Developing Contentions Over Tenure and Promotion

DANA GALLAGHER AND ISABELLE SMITH
STAFF WRITERS

The cloud of tenureship hangs over the Connecticut College campus every spring. Who was accepted? Who was denied? And why? Every faculty member in higher education is familiar with the term “tenure,” because in academia, it is synonymous with security.

Tenured faculty members cannot be fired from their institutions unless they do something drastically wrong, but they remain free to leave if they choose. Tenure has the “perk of stability,” even though it provides less money than many private sector careers.

After a faculty member is tenured, he or she may be promoted, which offers a small pay raise and a title of full professor. This spring, there have been controversial tenure and promotion decisions. Assistant Professor Jeff Strabone was initially denied tenure, but a couple of weeks later, President Katherine Bergeron overrode the denial and granted him tenure.

According to Professor Marc Forster, member of the college community. Promotion after tenure focuses more on publications and research. Before compiling their file, they either write, “I am in support of [professor] being hired as a tenured faculty” or “I am not in support of [professor] being hired as a tenured faculty.”

If there is not a majority in favor, the candidate is unlikely to continue in the review process.

The next evaluation component is peer reviews. Peer reviewers comment on the quality and originality of the candidate’s work in the sphere of academia. They also validate the form of the work produced, which helps to eliminate discrepancies between department standards. To ensure an unbiased group of reviewers, Dean of the Faculty Abigail A. Van Slyck explained that each department provides her with a list of scholars outside the college who can critically evaluate the quality of a professor’s work.

The tenure process is quite involved. When faculty members first enter the college, they become engaged in the tracking process, which includes a third year review, tenure commitment and promotion. Because the granting of tenure typically comes with a lifetime commitment by the school, the system strives to ensure that every faculty member who earns tenure is exceptionally qualified. A faculty member’s teaching and scholarship are equally weighed during tenure review, and less weight is placed on service to the college community. Promotion after tenure focuses more on publications and research.

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

CONTINUED ON PAGE 7

Cornel West Brings Radical Love to Conn

LUCA POWELL
CO EDITOR-IN-CHIEF

The complexity of the world is not something you can deny,” proclaimed the esteemed Dr. Cornel West as he electrified a Connecticut College audience this past Thursday. The talk commemorated the 80th anniversary of the Center for the Comparative Study for Race and Ethnicity (CCSRE). A brief honoring was conducted for the Centers past members and founders. Special notice was made of the work of Professor Vincent Thompson, now retired, who spearheaded black and African studies at the College in the 80’s. The program also honored Frank Tuitt and other alumni who had been a part of the 1980’s "Fanning Takeovers,” which first demanded for these fields to be prioritized in the curriculum.

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

Her introduction was quickly followed by "Bluestone's" first person, who shared how genuinely he had first time he heard him speak. Bergeron followed suit by calling him a "preacher and a prophet," and then continued to rattie off his accomplishments in what felt suspiciously similar to his Wikipedia page.

Her introduction was quickly followed by "Bluestone's" first person, who shared how genuinely he had first time he heard him speak. Bergeron followed suit by calling him a "preacher and a prophet," and then continued to rattie off his accomplishments in what felt suspiciously similar to his Wikipedia page.
I went to our final writers' meeting of the year last week a couple minutes early, wanting to sit in the silent classroom alone for a couple minutes before we started. I've lost count of the number of writers' meetings I've attended, the number of production nights I've been through, and the number of issues I've had a small hand in producing. Each one has been memorable in a different way, and I take away from each one that there isn't anything you can't do if you work hard enough, send enough emails, and always remember that this is just a learning process, and the next one - whatever it may be - can and will be, better.

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

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

-Dana

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

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

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

-Aparna

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

Join us.

THE COLLEGE VOICE

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

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

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

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

Thank you.

-Andrew

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

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

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

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

-Hallie

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

HALLIE GROSSMAN
BUSINESS MANAGER

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

Interim Dean of Institutional Equity and Inclusion David Canton and Associate Dean B. Aileni McNeely Cobham both expressed excitement about the addition of a full-time staff position. Dean McNeely Cobham felt that the opportunity for the position to function in its full administrative capacity would be beneficial, and that new director would be able to "enhance" the work already laid down by Professor Manion. She stressed the importance of intersectionality amongst the Centers (the Women's Center, Unity House and the LGBTQ Center) and the need for a "modeling" of their experiences. She expected to see more of the Centers working in partnership with one another in more nuanced ways.

Dean Canton also emphasized the expectation of group work and collaborative efforts to work toward equity on campus and beyond. He described the Centers as both intellectual and social spaces and spoke about the unique opportunities that arise in spaces such as the LGBTQ Center. "We need to be intentional," he said, about our efforts to collaborate and work toward justice. He also highlighted the role of relationships and "organic opportunities that are not forced or fake," in fostering an environment in which people are more comfortable engaging with and learning from others.

