside of Sainath's purview and realm of concern. This, finally, was the fabled "global citizenship" Connecticut College was meant to teach us all about, modeled in an underfunded talk given by an activist intellectual one afternoon in Cro.

Sainath had clearly been doing his homework, at least for the past three decades. Speaking from memory, with no notes at hand, the seasoned journalist recalled fact after fact about the dismal condition of the world in which, in Nobel laureate Tagore's words, "Food is a source of great prosperity. But the production of food is a source of great misery." Alarming statistic after statistic poured down upon us. 62 people control half the wealth of world. In India, 15 people control more wealth than the bottom 69% of the population - 1 of those people controls as much as the bottom 20%. Farmers' suicides like those in turn of the century India happened in the US in the 1980s, after which the population of family and community level cultivators was decimated - it is now down to 2%. Farmers' suicides do not happen in poor parts of India - they happen in the five wealthiest states.

Yet no one could accuse Sainath of "de-humanizing" his subjects using data. He crafted masterful story after story, each of them moving in the ways that they rendered the data horrifyingly real. He was unimpeachable as, in a slow, calm voice, he recounted visits to the family of a dead farmer, worried the widow might commit suicide as well. He told us that in some cases, police were misreporting the suicides as "suicide caused by unbearable stomachache," a story which hid the fact that the stomachache was in fact caused by the decision to commit suicide by consuming pesticide. Many of the suicide notes, he told us, were not addressed to families, friends, and loved ones - they were addressed to the finance minister, the chief justice, the prime minister of India. These suicides were not personal. They were painfully political.

Addressing the astonishing media silence on this crisis, Sainath wittily claimed that two decades ago, he used to be confused when people called him a public intellectual. That was, until he realized that the description was accurate because

it indicated that all the other intellectuals had been privatized. Their words, he seemed to imply, and their actions had been privatized too, leaving them gagged and bound to corporate power.

Sainath's talk is another in a series of talks recently organized by Conn's neglected centers and departments. Moustafa Bayoumi's "This Muslim American Life" comes to mind, as does the "#NoDAPL" teach-in, among others. This genre of talks and "events" matter because they have, to borrow Sainath's phrase, brought public intellectuals into an institution of privatized thoughts, concerns, words, scholarship, syllabi and intellectuals.

Maybe this is why these events have seen such a tremendous turnout of students and community members hungry for public engagement of the kind that is meant to characterize full participation. It is clear that it is in these kinds of "extra-curricular" events that much learning about problems in the real world, and thus, full participation, seems most readily available at this college. Now, if only there were some way to making our privatized classrooms and syllabi "public" as well...

In the Q&A session following Sainath's talk, most questions came from students who had clearly watched, discussed and analyzed Sainath's work in a classroom prior to the event. The questions these students asked demonstrated an interest in the problems of the "real world" and a capacity for intellectual engagement with the speaker. That students actually learning things in their classrooms is such a rare occurrence at Conn, that informed questions actually come as a shock at an event, shows the culture of shallowness that pervades our learning in classrooms.

It also makes me realize how disrespectful we as a college community are to the "public intellectuals" who come talk to us. The attitude is: hello, unheard of but obviously inspiring speaker! Tell us about your fascinating and exotic concerns that we never bothered to even Google before your arrival, tell us about all the good work you do that our professors will never take time to have us read in class, please tell us about those suffering yet passionate villagers/Muslims/indigenous people/gender minorities/others you work "on" about whom we will never take time to think other than at your talk which, incidentally, counts for extra-credit. And once you do tell us, we will have some questions about - wait for it - your feelings about the work, the feelings of your exotic subjects, how you became interested in this bizarre yet fascinating topic, and anything else that distances us from long term or deep engagement with your concerns. Please prepare some lighthearted or inspiring anecdotes to ease any tension in the room that might arise due to the painful, political or "real world" nature of things discussed. We promise to mention garbled versions of these "powerful" stories to our friends who missed the event.

