

11-9-2016

The Bates Student - volume 147 number 7 - November 9, 2016

Bates College

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Recommended Citation

Bates College, "The Bates Student - volume 147 number 7 - November 9, 2016" (2016).

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The Bates Student

THE VOICE OF BATES COLLEGE SINCE 1873

WEDNESDAY November 9, 2016

Vol. 147, Issue. 7

Lewiston, Maine

ARTS & LEISURE

Gabriel Nott '17 reviews Westworld, a hit TV series that questions life in artificial intelligence.



See Pages 5-6

FORUM

Will Murray '20 discusses the administration's role in discouraging appropriative costumes.



See Page 2

SPORTS

Women's cross-country head coach Jay Hartshorn wins NES-CAC coach of the year, as team prepares for regionals this weekend.



See Page 7

Maine ACLU asks US Dept. of Justice to investigate voter suppression effort at Bates College

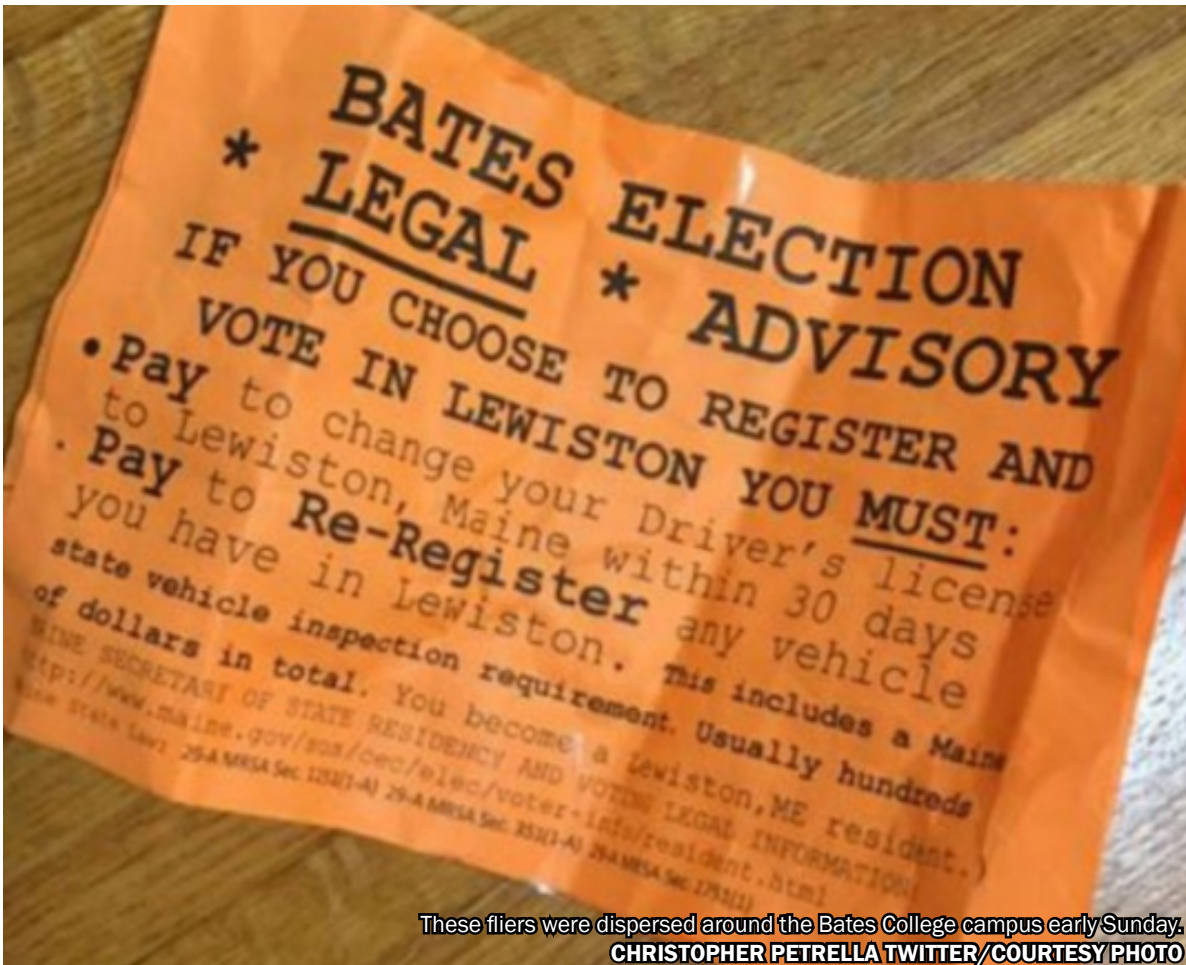
AMAR OJHA & NOAH LEVICK
EDITORS IN-CHIEF

Sunday morning students encountered bright orange leaflets reading "BATES ELECTION LEGAL ADVISORY." The word 'legal' was underlined and had stars around it to add emphasis. Below that were two categorically false statements. First, students wanting to vote must change their driver's licenses to a Maine license and second that vehicles must be re-registered, with a note stating that this often costs hundreds of dollars. The leaflets were immediately removed from Commons and dorm buildings, and a suspect was identified in the [Lewiston Sun Journal](#) as a tall blonde man.

Less than two weeks ago, Federal and State officials along with the ACLU of Maine published a press release on election fraud claims. U.S. Attorney Thomas E. Delahanty II said in the press release, "Every citizen must be able to vote without interference or discrimination and to have that vote counted without it being stolen because of fraud. The Department of Justice will act promptly and aggressively to protect the integrity of the election process."

A Maine Assistant United States Attorney said he could not yet comment on the specifics of the case, and directed The Student to the FBI. At this time, the FBI was unavailable for comment. Legal Director at the ACLU of Maine Zachary Heiden spoke with The Student, saying, "The Voting Rights Act of 1965 prevents any person from threatening or intimidating or coercing or attempting to threaten or attempting to intimidate a person to interfere with their right to vote. And it seemed to me, given the timing of the letter (just before an election), and the target audience (student voters), that the only reasonable purpose of such a letter would be to scare students into not voting."

Heiden also noted, "Intent is not the only important question under the Voting Rights Act, so even if the people who sent these fliers or



These fliers were dispersed around the Bates College campus early Sunday. CHRISTOPHER PETRELLA/TWITTER/COURTESY/PHOTO

the Governor did not intend to coerce, threaten, or intimidate, if the letters had the likely effect of doing that, they would still violate the law. So another part of the investigation would be to figure out what was the effect; were people intimidated? Were people scared? Were people made to feel that they would be subject to unwelcome government attention if they decided to exercise their fundamental rights?"

Governor Paul LePage had his own take on the matter, saying in a [statement](#) on his website that Democrats "have encouraged college students from out of state to vote in Maine" and college students are allowed to vote "as long as they follow all laws that regulate voting, motor vehicles and taxes." Of course, citizens are not required to own a vehicle to vote, nor are voters required to have a driver's license.

Heiden said that, in addition to

investigating the incident at Bates, the ACLU is "looking into comments made by the Governor today that also target student voting, and we have called on the US Department of Justice to investigate."

According to Heiden, "the Voting Rights Act of 1965 makes this a civil offense. But the National Voter Registration Act [of 1993] makes it, intentionally, a criminal offense. There are both criminal and civil penalties associated with this."

President Clayton Spencer spoke of the event to the Sun Journal, saying it was "clearly a deliberate attempt at voter suppression," and released a [statement](#) on the Bates website saying: "Many Bates students are eligible to register and vote in the City of Lewiston. Any unofficial communications that suggest otherwise are contrary to the ideals of American democracy."

This voter suppression effort

has mobilized the Bates student body. On the evening of November 7, Bates students staged a student demonstration, organized by Bates Student Action and Bates Democrats, decrying Republican nominee Donald Trump and his problematic tactics throughout his campaign. Meghan Lynch '17, election co-lead of Bates Student Action, said before the demonstration, "We are now incorporating the voter suppression signs. We will be distributing replicates of the original signs with actual information about the voter registration process during the demonstration."