Both Canton and McNeely Cobham emphasized the chances for input that students would have in the process. "Everyone who wants to meet with and hear from candidates will have that opportunity," Dean McNeely Cobham noted. Dean Canton said, "We want to hit the ground running" in the fall. He expressed that the new Director and new Dean of Institutional Equity and Inclusion John McKnight Jr. would be able to combine their ideas and learn with that of students and these involved at the LGBTQ Center to build on what has already been started. "We are confident about what's going to happen," he commented. Professor Manion hoped that "the college community steps up and supports this person" in welcoming new ideas and building on work that still needs to be done. "Progress isn't inevitable, and it's not undoable," they said, stressing the need to work toward goals intentionally and with administrative support. They encouraged students to work against apathy and the general consensus that "things are fine" in the LGBTQ community. "I think it'll be great having someone here full-time," they said, since the position was not designed to be a faculty member.

LGBTQ Center coordinator Justin Mendillo "I felt that Professor Manion had done "an impressive job navigat-
Understanding Connections with Professor Hammond

SAADYA CHEVAN
STAFF WRITER

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

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

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

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

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

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

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

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

The college hopes that in the fall of the students' senior year, each student will take a two credit seminar as part of their pathway that will prepare them to present at the all-college symposium, which Hammond describes as being referred to jokingly as the Floriala of the mind. It is a day without our classes when seniors in pathways get to present their research. It will also serve as a recruiting tool for pathways. "One of the things I found most impressive [as an undergraduate student]" recounts Hammond. CONTINUED ON PAGE 5

Student Fundraiser for Ecuador Earthquake Relief

ALLIE MARCULITIS
CONTRIBUTOR

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

There are also several students who have family and roots in Ecuador. In response to the devastation caused by the earthquake, Estephy Galarza '17, Emilio Pallares '19 and Ariana Pazzinio '18 have created a GoFundMe fundraising effort to send aid to those affected. Their goal is to raise a total of $3,000, with $1,000 slotted to go to Lorenza Mendoza and her family for the reconstruction of their home in Portoviejo, Manabi, Ecuador. The remaining $2,000 will go towards the purchase of 50 fifty-gallon water tanks and other basic necessities including bottled water, milk, canned goods and toilet paper. As there is limited clean water available, the water tanks are a necessity. Although only open for a week, the GoFundMe has already raised $2,474.

In an interview with Galarza, I gained a deeper understanding of the group's plan for their fundraising effort. When asked why the group chose to use GoFundMe, Galarza explained that the platform enables the Conn community as a whole to show solidarity for the cause through donations. People may donate directly to the GoFundMe and share the link on social media to urge friends and family to donate as well. According to Galarza, the GoFundMe will close as soon as their $3,000 goal is achieved to ensure that funds are delivered to Lorenza's family and goods are purchased as soon as possible. I asked Estephy to explain exactly where the funds will be going to, since the group has not partnered with an official aid organization to which she replied that Pallares is leading the fundraising campaign by working directly with his family and connections in Ecuador. The goods will be purchased and distributed in Mendoza's local community, with pictures and check-ins sent to the group at Conn by way of confirmation once all the supplies are purchased. The fundraising that the group is participating in is one of the most effective ways in which students on this campus can get involved and make a difference when natural disasters occur. According to Galarza, donating to and volunteering with organizations that are experienced in sending basic necessities and other forms of aid to areas struck by natural disasters are the best ways to help. To conclude, on behalf of the group, Galarza would like to thank everyone who has contributed and helped to raise awareness. The official name of the GoFundMe is "Conn Coll for Ecuador Relief" and is still open for those who would like to donate or share the link on social media.
Janan Shouhayib '16 is a psychology major and an English and global Islamic studies double minor. Her thesis, “Narratives of Biopolitical: Arab-American Identity Negotiation Post 9/11,” looks at “the identity development of Arab-American youth” in an “environment where the Arab World is demonized and “Othered,” especially after 9/11.” The College Voice was able to speak to Shouhayib about her work over the past year.

The College Voice: So what inspired you to research on this topic?
Janan Shouhayib: When we turn on the news, we are constantly flooded with stories of Islamic terrorism and Western victims. We see this in the presidential elections of 2016 and pop culture as well, such as the movie Argo, which won 3 Academy Awards in 2012. Those antagonized relations can be internalized by the Arab-Americans and affect their identity development. Since I am an Arab-American myself, I was interested in how Arab-Americans are forced to negotiate their biocultural identity and their psychological welfare.

The thesis was separated in two main parts: background research and looking into the identities of Arab-Americans through surveys, interviews and artwork. So I first looked into different texts on identity development, starting with mid-20th Century thinkers. They perceived identity development as universally similar. However, the postmodern thinkers claimed identity development as, in fact, deeply affected by the socio-political context throughout their development. In the end, I decided to settle with the framework that identity development was not a universal process, but rather culturally contextualized.

