

Bates College

SCARAB

The Bates Student

Muskie Archives and Special Collections Library

10-9-2020

The Bates Student - volume 151 number 01 - October 9, 2020

Bates College

Follow this and additional works at: https://scarab.bates.edu/bates_student

THE BATES STUDENT

THE VOICE OF BATES COLLEGE SINCE 1873

VOLUME 151, NO.1

FRIDAY, OCTOBER 9, 2020

LEWISTON, MAINE

“Not Everyone’s Idea of Safety Involves Security”

Residence Coordinators Discuss Campus Safety Presence & Intervention



Amelia Keleher,
Managing News Editor
Published Oct. 7, 2020

“Not all students are equally impacted by the restrictions in place this year, whether that is because of their housing placement or their identity,” Helen Carr ‘21 shared with The Student.

Since being back on campus this fall, some students have noted an increased presence of Campus Safety (formerly Campus Security) as a result of the new COVID-19 regulations and policies. In light of the #BlackLivesMatter movement and calls to defund the police, several Residence Coordinators (RCs) have expressed concern for how this affects whether or not students feel safe on campus.

The Student spoke with four RCs from the class of 2021 who shared their thoughts on this issue.

Safe spaces on campus

On Sept. 25, Layla Dozier and Genesis Paulino sent an email asking their fellow RCs to encourage “more peer-to-peer interactions between students to eliminate any feelings of unsafety that security’s presence might bring in situations like noise complaints or other level one offenses.”

Dozier is the RC of Chu Hall and Paulino is the RC of Parker Hall. Together, they drafted an email template for fellow RCs to share with their residents. Their message highlights “that everyone has the right to live in a safe



Katherine Merisotis/The Bates Student

Bates Security changes its name to “Safety” this year to better reflect the department’s mission.

Carr also pointed out that Campus Safety is less informed about who lives where than Residence Life staff typically are.

“This type of increased activity is simply going to limit residents from being comfortable socializing within the guidelines in public spaces in their dorm, rather than effectively discouraging students from being in others dorms,” she said.

This summer, Campus Security changed its name to Campus Safety. Internal changes to the department included hiring two new staff members and changing their focus to “customer service.” Senior Associate Dean of Students Carl Steidel described these changes as “student and community member interactions and working to

Peer-to-peer interactions

Both Dozier and Paulino would like to see more peer-to-peer interactions, such as students reaching out to their JAs or RCs prior to contacting Campus Safety, and they’re trying to understand what’s preventing students from communicating directly with each other.

“You share the same space, use the same bathroom...we’re a community and we should have respect for each other,” Dozier pointed out. “What’s stopping people from just knocking on their neighbor’s door?”

SAFETY
Continued on Page 4

Black@ Movement Takes Focus on NESCAC Racism



Najā Crockett,
Managing Features Editor
Published Sept. 22, 2020

In early July, The New York Times reported that between 15 to 26 million people have participated in protests or demonstrations for racial equality since the murder of George Floyd in May of this year. This makes the Black Lives Matter movement possibly the largest social movement in United States history, according to experts interviewed.

Considering that the COVID-19 pandemic has restricted many normal means by which to organize, the movement has had a large presence on social media platforms. This presence has taken the form of expressing the Black experience at predominantly white institutions (PWIs) of education. Namely, these grievances have been expressed on “Black@” Instagram accounts detailing the grievances of Black and Brown college students and faculty. These grievances are uniquely harrowing as they reference experiences in environments that are said to be accepting and inclusive spaces, but act in ways that tell a different story. Students and faculty at NESCACs have participated in this movement by sharing their experiences as Black, indigenous and people of color (BIPOC) on college campuses.

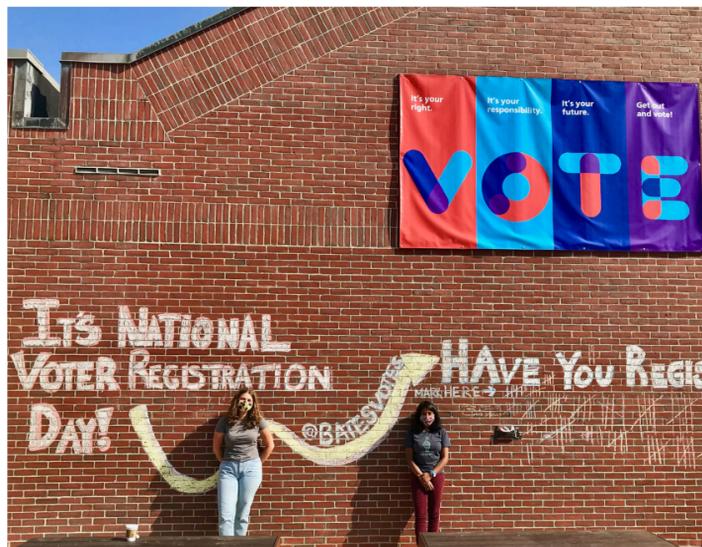
Given the private and oftentimes disturbing nature of the stories shared on Black@ accounts, the individuals’ accounts are left anonymous. The alum, running the Black@Colby noted via email, “the reality of Black@ accounts is that there are some people who would prefer these stories not be told. In the short months that the Black@Colby account has existed, we have received threatening messages, told that we would be sued, etc.”