What am I trying to say here, in so many words?

It is this: the outsourcing of full participation work to "extra-curricular" events is bound to fail. It doesn't matter if Cornel West, Junot Diaz and even Mahatma Gandhi himself comes over to talk to us one evening. In the absence of genuine and lasting concern about the world, the only thing such talks will be good for are event reviews in the *Voice* and ads for Conn.

If you spend 9 - 5 every day not thinking about injustice in the world and then show up at 5.30 in Cro to do so, it won't make you a "citizen" of anywhere except this

limited bubble you live in. This is why there has been a chorus of voices for many years now, in protests across the world, practically screaming: course *content* matters, over and above the *form* of content delivery.

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

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

Further, "inclusive pedagogy," even if the Full Participation Working Group is ever able to define it correctly, remains second to *relevant content* if the goal is full participation. Course content is the place where you "put your money where your mouth is" and show your commitment to "sustainability," "justice" and other such clichés.

If we decide to teach theories of creationism, geographical determinism and trickle-down economics using the latest and most expensive technology, using gifs in class, allowing flash-cards in exams and using the most affordable textbooks, is that success? It can't be that difficult to realize that Susan Sturm wants us to have difficult conversations about *what is worth teaching and learning* in the first place. But of course, that's only if actually "including" is the goal. Here at Conn, we only ever aim for the *feeling* of "inclusion." •

## A Message from Information Services:

### P2P File Sharing Is Risky Business!



"Free" music and videos  
can come with an unexpected cost!

You could mistakenly:

- Download malware, pirated material or pornography
- Allow strangers to access and share your personal files
- Jeopardize the entire College computer network

For more information, visit OnGuardOnline.Gov:  
<https://www.onguardonline.gov/p2p>

For any computer safety concerns,  
contact the IT Service Desk  
(webhelpdesk.conncoll.edu, 860-439-HELP).



# Acapella's Big Night

Photo Essay by Rachel Levin '20



*Fall weekend is known to be packed full of campus events, but one of the most heavily attended is the a capella show.*



*All of the Conn a capella groups showcased their individual singing styles in the chapel.*



*Whether it be pop songs or traditional songs particular to that group, the audience was treated to music that was polished and beautiful.*



*Based on their clothing and the songs they chose, each group represented their individual identities.*



*Overall, the show was jam packed with talent and good energy, that made the crowd go wild.*



# The Social Bar + Kitchen Provides Cozy Addition to New London Nightlife

ALLIE MARCULITIS  
NEWS EDITOR

This new addition to New London's Bank Street is great for doing just as its name would suggest. "The Social Bar + Kitchen" is a cozy, yet spacious venue for groups of friends to come together to drink, dine and be social. The Social, for short, opened in September and is owned by Brian Stradczuk. After almost two years of waiting, The

even more energy to the seemingly revamped Bank Street.

The Social offers 50+ craft beers on tap and a range of apps and entrees that can be best classified as comfort food. The "Social Hour" is held from 3-6 PM, which includes \$2 off of select beers and wines along with discounted appetizers, such as sliders. I ordered the "Heart Attack" burger, which came recommended by our server. On the menu the burger was described as a, "Hand-formed beef burger with peppers, bacon, sauteed onion, cheddar, and an over easy egg." Definitely worth whatever impending heart attack I may face. Along with my burger I had the Speakeasy Ales & Lagers Pumpkin-Pie Porter, so seasonal, so good.