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

I interviewed 14 Arab Americans. I was able to gather a fairly diverse group of people, from Lebanon, Palestine, Syria, Libya, Tunisia, Egypt and Iraq. The interview included discussion of the quantitative parts from surveys and an examination into the harmony of biocultural identities; the qualitative interview featured open-ended questions on how Arab Americans perceive their own identity. I also conducted a qualitative artwork study where I asked participants to draw a visual representation of their Arab-American identity. Since I expected everyone to feel a sense of tension in being Arab-American, it surprised me that about half of the participants said that they felt ease being Arab-Americans.

Participants seemed proud of their identity. So the conclusion I reached was the importance of not homogenizing the immigrants because there is huge diversity within these communities. It is not only that they are Arab-American that affects their identity development, but gender, sexuality and race (not just physical/phenotypical, but experiential) play a role.

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

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

TVC: Thank you for sharing an amazing and inspiring story.
JS: Thank you for interviewing me. It's a pleasure to talk about something I feel so passionate about. •

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Future students will be required to take at least one ConnCourse. While current students are already taking ConnCourses, their place in Connections will lay the groundwork for the work students will do in their integrative pathways. In essence, professors teaching ConnCourses will set an example for the kind of interdisciplinary work that students will be doing in later semesters.

Hammond notes that ConnCourses are “the only situation I’m aware of anywhere at the college where in order to get a course approved a faculty member has to participate in a very detailed workshop process with faculty members from other departments because right now most courses are just proposed by a faculty member within the department.” •

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CONTINUED FROM PAGE 4

I recounted Hammond “was seeing older students doing something that I couldn’t do or hadn’t done yet.” He hopes the first-symposium will occur in November 2019 although smaller versions may be attempted beforehand.

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

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

CONTINUED FROM FRONT

DuBois' most pressing questions: How shall integrity face oppression? How shall honesty do in the face of deception? What shall decency do in the face of deception, and worse? The outline was the only obvious structure to a speaking event that was quickly more performative than didactic. West spoke seemingly off the cuff for the next hour and a half, collecting an immense amount of human history, literature and philosophy in a rhetorical inquiry of contemporary America, a "violent nation."

In one sense, the event was a tour de force for students who were wowed by the all-star cast of revolutionary thinkers with whom West was acquainted, including Prince, who passed away on Apr. 21. But more significant was the way in which West recast our perception of many figures even popular culture, suggesting that although an artist like Beyoncé is a talented performer, more soulful artists like Nina Simone or Aretha Franklin exist "in another stratosphere."

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

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

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

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

At the talk's end, many of the issue's brought up by the doctor were made immediately relevant by a Q&A session. Some students used the opportunity to ask West to define the radical love so central to his philosophy. On a more controversial note, Senior Kevin Zevallos used the forum to ask how the student body at Connecticut College could hold its own administration accountable for diversifying the College. The question felt palpably directed towards administrators in the room.

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

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

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

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PHOTOS COURTESY OF OLGA NIKOLAEVA

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

CONTINUED FROM FRONT

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

Although faculty records of tenure promotion and denial are treated as confidential, some Conn professors contend that the few faculty have been denied in recent years. In a 2014 interview with the Voice, Dr. Jean Christler, Class of ’45 Professor of English and Chair of the African Studies Department, and Jen Manion, Associate Professor of History and Director of the LGBTQ Resource Center on Campus, have accepted positions at other academic institutions. Their departures coincide with the recent denial of tenure to Conn professors. Dean Van Slyck affirms that they lack support within their respective departments, may opt not to face the tenure review board. Instead, they leave the college when their contracts expire. Dr. Christler affirmed that, “to deny tenure to an individual recommended by the department is very unusual.”

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

These departures, as well as recent tenure denials, force one to question the premium Conn places on faculty diversity. Students across the United States, from Yale to the University of Missouri, have protested the departures of minority faculty members who “exemplify and uphold the legacy of Dr. King’s work.”

Professor Diagne, Associate Professor of History, has proven himself to be an exceptional campus presence. He serves as the College’s Muslim Community Program Leader, a role that allows him to “act as a mentor and support for Muslim students,” according to the College website. The College further praises him for his dedication to the pursuit of “equity and inclusion, his thoughtful approach to problem solving, and his ability to build community and consensus.”

Professor Diagne and delay in promotion for tenure promotion.

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

The postponement of consideration for Professor Lizarralde’s promotion speaks more to the limited presence of minority faculty at her institution, her observation as a minority faculty member in her role as the College’s Muslim Community Program Leader, a role that allows him to “act as a mentor and support for Muslim students.”

