Andrew Shaw
Staff Writer

Last Saturday, April 11, was the fourth TEDxConnecticutCollege conference. The event was produced by the students of Consider, a campus club that puts on events with the aim of engaging people in discussions. Though TEDxConnecticutCollege is perhaps their most visible event, the club puts on others with the same aim of "debate," including a recent partnership with Green Dot, said member Ben Ballard '16. Their goal of getting the campus community talking was reflected in this year's conference theme: genius loves company.

The day opened with a talk by Sonia Magnani, a seventh grader at Waterford's Clark Lane Middle School who also spoke at TEDxYouthDay2014 last semester. Her talk, entitled "The World Through Open Eyes," was about the stereotyping of different cultures and how to avoid it. Magnani focused more on "company" than on "genius" in the sense that she wanted to discuss people's connections to, dependence on and responsibility to fellow human beings.

Bob Safian, editor-in-chief and managing director of the magazine Fast Company, offered a different perspective in his talk entitled "The Secrets of Generation Flux: How to Thrive in Chaos." He discussed what he called "generation flux," which is both the environment of fast-paced change that we are in now, and the people in that environment who are most able to succeed in it. The members of "generation flux" are not related by age, but rather by their mindset and attitude. "The most important skill in the age of flux," Safian stated, "is the ability to add new skills." This ability allows for success in today's jobs, jobs that no one quite understands: F.L.O., also known as "figure it out," he said, jobs, he said.

In "Mythologies of the Artist-Genius," Professor of Art History Christopher Steiner focused not on its reception by art historians, museum curators and others. From this angle, "the question of genius is not an objective truth. It's not a measurable fact," he said. It's socially constructed in relation to race, gender, power, class and other factors. "How exactly do you see genius?" Steiner asked. Historically, "seeing genius" required what's known as "the gifted eye" of art historians. Genius, then, is not a matter of individual talent or skill. "It's a way of packaging or presenting art to a general public," he said.

"The next time you are shown a work of art," he said, "close your eyes ... Look beyond your own preconceptions [and] ... dismantle that social construction.

Walker Cammack's '16 talk, based off of his experiences spending summers foraging for wild mushrooms and selling them to chefs, examined the loss of American food culture. "There is a connection there: between wild mushrooms and great food," Cammack said. Cammack believes that through foraging for mushrooms, we can find and recreate our food identity; foraging can remind us that mushrooms are not part of an "unnatural, mysterious world." They shouldn't remain unseen: "they're everywhere," and we should "connect" with that world.

Ali Rice '15 started her talk, "In Good Company: the Multiplicity of Emotional Vulnerabilities" by suggesting that "genius loves good company." She went on to suggest ways to be in good company and ways to be good company. The key she said is "emotional vulnerability: honesty plus exposure." Honesty alone is not enough; one needs to stand to lose something in order to create a community. Being "vulnerable with somebody" promotes "bonding" with that person; it creates company. Being vulnerable with other people "is the most beautiful, powerful, and important way to live," she said. It creates community by ultimately making both yourself and those around you comfortable.

In his talk, entitled "Conflict-ed about Conflict," Ramzi Kaiss '17 asked, "Do we have to follow up on news of conflict?" He argued that we have a responsibility to follow up on news of conflict. "We don't care [because] we don't know," and if we don't learn, our apathy will continue. "The true company that genius needs," Kaiss said, "is a desire to know."

CONTINUED ON PAGE 6

Snapshots of a Movement:
Two Months at Connecticut College

Discussions of Islamophobia and Anti-Semitism in recent conversation

Three-Peat Champions

New London

CONTINUED ON PAGE 6
What you are holding in your hands is a copy of the penultimate issue of the 2014-2015 publication run of The College Voice. It has been a long, exhausting and intellectually engaging last several weeks, but we are committed to putting out a final issue of the Voice that will go to print on April 27. We welcome everyone to come forward to our LAST open writer’s meeting of the year, today, April 13, at 9PM in Cro 224. Bring your ideas. Bring your frustrations. I am convinced that everyone on this campus has at least one Opinions piece rattling around in their heads.

The form of the final issue will hopefully serve as an overall document of the current campus climate as we close out the year. What I’ve learned in the last weeks, however, is that there can be enormous changes at the very last moment, both in the passage of events, and in how we reflect on them. This weekend, during a long and harrowing production process, The College Voice faculty adviser, Professor Jim Downs, gave some of the best advice to remember about the state of what a newspaper is meant to be. A newspaper is meant to be a snapshot of a community moment, whether it is global or local. It is subject to change. Any given thing that is written in these pages could be completely irrelevant and untrue in the next twenty-four hours. The way any of us reflect on the passage of events today will change by the time we leave campus for break, and likely several times after that.

So again, we invite you to be a part of that snapshot as we consider what is coming next. Ask questions. We’ll even give you a few to think over.

-Ayla Zuraw-Friedland
In November of my freshman year at Connecticut College, students flooded the streets in joy, celebrating the election of our first Black President. The next day on our anonymous message board, "Conn Coll Confessional," students were complaining that the country had let "monkeys into office." When later in the year someone posted, on that same message board, that I was dating someone, the first response was, "Who are those people? Are they minorities?" I attended Connecticut College for four years; I was a good student who in THEtemed with a judge while I did. Connecticut College was, and clearly still is, a segregated community that is not welcoming to minorities. This is most powerfully illustrated, not in the recent events at Connecticut College, but in people's responses to them. The majority of Connecticut College alumni are invariably (and justifiably) shocked and appalled at the inecacy of racist scrawl in the bathroom stall; however, the disenfranchised majority to whom these acts were directed are simply shaking their heads warily at yet another attack on our collective humanity. Overt acts, such as this one, do not serve to "start a conversation," the way people in positions of power often like to claim as a way of averting atrocious behavior. Rather, they force people in positions of privilege to join in a conversation that they have had the luxury of not engaging in until news cameras showed up.

We had another incident of student outrage on campus my freshman year, known as the "lobster incident." A group of students brought lobsters to Harris Refectory and asked the staff to cook them as a way of playing a prank on other students who would have thought they missed "Lobster night," which was a previously held college tradition. The next week there was a campus as some students took this as a sign of classism and exclusion. At the time, I thought that my peers were blowing the whole thing out of proportion. It was Professor Jen Munson, Director of the LGBTQ Resource Center, who put this into perspective by saying that the catalyst for these conversations can always be undermined and contextualized, but it is most important not to get so focused on the single issue that we miss the underlying problem.

I would urge students who were surprised by the recent acts on campus, those who think that they are one time events not indicative of a larger problem, to engage in conversations with their peers of different backgrounds and not only ask, but listen, to their experiences of racism, sexism, homophobia and other forms of hate. I would encourage the disenfranchised majority not to insulate themselves for protection, but to be open to dialogue from which there can be understanding. When I was at Conn, I served as a consultant to a newly formed group called "White Allies Against Racism," which employed Unity House and a faculty facilitator to provide white students a place where they could come and learn about privilege and ask questions that would allow them to engage in a more productive conversation in a more diverse setting.

As an educational institution, Connecticut College has a responsibility to its students and to the world to equip its young people with the resources they need to talk about these difficult issues with grace and compassion. These are sensitive topics with a long history of pain, guilt and embarrassment and so the language we use to discuss them is incredibly powerful in facilitating open communication. We all come from places of privilege and dis-privilege whether it is race, gender, sex, sexual orientation, socioeconomic, education, health or a myriad of other things that effect the way we construct our identities. Rather than judging each other's experiences or comparing them to our own, let's use our own privileges and dis-privileges as a way to empathize with other people's perspectives. Connecticut College, being a small community, provides the perfect space for this type of conversation, but everyone has to be willing to engage and understand why an affront to one person's humanity is an affront to every person's humanity. Pretending that a problem doesn't exist, does not make it go away and hate simply begets hate to the point where no is left and no one is safe.

-Aditi Juneja '12
Snapshots of a Community Social Movement:
Two Months at Connecticut College

January 22

Professors Rose, Pessin, Kane, Etoke and Uddin speak at a widely attended panel to discuss the Charlie Hebdo attacks in Paris, France.