Sarah Rose Gruszecki ordered chicken bites with gorgonzola cheese and caramelized onion, one of the many entrees featured on the discounted happy hour specials menu. The two of us also ordered an order of homemade spiced tortilla chips with homemade salsa, a lovely complement to our respective dishes. The Social was a perfect way to spend a rainy Friday night, although I would imagine it could also foster more lively crowds later in the evenings. The service was fantastic, we were seated right away and our server was accommodating and friendly. The Social is an awesome addition to New London. In all honesty, I'm surprised more Conn students

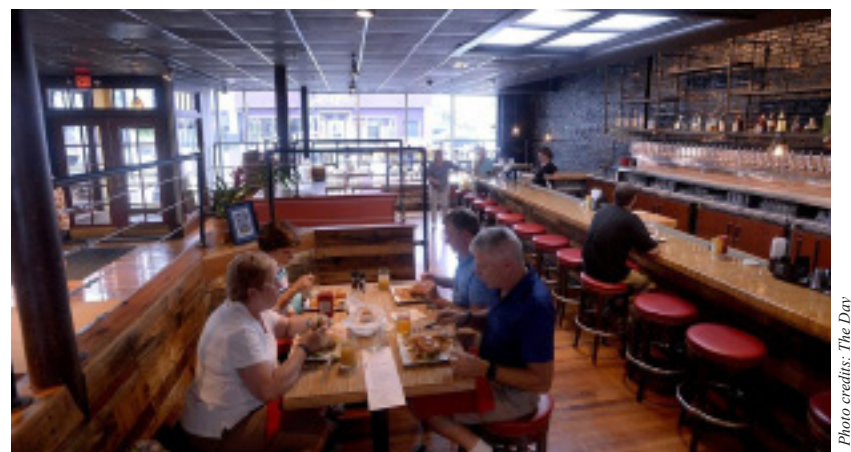


Photo credits: The Day



Photo credits: Restaurant.com Review

Social opened on Sailfest weekend in a building formerly occupied by Solomon's Office Supply Store. Sean Murray, the District Manager of The Social and Srardzuck opened the restaurant in hopes of further invigorating nightlife on Bank Street and to provide a space for people of all ages to gather in downtown New London. Located next to Fatboy's restaurant, The Bistro on Bank, Daddy Jack's and Mambo's, The Social adds

haven't begun to frequent this stop. Everything was reasonably priced, with appetizers starting at \$3, and entrees/burgers at \$9. As Murray described in a recent interview with The Day, the restaurant strives to provide high quality food while remaining accessible to the local community, "We're not going to be Mystic in our pricing," Murray said when detailing the emerging restaurant culture in New London.

Overall, the ambience was very hip, without trying too hard. The decor is rustic and the music is current indie/alternative. There is a large bar, many tables, and lounge-like seating. I would recommend The Social to those who like beer and burgers. They have several vegetarian options, however the menu is very meat-forward. The restaurant is also accommodating to individuals with food allergies and has several gluten and dairy free options available. •

## Anticipating Afrofuturism Symposium

CHRISTINA WALSH '20  
CONTRIBUTOR

On November 4, 2016, the First-Year Seminar "Afrofuturism: Black Art and Film of the Future" will be holding a symposium. Jada Fitzpatrick '20 and Julianna Donovan '20 are two of 17 students in the class and answered some questions about the event for us. More information about the event can be found at [www.afrofuturismsocialjustice.com](http://www.afrofuturismsocialjustice.com), on posters around campus, or by speaking to students in the class.

Christina Walsh: What is Afrofuturism?

Julianna Donovan: Afrofuturism is the extension of science and speculative fiction tropes in Black literature, film, music and graphic art that works to expose the deeply oppressive nature of hegemonic society in America and the cultural vibrancy embedded in African American history by imagining alternate worlds and futures for Black peoples. Additionally, Afrofuturism functions as a social activist platform and unification tool that empowers individuals to express concerns on African American existence.

CW: What is the symposium for and who is featured?

Jada Fitzpatrick: The symposium is this grand and exciting opportunity to engage with the campus community and surrounding areas about the exciting things we've been learning this past semester. It features experts in the Afrofuturism field, from an academic, to a filmmaker, which reflects the expansive nature of this field.

JD: The symposium is for everyone at the college, as well as members of the

New London community and students at nearby universities. Three invited guests, Professor Robin James, activist and writer Adrienne Maree Brown and filmmaker M. Asli Dukan will be featured. Various past and present Afrofuturism students will lead panels and read original papers.