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Global Citizens or Global Capitalists? Exposing the Growing Affinities Between the Conn And The Corporate World

ZACHARY LAROCK CONTRIBUTOR

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

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

Garrett's message is just the latest manifestation of a steadily increasing trend on our campus and on university campuses nationwide in the past decade or so: the marriage of collegiate academicians with career services departments that aims to facilitate a student's absorption into the labor market as they progress through their four years of university education. As a senior who will graduate in just three short weeks, I am increasingly troubled by the sustained impacts of this pedagogical and practical partnership. In articles such as this, I aim to provide a critical eye to confront the ways in which Conn and its pedagogical framework is mimetic of capitalism itself.

Since the mass layoffs and increasing unemployment rates during the economic recession of 2008 plagued the country, the correlating incline of undergraduate tuition rates and private-sector salaries have both flourished and perpetuated anxieties about the facility with which new grads can obtain entry-level employment at the conclusion of their college years. When asked in a recent interview with the Voice, Assistant Professor of Education and Director of the Center for Career Officere his interview with me that the task of the new Connections curriculum is profoundly interdisciplinary and a turn in a direction. But the process by which isis being implemented may be driven by the speed of the market."

"Part of moving toward the market has meant at the market-oriented skills. In fact, each of the faculty members who were interviewed for this article was highly critical of the path forward is contrary to this reality Gopalan has described. At present, there is an unequal distribution of new courses and majors that favor professional and high-tech fields while still honoring majors and programs that are more liberal arts-oriented."

"Enter the new Connections curriculum, ratified by College faculty last spring. The new curricular framework is designed to create a new trajectory for the liberal arts tradition for students with new needs. Set to be officially implemented in fall 2016, the curriculum has been heavily praised by the Connecticut College faculty as a reorientation toward the local and global engagement; and allowing students to apply classroom skills to real world jobs."

"These decisions might include, for example, deliberations over current presidential candidates. In her Voice article "Pathways to Nowhere? Critical Reflections on the New GE," Aparna Gopalan '17 conteststhat the curriculum fulfills Dean Singer's claim that the curriculum will produce effective citizens. She writes, "Connections seems to want to impart a politically neutral set of "skills" to students that they can apply whatever they like, only tempering this vocational "skill learning" by mandating thematic commonalities to a student's general education.""

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

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

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

"Not all faculty and students at the College, though, are necessarily on board with the idea that the curriculum will be good training for such career-focused, market-oriented skills. In fact, each of the faculty members who were interviewed for this article was highly critical of the path forward is contrary to this reality Gopalan has described. At present, there is an unequal distribution of new courses and majors that favor professional and high-tech fields while still honoring majors and programs that are more liberal arts-oriented."

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Indeed, many new initiatives of the Connections curriculum align with preparing students to understand that justice might lead to particular kinds of partialities in the service of equity. Should be schooled out of such views in premised on a shared moral compass and faculties? In which cases should the former pre-faculty members might disagree ideologically constitutes learning? What are the politics tackled is the same as the subject of our event. I might think that not all students who take a course on terrorism in the Islamic world, for instance, need to agree that Islam does not produce terror. The distinction between students and their instructors is an obvious sign of failed learning, while in other cases dissent is "intellectual," productive and thus permissible. Oftentimes it is the boundary of the permissible that is being debated in debates about free speech in the classroom, student/faculty power relations, etc. Of course the easy way out is to say that those kinds of disagreements are "informed" or "methodologically sound" and thus permissible, but this measure does not hold water when "sound methodology" itself remains contested within and among the disciplines. Ultimately, what the answer is, and this is why a real mission statement is a crucial document. It is the document that provides the guiding principles by which certain kinds are prioritized, criterion for sound intellectual inquiry are established, certain intellectual endeavors are privileged over others and contours of permissible dissent are marked. If the College adopts a mission statement that explicitly claims to be against anti-immigrant racism and xenophobia, for example, we then know something about which kinds of speech are freely permitted and which are not. Would we consider that this would violate or fall short of the intellectual and moral expectations of the College and thus have to be "schooled out of" students and even employees? Is it the absence of such a clear mission statement that renders our intellectual "community" fictional. This absence also results in the lack of a social code of conduct. This is one of the big challenges that the bias protocol committee faces as we continue to await its recommendations. The committee was put together in the Spring of 2015 and is yet to release a new bias protocol. Meanwhile, there seems to be no clear new bias protocol, no new way to address student/faculty bias and no expanded definition of "bias" in light of Spring 2015. Since defining bias requires defining a shared standard of acceptable speech and behavior, it makes sense why the College is struggling so much with the task. We are politically understanding of bias and discrimination, the bias reporting form reveals that the "bases" at Conn are (still) définissable identity-based injuries, precluding the possibility of there existing other kinds of discriminatory behavior. The bias reporting form is set up as the first step of a criminal procedure in which interpersonal discriminatory "crimes" are addressed. Thus we continue to be stuck with a corporate "conflict resolution" model of addressing discrimination, in which terms like "investigation" and "mediation" are used to understand anti-bias work. There is no sense from which to address biases that do not arise from personal identities, that are not targeted at an individual but at any larger group, and biases that are politically motivated in other ways than interpersonal injury. As the academic year comes to a close, I am left with the impression that no number of critical conversations can substitute for the very important work that a mission statement could do. It would allow for clearer understandings of hate speech, free speech, bias, leaning, expertise, dissent and many other things. It is great that the College stands by "the principles of justice, impartiality and fairness - the foundations for equity" - but it might be worthwhile if we define justice and understand that justice is required to particular kinds of partialities in the service of equity.
What is Normalization, and Why Do We Need to Talk About It?