February 1

Four students come across Prof. Pessin's personal, unblocked Facebook profile through a post he made on the public Connecticut College Philosophy Department Facebook page. One of the students forwards a post from his page to SGA Chair of Diversity and Equity Lamiya Khandaker '17, who shares it with other professors to gain feedback for email response.

February 18

Prof. Pessin replies to Khandaker. He removes the post in question from Facebook.

WNPR Connecticut publishes breaking story after interview with Prof. Pessin.

The College’s Center for the Comparative Study of Race and Ethnicity (CCSRE) issues a statement condemning hate speech.

By April 2, collectively over forty departments, offices and centers issue similar statements.

March 24

Campus forum facilitated by visiting alumna Liza Talusan ’97 after faculty members refuse offer to lead the conversation on the grounds of dissatisfaction with the structure of the forum. Students and faculty speak out about all types of discrimination they have faced in the campus community.

March 25

National news source, Inside Higher Ed, publishes article concerning conversations surrounding Prof. Pessin’s post.

March 26

Zuraw-Friedland reaches out to The Day newspaper in New London to invite them to campus forum for local area coverage.

NBC Connecticut covers campus forum.

Student Government Association passes two resolutions. Resolution 21 condemns the use of hate speech. Resolution 22 asks administration for a strong statement against dehumanizing language. A precedent is created when Resolution 22 was presented and passed in the same night.

March 27

WNPR publishes a follow-up article surveying the discussion at the Mar. 25 campus conversation to supplement previous interview.

Slate Magazine publishes article covering events resulting from the Facebook post.

March 28

President Bergeron appoints the new Interim Deans of Institutional Equity and Inclusion after considering student, faculty and staff nominations. The team consists of Professors Sunil Bhatia, David Canton and Sandy Grande.

April 3

Breitbart News publishes an article including new information and input from Prof. Pessin and other community members.

David Bernstein, Professor at the George Mason University School of Law, publishes a post with the Volokh Conspiracy blog associated with The Washington Post.

An anonymous user posts a petition supporting Prof. Pessin on change.org. As of the night of April 12, it has over 700 signatures.

April 7

President Bergeron appoints the new Interim Deans of Institutional Equity and Inclusion after considering student, faculty and staff nominations. The team consists of Professors Sunil Bhatia, David Canton and Sandy Grande.

David Bernstein publishes a second post with the Volokh Conspiracy blog regarding future campus events sponsored by the office of the Interim Deans of Institutional Equity and Inclusion.

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Every piece of information in this article is backed by eyewitnesses and electronic evidence (timestamps on emails, screenshots, articles, other electronic communication between different involved constituencies) which we are willing to share if contacted by interested parties for verification.

Reporting done by: Ayla Zuraw-Friedland, Kaitlyn Garbe, Dakota Peschel, Wesley Chrabasz, Taryn Kitchen, Ikbel Amri, and several other contributors.

March 2

Letters to the Editor written by Lamiya Khandaker '17, Michael Fratt '15 and Kaitlyn Garbe '15, and alum Zachary Balomenos '14 are published in The College Voice.

March 4

Meeting takes place between some of the students who filed bias report, the students who wrote letters to the editor, Deans Victor Arcelus, Sarah Cardwell and Abby Van Slyck, and Prof. Pessin.

March 8

President Bergeron sends first campus-wide email concerning the Facebook post, announcing forum to discuss "the nature of free speech, our responsibilities as a community defined by the Honor Code, and our status as a College aspiring to uphold the value of inclusive excellence" for Mar. 25.

March 18

The College Voice reaches out to Prof. Pessin asking for response.

March 23

Gopalan writes an online petition demanding an administrative response condemning dehumanizing speech on change.org. The petition is published under the name of Ayla Zuraw-Friedland '15. As of the night of April 12, it has over 500 signatures.

March 29

Racist defacement found in the three first floor bathrooms in the Crozier-Williams student center. "No N*****s" is written several times between the hours of 9 a.m. and 12 p.m. Senior administrators announce an open campus meeting in Cro's Nest to discuss the incident. Noting President Bergeron's absence, approximately 50 students leave the meeting and walk to the President's house on Williams Street. Further discussion ensues in her living room. Campus Safety alerts students of the possibility that the perpetrator responsible for the racist defacement may have been a visitor from off campus. NBC broadcasters interview students about issues of racism and administrative response on campus. Discussions of past racist incidents on campus are held. Conversations occur between students, staff and administrators in Cro to plan second forum for Mar. 30.

March 30

Connecticut College cancels classes, athletics and extracurriculars and holds a mandatory forum to address the racist defacement.

Structural change at the College discussed during the open Question & Answers session with eight senior administrators. Students, faculty and staff call for:
- the appointment of an interim Dean of Institutional Equity and Inclusion
- the suspension of the search for a permanent Dean pending reconsideration of the position description
- the reform of bias incident reporting process.

NBC Connecticut covers the events concerning the racist defacement after reaching out to a student on campus.

Faculty Steering and Conference Committee (FSCC) passes resolution that "openly condemns speech and acts that demonstrate hostility or intolerance toward others."

April 1

The Root publishes an article on defacement found in Cro bathrooms in context of discussions surrounding Facebook post.

Fox News covers school closure to discuss mandatory campus forum of Mar. 30.

April 2

The Hartford Courant covers the forum, and their article is later picked up by GOPNews. FromPage Mag covers the story of the Facebook post.

NEWS / FEATURES • 5
Clubs Plan to Sell at Upcoming Flea Market

MOLLIE REID
STAFF WRITER

As the academic year comes to a close and the weather warms up, student clubs have begun to plan for the upcoming year. For many, this early preparation for 2015-2016 entails some spring cleaning. To make the most of what is left over and to try to earn some extra funding, about sixteen student clubs and organizations will take part in the Student Activities Council's (SAC) 2015 flea market. The flea market will take place on Saturday, April 18 from 1pm to 4pm on Larrabee Green. If the weather does not seem promising, the event will take place in Cro Connection, or the hallway outside of the 1962 room.

As the Director of Finance, Victoria Wade ’15 is partially responsible for creating funding events and hosting events for Conn’s students. Wade said that the idea to have the SAC flea market “came from the success clubs have had at Harvestfest, which happens every fall on Parents Weekend. However, often times, clubs and organizations (including SAC) have items they ordered that didn’t completely sell out, and students see items they missed, so the idea for another ‘mini-Harvestfest’ came to fruition.” She believes that the SAC flea market is a great way “to unite all of the clubs on campus, help them fundraise for the rest of this year and next year and to host an event on a beautiful Saturday (hopefully) that’s open for everyone to attend.”

To get a glimpse at what some clubs will be selling on Saturday, students can look at a Google spreadsheet that outlines what the club or organization is selling. Women’s Rowing will be selling “camel tanks” and Women’s Club Rugby will be selling shirts and socks. The SAC flea market is not limited to apparel. Students can buy baked goods from Cakes for Care, a club “dedicated to the art of baking and to the support of local New London charities,” or hot sauce from Sprout, “the organic gardening club and sustainable food initiative” at Conn.

TEDxCONNECTICUT COLLEGE 2015: Genius, Company and Humanity

FROM FRONT PAGE

In two separate talks, Stephen Hallquist, Postal Assistant at Conn, and Professor of Religious Studies David Kim discussed the role of love in creating communities. Hallquist, like his father, is a minister, an occupation that he can trace in his family back to the fourteenth century. Because of his father’s occupation, Hallquist was moving every three or four years growing up. Moving made it challenging for Hallquist to become part of a community, and he realized the importance of “search[ing] for common ground ... [through] learning how to dialogue [sic] ... with people.” Learning to communicate with other people effectively, Hallquist said, “is always a matter of proactive forgiveness and proactive love.”

It is just this question of deploying love in order to create social change that Kim discussed in his talk “Radical Love.” We live, he said, in “sleepy cynical times,” where “we can not be with another, [when] we can not be with ourselves.” We live, too, in racist times, when “the culture tells [some people] that [they] are less than human.” What are we doing about it? What can we do about it? “How do [we] close that gap [in people’s perception of others’ humanity]? he asked. “[W]e have to start with small gestures.” We need to be aware of what others are seeing: “Who are [others] seeing, and who are they not seeing?” “Who are we seeing and not seeing?”