"We planned the demonstration so as to send a sense of urgency to students about the value of our vote in this contested district," Lynch said. "Bates students

See INVESTIGATION, PAGE 4

Wasteland, not a waste of time

The Environmental Coalition screened the movie to better educate students about the influence trash can have

MARIAM HAYRAPETYAN
ASSISTANT NEWS EDITOR

Amidst the chaos of the election, the Environmental Coalition screened a documentary, *Wasteland*, on Monday in Olin. The film was different from the typical documentary, in that, it was not purely factual; rather, it included people's stories and emotions as a way to connect to the audience.

The film's premise was that of an artist Vik Muniz who incorporates trash and garbage into his art—there is an aspect of transforming the material into art. Muniz spends two years in Jardim Gramacho in Rio de Janeiro, Brazil, which is the world's largest landfill by the volume of trash that enters it each day.

Given that the city of Rio does not have a recycling center in the city—something the locals have been demanding—an Association of Pickers of Jardim Gramacho formed. The pickers are people who collect recyclables, which are later picked up by the wholesalers. In a sense, their job is to help increase the capacity of the landfill.

The Association of Pickers of Jardim Gramacho, like any other movement, has a hierarchy with a president and vice-president; however, they all work together to reach their goals. For example, some of their movements included a push for paved roads and a sewage system—all of which have been granted to them.

See WASTELAND, PAGE 4

TRUMP WINS BIGLY



Bates students register to vote at Lewiston Armory Memorial. MAX HUANG/THE BATES STUDENT

AMAR OJHA
EDITOR IN CHIEF

NOAH LEVICK
EDITOR IN CHIEF

At press time, Donald J. Trump was on the verge of an upset win over Democratic Nominee Hillary Rodham Clinton. Despite nearly every political poll and pundit predicting a Clinton win, Trump seemed on course to become the 45th President of the United States.

Trump retained most of the states that Mitt Romney won against Barack Obama in the 2012 election while also taking several important swing states, including Florida and Ohio. The Rust Belt posed an unexpected challenge for Clinton, as Trump excelled amongst white, male voters.

Republicans kept a significant majority in the House of Representatives, having already earned the 218 seats needed for control at press time. In the Senate, Republicans appeared poised to win a majority, although final results were not yet available.

In Maine's Second Congressional District, Republican Bruce Poliquin defeated Democrat Emily Cain. Lewiston, the second largest city in Maine, favored Clinton by a margin of 8,189 to 7,301 votes.

While five of the six ballot initiatives in Maine were extremely close, two measures had been called. Question Four, on increasing the minimum wage, officially passed, as did Question Six, which stipulated the issuing of transportation bonds.

Costume controversies

WILL MURRAY
CONTRIBUTING WRITER

As we take down our Halloween decorations and pack away our costumes, consider what this holiday leaves behind. The stinging repercussions of costumes likely comes to mind. Whether it's the appropriation of historically oppressed cultures, or the fetishization of a racial demographic, costumes can be dangerous.

It's not my place to discuss the issue of appropriation itself. In light of recent motions on campus, appropriation seems to be an issue for which the Bates community exhibits a genuine care. With the new poster campaign, We're a Culture Not a Costume, the problem of appropriation is visibly present on campus as well. In a Bates Today released in the week before Halloween, a faculty member delineates the issues with appropriation-- as well as a suggested list of responses. Through several movements on campus, the vital dialogue of appropriation has already been opened.

Instead, I want to initiate a different type of discussion altogether. I'd like to explore what these costume controversies mean on an institutional level-- that is, for Bates as a liberal arts college. A concerted effort has been made to combat appropriation with the aforementioned poster campaign and email alike. The content of these messages is essential to understanding the hegemonic society of which we are a part and in spreading awareness of the toxic ramifications of appropriation. But where are these messages coming from?

The driving force behind this campaign seems largely staff-centric. As to the poster campaign, the email cites the Office of Intercultural Education, Office of Residence Life and Health Education, the JARC staff, and the professor as the central contributors. And of course, the email itself comes directly from a professor. For an issue prescribing the behavior of students, the message seems to be coming heavily from the administration.

Many will recall the Yale Halloween controversy, in which faculty member Erika Christakis sent out an email reacting to a statement from the University urging students to rethink their Halloween costumes. Her email was certainly not devoid of flaws, and I won't argue in defense of the piece as a whole. After all, Christakis has received widespread criticism from Yale faculty and stu-

dents regarding the semantics of her email. But buried beneath the controversy, Christakis raises important questions.

At its core, the email explores the role of the administration in controlling student speech, illuminating the "consequences of an institutional exercise of implied control over college students." The purpose of an educational institution is to allow for the intellectual growth of its students. So we're left with a complex question-- what role should the administration play in facilitating that growth?

With the one-year anniversary of the Yale controversy in our wake, the questions it raises have never been more relevant. And with Bates faculty spearheading initiatives against appropriation, this issue certainly pertains to our community.

If one thing is for certain, this problem is not limited to Bates. This Halloween, the administrations of several institutions cracked down on appropriation, including several NESCAC schools. Wesleyan University recently disseminated a "checklist" around dorms to thwart appropriation and general offensiveness in costumes. Tufts' Dean of Student Affairs delineated specific repercussions for wearing disrespectful costumes on campus. As these controversies continue to crop up, a pattern among liberal arts colleges begins to emerge.

Several of Bates' fellow NESCAC schools have set a precedent of how we should approach student speech. It's now in the hands of the Bates community to decide if we want to follow suit. Christakis questions what administrative censure says about "our view of young adults, of their strength and judgment". If Bates is a community that instills an intellectual trust in its students, we should allow for student organizations to lead these efforts against appropriation. We are a community of fiercely intellectual students-- shouldn't we deserve the ability to learn from each other?

In the end, we're left with many more questions than answers. But I think that's the purpose of any forum-- to foster dialogue. Without question, raising awareness of appropriation is imperative. Perhaps, we just need to rethink who should be doing it.

LePage shuts door on refugees

HANNAH WILSON
STAFF WRITER

This past Friday, Governor Paul LePage announced that Maine will be withdrawing from the federal government's refugee resettlement program. While LePage can not actually prevent refugees from being resettled in this state, he can refuse to provide them with social services such as welfare and health care. He justified Maine's withdrawal citing the burden that these refugees have on the state's welfare system, the "lack" of vetting that they receive before arriving, and the case of one man who was radicalized after coming to Maine. To some, LePage's withdrawal just signals his attention to the importance of ensuring Maine's safety, security and economic stability. I would like to call out his actions for what they really are: racist and xenophobic bullshit.

LePage never cites any facts to back up his claims that refugees burden the state's welfare system. Time and time again, welfare statistics have shown that in Lewiston, refugees are not draining the system dry (as LePage and Mayor MacDonald would like to have everyone think). In Lewiston, Somali use of welfare is proportionate to the percentage of the population that they represent and no one is drawing upon welfare benefits that they do not qualify for. The governor's rhetoric about refugee use of welfare shows

that he does not believe that "these kinds of people" should be receiving assistance from the government. But what about them disqualifies them from accessing these resources?

In addition, his assertion that refugees are not being properly screened before being sent to the United States is also racism masquerading as concern for safety. The process of refugee resettlement can take years. Within this time, there are countless interviews, security checks, and screenings before a person can be approved for resettlement in the United States. This is an extremely stringent process, which Paul LePage apparently does not think is comprehensive enough to vet African and Middle Eastern refugees. However, I doubt LePage would force a white European immigrant to undergo the same rigorous process before coming to Maine.

Finally, in discussion over closing Maine's borders to refugees, LePage likes to cite the case of a man who lived in Maine but returned to the Middle East to fight with a terrorist organization there. Yes, there are a few cases of this happening. But, this is one man out of the hundreds of refugees who have come to Maine and become contributing members of their local communities. If one member of the refugee community commits a crime, the whole community is held in suspicion. However, a white man can commit an act of terrorism against

a black church and we treat them as an outlier. This double standard is completely racist and Islamophobic. This does not even address the forces of social and cultural isolation (that we, the dominant culture cause) that could have caused this man to feel driven to join a terrorist group overseas.