CW: Who is planning this event?

JF: Our whole [First Year Seminar, Afrofuturism: Black and Film of the Future] in partnership with Professor Reich is planning this symposium. The idea, however, was proposed by her class last year who didn't get to carry it out. It's exciting to see our individual work come together to create this collaborative effort.

CW: What is the importance of Afrofuturism?

JF: Afrofuturism is important because it allows for the discussion of issues that affect the Black community in an easier way so that society can understand it. For example, it's discussion of the posthumanist aspect of the black community adds to the previous notion of African Americans not being considered human in the first place. The posthumanist movement within it allows for the oppressed to express their state of existence.

JD: Afrofuturism is a vitally important topic, especially in the realm of an academic campus, due to its universal significance as a revolutionary outlet for Black peoples' concerns and contributions. As a relatively unknown and recently established field, Afrofuturism defies all categorization and constantly urges individuals to question capitalism, science fiction discourse, male-dominated art, and other phenomena throughout society. •

**GET A HEAD START  
ON TOMORROW.**

With a graduate degree from Quinnipiac University's School of Communications, tomorrow is yours for the taking. Because we deliver a hands-on experience with an emphasis on breaking trends, like social media. So you'll be ready to take on tomorrow's world, today.

- MULTIMEDIA REPORTING
- DIGITAL COMMUNICATIONS
- SOCIAL MEDIA
- SPORTS JOURNALISM
- LONG-FORM WRITING
- BROADCAST AND ONLINE
- STRATEGIC COMMUNICATIONS

To learn more about our MS programs in Journalism, Sports Journalism and Public Relations, visit: [www.quinnipiac.edu/communications](http://www.quinnipiac.edu/communications).

**QUINNIPAC UNIVERSITY**  
GRADUATE PROGRAMS

*Wanda & Mark Wynn, Co-founders*



## Spotlight on Cai Dongdong's "Off Target"

HALLIE CARMEN  
STAFF

The last time you've visited the Chu Room you may have noticed a change in the artwork featured in those big glass shelves. Now on view in the room until Nov. 8 is Cai Dongdong's "Off Target," a contemporary Chinese art exhibit featuring a variety of the artist's photographic works. Growing up in the 1970s in Gansu, a northwestern province in China, Cai discovered his love for photography when he was serving in the China's



People's Liberation Army (PLA) and was tasked with taking pictures of all the soldiers on his base for their identification cards. Cai eventually left the army and went on to study photography at the prestigious Beijing Film Academy. While Cai found photography's ability of "recording reality" particularly intriguing, after delving deeper and deeper into the medium he slowly began to question the idea of photography being able to "capture reality." "I suddenly realized that images are unreal, false, and deceptive....In fact images are just material objects, when you are obsessed with them, you are actually blurring the line between yourself and the material objects...The camera will always seduce you, but I can no longer think of a reason why after all I must snap a photo," said Cai during

an interview this past summer at his studio with Yibing Huang, who is a professor of Chinese at Conn.

Cai's Chu room exhibition, "Off Target," features a wide array of Cai's works. While one can interpret his works in many different ways, a major theme throughout Cai's works is his emphasis on the constructed nature of photographs, the idea that while photographs may seem to capture one's "reality," photos are actually manipulations and are often constructed by the artist in specific ways. Unlike the conventional photographer, most of Cai's images are not solely photos he snapped one day and edited. Throughout many of his pieces, Cai has recycled some of his own photographs as well as used other's photographs that he salvaged, to construct new and sometimes abstract images.