We can’t give into cynicism and we must find hope because “to live in a loveless world is to be unfree,” Kim said. To extend your humanity to another is “an act of moral genius, it’s an act of affective genius.” An instance of extending humanity to others is exactly what Professor of Sociology Ron Flors’ talk was about, which, appropriately, he gave together with members of the Eastern Pequot Tribal Nation and some of his students. Collaboration during weekly Sunday meetings between Flors and his students and members of the Eastern Pequot does “the work of community,” which needs to happen day by day, not just “the proverbial yesterday. “Understanding and appreciating diversity, building community, happens every day.” It is “not always fun. [It is] not on TV,” he said. It is an exchange of historical and cultural information that aims to educate both native people and the general public—because it’s only through some form of education that we recognize others’ humanity.

These talks about the responsibilities of company reinforced how conversation aids understanding. TEDxConnecticutCollege itself does this. It is “a platform for honesty” that offers different, sometimes contradictory views,” said Marina Sachs ’15, who was involved in producing the event. It, just like the stories that it enabled this year, requires that those involved work together. It is only through this working together, as the Connecticut College and Eastern Pequot collaboration demonstrated, that we can begin to see the invisible people. And we need to see them, we need to hear their stories, for “we are bound,” as Kim reminded the audience, “in a network of reciprocity based on our common humanity.”

THE COLLEGE VOICE is looking to hire staff for all editorial sections for the 2015-2016 academic year.

Email contact@collegevoice.edu for more information.
Demystifying Media Bias Surrounding Anti-Semitic and Islamophobic Discourses

LAURA CIANCIOLO
CLAIRE RAIZEN
STAFF WRITERS

In light of recent events on this campus as well as articles in the media, we find it necessary to highlight a number of misconceptions about Islam and anti-Semitism. We would like to dispel the notion that criticizing the Israeli government or military amounts to a condemnation of Judaism or Jewish people (just as a critique of Saudi Arabian state is not automatically anti-Islam or anti-Arab).

Edward Said's seminal work on orientalism serves as our first point of reference. Said asserts that Western conceptions of the Middle East do not arise from an objective analysis of the region, but rather are viewed through a lens that in effect distorts reality. Orientalism propagates a false historical narrative through its creation of an "ideal other." Said's conception of American Orientalism is particularly relevant to our analysis of current campus events and to the larger narrative of Islamophobia. The history of orientalism in Europe differs from the American narrative, as the United States never possessed colonies in the Middle East. As a result, America's brand of orientalism is entirely unique, defined and politicized by its relationship with Israel, a Western democracy.

Along the same vein, Said remarks that Israel regards the entire Arab world as its principal enemy. Viewed through this framework, the Palestinian desire for national determination is seen as a disturbance to Israeli security. Resultantly, Palestinians and pro-Palestinian Arabs are seen as irrational, violent and inclined toward terrorism. This very fact helps explain the sheer magnitude of Islamophobia on both this campus and in the United States in general. Similarly, these massive generalizations confute a number of distinct categories, as many individuals believe all Arabs are Muslims, and these two categories are regularly conflated with violent terrorists.

The conception of the "dangerous Arab terrorist" is also manifest in the portrayal of the Middle East in Western media. In emphasizing the figure of the dangerous Arab terrorist, the media propagates the false presumption that all Arabs are a threat to Western interests. This tendency is visible in the Washington Post article published about the current situation on our campus. David Bernstein, author of the article, David Bernstein of Law at George Mason University, singles out a student who wears the kippah as the sole voice representing the campus who opposed Peskin's anti-Palestinian post, ignoring the numerous other members of the Connecticut College community who were alarmed by it. Our own Hillel House issued a statement on March 25th as a result of the Facebook post stating, "We do not condone racist speech or actions toward any group under any circumstance." Bernstein also quickly conflated criticism of the post with anti-Semitism itself, as if a critique of the Israeli government was itself anti-Semitic. Finally, his thinking ignored the fact that many Jews themselves are critical of the Israeli government as are other citizens of the United States. Singling out the most visible Muslim woman on campus as the sole voice was permissible precisely because of the Islamophobic discourse in the media and the broader public. The media's tendency to generalize and broadcast false assumptions detracts extensively from a clear-headed discussion of the Israeli-Palestinian problem.

With these ideas in mind, it is imperative to turn now to Norman Finkelstein, an American political scientist and author of Beyond Chutzpah: On the Misuse of Anti-Semitism and the Abuse of History. Finkelstein argues that charges of anti-Semitism, identical to the accusations Bernstein made in The Washington Post, are essentially misuses of anti-Semitism that serve to delegitimize valid criticisms against the Israeli state. In other words, criticisms against Israel as a state are in fact not anti-Semitic in nature. Criticizing Israel's policies does not amount to criticizing Judaism or Jewish people. With Finkelstein's remarks in mind, we as the authors want to make an imperative clarification. In criticizing Professor Peskin's original Facebook post, which likened Palestinians to rabid pit bulls, students were not invoking anti-Semitism but were simply criticizing the racist and orientalist assumptions about Arabs and Muslims. It is evident from the events that have transpired on this campus that generalizations about Islam, Arabs, Jews and all of their representations perpetuate unproductive dialogue. We hope that in invoking Said's discussion on Orientalism and Finkelstein's discussion on anti-Semitism we have begun to provide a greater understanding of Islam and the Palestinian-Israeli conflict.

opinions

encourages all students, of all class years, to participate in this year's SGA, Class Council and Young Alumni Trustee elections.

APRIL 17
Speech Night for SGA Candidates
April 18-20
 Voting Period for SGA Candidates
APRIL 24
Speech Night for Class Council and YAT Candidates
April 25-27
Voting Period for Class Council and YAT Candidates

Talk to candidates, read their platforms, listen to their speeches, go vote.

Best of luck to all candidates.
LAMIYA KHANDAKER
CONTRIBUTOR

This is my official statement of events that have transpired since day one.
It was 8:42 p.m. on February 18, I had just received an email from a professor, who is an acknowledged, a dehumanizing post made by a professor. Let me reiterate, this screenshot was sent to me and I was incensed.

After some time of contemplating how to proceed, I decided to compose an email. This would be my second email concerned email to the same professor. The first time I expressed concern was on February 18, I thought it would be a good idea to send an email to a public panel (Charlie Hebdo) which made me several other students feel uncomfortable. I emphasized to the professor the significance of acknowledging that intolerance and violence occur within the academy, and I asked the professor to let me know how they were going to handle it.

I did not engage with him again until February 19th. I would later let him know that his use of language was bothering many students. When the initial students found the Facebook post their first instinct was to send it to media outlets right away and to print it out and paste it all over in all Østensia and other academic buildings. But I had two ideas of ways and sent him an immediate email regarding his post. This is an excerpt from the response that I received.

"It's particularly upsetting that in both the Hebdo case and the FBI comment, you seem to be making a distinction or misinterpreting what I said."

In addition to an attempt to justify himself, he continued to engage in a political conflict, he followed up with me.

"If my analogy inadvertently invoked overtly liberal misunderstanding, then I truly am sorry and surely need to be more careful, and apologize for the way I thought about whether it or; and appreciate your calling attention to that fact; but either way, it is a serious misunderstanding."

For the second time in a row, I had been told that I misunderstood language that was harmful, offensive, derogatory, or dehumanizing. I asked myself: Should I continue to privately engage with someone who keeps dismissing me and telling me, I misunderstand everything that I say? If it was just me, then fine. But over a dozen faculty members and dozens of students have engaged with me on this issue. Over the next two weeks many students, including myself, have commented on the best way to approach this. This was not about free speech. This was not about Israel and Palestine. This was about a group of intellectual and cultural leaders who understand the definition of racism as a "social structure that yields superiority and privilege for some and discrimination and oppression for others."

An analogy that justifies an "owner" and a "cage" in a literal, not metaphorical sense, is considered more radical. This5001.J students. male, but because they are two nominees. We are entitled to our politi- cal opinions. Not once have we attacked him. Not once have I engaged in anti-Semitic activity. This was supposed to be a community dialogue on the use of racist language. Ironically, I have been the one to be attacked for my free speech rights, while my professor was making commentary on political issues.

This is my story. A 19-year-old who published a letter in a student-run college newspaper for a small community to a 19-year- old whose name is now out to the media. We are entitled to our political opinions. Not once have we attacked him. Not once have I engaged in anti-Semitic activity. This was supposed to be a community dialogue on the use of racist language. Ironically, I have been the one to be attacked for my free speech rights, while my professor was making commentary on political issues.