KERRY DUGANDZIC CONTRIBUTOR

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

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

The Palestinian Campaign for Academic and Cultural Boycott of Israel (PACBI) has defined normalization specifically in a Palestinian and Arab context as the participation in any project, initiative or activity in Palestine or internationally, that aims (implicitly or explicitly) to bring together Palestinians (and Israelis and Arabs) and Israelis (people or institutions) without placing as its goal resistance and exposure to the Israeli occupation and all forms of discrimination against Palestinians and Israelis as "symmetrical". But Israel and Palestine are simply not on an equal playing field. The state of Israel, as oppressor and occupier, is in a completely different position from that of the state of Palestine. This power dynamic must be acknowledged in discussions of events and options referencing these two states. Otherwise, the oppressor’s reality comes to be seen as the norm, and oppression is accepted as a status quo, a fact of life with which the oppressed must cope.

This doctrine of anti-normalization, let’s call it, does not seek to de-legitimize Israel’s existence. It seeks to de-legitimize Israel’s occupation of Palestine and its policies towards Palestinians and Palestinians living within occupied Palestine. This power dynamic must be acknowledged in discussions of events and options referencing these two states. Otherwise, the oppressor’s reality comes to be seen as the norm, and oppression is accepted as a status quo, a fact of life with which the oppressed must cope.

This doctrine of anti-normalization challenges us to question our own actions and our participation in them. It challenges us to consider whether our actions are complicit in the oppression of others. It challenges us to consider whether our participation in certain activities is complicit in the oppression of others. It challenges us to consider whether our participation in certain activities is complicit in the oppression of others.

In order to make any strides toward full justice, one group cannot overstep the other. A power structure exists that systematically and unequivocally works against one group over the other. In order to make positive change toward peace and equality, this power structure must be acknowledged and resisted. So, I urge you, the members of this campus community, to speak up and speak out. When we talk about Israel and Palestine, we must talk about resistance. We must talk about liberation. We can have cultural events where we share meals and Iper, and we can have political events where we discuss different perspectives of events, but we must discuss normalization; we must discuss how we can come together as a community and promote the fundamental human rights that are primarily at stake here: the right to a future free of colonization and resistance.

In conclusion, the word "normalization" means different things to different people. For some, it means simply living a normal life. For others, it means living a life that is not normal. For me, normalization means living a life that is not only normal but also just and fair. Let us work towards creating a world where everyone is treated equally and with respect. Let us work towards creating a world where everyone has the opportunity to live a happy and fulfilling life. Let us work together to create a better future for all.
Assessing Conn’s Commitment to Faculty Retention

ANDREW SHAW
ARTS EDITOR

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

Five faculty members have resigned at Conn, effective at the end of this academic year. Significantly, these professors (English and Africana Studies Professor Courtney Baker, History Professor Anne Marie Davis and Jen Manion, Art History Professor Qiang Ning and Japanese Professor Takeshi Watanabe) have reached different points in their academic careers. Some have tenure, and some are tenure-track. This suggests that Connecticut College is doing poorly with faculty retention across the board, especially given that tenure-track positions are few and far between and extremely hard-won. Conn currently has only 164 tenure-track or tenured positions which may be adjust- ed depending on faculty departures with- in departments. How departments hire is determined by the yearly staffing plan, which Dean of the Faculty Abby Van Slyck draws up in consultation with President Bergeron and faculty members, along with some student involvement. This year’s, which mostly governs the 2017-2018 aca- demic year, adds three tenure-track lines, bringing the total number of tenured and tenure-track positions to 167. In addi- tion to the 167 tenured and tenure-track faculty positions, Conn employs 33 full- time non-tenure-track faculty members, some of whom are visiting and others of whom are permanent, as well as a num- ber of part-time faculty members. Adding these lines is an “unusual step,” Abby Van Slyck writes in the staffing plan, as “each tenure-track line represents a significant, long-term financial commitment on the part of the College.” She undertook the addition on the recommendation of the Faculty Steering and Conference Committee (FSCC) in order to provide Conn with “long-term, committed resources and stability,” she wrote.