One piece featured in the exhibition is a photograph that Cai took of the sea years ago. For this work, he decided to cut the photo in half in a diagonal. During Cai's interview with Professor Huang, Cai explains the inspiration behind this work, describing that "It [the photograph] no longer mattered to me, so I cut it. But after the cut, the visual effect of this picture changed. There was something new being added to it...I dug out that series of pictures and made distinct edits to each one of them. At that time many of my friends saw them and thought that was quite novel. It was as if they had pushed photography one step further by treating an image as a material object. So I believe it is a direction available for further exploration." Another significant work featured in the exhibition includes "Offer." At first glance, "Offer" seems to be a picture of a darkroom set up. However as one studies the picture for longer, one will realize that this photograph's darkroom is actually a constructed darkroom set. On the far right of the image, one can catch a glimpse of wires and



Photo credits for this article: Hallie Carmen



details light fixtures signifying that this setup is actually a set that was constructed by someone. When asked to comment what he would want to say to viewers of the exhibition, Cai said: "I think that our current time is flooded by images. When everyone is all producing images, you have to have this awareness, that is, don't simply turn yourself into an image." "Off Target" is curated by East Asian Studies Department head Professor Yibing Huang in collaboration with Connecticut College's Chu-Griffis Asian Art Collection and Klein Sun Gallery in New York. •

## Celebrating Curious George at Conn Children's Program

CONTINUED FROM FRONT

rug and listened to one of George's stories, *Curious George Rides a Bike*. In this story, George is gifted his own bicycle by his owner, the man with the yellow hat. Many students were already familiar with the monkey and were just waiting for him to get into trouble.

When the man with the yellow hat directed George to stay close to home on his bicycle, one student said, "Uh-oh! He's not gonna!"

The student was right. George rode out into the



Photo credits for this article: Chloe Ford  
Drawing by Cart in Ms. Sheila's room

street, ran into paperboys, visited a river, made his own boats, and finally ended up riding his bicycle and playing the bugle in an animal show. The kids loved the story—they were both shocked and amused by George's crazy adventures. They craned their necks to see the pictures and applauded when the story came to a close.

In 1939, the authors, Hans Augusto Rey and Margret Rey, fled Paris on self-assembled bicycles after the Nazi invasion of France, carrying George and his story on their backs. They traveled

for months through Spain, Portugal, and Brazil, and finally settled in New York City, where they connected with a publisher at Houghton Mifflin. George left the backs of his two creators in 1941 and can be found in the backpacks of hundreds of young kids today. His antics continue to inspire youth to ask questions, use their imaginations, and explore their surroundings.

After the story, the kids were asked to draw their own pictures of Curious George or a scene from the book. Some chose to draw the river where George sailed his boats, others the animals from the animal show. They were all excited, picking and choosing colors carefully and adding interesting details. The students were incredibly inquisitive, compassionate, and creative.

According to the Children's Program's website, the program strives to function as a "model child and family-focused early childhood preschool program for young children of diverse backgrounds and abilities." It provides wonderful care for children of ages eighteen months to six years. Early childhood teachers, special education teachers, social workers, therapists and administrators construct and implement a program that fosters healthy development.

The Program is based on an inclusion model in which students from a range of cultures, ages, and abilities learn together through play. Parents are involved in the Program, as well. They are able to observe classes and attend open houses, parent-child events, and specialty classes. The Children's Program also collaborates with various schools and organizations in New London, and is accredited by the National Association for the Education of Young Children.

Many education and human development courses at Connecticut College require service-learning, and students often choose to spend their time

helping out in the Children's Program—engaging with the students and assisting the teachers. Several students in upper level courses in these departments also conduct extensive research at



Photo credits for this article: Chloe Ford  
Drawing by Penny in Ms. Sheila's room

the Children's program, often in partnership with Professor of Human Development Loren Marulis. But students who are not taking a class in either of these areas can also get involved. The Program always appreciates volunteers from the College, whether they stop by weekly, monthly, or just once to celebrate the anniversary of a beloved character like Curious George.

The Children's Program is a vital part of the Connecticut College community, and a vital part of the young students' and teachers' lives. It provides unique care that starts children off on the right foot. It also provides Connecticut College students the opportunity to work with young children, learn about healthy development, and then set out and make their own marks on children's lives in the local and global community. •