LePage is perpetuating a racist rhetoric, which prevents people from seeing and accepting refugees as neighbors, friends, and contributors to the local community. LePage has no factual basis for rejecting the resettlement of refugees in this state. And maybe the governor has not noticed but, the aging population and departure of young people means that Maine is shrinking. Refusing refugees through political action and hateful rhetoric that turns many away spells out dark times for the future of the state. Beyond that, we have a duty to extend some basic human decency to the people who are trying to make a life for themselves and their families in this great state. Refugees are escaping horrors that most of us (including Paul LePage) will never have to experience. They are fleeing from famine, persecution, and war. And instead of opening our arms, and giving them the chance to live the kind of life that we are so fortunate to lead, Paul LePage is slamming the door shut.

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grow.

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Where are the conservatives?

HANNAH TARDIE
MANAGING FORUM EDITOR

This one goes out to the small business starting, gun loving, border patrolling, abortion hating, death penalty loving conservatives. Where have you been? Where was your response to the DAPL, Flint Water Crisis, the global Syrian Refugee Crisis, Trump’s leaked videos addressing sexual assault, Clinton’s email scandal and our recent military action in Yemen? Where has your response the whole of the presidential election been? To Trump’s “tax-cutting” economic policies? To

Clinton’s “student debt-cutting” redemption policies?
I have seen and heard snippets of intelligent discourse across CNN and Fox News. I have seen and heard snippets of intelligent discourse from the right in class, in Commons and on social media. I know that there have to be smarter conservatives than what the media is showing and what Trump is representing (if he is even representative of the conservative thought process). I know that Bates can often seem overwhelmingly liberal (as most college campuses seem), but based on actions, events and conver-

sations I have witnessed and heard on campus, the conservative voice is being underrepresented within the Bates Student and other intellectual platforms. This is not acceptable. We need you. We need your voice if we are ever going to have an honest conversation.
If you are afraid of social repercussions or not being published, we can talk about ways to shield your identity. I am calling you, those who generally disagree with me, to stop shaking your heads and just write about it.

Chobani faces nativist critics

MARY SCHWALBE
MANAGING FORUM EDITOR

Hamdi Ulukaya emigrated from Turkey in 1994 to study English and business in Long Island, New York. After starting a feta cheese business, called Euphrates in 2002, Ulukaya went on to found Turkish-style strained yogurt company, Chobani (called “Greek” yogurt in the US). By all accounts, Ulukaya is the epitome of the glossy ‘American Dream--’ he worked hard and was able to build a profitable business. However, Ulukaya has recently spoken publicly to encourage other companies to hire refugees, as he himself has done. While Ulukaya has been praised for his humanitarianism and activism on behalf of displaced persons, according to nativist bloggers and other right-wing adherents, this behavior is anti-American and should be boycotted.
Ulukaya has donated significant portions of his income to refugees in Iraq and Syria and founded the Tent Foundation, which serves to aid refugees by offering support to individuals, governments and organizations. His yogurt company, Chobani, has roughly 2,000 employees, 30 percent of whom are refugees. Conservative

blog, 100% Fed Up, doesn’t see this as the problem, however. They write, “BTW, if he wants to spend his millions helping mostly Muslim refugees where they are, that is wonderful and commendable, but lobbying for more to be admitted to the US should be opposed at every turn.” In other words, they think Ulukaya can send money to refugees if he wants to, but encouraging the resettlement of refugees is the bigger problem. So why is Ulukaya being targeted specifically? Washington Post reported that, although other companies have followed his lead, Ulukaya in particular has faced more backlash than anyone else. They trace this back to the vitriolic rhetoric of the current Republican presidential candidate: “It is no mere coincidence that Mr. Ulukaya, an immigrant, was targeted while other executives who have aided refugees were not.”
The root of the hatred seems to be this: Ulukaya is an immigrant, hiring refugees and immigrants and getting big businesses to do the same thing. If enough people follow his lead, in boycotter’s eyes, there will be no more jobs left for Americans. Obviously, these nativist sentiments are rooted in fear and ignorance and inflamed by right-wing politicians and conservative media outlets such as Breitbart. In their eyes,

jobs at Chobani factories are rightfully those of natural born citizens. Phrased a more demagogic way (here’s looking at you, Trump), immigrants are taking OUR jobs. Not only are these statements incorrect (as has been shown in studies such as “The Economic and Fiscal Consequences of Immigration”), but they perpetuate growing xenophobic politics in our country.
As the election comes to a close (or, when this is published, finally ends) we need to recognize hatred for what it is and understand from where it stems. Some have responded to the proposed ‘boycott’ by tweeting pictures of themselves buying shopping carts full of Chobani yogurt, and supporting businesses that take initiatives to hire refugees is a great start, but as a nation we also need to focus on the understanding of these issues. Tweeting a picture isn’t going to change anyone’s mind, but starting real conversations about the refugee crisis can. Fear of difference and the unknown is born from ignorance and can only be combatted with education.

Bates makes TFAs top contributors list

AMAR OJHA
EDITOR IN CHIEF

Bates College once again made the Annual Top Contributors List for Teach for America in 2016, sending 6 Bates alumni to the 50,000 teaching corps nationwide. *The Student* recently interviewed a Recruitment Manager at TFA and as well as a Bates alum who is currently a teaching corp.

Leigha Kerwin’s (Recruitment Manager) -

Bates sends a very high percent of students to TFA, with 13% of the graduating class applying to the program a few years ago, and similar expected percent in recent years. What do you think might account for this trend?

Bates students have always exemplified a deep commitment to service and demonstrated a unique talent for leadership. This year is the third time that Bates has made the Top Contributors to TFA list (they were also featured on the list in 2010 and 2011).

What sorts of students should consider applying to Teach For America? What sorts of characteristics do you look for in applicants?

We encourage ambitious, hard-working student leaders of all majors and backgrounds to consider Teach For America as a career opportunity. If you’re looking to make an immediate impact after graduation and apply your leadership to tackle one our nation’s most pressing problems, Teach For America is the place for you.

Many worry that the training may not be enough for teachers to feel prepared. Can you talk a little about the training process?

Between 2009 and 2013, statewide studies in North Carolina, Tennessee, and Louisiana concluded that TFA is among each state’s top teacher-preparation programs. Also, the vast majority of principals who work with corps members say they would hire another.

Additionally, a federal study came out a few weeks ago that had some positive things to say about our training and effectiveness. [What Works Clearinghouse](#) published that TFA is by far the most studied teacher prep/development program in the nation and our corps members have a positive impact on their students’ academic growth.

What sorts of jobs or careers do corps members have upon the end of their tenure at TFA?

We have 50,000 alumni across the country who are all doing incredible, impactful work. Of those alums, 65% of them still work in the field of education, and an impressive 82% are in roles within a variety of sectors that still impact education and low-income communities.

Our alumni are attacking inequity from all from every sector and from all levels of the system. You will lead alongside and together with social entrepreneurs, educators, activists, and political leaders, who are united by a commitment to equity for children.

What changes are be-

ing made to the program?

Our application has been shortened, which makes it much more streamlined and accessible. It should now only take applicants between 1-2 hours to complete!

What would you say to a student who is considering TFA but wants more information?

Our website, www.teachforamerica.org, has an abundance of information and alumni stories. However, I would encourage any interested student to reach out to me directly in order to set up an informational meeting on campus!

Leigha can be reached for further information about TFA for Bates students at Leigha.kerwin@teachforamerica.org or by phone at (857) 209-4172

Noah Riskind ‘16 (Corps Member):

Why do you think that an exceptionally high percentage of Bates students apply to TFA?