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ANNA CURTIS-HALEF
CONTRIBUTOR

Two weeks ago, I received a phone call from an unknown New London area phone number. It was Dean Arceuls, calling in response to my email, which had expressed a concern over the lack of information surrounding commencement decisions such as selecting the student graduation speaker and class marshals. Dean Arceuls was pleased to hear from me, and the students and the students who filled out the survey.

The Washington Post comments.

The Hebda case and the attack was part of a cage held. This was supposed to be a community dialogue on the use of racist language. I have been the one to be attacked for my free speech rights, while my professor was making commentary on political issues. I have been the one to be attacked for my free speech rights, while my professor was making commentary on political issues.

Whose Commencement?
A Call for Transparency and Senior Class Involvement in Ceremony Decisions

About two-dozen seniors usually participate in this stage, and the selection committee then narrows this number down to a pool of eight or nine students. The student graduate selection committee is made up of the two senior class presidents, Debra MacDonald from the Office of Communications, and David Jaffe of the Theater department. This year, Dean Arceuls has added Eleanor Hardy to the committee, to represent the Class of 2015 along with Mike Clougher and Matt Safian, in the absence of a female class marshals who had been selected by the senior class council.

This surprised me, as I had heard nothing about the process until the decision was already made, and felt that such a decision should be based on input from more than four members of the senior class. Additionally, I asked Dean Arceuls to tell me more about the process of choosing the graduation speaker, as the news about the class marshals led me to fear a lack of transparency and shared governance when it comes to commencement ceremony decisions. I was surprised to learn that the class council was not responsible for choosing the student graduation speaker along with Dean Arceuls. I question how these two individuals can fairly represent the Class of 2015, not only because they are two of our classmates, but also because they are two of our class members of nearly 500 students.

Over the phone, Dean Arceuls walked me through the student commencement speaker process, and emphasized how student graduation speakers are chosen based on the content of their intended speeches. After the initial nomination process (which is open to the Class of 2015, faculty, and staff), the student nominees’ files are reviewed, and they are then invited to write a preliminary speech outline.

After my conversation with Eleanor and Dean Arceuls, I had more confidence with the existing structure put in place for choosing the student graduation speaker, the senior class council and the class marshals. Not only was it an honor but also a very important role, and that would have been better handled by the existing structure put in place.

Senior class council and the class council is forced to make decisions. This was supposed to be a community dialogue on the use of racist language. I have been the one to be attacked for my free speech rights, while my professor was making commentary on political issues.

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Why are Centers Selective?

Understanding the Limits of Admission to Academic Centers

AMANDA YACOS
STAFF WRITER

On our campus, academic center programs like CISLA, CAT, PICA and the Goodwin-Niering Center all give off the impression of closed-door societies that exclude those who don’t meet their “standards” of admission. But how far is this true? To use the term exclusive would be unfair because these centers are “selective” only because they have to be. What it all boils down to, like almost everything in the world, is money. All programs run on generous endowments or grants that enable them to have internships, conferences and hire staff and faculty.

As a program, PICA is rigorous and has many requirements, including courses outside of one’s major. To take a class, a GPA of 3.0 must be maintained, you must take a senior seminar, participate in 300 hours of community internship and present a senior project. Rebecca McCue, Associate Director of PICA, has said, “PICA supports many students (PICA scholars and non-PICA scholars) with programs, funding for social enterprise projects and initiatives that fall within our mission. We organize and implement events, lectures, symposia, etc., each year that educate the entire campus about issues related to social justice, community action and public policy.” Not all students are capable of devoting the time to the requirements, or have the desire to, to begin with. This is where judgments about PICA regarding exclusivity are made. PICA is self-selective based on those who choose to take part in this program and have put in the effort and time. That being said, could PICA admit more students if they truly wanted to? McCue mentioned that, “We have discussed ways in which we could offer this type of experience to more students, however we have limited resources and capacity. Currently our resources only allow for one full-time permanent staff position in the Center. Other positions are part time.” The Holleran Center as a whole provides community engagement opportunities and social justice opportunities for over 400 students each year. But the center provides a variety of initiatives that are made accessible to the active and proactive student. Each year, the center uses its full budget with the goal of helping students and the campus community.

CISLA is similar in this way, as the students the center takes in is Quality over quantity. The overall number is based on, again, the endorsement that the center has and is able to spend. Marc Forster, Director of CISLA, said that, “If we were to admit more students we would have to go from a class of 30 to 50. We would have to have two classes, which would be more students to pay for and a lot more support. We don’t have the resources to be larger than that. We usually have between 36 and 50 students and 30-34 are accepted. So yes, it is selective, but a large majority do get in.” As a program, CISLA is not major-specific and is made for students who want to engage in international internships and have the opportunity to show their interest through their proposal and academic standing.

With more students, the intensity and relationships that students foster with advisers will suffer. The single class would have to be split, more staff would have to be hired and the less individual attention and care would be given to those who need it. The endowment that CISLA receives is the largest limiting factor. It’s the largest endowment for a variety of reasons including history and purpose. But because these internships are abroad, they are obviously costly and dependent largely on the economy and the business cycle. In addition, different countries have varying expenses and CISLA has to be aware of this. The endowment is not just for internships expenses but also for paying for staff salaries, support, lectures and conferences.

The Goodwin-Niering Center, on the other hand, does not admit more students because the students who are involved (sophomores, juniors and seniors) meet all together for a Thursday night seminar. The center, according to Jennifer Pagach, “fosters peer to peer mentoring, and students get to see what they will be doing, internships and SIP presentations, practicing and honing their presentation and research skills with feedback from each other, it fosters a sense of community. If we let more students in, the class size would be too large to do that, and to us, the students come first.” Again, the conflict of quality over quantity comes into play.

According to Glenn Dreyer, the budget of the Goodwin-Niering Center is funded by endowments also, “that support our mostly part time faculty and staff and our annual budget.” The Goodwin-Niering Center is an academic center and not primarily a social or service entity, like so many other college organizations. Thus we select students to join the center based on their academic achievements and our evaluation of their potential to succeed in a program that asks students to do additional individual work beyond that required in their majors and minors.”

The visualization that the Goodwin-Niering Center is the most “inclusive” as they are not worried about funding and are only interested in the improvement and expansion of their program. If one meets the requirements, they can be a part of the program.

In conclusion, these centers are not “exclusive” and they are not purposely trying to shut anyone out. Rather, they don’t have all of the proper resources to host more students without the quality of their programs suffering. If one puts in the work, takes the initiative, time and care, there will be nothing preventing them from taking part as well. The misconception of exclusivity should be replaced in the minds of students, for these programs are honestly just trying to find the best candidates for what they’re trying to achieve. If you want to take part in these centers but don’t have the time, look for public events that you can attend, initiative, time and care, there will be nothing preventing them from taking part as well. The misconception of exclusivity should be replaced in the minds of students, for these programs are honestly just trying to find the best candidates for what they’re trying to achieve. If you want to take part in these centers but don’t have the time, look for public events that you can attend, this program, to create a new interdisciplinary cluster for the re- vision curriculum, and to seek out inter-institutional collaborations that will strengthen the reach and relevance of the center’s programs.” With only two graduating seniors at the forefront of the program, CAT is encouraging anyone interested to apply. But requirements do include a GPA of 3.0, the presentation of a project proposal and the completion of the course COM 110 at some point in the student’s time at Conn. In essence, CAT is the most “inclusive” as they are not worried about funding and are only interested in the improvement and expansion of their program. If one meets the requirements, they can be a part of the program.

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Race Education
The Imperative to Teach Social Consciousness in High School

MAIA HIBBET STAFF WRITER

Racism—whether as aggressive as the vandalism in Cro or unintentional as ignorance and inaction—does not spring up out of nowhere. While issues of race on college campuses stem from a variety of perspectives and experiences, one fact is certain: all students here at Coon attended high school in some form. Had many Coon students, while homogeneous in background, received more active race and social justice education during high school, racial tensions on campus might have been less prominent.

Although discussing race in high school—or, for that matter, middle and elementary school—certainly would not solve racism, it would help to bring the issue into consciousness for many students at an earlier, more impressionable age. Additionally, it could teach students how to engage in racial discourse without making problematic statements.