The administrator of Colby College’s Black@ account, who has referred to themselves as “T,” was also aware of the important connection that Black students have with these college administrations, since one major reason students choose to go to prestigious colleges is the networking op-

BLACK@
Continued on Page 4

Bates Votes Aims to Get out the Vote

Only 43% of Eligible Batesies Voted in the 2016 Election



Amalia Herren-Lage ‘22 and Ashka-Jhaveri ‘22 are the coordinators of Bates Votes.

Katherine Merisotis/The Bates Student

versus a voting pledge,” Herren-Lage said. She explained that some students believe they can just register and then show up to the polls to vote on Nov. 3. Having a “voting plan” is especially important this year because of added complications and potential delays caused by COVID-19 and funding cuts to the US Postal Service.

For example, the CDC has imposed maximum occupancy guidelines at polling locations. At the Lewiston Armory, a maximum of 50 people will be allowed inside at any given time. As a result, Bates Votes is anticipating long lines and lengthy wait times on election day. One way to avoid this is to request an absentee ballot. Another is to vote early.

Both Herren-Lage and Jhaveri are working hard to make students aware of these opportunities, from making classroom visits to meeting with first-year seminars to compiling resources that break down the impact of student votes.

Peggy Rotundo, who served as an elected official for 23 years and currently works as the Director of Strategic and Policy Initiatives at the Harvard Center, is a firm believer in connecting classroom learning to civic engagement.

“When students see that connection, they’re much more interested in making change in the larger

VOTE
Continued on Page 4

Tracking COVID in the NESCAC



Elizabeth LaCroix,
Assistant News Editor
Published Sept. 22, 2020

Assistant Professor of Chemistry and Biochemistry Andrew Kennedy began tracking COVID cases throughout the NESCAC with a team of two seniors, Jillian Serrano ‘21 and Wuyue Zhou ‘21, when college campuses reopened this fall. As Bates students began to arrive on campus, Kennedy and his team recorded and posted the numbers of new cases, county cases, and testing volumes across all NESCAC institutions.

“The first goal was to provide a consistent service for parents, students, and employees of the different colleges. But we also had intellectual investment into how this whole experiment in public health would go,” Kennedy said.

The statistical-based research can be easily accessed by anyone through Kennedy’s Twitter page, @Prof_AJKennedy, and their Instagram account, @nescac_covidtracker.

Every day on both the Twitter and Instagram pages, the number of new cases and the total number of cases for each NESCAC school is listed. Additionally, the Twitter page includes graphs comparing new cases, testing volumes, and days with new cases for each college. Kennedy also provides important news updates and commentary if anything significant has occurred that day pertaining to new COVID cases.

Kennedy’s interest in tracking COVID was sparked by conversations with other faculty members and his summer research group of eleven students. “When we spoke with each other, it seemed every conversation was consumed with whether Bates would reopen in-person,” Kennedy stated. “Then in July and August it was whether Bates would remain open for the entire fall”.

Bates includes the capacity of local hospitals and the number of isolation beds as limits to their ability to continue in-person classes. However, Kennedy identifies that community trust is far more important than either of these numbers. Both faculty and students

TRACKING
Continued on Page 3



Amelia Keleher,
Managing News Editor
Published Oct. 7, 2020

With the Nov. 3 presidential election a mere month away, multiple groups on campus are working hard to help people register and develop a voting plan.

Bates Votes, a non-partisan campus initiative, was started last year to address students’ confusion about how to register, where to vote, and how to cast an informed ballot; much of the work also aims to convey to Bates students why their votes matter.

Amalia Herren-Lage and Ashka Jhaveri, both juniors, are the student leaders of Bates Votes this year. So far, they have prioritized helping students register to vote. Part of this initiative has included enlisting and training other students to be “Bates Votes Captains,” who are then tasked with ensuring that all of their

eligible teammates, residents, peers, and/or club members get registered.

Both Herren-Lage and Jhaveri emphasized their commitment to a non-partisan approach in order to build trust with students. According to Herren-Lage, her role as a coordinator is to make students aware of their right to vote, how to access that right, and that Bates Votes is there to support students.

“This year specifically, based on your identity and how it is supported and defined in the government, you may not feel comfortable voting,” Jhaveri said. Her intention to change this inspired her to work with Bates Votes.

Herren-Lage’s motivation to join Bates Votes came from a desire to work with people whose political opinions or backgrounds may not necessarily align with her own, but who agree that voting should be made as accessible and inexpensive as possible for Bates students.