Teaching is work that actually matters and it isn’t about you, it’s about the kids. I think that a lot of Bates students are generally selfless people who want to do work that matters. I also believe that Bates students are aware of the unbelievable inequalities and injustices that take place in this country every day based on race and the zip code you are born in. As a corps member you have the privilege of working in communities that need and want you there.

Where is your school placement and what students are you working with?

I’m a seventh grade math teacher at a charter school in New Bedford, Massachusetts. On a daily basis my kids piss me off, astound me, make me laugh, stress me out, and teach me more than I learned in any classroom. A lot of times it’s really easy to get caught up in the moment and have minor freak outs (think finals x10), but I do my best to try and keep some perspective, and in those moments I couldn’t be more appreciative of the time I get to spend teaching.

What would you say to students who are considering TFA but are unsure? What sorts of things should they take into consideration before making that decision?

Be honest with yourself, if it’s not for you that’s totally cool, but if you think you can handle it, give it a shot. I’m only six weeks into my first year and right now it’s really challenging, but it’s only going to get better and I love my job.

What, if any, constructive criticism would you have for the program to make it even better in coming years?

Education in this country is not a straightforward issue, it is so systemic and ingrained in our society at this point that it seems like it will never actually improve (key word: seems). So, with that being said, complex problems require complex solutions. TFA is far from perfect, but it’s doing its best to address a complex issue that needs solving.

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WRITE FOR US!

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The Bates Student

D BatesRates

▲ Sex Week was a success

Bates hosted another annual week of informative events

▼ Commons runs out of mac and cheese

Some sad students missed out on the deliciousness

▲▼ Seagulls galore

Unexpected visitors

▲ Less than two weeks until break

Something to feel thankful for

▼ Darkness

Thanks, Daylight Savings Time...

▲▼ Voter suppression effort

Democratically disgusting, but mobilized masses

Who are the Language TAs?

An upcoming series of articles about the lesser known ‘students’ on campus.

WILLIAM BORELLI EBERT
CONTRIBUTING WRITER

The language classes at Bates often have a Teacher’s Assistant who tend to be upperclassmen willing to help their classmates if they have any questions or problems regarding the various topics they are learning. Additionally, TAs sometime function as teachers by supervising a lesson or preparing agenda for a class.

The language TAs are not your typical Bates students: they have already graduated from an institution of higher education, and most reside outside of the United States. The language TAs make up an inter-

esting group of individuals: recently graduated, but beginning to ferment a career in academia graduates and on the cusp of the stereotypical monotony of adulthood.

But the past experiences of TAs on campus are often un-probed by students on campus. Who are these individuals? What were their lives like? And how did they come to Bates? What we intend to do is answer these questions, and, through each interview, we will attempt to convey who these people are. Sometimes readers will get a good sense of a TA, while other times readers will be left as they were before. While we cannot say that we will do their stories justice, we hope to

share some of the rich and interesting past experiences of the TAs on campus with our readers. Through these interviews we hope to not only inform you about who they are, but also give you a better picture of the world as a whole.

The interviews will be of a different format; they will not be edited for grammar or content. Their answers and narrative will be given verbatim, with all the grammatical errors and disorganized thoughts in plain view. Through this, we hope to convey to you a better sense of who they are through their own voices.

Unfortunately, due to limiting constraints, the interviews will be shortened from their actual length.

Meeting Spanish TA Nicolas Correa

The first installment in a series that gets to know TAs

WILLIAM BORELLI EBERT
CONTRIBUTING WRITER

Nicolás Correa: the soft-spoken, but no less verbose, teaching assistant working within the Spanish department on campus. To most of the Spanish students, he is known as the teacher who is always laughing. But who is he? To answer that, he will have to tell you.

Nicolas Correa: “I’m from Colombia, born in the capital city of Bogota. I grew up with my parents until I was 6 and then my brother was born and my father passed, and so from 7 years old to when I was 21, I lived with my mother and my brother. I went to a catholic school. Wow, I can tell you a lot about my childhood. I lived with my mother and my grandmother until she passed, and we lived in an apartment right in front of the park. I did a lot of physical activity at least until I was 16; I played volleyball and basketball and soccer.

William Ebert: Why did you decide to learn languages as a careers path?

NC: I like to think that in my life, all my big important decisions have come from very traumatic moments. I have been learning English since I was a baby since my mother would speak to me and my brother in English and back then I used to read comics in English, so I was always really into English. And then when I was probably in 4th grade, one of my teachers, one of my English teachers, asked “How do you say ‘jugar’ in English?” And I raised my hand but she never called on me. So eventually I just yelled the answer: “you know, it is to play.” And she asked, “Then why didn’t you say the answer? Why would you let people guess if you knew?” So I knew the answer and she told me off, so that was very upsetting. I remember my mother wanted me to be a business administrator, work in a bank, but I didn’t want to make tons of money, I wanted to be an English teacher. But where was I? Oh yeah, I remember: it was about when I discovered that I liked listening to myself. Yeah, that is a good thing to find out when

WE: What do you think of America?

NC: It has been really impressive. I was in New York City for a day and then I was in Boston, and then I was here in Lewiston. When I got off the airplane, I went to New York. And it was really strange to see all these people all the time, it was, like, full all the time, and it gave me a headache. Yeah, but it was really interesting; it was an organized chaos. The buildings of course made me very dizzy, like ‘Whoa that is so high!’ I was also always thinking, “where are all these people going?” But America is just what I imagined, except for one thing: when you think of America, you think about the cities, but you never think about what connects those cities. The first time I came to Lewiston from Boston, it was very funny because you have a lot of trees - beautiful roads, but a lot of trees. But when you think of America you never think of the trees, you think of the cities. Everything is so flat, like my country is the middle of four mountains, and all the east of the city was a mountain, so when I left the city I was like “where is the north?” So, Maine is a little weird. Like this place is so big. But it is everything I ever thought about. Sometimes you think people don’t treat you differently because you are not local, but it never happened. I was expecting multi-faith, multi-ethnic group of people, and that is what I see.

WE: How did you become a TA at Bates?

NC: Well at the beginning of the year, well the thing is this, last year, I was at the third semester of my masters and my advisor was in Italy. So I had to talk a lot with the director of my masters, and she one day sent an email, like Bates is a col-

lege they are looking for a learning associate. And I looked at the time and I saw I needed to finish my thesis in six months, and so I talked to my girlfriend and she said, “Well, go. You need the experience.” So I prepared everything and sent my resume, and then my University selects three candidates, and then Bates selects one. And then like a few weeks later I got a letter from Bates saying that they wanted me to come to Bates. And then in August everything arrived, and in a matter of two weeks I had to get everything ready. Quitting my job, telling my boss like I’m leaving. But they were really great, they were like, “you’re living” and I was like, “Yeah I’m living. See ya!” I had to pack everything from my apartment.

WE: What are your plans for the future?

NC: Well right now, I want to have a PhD too. I know it would make my family proud. But also, the field of education is not easy. I want to get married to my girlfriend, and I don’t know about children. If I do have children, I want to be able to support them. When I was in Colombia I worked really hard so I made good money, but for the average teacher, it was 3 times the average teacher salary in Colombia. But still it isn’t even the salary. So I want to do something that gives me this income. But that is for the family. Definitely I want to do research, I like grammar period: grammar and culture, grammar, grammar, and grammar discourse, and grammar. I like teaching college students, and I would like to continue teaching college students or teaching other teachers. I like that appreciation of the academic life. I have seen it here that is very interesting. Like I work a lot, but from working 30 hours a week, plus thesis, it is great, like I can read what I want. I work and then I read. Being a college student can be a lot less enjoyable than a professor. But I have already been through that so that’s why I can laugh.

Please be sure to pick up a copy of The Student next week to read the next installment of a series that explores the backgrounds of on-campus TAs.

Recent violent incidents near Bates

Director of Bates College Security and Campus Safety, Thomas Carey, responds to these events.