In order to understand why so many high schools neglect the issue of race, I spoke with Professor Dana Wright of the Education Department. Professor Wright explained how some “institutional barriers” limit the discussion of race before college.

“Governors have a lot of pressure on them,” Wright said, referring to the intensity of high school curriculums. She noted that many high school teachers are expected to adhere to the content of textbooks, which seldom deal with issues of race or social justice. Often, there is an expectation that teachers will “get through the whole textbook,” leaving little time for them to discuss issues beyond it.

Wright emphasized that a greater force contributes to the compliance with textbook-based curricular-standardized tests. She explained that even when teachers want to introduce social justice, current events, etc., into their classrooms, they find themselves limited by the notion that at the end of the year, test scores will be used to assess their work.

This reaches a political level, she added, because “the expertise of teachers gets shaped by politicians, and that trickles down to superintendents and principals,” which builds the pressure on teachers to ignore their instincts and teach to the book or the test.

Beyond the institutional barriers, the censorship of these discussions also occurs as a form of ideology called “adulthood,” which Wright defined as “the belief that people are inferior or in ‘development.’” Following this theory, youth are regarded as less than whole people who require protection from the world’s more challenging ideas. “[Students] are thinking about these issues anyway,” Wright added. “They’re not being protected.”

To get the perspective of a current and local high school student, I spoke to Ilnana Pogge, a sophomore at The Williams-School. Ilnana told me first-hand how poorly issues of race are handled at Williams.

Ilnana, who is of Israeli descent, told me, “When I came here, a lot of stereotypes about Jews and darker people were put upon me. People kept asking me if I was black,” illustrating the ignorance and lack of understanding present among The Williams-School’s student body. Ilnana continued, “I mean, this was just starting at me for five minutes and said to me, ‘You know, Ilnana, you have a really big nose,’ and I know the teacher heard it and did nothing about it.”

Ilnana’s comments were concerning, especially considering the teacher’s reaction in what was clearly an unjust situation. “A lot of bad words are being used and thrown around this school,” she added, “because people think it’s okay and normal when it’s really not, and no education has gone on about it.”

Hopefully The Williams School will catch up to its time, because according to Professor Wright, progress in high school is slow. The reason, she said, is that teachers have a chance to visualize what they want students to learn, many of them do want to discuss [race],” she explained. In the past, the problem has been the fact that teachers rarely get to discuss curricula in spaces free of administration, but with the rise of the information age, teachers have begun to share ideas and materials with each other more than ever.

These resources become available, more teachers are integrating them into their coursework,” Wright added, referring to tools ranging from storybooks to documents that can be used to teach children from kindergarten through high school about race and social justice.

With the methods described by Professor Wright and a shift in standardized test culture, hopefully high schools will begin to produce more informed students. Although Ilnana’s accounts from The Williams-School are not necessarily representative of all high schools, they do clearly indicate a need for change. The problem is close to home, but not exclusive to our community and neighbors.

The Friendship Model of Thesis Advising: Is it Replicable?

PETKO IVANOV CONTRIBUTING PROFESSOR

This article was originally written in June 2014 with the editorial help of Professor MaryAnne Borrelli of the Government/International Relations Department.

This year’s Oakes and Louise Staff Writer was the most outstanding honors thesis went to Jyoti Arvey ’14 of the Slavic Studies Department for “Gender in the Everyday Life of the Russian Home.” Her thesis is an ethnographic exploration of what it means to be a woman in the “Russian way,” as revealed in the gendered daily practices of several families in Ufa, Russia. Having conducted four months of participatory observation and hours of interviews, Jyoti painted a vivid and nuanced picture of contemporary Russian life in the domestic sphere. As Jyoti’s advisor, I provided guiding hypotheses while letting the voices of her informants surprise us. Among the recurring topics most relevant to the identity constructions of domesticity was permanency/cooking (ongoing home remodeling), which became an epistemological key to the gender dynamics of the Russian home.

Specifics of the topic aside, advising Jyoti in her thesis work was in and of itself a process worthy of reflection. Whatever else it is, “thesising,” a verb Sybil Bullock ’14 coined, is always collaborative. It involves so many parties that it is difficult to pay homage to all of them. An honors thesis is not accomplished in a year—it takes much longer and, in my experience, the crucial factor is building a network for mutual learning and support across students and faculty, in which advising is not a hierarchical practice but part of developing an intellectual partnership and, eventually, friendship.

In my case, it all started with Hegel. Some two and a half years ago I read Hegel’s Philosophy of History with a group of highly motivated students, as part of their self-designed course on philosophies of modernity (other faculty members taught in the seminar as well). Some members of this group later resided in frequent Earth House, which provided an emotional and intellectual atmosphere supportive for thesis projects; I was the primary advisor of two and a reader for a third. In many respects, the “earthlings” became a family and were regarded as such by its members—both faculty and students.

Arguably, the success of these students (their names were all over the Awards Ceremony list) was the result of circumstances deliberately nurtured by students and faculty alike. “Thesising” included topically relevant art projects like Joaup’s (Juan Pablo Pacheco ’14) short film making and screening (in Film Studies), or Jyoti’s multimedia installation (in the Art Department). We learned that thesis writing is not only about the product (i.e., the thesis itself), but also about the process in which the writers acquire intellectual tools that they can continue using long after the writing itself is finished, hopefully throughout their careers.

Advising, of course, has its “technical” challenges: narrowing, for lack of a better term, the focus of an idea project (students usually start with mega ideas), adopting a theoretical framework and the readings that go with it; learning to do the writing in small, manageable steps while bearing in mind the overall composition of the thesis; and setting weekly priorities and small portion deadlines. Last but not least, there is a lot to be said about cooperating with faculty readers (Andrea Lazzarini of Slavic Studies and Elarena Kan of the History Department in Jyoti’s case) whose fresh critical lenses defamiliarize the project and help to negotiate its completion. It takes a department or two to produce a successful honors thesis.

All of this said, the question remains whether “the friendship model” of thesis advising as described above is replicable, including for me. As Jumma put it, “So what are you going to do now—replace us with another group of students?” While replacing this particular circle of friends is impossible, the model of close intellectual relationship with and among thesis writers could be sustained if students are more integrated cross-generationally (with “younger” students gravitating around the seniors) and residually (around housing that cultivates “thesis writing spirit”).
Congratulations to the Women’s Water Polo Team on Achieving Division III Championship Three-Peat

WILL TOMASIAN
ASSISTANT DIRECTOR OF ATHLETICS

GROVE CITY, Pa.—For the third consecutive year, the Connecticut College women’s water polo team has been crowned as the Division III Champion.

The Camels gutted out a 13-11 victory against Washington & Jefferson College in Grove City, Pa. Saturday night to earn the threepeat.

Connecticut College improved its record to 18-13. They will turn their attention to the Collegiate Water Polo Championship that will be hosted by Princeton University.

Washington & Jefferson wrapped up a terrific season with a 17-9 record.

Senior All-Americans Kate Jacobson (Collegeville, Pa.) was named the Tournament’s Most Valuable Player while Connecticut College Head Men’s & Women’s Water Polo Coach Matt Anderson was honored as the Coach of the Tournament.

Jacobson and fellow classmate and All-American Nicky Jasbon (Greenacres, Fla.) garnered first team All-Tournament honors while junior Kelsey Millward (Baird D’Urfe, Quebec) was recognized on the second team.

Senior Isabelle Banerje (Ihaca, N.Y.) erupted with three goals, four assists and four steals to lead the Camels to the win. Jacobson had three goals, two assists, one steal and one field block. Jasbon had a hat-trick with three goals, one assist and four steals.

Shannon Cry (Monterey, Calif.) finished with three goals, one assist and a pair of steals. Abbey Wrobleski (Honolulu, Hawaii) dished out two assists while adding one steal. Millward accounted for one goal and steals.

Jasbon has tallied 50 goals, 32 assists, 53 steals and 10 field blocks for the Camels this season.

The program’s all-time leading scorer, Jasbon has amassed 219 goals, 122 assists and 244 steals for the Camels.