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

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

There were five resignations in 2014-2015: four tenure-tracks (one each in the East Asian Studies and History depart- ments and two in the Psychology Depart- ment) and one lecturer (in the Chemistry Department). Abby Van Slyck termed the East Asian Studies resignation an “unex- pected vacancy.”

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

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

It is also noteworthy that each of these professors teaches and studies subject matters that are not, at least traditionally, taught at the university: gender and sex- uality, race and the non-Western world. Part of this work is to legitimize histori-
CONGRADULATIONS TO THE GRADUATING CLASS OF 2016

Good luck with everything and anything you pursue.

Once a camel, always a camel!

From the Office of the Dean of Academic Support and the staff of the Academic Resource Center
HANNAH JOHNSTON
CONTRIBUTOR

I knew you when you were good
When you walked with me down
that long dirt road next to the bay.
I knew you when your hair was shorter:
It like long but you wear it like a wig.
Do you like it long?
I knew you when we were willing
When we were washing ourselves of the sin
we inadvertently committed.
As we cleansed ourselves
You could never reach that spot on your back where
There was a scar you made in 3rd grade.
I never asked you to find it for you.
But I asked you to
Hide it for you to
Describe it for you to
Feel it for you, so that you didn’t have
to think about tears long-dried
That read “the Latino race” in the design
on your shirt.

There was a time when we rode between
car doors
And we followed the street lights until they were
replaced by salty rocks by a salty ocean.
When the engine stopped humming and the music stopped playing,
you said it “did much care for stars.”
And I gaped into the glassy window,
ot out of surprise.
But because I knew you wanted me to
And because I gazed at you with those stars in my eyes.
I think I know that you knew me well
You’ve squeezed my shoulder and lit
my joint
And you’ve given me blankets that are
Heavy.
I think I know that you knew that I
loved you.
It wasn’t love like everyone else’s be-
cause you were
Too beautiful to exist in the shadow of a hope,
but I came close that day we went to the
Carnival.
I almost said something.
Anything.
To let you know that I wanted more from
you, but then the tilt-a-whirl was too fast
and you had to go home.
We were never together how I wanted,
You loved other people (you lustedit oth-
er people).
But I could still speak thoughts onto
your arms and you
An’t swing them away.
You would kiss them and let them dis-
solve with time.
After I had whispered them enough to
recover.
Did you know you? I don’t ask to be a
challenge
For you to walk away from like a weary
soldier
But I know you’re starting to walk any-
way,
And I’ve always indulged you.
Babe, you know I’ve always
indulged you.
You would answer me but
A car is outside and honking like little
screams.
And your bags are heavy under your
eyes
And your skin is itching away its gold
And a pair of ballet slippers are waiting
for your sneakers.
I’m rambling like a dodge.
And you’ll talk to me later, okay?
And you walk out the door.
And I say, okay.
Okay.

Sweet Honey in the Rock

MAIA HIBBETT
OPINIONS EDITOR

For a literary celebrity, Junot Diaz arrived in a remarkably modest fash-
ion. Twenty minutes late due to thick Connecticut traffic, he quietly entered the
library’s auditorium to the sound of footsteps and the sound of people talking.
He crossed his arms and appeared to shrink, as if he were expecting to be
hidden behind a door.
Diaz spoke to the false comfort that in-
cluded in the words of people who are not afraid to speak their mind.

In his 2010 memoir, The Brief Wondrous Life of Oscar Wao,
Diaz acknowledged the institution-
al shame born out of these events and
lash against Professor Andrew Pessin and
Dan Rosenblum.

The event was a fun, two-hour celebration of music and humanity because, as Carol Maillard put it in be-
tween sets, “You can’t isolate yourself from the universe, so embrace it.”

And a pair of ballet slippers are waiting
And your bags are heavy under your
eyes
And you walk out the door.
And I say, okay.
Okay.

Sweet Honey’s Shirley Childress translated the entire concert into sign
language, which was a spectacle in itself. Vocalists Nitanju Bolade Casel,
Aisha Khalil, Carol Maillard and Louise Robinson were joined by Romeir
Mendez on acoustic bass. The audience was comprised mostly of New
York City community members because the event coincided with the Rihanna
capella concert also on campus.

Even in uncovering information.

Sweety Honey, the music stopped playing,
replaced by salty rocks by a salty ocean.

And the music stopped playing,
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cluded in the words of people who are not afraid to speak their mind.

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And I say, okay.
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A Look Back at a Life of Track

MARINA STUART
CONTRIBUTOR

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

When I was eleven years old, a tiny sixth grader with way too much energy, my coach told me at my first track and field meet to try long jump. She shuffled us all around between the events she thought we'd do best in. I was a sprinter, running mainly the 100 and 4x100, so the long jump seemed like a good event to try. That season I jumped somewhere around nine feet. By 8th grade, I reached 12 1/4". Jumping became my favorite event. I still ran the 100 and 4x100, but the long jump was what I looked forward to ev- ery week.