LUCIA BROWN
STAFF WRITER

Two recent acts of violence near the campus, on October 31st and November 4th, have been reported. Although only the Lewiston Police Department can provide specific details regarding these crimes, Thomas Carey, the Director of Bates College Security and Campus Safety, has valuable insights to share with the Student.

Although Carey emphasized that no incidents occurred on the Bates campus and that no one from Bates was involved, he nonetheless informed all Bates faculty, staff, and students about the incidents via email. In the words of Tom Carey, “awareness is an important component of safety and security.”

On the evening of October 31st, two individuals, who knew each other, were involved in a disagreement that ended in a stabbing. The incident occurred at 29 Vale Street, which was the victim’s residence. The only other fact we know is that “the victim, assailant and witnesses to this incident have refused to cooperate in the police investigation.”

On November 4th at 10 am, an incident, once again, occurred in which the victims knew each other. This time the incident ended in a shooting; however, “there was no lockdown or active shooter situa-

tion.” The police are still looking for the shooter because shortly after the incident, “the perpetrator fled the area.” In discussing with Carey, he explained that “the consistent theme is that these incidents are not random and the individuals involved know each other.”

Carey pointed out, “Lewiston is by any measure much safer than other Maine and New England cities,” (according to Uniform Crime Reports provided by the FBI). However, he recognizes that crimes can occur anywhere and that “if you are in downtown Lewiston and not going to a restaurant or bar, then you should reconsider the need to be down there.”

Carey then identified some “common sense actions we should all employ in our daily lives to keep ourselves safe. This advice includes: securing your property and person, knowing where you are going, having a plan, letting others know where you are going, locking your vehicle, parking in a lit area, not leaving items of value in plain view, and making sure you know locations of exits and entrances, no matter where you are.

Although these two incidents did not directly affect or involve anyone from Bates, and while Lewiston remains a very safe community, Carey cautions you to “follow your intuition” because “often times if something doesn’t feel right, you’ll know it.”

INVESTIGATION

CONTINUED FROM PAGE 1

will have a huge effect on whether or not Trump gets the 2nd district’s elector, and the presidency could come down to a few electors. Bates students could ‘tip the scale’ towards Clinton, as will be demonstrated by the banner.”

With robust efforts on campus to get out the vote, canvass for ballot initiatives, early voting transport, and registering students, Bates College is gearing up for the 2016

Presidential Election. And it doesn’t appear that these orange leaflets are about to dissuade any Bobcats from exercising their Constitutional right and civic duty.

Lynch concluded, “I just think it is incredibly ironic that while these voter suppression signs were being distributed on campus, we had over 40 Bates students canvassing off campus, encouraging other Lewiston residents to vote.”

WASTELAND

CONTINUED FROM PAGE 1

Muniz spends a considerable amount of time concentrating on the lives of the pickers and taking their photographs to later sell them: all profits go to the president of the Association of Pickers of Jardin Gramacho. The focus is on a few out of 2,500 pickers, where we see the abhorrent situations in which they reside; however, they aim to keep a positive perspective on their lives.

Even though the documentary portrays the lives of people living in

a lower-income country compared to that of the United States, it is crucial to recognize the impact trash has on people’s lives. We are a nation that has a recycling center in the city and a country that does not have trash flooding the streets; however, we are also a country that is rather careless about their trash.

To learn more about the work the Environmental Coalition is doing and their initiatives, email Noel Potter ’17.

The Bates Student

facebook.com/thebatesstudent

www.thebatesstudent.com

A capella gone wild: Sex week edition

Three a capella groups perform love-themed songs in conjunction with Bates Sex Week



The ManOps display love and affection for Sex Week.
DREW PERLMUTTER/THE BATES STUDENT



Ned Thunem '18 from the Deansmen sings "Let Me Go."
DREW PERLMUTTER/THE BATES STUDENT

TORY DOBBIN
ASSISTANT ARTS&LEISURE
EDITOR

Need an extra condom, anyone? After attending the Bates Sex Week a cappella concert, audience members are stocked up on both the flavored and lubricated rubbers that covered every table in the Fireplace Lounge this past Wednesday night. Sex Week organizers also provided information regarding healthy sex and STD statistics amongst college-aged students.

Once audience members had filled into the intimate atmosphere and observed the various condoms and pamphlets, the Deansmen strolled in snapping and singing "L-O-V-E" with Henry Baird '17 as the soloist. I was surprised to see the Deansmen out of their tuxedos and in much more casual button-up shirts and pants, but their performance made up for their absent

attire. After their first song, Baird introduced the group and the concert to the audience while making jokes regarding his lack of preparation and awkward wording. The group quickly maintained their energy with a Deansmen classic: "Let Me Go." My personal favorite, this song incorporates both wonderful vocals and entertaining armography; you cannot go wrong with that pair. Finally, they sang, "Sexual Healing." The song begins by whispering, then grows into a confident and comfortable song about the power of sex in a relationship. Towards the end, the group gradually fades from the strong instrumentals of the chorus to the repetitive line "heal me my darling." As the voices fade and ascend higher in pitch, the intimate nature of the song is revealed. The Merimanders followed, performing the most technically

strong set. Starting with "Feeling Good," Emily Tan '19 and Sarah Curtis '18 demonstrate note-for-note perfection through their clear voices while the rest of the group exemplifies typical Merimanders skill for arranging scores. After uproarious applause, the group shifts into their second piece: a mash-up of "Scrubs" and "No." Aside from the originality of this combination, the bridge of the song builds in such a way as to truly render the frustrating experience of receiving attention in undesired ways. Towards the end of the number, the women share knowing glances; soon they break out into giggling choreography in time to the "Untouchable, untouchable" repetition in "Scrubs." Throughout the song, they were in anticipation of this exciting and dramatic portion of the piece. As the Merimanders leave the stage, they welcome the Manic Optimists (ManOps) to the front. As the ManOps trickled in from the audience, I was unprepared for the drama their performance would bring. After giving pitches, they break out into the song "Inside of you." A clear reference to sex, the song includes such phrases as "inside of you, please let me inside" and "so nice, so very nice." The audience responds in laughter as soon as the innuendo is realized, and the ManOps maintain a serious façade until the last few lines of the song. Reaching a climax (pun intended) at the line, "it's so much more than just a screw" the group starts to smile and the audience hardly manages to stifle their uproarious laughter. Transitioning into their second song, the ManOps keep up their energy with the song *Magic Mike* made even more seductive than it already was, "Pony." Replete with lines offering a "ride" you "won't want to get off," this song maintains the giggly and sexual atmosphere of their previous song. Some audience members cheer and screamed at lines such as, "juices flowing down your thigh," suggesting that such lyrical content was unexpected due to its racy nature previously not performed so openly. Miming grinding, the singers enjoyed joking and playing with the sexual themes of both their songs. As the above description highlights, the songs chosen by each a cappella group discuss sexual and romantic themes- appropriate choices for Bates Sex Week activities. I look forward to next year's sex week and the songs chosen to represent what the week means to each group.

Westworld: When does consciousness intersect artificial intelligence?