Player Profile: Michael Clougher

ELEANOR HARDY
SPORTS EDITOR

Major: Psychology
Years Rowing: 4 years

What got you interested in rowing?
I tore my ACL twice in high school. After the second time, my doctor strongly recommended I take up rowing because how could you tear your ACL while sitting in a boat? I put an end to my soccer days. When I was looking at colleges I was considering going somewhere that would allow me to walk on to the team and try it out. I applied to Conn ED and contacted Eva over the summer. On move in day, I met Eva for the first time and haven’t looked back since!

Favorite part about being on the crew team:
The laughter. I don’t know if it’s the crazy early mornings or the amount of time we spend together over spring break, but there is always a reason to laugh and people to laugh with. What is one thing you wish people would better understand about crew?
It is such a satisfying sport. At a morning practice last week, Annie Scher said that she can’t wait until the boat (8 rowers and 1 coxswain) gets to a point of breathing together. Although it sounds crazy and kind of cultish, she is absolutely right. Once a crew clicks, you start to breathe and move together and there is no other feeling.
End of the Season Goal:
Have each boat leave New England’s with a medal and improve within the 8’s racing pool at ECACs.

Will you continue to row after graduating?
I don’t think this spring will prove within the 8’s racing pool at ECACs. Will you continue to row after graduating?
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Player Profile: Sarah Fishman ’15

Major: I am triple majoring in computer science, mathematics, and economics.
Years Rowing: 5½

What got you interested in rowing?
I had some friends on the team in high school who thought that I might be a decent rower, and so they convinced me to join.
What is your favorite part about being on the crew team?
There is no other feeling like getting out on the water when it’s really nice weather and just row for miles up the river.
What is one thing you wish people would better understand about crew?
I think few people realize how the sport is just as technically demanding as it is physically; it takes a lot of body awareness and control to row effectively, and smaller boats can easily become unstable on the water.
Goals for the season:
I want to help set the team up for a strong showing at our New England Championships, and I will also be competing after that in my single at the Dad Vail Regatta, which is the largest collegiate regatta in the country.
How has being on the crew team defined your time here?
It’s certainly been an integral part of my experience at Conn since I devote so much time and energy to it, but I really love it and have found it to be incredibly rewarding.
Will you continue to row following college?
Yes, I am definitely going to continue rowing competitively after graduation.
ATHLETIC ACTIVISM: UCONN COACH BOYCOTTS FINAL FOUR

SARAH ROSE GRUSZECKI
CONTRIBUTOR

It was a tumultuous week for the NCAA as coaches, players and athletic officials as they approached the Final Four Championship in Indiana. However, amidst the roaring crowd, overpaid coaches and Division I athletes, there is one individual who didn’t stand on the sidelines this year. UConn head coach, Kevin Ollie, did not travel with his men’s basketball staff this season in response to Indiana’s controversial Religious Freedom Restoration Act.

The decision not to attend was made in response to and in support of Governor Daniel Malloy’s signing of an executive order which placed a travel ban to Indiana. The order was declared following the announcement of Indiana’s Religious Freedom Restoration Act which many critics argued would promote LGBTQ discrimination. Specifically, several politicians feared the law would allow businesses to refuse LGBTQ individuals strictly on account of their sexuality or gender identity. As described by Malloy in an interview with MSNBC, “A member of the army could be gay, go into a coffee shop under the law and have someone say ‘because you’re gay, even though you’re wearing the uniform of the United States, I am not going to serve you.’ That was the intent of the law, they knew what they were doing, and someone has to call them on it.”

According to UConn president Susan Herbst, the team’s decision to boycott Indiana travel was one which deeply reflects the morals and core values of the institution. As described by Herbst in a recent press release, “UConn is a community that values all of our members and treats each person with the same degree of respect, regardless of their background and beliefs, and we will not tolerate any other behavior.”

Although UConn Men’s team was not in the final four this year, as reigning champions of 2014, their avoidance of the event resonated strongly throughout the athletic community. Following the statement, many others within the NBA have expressed similar sentiments against the law including former NBA player and current TV basketball analyst Charles Barkley. As described by Barkley in an interview with USA Today, “Discrimination in any form is unacceptable to me. As long as anti-gay legislation exists in any state, I strongly believe big events such as the Final Four and Super Bowl should not be held in those states’ cities.”

In defense of the Act, many republican officials have argued that any implications of homophobia within the religious protection act are unintentional. House Speaker Brian Bosma and Senate President Pro Tem David Long, two of Indiana’s most influential politicians, have both pledged to fight for an updated format of the act which will explicitly protect the rights of those within the LGBTQ community. Although the update still requires a vote from the legislature and a signature from the governor, its chances of passing with the support of Bosma and Long are reasonably high. From the perspective of many, the controversy surrounding Indiana’s religious freedom law may seem surprising. However, the proposal is strikingly in line with the state’s lack of protection for LGBTQ residents. According to the Human Rights Campaign (HRC), in the majority of US states, including Indiana, there are no laws which currently protect LGBTQ individuals from being fired solely on behalf of their sexuality or gender identity. Indiana is not alone or in its development of the Religious Freedom Act, as many states including Arkansas have created or are in the process of developing similar proposals.

Perhaps what is most unusual, however, about the Act’s controversy is the outpour of support and activism on behalf of the NBA and the greater athletic community. While some argue that politics have no place in athletics, it has been recently contested that our ever growing professional athletic industry plays a key role in promoting concrete social change. This activism was profoundly demonstrated in light of the Ferguson shooting, where members of the St. Louis Rams protested the Grand Jury’s decision by walking on the field portraying an all too familiar “hands-up, don’t shoot” gesture. Although the participating play-by-play announcers, coaches and former players commended many, both in and out of the athletic community.

In the context of LGBTQ issues, our nation has also been a recent witness to remarkable athletic initiatives including the ‘You Can Play’ campaign which seeks to eliminate homophobia in athletics. The program has been successfully implemented in professional athletics, colleges and universities across the country, including Connecticut College. Many professional athletes, most notably UMass Basketball player Derrick Gordon and former NFL pro Scott Fujita, have taken equally strong public stances to advocate LGBTQ equality. Indiana’s policymakers may be lagging behind, but one can only hope the athletic community will continue to tread forward in the fight for social justice.

So You Don’t Miss It

IN CASE YOU MISSED IT

College Inducts Athletic Hall of Fame Class of 2015

ELEANOR HARDY
DYLAN STEINER
SPORTS EDITORS

On Sat, April 11 the Connecticut College Athletic Hall of Fame inducted three alumni and one former coach with a combined multiple reveal in the Hall of Fame Room for their achievements as Camels. The recent inductees are former head coach of women’s field hockey and lacrosse Anne Parmeuter, javelin thrower Kerry Newbail Heath ’98, dual athlete in community “who have brought distinction to themselves and Connecticut College through their achievement, commitment, sportsmanship and leadership in athletics.”

College Inducts Athletic Hall of Fame

Women’s Lacrosse: Conn 10-14 Bowdoin
Con 11-10 Amherst

Men’s Tennis: Conn 2-7 Bates
Conn 0-9 Williams

Men’s Track & Field: 5th place out of 16 teams @ Siften Invitational

Women’s Tennis: Conn 5-4 Bates
Conn 0-9 Williams

Women’s Lacrosse: vs Farmingdale State
4/16 7:00 PM
vs Hamilton
4/18 12:00 PM

Women’s Tennis: @ Tufts
4/18 10:30 AM

Men’s Tennis: @ Tufts
4/18 3:00 PM

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Burdge's Baseball Breakdown

PETER BURDGE
STAFF WRITER

And so the baseball season has begun. There will be dark horses and crashing stars. There will be languid summer games, and intense chilly October nights. There will be joy, and there will be disappointment. And there will be predictions.

So here are my predictions for the coming season. Based off of the failure of my haughty assurance that Kentucky would win the NCAA tournament (they didn't even make the championship game), who knows if this version will be more accurate. But predictions are hardly ever true; they only need to be made.

Biggest surprise:
Cleveland Indians

Coming off of two decent years, the Indians are ready to make a move. Their division rivals, the Detroit Tigers are on the downsizing, Kansas City will have to battle pressure from last year's World Series run. Led by manager Terry Francona, who has two World Series wins on his resume, Cleveland fits the role of a scrappy ragtag team that can win games. They will not dazzle anyone, but they will win games. Outfielder Michael Brantley is a classic five-tool threat, leading the team with 200 hits last year, and perennially posting 20 home runs. Cleveland even added some boost to its lineup with Brandon Moss, who was the center of power in the Oakland A's offense over the past three seasons. And few remember that the Indians' No. 1 starter Corey Kluber won the Cy Young Award last season. The ingredients are there, and they have been simmering for a few years now. The Indians will make a deep run into the postseason and will finally bring some joy to Cleveland.