In high school I participated in soccer, basketball and track. But I always considered track to be my real sport. High school was all about discovering the triple jump. The difference between the long jump and the triple jump is that, in long jump, you take off with one foot, jump and land in the sand pit. In triple jump you actually jump three times before you jump into the sand pit. It's easiest to think of the triple jump as a skip (jump off one leg and then land on the same one) then a hop (jumping from one leg for the other) and then the final jump into the pit. Triple jump became what I really liked doing at meets and practice because it required me to improve upon a lot of skills. The three jumps, your run or your landing could improve each time. But with the long jump, you really just had the run, jump and landing to fix. My crowning achievement of high school was being a captain and placing third at Philadelphia District Championships in the tri- ple jump with a distance of 31'8". I came to Conn knowing I was going to be on the track team. It was actually a deciding factor when I was looking at colleges. My freshmen year started out a little rough. I tore my meniscus on one of the first days of prac- tice, but by the indoor season, I was running and jumping. It was in college where I made my final switch in events. I left behind the long jump, which by this time I was frustrated with, and took up pole vaulting instead. Why? Be- cause it looked super fun. Later I realized how dangerous it was, but at that point I was too far into the natural progression of jumping events, pole vault seemed like the obvious choice for me. I was a good jumper and I had been a gymnast for most of my child- hood. Also, after jumping for sev- en years, I needed something new to challenge myself with. In high school it was triple jump, in col- lege it was pole vault.

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

And now it's senior year. I am a captain, and I have freshmen jumpers and runners who I took out for it myself. I look on in par- tiality on how they do as I am in how I do. Every time they don't achieve what they have set out to do. What I've learned after 10 seasons of jumping: try to not be disappoint- ed if you don't achieve the height or time you wanted. Your final re- sult will not define you, and every jump is a learning experience. So, even if it wasn't the height or dis- tance you wanted, something was done well and you can learn from what you didn't do well.

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

**NHL Playoffs: American Teams Dominate Canadian Sport**

MARCE KLEPACKI
STAFF WRITER

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

For the first time since 1970, no team from Canada will be participat- ing in the playoffs, despite the notorious reputation of Canadian superiority in the sport. Also of note is the fact that fewer than 20 Canadian born players make up the majority of play- ers in the league, comprising only 49% of the athletes.

Instead, the Washington Capitals are leading the NHL coming out of the regular season. With 56 wins, 10 losses, and 8 overtime defeats, the Capitals have secured the Presi- dent's Trophy for a second time, the first being in the 2009-2010 season.

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

The Capitals are led by head coach Barry Trotz, who was named head coach in 2001. Trotz has three Stanley Cup titles led by John Carlson and Matt Niskanen, and with Braden Holtby currently ranked as the fifth best goalie in the league, the Capitals have more than a chance of winning the Stan- ley Cup, especially after beating the Philadelphia Flyers 4-2 in the Con- ference Quarterfinals.

But it will be no easy path. Behind the Capitals are the Dallas Stars (50 239), who did not even make the playoffs last year. A combination of skill from left wing Jamie Benn, who won the Art Ross trophy last year for most inseason goals, Jas- son Spezza and former Bruin Tyler Seguin, each of whom have scored 30 or more goals this season, have led Dallas to a playoff birth. Seguin is currently suffering a slice to his Achilles that has prevented him from playing in three consecutive games against the Minnesota Wild, who the Stars defeated in the con- ference quarterfinals.

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

While the Hawks are currently fifth in the league (47-26-8), their record and lineup should more than indicate that they remain a credible threat. Though Chicago lost three of its top six forwards and a top four de- fenseman, among other players, the Blackhawks lineup still includes legendary players like Patrick Kane, Jonathan Toews, and Duncan Keith.

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

Another consistently strong team returning to the playoffs is the Pitts- burgh Penguins. Stars like Sidney Crosby and Evgeni Malkin continue to provide success for the Black and Gold. The Penguins are one of the most consistent teams in the Metropolitan division and fourth in the league (48-26-8). The Penguins are currently 3-1 against the New York Rangers in the con- ference quarterfinals, and the two teams are facing off in playoffs for the third straight year.

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

An unexpected and excellent sea- son came from the Florida Panthers this year. Franchise underdogs that ranked 29th in January, the one thing the Panthers have done well is score. Their final result will not define you, and every jump is a learning experience. So, even if it wasn't the height or dis- tance you wanted, something was done well and you can learn from what you didn't do well.