The hit TV series raises relevant questions about life in a virtual reality

GABRIEL NOTT
CONTRIBUTING WRITER

With six of *Game of Thrones*' eight seasons now behind us, the question of the influence it is had on television is becoming more and more ripe for the asking. In many ways, *Westworld* – the new HBO show filling *GoT*'s timeslot until season seven begins – is the simultaneously enthralling and frustrating answer to that question. *Game of Thrones* and *Westworld* share a lot in common, including their composer and the way they tell their stories. That is both a good thing and a bad thing. *Westworld* centers around a near-future Wild West-themed amusement park populated by nearly-human robots called hosts. Think the Frontierland section of Disneyworld, except that instead of Mickey Mouse greeting you at the gates, it is an attractive young man named Teddy who will help you find nearby bandits for a good bounty hunt. Once in the park, guests can pretty much do whatever they want with

only minimal consequences: guests can be hurt but not killed by hosts, freeing them up to do essentially anything they desire. Without saying too much about the plot (this is the kind of show where you really should not do that), *Westworld* follows several park administrators, maintenance workers, hosts and guests as the park's creator, Robert Ford (Anthony Hopkins), plans an update to the narratives and host behaviors in the park. Long story short, things get strange when some hosts in the park, including a simulation of a young woman named Dolores (Evan Rachel Wood), begin behaving strangely, exhibiting signs of cognition outside the parameters set by their creator. At its core, the question *Westworld* asks is an ontological one: what does it mean to be conscious or sentient? Considering the age we live in, this question is crucial. We interact more and more with artificial intelligence in our daily lives, and *Westworld* wonders at the point of delinication at which those intelligences

cease to be artificial. This thought, of humanity having created something it can no longer control, is enough to keep me interested in *Westworld*, just as it was for films like *Ex Machina* or *Her*. But that does not mean *Westworld* is without its problems. If your main gripe with *Game of Thrones* is the flurry of storylines unfurling in a number of separate locations, then you should know that *Westworld* is little different. Between park workers, hosts and guests, there are lots of perspectives from which to tell this story. As a result, *Westworld* jumps around a lot, which can get a little annoying when some scenes or stories are clearly written with significantly less care than others. At times, the show's dialogue is quite strong; any conversation between Dolores and Jeffrey Wright's Bernard (a human in charge of overseeing host behavior) is sure to be as interesting as it is chilling. At others, the dialogue is almost unbearably cringe-worthy; I had to take a five minute break

See WESTWORLD, PAGE 6



Elizabeth Acevedo performs her poems at VCS.
DREW PERLMUTTER/THE BATES STUDENT

Elizabeth Acevedo brings intense spoken word to Bates VCS

RILEY HOPKINS
MANAGING ARTS&LEISURE EDITOR

Elizabeth Acevedo performed several of her spoken word poems in the Benjamin E. Mays Center this past Thursday. Known for her discussion of social issues such as race, many students were excited to host her last week. Acevedo did not disappoint; performing poems dealing with race and gender relations, she discussed complex issues within her poems. Sarah Keith '18 reported, "She

did a really good job of having serious poems while keeping the mood light in between poems. She tried to bring up big problems in the world - like race problems and BLM - without placing blame." Performers and visitors like Acevedo are what make Bates so unique, and students look forward to more performances that present difficult topics and discussions in the future.



Jason Hellerman discusses life in the film industry.
DREW PERLMUTTER/THE BATES STUDENT

Screenwriter Jason Hellerman comes to campus with "Shovel Buddies" and exposes "harsh realities" of the film industry

The Rhetoric Department has done a fantastic job bringing screenwriters and new films to campus to give students a look into the film industry. On Wednesday, November 2, Jason Hellerman brought his film, "Shovel Buddies," to the Filene Room to talk to Bates students about life as a screenwriter, which happens to be not-so easy. The film itself is about a group of friends who join forces to fulfill the last request of their friend who passed away. The event on campus served as an important networking space for students interested in a career

in this field. They were able to ask questions about the film and screenwriting in general during a discussion following the screening. Laura Pietropaoli '17 attended the event and said, "Listening to Jason talk about the harsh realities of working in the Hollywood film industry was simultaneously eye-opening and frustrating. Making commercially successful films is a complicated business, and sometimes executives make decisions that are geared more toward monetary progress than social progress."

An exploratory playlist into contemporary shoegaze (AKA Nu-gaze) listed in no particular order

NICOLAS LEMUS
STAFF WRITER

A foreword on this list and shoegaze as a whole: the term “shoegazing” refers to the act of a musician staring down at the effects pedals at their feet, and using those pedals to distort their music into walls of sound and texture. Shoegaze as a genre was founded upon the slow-core and post-punk movements of the 80’s and effectively ended in the early 90’s, with the release of My Bloody Valentine’s *Loveless* in 1991. The term nu-gaze (the pretentious portmanteau of new (nu) and shoegaze) is used to describe anything that comes after genre’s climax and refers to music that continues to utilize the techniques developed in the first wave of shoegaze. This playlist is meant to give a small, expository glance into what nu-gaze is and what shoegaze has become. I really enjoy shoegaze and I just think these are good songs.

1. “Keep Slipping Away” by A Place to Bury Strangers

Though often classified as a noise rock band, A Place To Bury Strangers has definitive and audible roots in shoegaze. This song is taken from their 2009 album *Exploding Head* and departs from the usual dreaminess of gaze, taking a more industrial and post-punkish approach. The overall instrumentation is hollow and hard, making the atmosphere less encompassing and more confrontational.

2. “Starting Over” by LSD and the Search for God

LSD and the Search for God has one of the coolest band names I have ever seen and some marble-smooth psychedelia/nu-gaze to offer. From their 2007 self-titled album, “Starting Over” features dueling male-female vocals as well as a gentle, slowdive-like approach to gaze. The song never startles, every sound colluding into an especially fluid, gauzy piece of love and regret.

3. “Keen on Boys” by The Radio Dept.

The Radio Dept. is a Swedish group that has, of recently, solidified as a dream pop outfit. One of their earlier albums, however, veers more on the side of shoegaze, static and all. The song “Keen On Boys,” from their album *Lesser Matters*, is especially reminiscent of early gaze and is carried along by sheets of sharp guitar, ghostly vocals and soft presence.

4. “Kim and Jessie” by M83

Anthony Gonzalez (M83) is a French electronic composer well known for his indie pop single “Midnight City.” Gonzalez, however, is no one-hit wonder and has a well-established discography going back seven albums and venturing into genres like post-rock, ambient and dream pop. From his 2008 album *Saturdays = Youth* comes “Kim and Jessie,” in which he attempts to blend the sounds of shoegaze and yesteryear synthpop into a single love ballad. The result is a youthful dance song, piloted by 80’s drum machines and interspersed with moments of sonic immersion. It is not true shoegaze, but certainly shows its colors.

5. “Leave” by Whirr

The Bay Area band Whirr is an especially talented one, sharing members with metal band Deafheaven as well as indie rock duo Best Coast. They have a history of being somewhat hostile towards their listeners whether through inflammatory social media presence or their music, which is dark in atmosphere and ventures into death-rock. “Leave” comes from their 2012 album *Distressor* and thrives in moody, cymbal-shattering energy.

6. “Holy Forest” by Pinkshinyultrablaster

Pinkshinyultrablaster is a Russian shoegaze group formed out of St. Petersburg. They write in English, however, and have an incredible working knowledge of shoegaze before them, their name actually being a reference to an album by fellow gaze artist Astrobrite. The track “Holy Forest” is from their 2015 debut *Everything Else Matters*; it is glossy, twinkling with electronic noise and sustained with distant female vocals.

7. “Strawberries” by Asobi Seksu

Asobi Seksu is a female fronted, bilingual gaze band based in Brooklyn, New York. Their 2006 album *Citrus* (from which this track was chosen from) is well known as one of the better albums to come out of the shoegaze revival in the mid 00’s and features songs sung in both Japanese and English. This song begins with a plucky, quasi-country twang which then fuzzes over into a song that is stretching with noisy, pop enthusiasm.

mation we need to remain invested in how the characters get there.

And yet, these problems have not yet stopped *Westworld* from being a great show worthy of your time. The show has the next few weeks to sort these problems out, and I am hopeful that that will happen, if only because the notion of this show going one full season without providing any payoff from any of its “something-strange-is-afoot” narratives would constitute a true waste of my time. Besides, there is still a lot to like about this show: the soundtrack is engaging, the themes are well worth pondering, the acting is good when the script isn’t holding the actors back and *Westworld* is as well-shot as any television show I have seen. Whether it can overcome its inconsistent writing remains to be seen, but until then, I would say *Westworld* is more than worth a look.