Biggest disappointment:
Washington Nationals

Yes, Washington might have the best rotation in baseball history. On paper. When was the last time the best team on paper, the team with the scariest roster and the greatest names in the game, lived up to the hype? I can't remember one. The list of mega-teams that failed during the Angels of recent years, the 2012 Marlins, the 2011 Red Sox and the Yankees of the early 2000's. All of these teams tried to stockpile the best players in the game and it never worked. Washington is trying to do that this season, adding Max Scherzer to its already boasting starting rotation. Scherzer was great in 2013 when he won the Cy Young Award, but he is not near the best pitcher in baseball as the Nationals' diehards and bandwagoners will have us believe. Yes, the roster has some great names. Ian Desmond, Bryce Harper, Stephen Strasburg, and Scherzer will get fans to salivate, but those oh-so-coveted stars have never won anything. Washington is a hyped-up bunch of underachievers, and all signs point to a failure of a season. Many have deemed this season as a coronation ceremony for the Nationals, but they will not even make the playoffs.

Player to watch:
Jose Abreu

Major League Baseball is anticipating a wave of Cuban stars with the opening of relations between the United States and the island nation. But it's hard to believe Cuba can give the league any star better than Jose Abreu. Last season's American League Rookie of the Year, Abreu posted prolific power numbers with the White Sox. He thundered onto the baseball scene with 10 home runs in April (a rookie record) and 31 RBI (also a rookie record). His numbers slowed a bit towards the end of last year, which is understandable since he had hit 29 home runs and driven in 73 runs at the All-Star break, numbers that are great for a full season let alone a rookie record. But this is Baltimore's year. Whoever the team faces in the World Series will not be as complete or as powerful as the Orioles. So I'm picking Baltimore.

Team to watch:
Chicago Cubs

Is this the year? The Cubs have not won a World Series since 1908, and have not been relevant in nearly a decade. This year has a different feel about it. Making Jon Lester their No. 1 starter with a megacontract and bringing former Rays' manager Joe Maddon into the dugout, Chicago is more primed for a World Series win than it has ever been. Even their homegrown talent Anthony Rizzo, Javier Baez all look like stars. Yet it is hard to believe that this is the year. In baseball teams rarely turn around on a dime from season to season, and after winning only 73 games last year, the Cubs have work to do. Lester is a great pitcher, and even better in the postseason, but it has yet to be seen if he can singlehandedly carry a team on his back. And having young guns is great and it attracts fans, but they also need time to develop and become winning players, not just players who put up good numbers. So have patience Cubs fans, this may not be your year. But no matter what your Cubs do this year it will be worth following, simply to see what happens.

World Series winner:
Baltimore Orioles

Why not Baltimore? The Orioles have been near the top of the game for years now, and they are made up of players ready to win. Manny Machado is the best third baseman in baseball. The team's outfield is as sure as any. From top to bottom their pitching staff is solid, and they have one of the best bullpens around. Yet what makes Baltimore most appealing is really a process of elimination. The rest of the American League is not much better—Seattle seems to be a favorite, but the Mariners are unproven and incredibly limited in postseason experience. The Red Sox are riddled with question marks. Cleveland will be good, but not good enough to outlast Baltimore in a playoff series.

When they do reach the World Series, the Orioles will not face a murderer's row from the National League either. There are solid teams but none stuck on St. Louis could make the World Series. So could Pittsburgh. Even the Mets (yes, the Mets) could make a run. But this is Baltimore's year. Whoever the team faces in the World Series will not be as complete or as powerful as the Orioles. So I'm picking Baltimore. Why not?

That tends to be the very nature of making predictions—there are educated guesses and there are guesses that simply have good feelings about them, so we try to combine the two into one clean outcome whittled down from a jumble of names. So take my predictions as you will. They may very well be wrong, but where is the fun if I don't make them?*
DEFACEMENT VS. GRAFFITI: How Language Frames Understandings of Campus Vandalism

DAKOTA PESCHEL
OPINIONS EDITOR

Graffiti has a long history of being a tool for protest. Because of its public form it inherently makes a statement to a broad audience of passersby and not ones who frequent galleries or museums. What was written on the bathroom walls, on a mere two weeks ago is not graffiti; it is defacement. There is nothing artistic about the scribbles that were found on two bathroom walls in Crozier-Williams the morning of March 29. On the other hand, the visual incident of anonymous students painting the words “I Feel Unsafe” in three prominent locations on campus, one outside of Fanning, one outside of Crozier-Williams and the last by the entrance of the Athletic Center, is better aligned with graffiti as an art movement. Questions with language are often thought to be trivial endeavors. However, language has the power to frame how our views our visual world and thus it is also important to be critical and understand the long and heavy historical context of the two campus visual spectacles that occurred in the past two weeks.

Initially in the 1960s and ’70s when graffiti started to gain traction as a movement, this mode of representation was not considered an artform but merely a scratching or writing on the walls. Even the artists themselves would refer to their craft as “writing” and call themselves “writers.” Writing is a political act, particularly in the public sphere. However, graffiti is more than that. Pamed street artist LSD OM notes, “My first impression of why other people were writing was because I felt people were angry, upset that they didn’t have a voice in the world.” It is clear that graffiti, as an art form, is about critiquing and questioning power and expressing oneself particularly if one feels their voice is stifled or suppressed. Even though many excite over graffiti art, it is also a highly contentious medium because it is technically defacement and vandalism, and thus it is often devalued.

Today, some would still consider this contention enough to label graffiti a medium that is unworthy of praise. Regardless of these opinions (opinions similar to those who do not value abstract expressionism or modern art in general), this style has also been co-opted into institutions like museums and galleries that have given legitimacy and cultural capital to this form of expression. Jean-Michel Basquiat and Keith Haring are but two artists who became famous due in large part to the graffiti art that they promised through out New York City. Both of these artists created distinctive visual languages that took to the walls of New York City and let the people know of their struggles and hopes. Their positions as marginalized artists, Basquiat as black and Haring as gay and HIV-positive, are integral to the form of their work and the ideas they explored in a public arena. Graffiti art is inherently activist in nature which is why it is crucial to understand the difference between the two campus incidents and how labeling them as an act of injustice.

The incident in Cro on the morning of March 30 was actually a work that merited being called graffiti. It was a thoughtful, powerful message that made it clear how our institution is failing its students. The message was clear and concise, and was an act of protest that is artistically building on graffiti art as art that is imbued with social commentary. This kind of institutional critique of power is at the very core of the history of graffiti, which is why it is critical to distinguish the language that is used to describe the two incidents. While both inevitably fall under the category of “vandalism,” the former is defacement that carried immense harm, the second was an act of protest—a call to action for the campus to make change.

Last week, graffiti was displayed in the Crozier-Williams bathroom as “racist graffiti,” the College seemingly elevates this art form of a medium that has given voice to those who are interested in making a public statement from their marginalized positions. By continually framing the incident in the Crozier-Williams bathroom as “racist graffiti,” the College elevates this act of hatred into an art while delegitimizing graffiti’s rich historical and social contexts as an art form.

The student response to this incident on the morning of the 30th of March was actually a work that merited being called graffiti. It was a thoughtful, powerful message that made it clear how our institution is failing its students. The message was clear and concise, and was an act of protest that is artistically building on graffiti art as art that is imbued with social commentary. This kind of institutional critique of power is at the very core of the history of graffiti, which is why it is critical to distinguish the language that is used to describe the two incidents. While both inevitably fall under the category of “vandalism,” the former is defacement that carried immense harm, the second was an act of protest—a call to action for the campus to make change.

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On the Centenary of Saul Bellow

MATTHEW WHIMAN ARTS EDITOR

So, Saul Bellow would have been 100 this year. That's a big deal, partially because—in case you didn't know—Saul Bellow is a big deal. He's a Nobel laureate. He's been awarded a Pulitzer Prize, a Guggenheim Fellowship, an O. Henry Award, and a National Medal of Arts. He's also the only writer to have won three National Book Awards. He's as arguably the most decorated novelist in the 20th century, if not of all time.