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

COLE MITCHELL
STAFF WRITER

The first round of the 2016 NFL Draft has come and gone, and we are left with the good, the bad, and the ugly. The Philadelphia Eagles, who had the second pick and drafted Carson Wentz, a quarterback from North Dakota State, Wentz is in an interesting situation as their franchise quarterback. The Ravens made a trade with the Tennessee Titans in order to acquire the pick. The Titans were likely stalling on the development of a championship-caliber team and had a chance to add a quarterback to their roster. The Eagles gave up an enormous amount of draft picks for a quarterback who now has to learn how to compete against other top athletes in the NFL. Wentz is in a situation similar to that of the Titans in 2015 when they drafted Marcus Mariota, who had a successful college career but did not last. The Titans traded up to acquire him, and he was a disappointment in the NFL.

One of the best and most underwhelming picks has to be the Baltimore Ravens taking a middle linebacker, Nick Bellore, with the 48th overall pick. This pick is concerning because the Ravens needed a pass-rushing defensive end. The Ravens have the best pass-rushing defensive end in the draft, and if they had not taken Bellore, they would have been able to get a pass-rushing defensive end. The Ravens are already set at middle linebacker with Terrell Suggs and Matt Judon, so this pick is unnecessary. The Ravens could have used the pick to acquire a pass-rushing defensive end, which would have been more beneficial for their defense.

The one thing that worries me about this year's draft is the lack of depth. The Eagles made a big deal with the Tennessee Titans to acquire the pick, and the Titans were likely stalling on the development of a championship-caliber team and had a chance to add a quarterback to their roster. The Eagles gave up an enormous amount of draft picks for a quarterback who now has to learn how to compete against other top athletes in the NFL. Wentz is in a situation similar to that of the Titans in 2015 when they drafted Marcus Mariota, who had a successful college career but did not last. The Titans traded up to acquire him, and he was a disappointment in the NFL. The Eagles gave up an enormous amount of draft picks for a quarterback who now has to learn how to compete against other top athletes in the NFL. Wentz is in a situation similar to that of the Titans in 2015 when they drafted Marcus Mariota, who had a successful college career but did not last. The Titans traded up to acquire him, and he was a disappointment in the NFL.

The optimism in me points to the hype that Ryan, the father of the baseball, has lasting 24 seasons in the big leagues with slowing down. But the difference between Ryan and Syndergaard, and all the current ace throwers, is that Ryan's arm did not face the same wear and tear of those today. But now with the hyper intensity that young pitchers to get Major League offers in their early teens, nationwide, these young arms get no rest. It is terrific for young pitchers to get Major League offers in their early teens, but it comes at a price. The starting training will wear their arms down to sinewy shores before becoming Major League veterans. And there is no way to slow things down.

How are we to believe that young pitchers in the radar-gun wars don't do the same? With the need to hit the high 90s and the blind obsession with throwing the hardest among peers, what is stopping these kids? I'm not just talking about steroid use, which for all we know could be rampant in these youth programs, but simply overworking use, which for all we know could be rampant in these youth programs, but simply overworking the arm to be the hardest thrower. Not the best pitcher, but the hardest one.

Lately, the radar gun is exciting and (debatably) attracts fans. But this obsession has already cut career shots. It ruins the chance for the young pitchers to compete against the oldest pitchers in the big leagues, and it forces many to burn out before reaching the top. The incoming class of pitchers will not last. They will no doubt enter with a bang but will soon exit with a whimper.
Senior Runs Boston Marathon, Raises $10,000 for Dana Farber

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

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

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

Using Hal Higdon's Novice 1 Plan, Noonan was running, on average, four days a week, cross training once a week, strength exercising once a week, and taking one day off. Balancing training with school was hard, and some weeks she wasn't able to keep up, but the training paid off, and she was on track with her plan. Noonan ran twomile loops around campus, laughing as she remembered days where she would run ten laps and see the same person watch her run as they left Harris and then again as they left their class an hour later as she completed her run. Campus Safety even noticed her running and offered her rides places. "Training is such an unbelievable time commitment," she said, adding that she didn't truly know what she was getting herself into at the beginning of her training program. Though one may assume that in the weeks leading up to the marathon a runner would have completed and been comfortable with running 26 miles, Noonan's program had her only running 22 miles at the most before the race. A suggestion of her program for runners who are training quickly for marathons. In fact, in the days up to the marathon she was running even less than before, ensuring that she wouldn't hurt her body too soon before the race.

The day of the Boston Marathon was beautiful: 70 degrees and sunny. Noonan had no problems during the first half of the marathon, she felt good and her only problem was telling herself to slow down as to not tire herself out for the second half. People line the entire length of the course, Noonan said, cheering you on constantly. Specifically for her, Noonan had friends and family (many coming from Conn to watch) waiting cheering her on at miles 16, 19, 21, 22, 25, and the finish line. The hardest part of the race? The notorious Heartbreak Hill. Between miles 20 and 21, near Boston College, Heartbreak Hill combines its steep incline with its late timing in the race, and the fact that runners are already so exhausted by reaching it. Noonan said this was the only portion of the marathon that she walked.

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

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

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

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