Bates dancers “promote the value of the arts” in the Lewiston-Auburn community

Mallory Cohen ’17 and Shae Gwydir ’20 explain how art education is about more than just moving

RILEY HOPKINS
MANAGING ARTS&LEISURE EDITOR

To say that Bates students are passionate about community engagement is an understatement. Many take part in classroom help in the local middle school or one of the several elementary schools near campus either during the day or after school. However, not much has been done about integrating dance into these interactions between Bates students and elementary/middle school students. Mallory Cohen ’17 and Shae Gwydir ’20 are two members of the Bates dance community expanding their passions for movement and teaching into the Lewiston-Auburn community.

Cohen, a Sociology and Dance double major, designed and launched this program last year after a summer internship with Urbanity Dance in Boston, a non-profit contemporary dance company that also partners with the Boston Public Schools, community health centers, community housing developments, juvenile detention centers and the local population with Parkinson’s disease, just to name a few of their relationships. For this internship, Cohen was responsible for writing dance curriculum and teaching numerous classes in several different communities in the Boston area. She said it made her “recognize that arts education is something really valuable that all children should have access to as it aids so much in cognitive, emotional, social and physical development.” On a more selfish note, she said, “It also completely brings me life to be teaching movement and engaging with children

who are really benefitting from it, so it seemed obvious to bring with me back to Lewiston, for myself and for the community.”

Cohen received grants from the Harward Center for supplies to enhance her classes here in Lewiston in addition to building steady partnerships. Now, her position is a part of the Community Outreach Fellowships which will solidify her work and allow it to grow and continue in the future.

Along with Cohen, Gwydir has also found her work as a dance teacher to be extremely fulfilling. The two of them, along with others, teach multiple classes per week at the YWCA. The preschool classes run during the day as part of their physical education class and focus not on technique, but on the idea that “movement is a way to communicate with our bodies instead of our mouths in order to learn how to express ourselves in a more dynamic way,” says Cohen. To foster this creativity, they play with different themes, such as animals or superheroes. The elementary school kids participate in dance classes later in the afternoon. Cohen and Gwydir offer them modern/contemporary/ballet classes or a fusion of hip-hop/funk/jazz classes. Cohen said, “In these classes we mainly teach technique in a fun, creative and engaging way through the lens of promoting self-confidence, comfort with one’s own body, self-love and using dance as a healthy physical outlet.”

Gwydir is currently taking an education class and needs 30 hours of fieldwork, which is how she got involved with teaching in the first place. However, expresses how much

she has been benefitting from this experience in more ways than just receiving credit. She noted how the immense social improvement among the elementary school students has truly made her work worthwhile. “For the first two weeks, one of the girls would stretch and then go hide and cry in the corner and no matter what we did we couldn’t get her out. Only her mom could take her outside. This is the fifth or sixth week now and last week she had a beaming smile on her face the whole time and was dancing with her friends. So there is definitely improvement.” She also noticed how the boys, who usually do not want anything to do with dance, are breaking the “gender expectations” and actually having a great time in class.

For Gwydir, this teaching these kids has provided her with just as many rewards as it has the students. “This is the one time during the week when I can completely shut my brain off to anything happening at Bates. You have to give all of your attention to the kids.”

Both Cohen and Gwydir are seeing huge transformations that translate to applications in their everyday lives and behaviors; this is true for both the students and the teachers. The power of arts education is truly at work here. After graduation, Cohen plans on attending graduate school for Dance/Movement Therapy which will directly align with her current work of fostering personal growth and promoting the value of the arts.

UPCOMING EVENTS

Thursday, November 10

VCS this week is starring Ryanhood, a popular returner for the Bates community.

Friday, November 11

“May Allah bless France!” a film presented by the Tournées Film Festival and the Bates Francophone club. Screening starts at 7pm in Olin 104; French with English subtitles

Sara Juli and Claire Porter, two well-known dance artists, will have an informal showing in the Plavin studios at 10:15 a.m. to showcase their newest collaboration. Their work usually features humor and spoken word.

The Freewill Folk Society is hosting the Second Friday Contradance in Muskie Archives at 8:00 p.m. Music will feature live performance by Maivish.

Saturday, November 12

CHC presents The White Panda Featuring Casey Veggies in this year’s fall concert. Starting at 9pm in the Gray Cage, this party duo promises energy and excitement.

Sunday, November 13

“Ernest and Celestine” screening at the Franco Center in Lewiston. This film is presented as a part of the Tournées Film Festival and the Bates Francophone club. Screening starts at 2pm.

Monday, November 14

“Crazy Pete” film screening presented by the Tournées Film Festival and the Bates Francophone club. Screening starts at 7pm in Olin 104.

WESTWORLD

CONTINUED FROM PAGE 5

while watching last week’s episode when one character said the line “you are a butcher and that is all you’ll ever be.”

Another issue I have with *Westworld* is that, halfway through the show’s first season, it has asked a lot more questions than it has been willing to answer. Five episodes in, we have a sense that something is going on, but that something never seems to get much closer. For instance, viewers have known about “The Maze” from the first week, but we are still waiting for characters to find the entrance. We have the sense that Ford is up to something, but we are no closer to figuring out what that is than we were five weeks ago. *Westworld* is setting up all these big finishes without giving us the infor-

Women's Volleyball

Volleyball falls to Middlebury in NESCAC tournament



Gabi Eustache '20 prepares for a serve.
JOHN NEUFELD/THE BATES STUDENT



Reilly Murphy '19 rises for a spike.
JOHN NEUFELD/THE BATES STUDENT



Hannah Tardie '17 and Claire Naughton '19 extend for a block.
JOHN NEUFELD/THE BATES STUDENT

JAMO KARSTEN
MANAGING SPORTS EDITOR

The seventh seeded Volleyball team fell to the second seed Middlebury in four sets last Friday in the NESCAC conference tournament. The tournament was eventually won by the Panthers of Middlebury, who beat the regular season conference champions and tournament hosts Tufts, in five sets in the final on Sunday. For Bates, this marked the end of an exciting, up and down season.

“I am so proud of the team’s accomplishments this year. Throughout the season, there were definitely some ups and downs but I think overall the program is headed in an upward trajectory. Beating Middle-

bury and going .500 in conference marks a serious transformation in the program from when I started as a freshman.” said Chandler McGrath ‘17.

After a slow start to the season, Bates finished their conference schedule strong. They won four of their final six matches finishing with a 5-5 showing in the NESCAC, good enough for seventh place. After an upset victory last week over Middlebury in their final match of the regular season, the standings were complete, and a rematch was in order between Bates and Middlebury, as both teams drew each other

See WOMEN’S VOLLEYBALL,
PAGE 8

Women's Cross Country

Women's Cross Country places 3rd in NESCAC, looks ahead to Regionals

GRIFFIN GOLDEN
ASSISTANT SPORTS EDITOR

The last time the Bates Women’s Cross Country team had a better finish in the NESCAC Championships, the most popular song was Billy Idol’s, “Mony Mony”, and the top movie in the box office was The Running Man, starring none other than Arnold Schwarzenegger. Zac Efron, Kevin Jonas and Blake Lively were just weeks old.

Cross Country came in 3rd place in the 2016 NESCAC Championship meet, which they haven’t done since 1987.

The team was paced by the usual suspects, Jessica Wilson ‘17 and Katherine Cook ‘18, finishing in 9th and 14th place respectively. Their excellent performances in the meet earned them both second-team All-NESCAC honors. But the dynamic duo has been dominant all season.

“We both have very high expectations and work very hard,” Cook said of her relationship with her fellow superstar teammate. “Knowing that Jess is never going to give up, pushes me even harder in practice and races.”

Wilson reciprocated the sentiment. She said in an email, “Katherine is a positive force, and makes me feel like we can accomplish anything as long as we work together.

Running just behind Wilson and Cook was Katie Baker ‘19, who finished 16th overall. Placing three runners in the top 16 is a testament to the team’s stellar depth.

In addition, Molly Chisholm ‘17 finished in 34th place, and Olivia LaMarche finished in 39th. In Cross Country, the top five runners on each team determine the collective score. The Bobcats’ score was a 109 which placed them just ahead of Middlebury, but behind Williams and Tufts.