As an English major, I'm embarrassed to say, I'd never read anything by Bellow until, a little over a year ago, outside of class, when I found a beat up hardcover of one of his novels, Herzog, in a bookstore. For whatever reason, I bought and read it. I'm glad I did.

Herzog is the perfect novel I've ever read. I declare that without hesitation.

Often cited as Bellow's masterpiece, the book is a rambling letters to everyone in his life, including his mistress, President Eisenhower, Nietzsche and even God. It's a strange novel, and as I read for the first time last summer, I often found myself asking: Why? Why am I—a 21-year-old college student—reading a 400 page book about an intellectual going through a mid-life crisis? It seemed like a viable enough deal, until I somehow drawn to the book like a magnet to a needle.

So I picked it up. It's like his best novels—both in fiction writing, yet so funny and so smart and serious. That marriage has always been interesting to me. It's something that I aspire to achieve in my own work.

Andy Kaufman said that what he worked on was purity of reaction in his audience. Whether that meant laughter or anger, the persistence is the same. "On Jewish storytelling" weaves together general history, personal anecdotes and an academic seriousness to the topic to create a complete whole that is—like his best novels—both enlightening and entertaining. Some works in the collection—particularly the lectures—drag and wander on aimless aisles that are neither all that interesting. That doesn't mean certain pieces don't rise above the rest and stand out as fantastic works in their own rights. "On Jewish Storytelling" weaves together general history, personal anecdotes and an academic seriousness to the topic to create a complete whole that is—like his best novels—both enlightening and entertaining.

The title of my thesis is Thrill of the Chace: and Other Tales of Stubborn North Americans. One of the aptly titled works, for example, is about a fictionalized, washed up Billy Joel. I was interested the idea that a white man in this society is supposed to be at the top of the heap, but he might not recognize his own decline, might not recognize that he is fooling himself. And this is to the shortness of the book, I am awfully saddest and funniest things is when people can't recognize who they are, while they stubbornly hold onto a mistaken identity. [Here the conversation turned to the author Nabokov] Nabokov is one of my top, top, Top Lolita, Humbert Humbert is a pervert and a bad guy, but he is so funny. His humor is attractive even while we are aware of how perverse the situation is. This is the kind of humor I'm interested in, the kind that is shot through with sadness.

TCV: Why did you choose to do a thesis in creative writing?

CL: It's a strange work. There are several reasons, but the main one was the natural choice. I came here knowing that I wanted to do creative writing. I had been speaking with Blanche Boyd (the college's writer in residence) and fellow 20th century literary titan Philip Roth, as well as the junior year of high school about the program and the way she runs things. As to the thesis, I wanted to come away from seniors year with stories. One of the stories, for something that I could put down on a table and say I did this, this is what I went to school for [with three authoritative thumbs up of the table].

TCV: So you have a professional interest in fiction writing?

CL: Absolutely. In a beautiful ideal world, yet [lingering over the first syllable of "beautiful"] at 16 I started writing for McSweeney's, Dave Eggers' publishing company, I had two years contact to write non-fiction, mostly narrative, personal essays. At Conn the emphasis is on the short story. I liked this because I had always been driven towards fiction in high school. In a way its fiction is true, and the idea of that truth always interested me. It's truth a theme of your project?

CL: Not intentionally. As you write a lot of stories you find the themes that you subconsciously repeat because you are obsessed with these themes.

TCV: What obsessions found their way in?

CL: I'm highly inspired by comedians. Take someone like Steven Wright, who can be so funny and so smart and serious. That marriage has always been interesting to me. It's something that I aspire to achieve in my own work.

Andy Kaufman said that what he worked on was purity of reaction in his audience. Whether that meant laughter or anger, the persistence is the same. "On Jewish Storytelling" weaves together general history, personal anecdotes and an academic seriousness to the topic to create a complete whole that is—like his best novels—both enlightening and entertaining. Some works in the collection—particularly the lectures—drag and wander on aimless aisles that are neither all that interesting. That doesn't mean certain pieces don't rise above the rest and stand out as fantastic works in their own rights. "On Jewish Storytelling" weaves together general history, personal anecdotes and an academic seriousness to the topic to create a complete whole that is—like his best novels—both enlightening and entertaining.

TCV: What has Blanche done for you? A

CL: One of the first pages of the thesis has a list of alternate titles which is covered with my scribblings. This is the sort of editing and self-critical work that went into this project.

CL: I read each of my stories out loud about fifty times. Every line. Blanche calls this "ear training." By hearing yourself, or Blanche, or other students read stories aloud, you learn to catch with your ear what's good and what's not. I have to shut myself away while I do this. For everyone else's sake, maybe not. But to other people it feels like you are reading the same weird line over and over, which I guess you are (mutual chuckle). But you have to listen to it like music, you have to make sure every note sounds right to you. If there is one "and" out of place, it disrupts the rhythm of the entire story.

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ELEANOR HARDY
SPORTS EDITOR

We’re all used to that same Saturday night in Cro. The smell, the white walls, the tile—they’ve all been branded in our minds and almost become a second nature to some—a Saturday night ritual. This year one of the SAC Executive Board’s goals was to “diversify events and utilize a variety of places on and off-campus” explains SAC Co-Chair Olivia Wilcox ’15. This weekend SAC accomplished their goal; some would say knocked it out of the park, hosting a concert at the Hygienic Art Park in New London.

Little do many people know, the park has had quite a history before becoming what it is today. Starting as the Hygienic Restaurant in 1919 the restaurant served as New London’s only 24-hour eatery. The Hygienic Art Incorporation then began in 1979 and hosted its first exhibit in the restaurant and place for artists to show one piece of their work. After a successful first show, the Art Exhibition became an annual festival in New London. Despite the restaurant later serving as New London’s only eatery before becoming what it is today, the majority of Conn students consider the park has had quite a history.

In 1996 the original building of the Hygienic Restaurant was knocked down, the space was to be turned into a parking lot on Main Street, and this ignited a grassroots effort as the local community worked to save the Historic Registered building. Through partnerships with many state-wide and local organizations the Hygienic Art Incorporation bought the building and renovated it to accommodate a residential artists co-op and public art galleries. At the 21st annual exhibition in 2000, the building opened and remains today as a symbol of community activism and the arts.

Presently, this unique space hosts several events throughout the year. With a park next to the building, SAC put this dynamic outdoor space to use hosting this year’s Spring Concert. With over 300 students being bused between the park and Conn, it strayed far from the typical or ritualistic Saturday.

Conn’s very own MOBROC band The Banditos kicked off the night with their much loved classics. Collier Gray, a member of The Banditos said “It was awesome to get into New London for a show, Hygienic Art Park is a great venue and the audience’s mentality is totally different when they make it to a show off-campus.”

Following The Banditos, X-Ambassadors, a New York based band, performed as the headliners for the night. While the majority of Conn students didn’t know much about the band, it was apparent that everyone enjoyed the night. SAC tends to have a knack for finding bands right before their big break. Jeff Celniker ’17, Director of Musical Events and Concerts, has done an exceptional job introducing Conn students to new and different bands. Recently featured on TV, the X-Ambassadors are bound to make their big break.

Celniker explained that he “heard their top song Jungle during the World Cup and it became a favorite over the summer.” When the Concerts Committee first started planning the spring concert Celniker and the crew thought that a band, rather than a DJ, would be best as it appeals to a wide range of kids. Featuring songs from their most recent album, Love Songs Drug Songs; Celniker and his committee made the right choice as when Jungle came on excitement flowed through the crowd. Although a shorter set, students were happy to be somewhere new and listening to different music rather than another DJ.

The community outreach through events such as these are crucial to our developing relationship with New London. Getting students off campus made it an easy task but a change of pace can make it a success. Alumna Sarah Huckins reflected that “I think it’s great that there’s been an increase in the spaces used for events since my time here, it makes things more exciting.” Celniker agrees and explained that in his position on SAC he is “definitely invested in bridging the gap between the surrounding area and Conn.”

All in all, SAC succeeded in doing things differently. The music was enjoyed by all members of New London community stopped by the park to see what was happening, and students got a taste of one of New London’s many hidden artistic gems.