Days after the meet, Coach Hartshorn received NESCAC coach of the year honors for the first time in her 12 year tenure at Bates. Before coming to Bates, Hartshorn attended Colby College. A Government major, she was an academic All-American in Cross Country, and three time All-American in indoor track.

Cook thought it was about time that Hartshorn finally won coach of the year. “She (Hartshorn) is a phenomenal coach,” Cook articulated. “She instills a sense of confidence in the team, gets to know all her players, and is very approachable. Coach is especially good at managing fatigue and preventing injuries.”

In the most recent Division three rankings, Bates was chosen as the number eight team in the country. Why has the team been so successful this season? Cook attributes it to their pack mentality. Just like Bobcats in the wild, the runners stick together as they grind through races. This gives them a mental edge, and is only made possible by their great depth.

Women’s Cross Country will continue their historic season at NCAA Regionals in Westfield, Massachusetts on November 12. A top 2 finish will qualify the team for nationals, but an at large bid may be in the cards as well. Typically between four and seven teams are chosen to represent New England at the national meet.

Cook is confident about her team heading into Regionals. She said late Sunday afternoon, “we don’t really need to change anything up. As long as we do what we have done all season, we will have a good chance at qualifying.”

As for how she feels about nationals, Cook is not looking ahead just yet. The team has preached a one race at a time mentality all season.

As long as the Bobcats stay in their pack, anything is possible.

UPCOMING BOBCAT EVENTS

Women's Cross Country NCAA Regionals (Westfield, MA)
Saturday 11/12 11:00 am

Men's Cross Country NCAA Regionals (Westfield, MA)
Saturday 11/12 12:00 pm

Football vs Hamilton (Garcelon Field)
Saturday 11/12 12:00 pm

From an Indians fan: Why the club should move on from Chief Wahoo



The Cleveland Indians' current logos. <http://www.wikimedia.org/>

JAMO KARSTEN
MANAGING SPORTS EDITOR

This past October, the Cleveland Indians made a surge onto the national stage with their run to the world series, and in the process brought their controversial logo into the spotlight.

In the summer of 2013, my dad and I saw the Indians play two games against the Twins in Cleveland. The team was on the cusp of their epic close to the season that would see them secure the A.L. Wild Card, before bowing out to the Rays. While we were in Cleveland (my dad and I are remote tribe fans), we were privileged enough to receive a tour from one of the club's summer interns. It was on this tour that I first learned the origin story of Cleveland's mascot.

Chief Wahoo. Chief Knock-a-Homa. Reference to Native Americans broadly is not uncommon in American sports. Cleveland's ball club has been known as the Indians since 1915, and the story I heard on my tour of Progressive field is not the one you would expect. Louis Francis Sockalexis, was a native American baseball player born on the Penobscot Indian Island Reservation in Maine (just a few hours north of where I am a student at Bates College in Lewiston, ME). He played for the then Cleveland Spiders from 1897 to 1899. According

to Baseball Reference, Sockalexis was a career .313 hitter. After the departure of Nap Lajoie in 1914, the club was in need of a name to replace the 'Naps'. Baseball writers in Cleveland organized a contest, and 'Indians' was the winning mascot, to be used as a form of tribute to Sockalexis being the first Native American to play professional baseball. So the story goes.

I am a diehard Indians fan. My Dad was raised in Akron where his fanhood was born, and raised me in Grand Rapids, Michigan, Tiger territory, as a young supporter of the Tribe. In the early 2000's we used to come down to Cleveland and camp out for a weekend and watch a three game series at the Jake. I sent my dad pager messages during the 2007 ALDS opener against the Yankees while he was in a meeting. We met in Toronto to see the tribe clinch the pennant at the Rogers Centre. Our shared fanhood is the focal point of our father-son relationship. Being an Indians fan is fundamentally a part of who I am.

And this is especially why I am in support of the franchise at least moving on from the Chief Wahoo logo, and considering a possible new mascot. Is the Chief Wahoo logo cultural appropriation? Absolutely. It is a gross portrayal of what a particular ethnic group looks like, and it certainly isn't what Louis Sockalexis looked like. I believe the Indians are an upstanding, well-run

organization. From the Dolan family, to Chernoff and Antonetti, and of course Francona and the players, the club exhibits nothing but class and integrity. Which is why such a racist image feels incongruent with the character of the organization.

Think this is a politically correct, liberal bullshit line of thought? Maybe. But I'm not concerned with being politically correct. I'm concerned with organizations like the Indians that have the size and scope that they do, believing that people, in this case Native Americans, should be treated with simple human decency and respect. Their paraphernalia is in an expression of disrespect and racism, even if it is not explicit. That's not an argument for political correctness, but rather simply being winsome and altogether quite normal towards fellow human beings. If the franchise truly wants to stand by the narrative that it's mascot is a tribute to Sockalexis and his achievements, then it follows that Chief Wahoo should be disbanded.

Does the franchise have the right to retain the logo? Certainly. American culture loves to appropriate things, and that likely won't change anytime soon. There is very little pressure for the Indians to make any substantial changes. But from my view, it seems there is nothing but positives to be had from moving on from the Chief Wahoo logo.

WOMEN'S VOLLEYBALL

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in the first round of the postseason tournament.

The Panthers were able to bounce back from their upset loss, and handily dispatched the Bobcats, the first match in what would

be a three match romp to the tournament crown over the course of the weekend. McGrath shouldered the load for the Bobcats as she has done all season, tallying 24 kills in her final collegiate match. Hannah

Blackburn helped Middlebury defend well, notching 27 digs, while Becca Raffel led the offense with 22 kills.



Gabi Eustache '20 goes for the return as Julia Panepinto '20 looks on.
JOHN NEUFELD/THE BATES STUDENT

Football secures third consecutive CBB title



The Bobcats take the field against Bowdoin.
JOHN NEUFELD/THE BATES STUDENT



Ivan Reese '17 paces the sideline.
JOHN NEUFELD/THE BATES STUDENT

JAMO KARSTEN
MANAGING SPORTS EDITOR

The Bates football team won the acclaimed CBB championship outright for the third consecutive year last weekend, as they relied on an improbable performance from backup quarterback Matt Golden '20 to defeat Bowdoin 24-7.

The CBB championship, awarded to the Maine NESCAC school who defeats both of their in-state rivals, serves as an exciting punctuation mark for Bates, Bowdoin or Colby, in a season that does not include Division III postseason competition. Bates has had a share of the title since 2011, having won at least one game against either Bowdoin or Colby each of the last five seasons.

In the last three years Bates has swept both Bowdoin and Colby, certainly serving as some of the best moments in each of the last three seasons. The last time Bates held the CBB crown three years running was 1931. This year's clinching victory was as exciting as it was historic.

"It is a great feeling to be a part of a team who was able to win games that are so important to our program and it's history," said Golden. With starting quarterback

Sandy Plashkes '19 exiting the game late in the second quarter due to an injury, and the score in favor of Bowdoin 7-3, the Cats had to turn to their young backup, Golden. On just his second snap of the game, Golden fumbled, but any chance of the Polar Bears capitalizing were ended by a timely Trevor Lyons '17 interception that brought the half to a close.

Golden would finish the game strong. He was at the center of the action in the 4th quarter, when Bates strung together three unanswered touchdowns. Golden accounted for two, a 35 yard strike to Marcus Ross '19, as well as a 65 yard scamper of his own. "As a team we trusted our preparation at all positions, and because we trusted each other we were able to play ball and make plays," said Golden of the team's ability to prepare, and overcome their starting quarterback exiting the game with an injury.

The squad goes for .500 mark this weekend, as they finish their season at home against Hamilton at Garcelon field at 12:00 pm. "We still have one game left on the schedule, and we have moved past the CBB for now and are looking to finish with a win, and we are all looking forward to a great week of practice and we hope to be prepared to come away with a win this Saturday."



Fans and players sing the national anthem.
JOHN NEUFELD/THE BATES STUDENT