“This year, we’re really working with the language of a voting plan

N CAPS
Mental health resources during COVID are critical **PAGE 3**

Fo I am Tired
‘How many of us will it take for Bates to see us?’ **PAGE 7**

Fe Outing Club
BOC acknowledges its ‘problematic past’ **PAGE 6**

A Museum
Physics and art combine in ‘The Way Things Go’ **PAGE 11**

S Practice Suspension
Practices were abruptly canceled Friday **PAGE 12**

Former Gov. Deval Patrick Speaks at Black Alumni Event

Eleanor Wolfe,
Assistant News Editor
Published Oct. 7, 2020

Sitting back behind a built in wooden bookshelf lined with memoirs, history books, and photographs, Deval Patrick looked at ease.

The former Massachusetts governor and past presidential candidate was the first speaker of the Benjamin Mays Black Alumni Society Speaker Series on Thursday, Oct. 1. The Black Alumni Society was formed on Juneteenth of this year and aims to create a network of black alumni of all class years.

So far the group has been successful in their goal — the event, held over Zoom, had close to 100 participants spanning a wide variety of class years. The event was moderated by Eric Obeng '07 but included a broad range of alumni.

For Obeng, this event was especially meaningful. As a former resident of Wellesley, Mass., being able to vote Patrick into office in 2006 was very emotional. Patrick was only the second African American governor to be elected in the United States.

Patrick was an incredibly popular two-term governor — when he retired from office, Massachusetts was No. 1 in the United States in student achievement, health care coverage, and energy efficiency.

In his opening remarks, Patrick described the “decline of democratic norms and institutions [and] the entrenchment of inequality” that he believes the

United States is currently facing.

The former governor also spoke about how his upbringing shaped his view on politics, from growing up on welfare and to attending Milton Academy and Harvard University.

“There were food stamps when we were hungry and a public hospital when we needed to see a doctor,” he said. “It’s always been true that the government has had a role to play in helping people help themselves.”

Despite his disappointment with the current administration, Patrick told audience members that he is “hopeful” for the future.

“I’m hopeful because some of the issues that I raised are being talked about in a more forthright way than they have been talked about in a very, very long time,” he said.

However, he added that watching the first presidential debate was “pretty grim.”

Currently, Patrick is spending time campaigning and fundraising for Democratic candidates across the country.

“I’m active in a number of local races, house and senate races, and with the grassroots organizations supporting them,” he said passionately. “What I see is incredibly exciting and encouraging.”

After the Benjamin Mays event, Patrick told the audience that he was headed to another Zoom call to fundraise for Mike Espy, a Democrat running for the senate in Mississippi.

While Mississippi tends to be a Republican stronghold, Espy, who has recently won the endorsement of Joe Biden, is only trailing a point behind his conservative opponent.

“We’re going to win Mississippi,” Patrick said enthusiastically.

One issue that Patrick spoke at length about was the current “racial reckoning” the United States is facing following the murders of black citizens like George Floyd and Breonna Taylor.

“Racism is not black people’s problem, it’s white people’s problem,” he said. “Be uncomfortable. Let’s push through that instead of just dancing around it.”

Patrick also noted the statements on race that many companies are putting out.

“We have to ask for and demand outcomes, not just good intentions,” he said. “When we think about economic policies, for example, we haven’t really talked about wealth creation.”

The former presidential candidate added, “until we start celebrating the strength that comes from actually being a nation of the world and that unique position and power it could give us, I’m not sure we’re going to get to where we need to go.”

Benjamin Robinson ’86 was enthralled by Governor Patrick’s remarks, and asked him to become a member of the Benjamin Mays Black Alumni Society.

During the Q&A, Deborah Zawalich ’74 asked about the safety of the polls, as there have



WEBN-TV via Flickr

Deval Patrick spoke about healthcare at the Democratic National Convention in 2008 where Barack Obama was formally nominated as the Democratic presidential nominee.

been many recent reports on postal office slowdowns and many polling sites lacking workers.

Patrick has some hesitations, yet remains optimistic.

“There is energy about the significance of this vote on our side as well, and I’m trying to make sure that energy is high,” he said. “It’s increasingly clear that the [Republican National Committee] clearly believes they cannot win a fair fight.”

He added, “[The United States has] made it increasingly harder to register, to maintain your registration, [and] to show up and vote.”

Voter suppression has been a contentious issue in recent political debates; states like Texas have

complicated voter ID laws and don’t normally allow absentee voting. Georgia has recently made the news for significant voter-roll purging, as well as having citizens waiting for hours in line to vote.

Currently, Maine allows early voting from Oct. 5-30, and does not require residents to bring certain IDs to the polls.

Patrick concluded with a quote by Benjamin Mays: “Not failure, but low aim is sin.”

Leaning back in his chair, Patrick sighed. “We’re [going to] have to put low aim aside and think big,” he concluded.

Missing & Murdered Indigenous Women, Girls, Trans and Two-Spirit: Our Forgotten Sisters

Skye Brown, Assistant Forum Editor
Eleanor Wolfe, Assistant News Editor
Published Oct. 7, 2020

On Sept. 21, 2020, the House of Representatives passed a bill that requires the Department of Justice (DOJ) to “review, revise, and develop law enforcement and justice protocols to address the missing or murdered Native American women and girls.”

The bill is named after Savanna LaFontaine-Greywind, a 22-year-old woman and a member of the Spirit Lake tribe from Fargo, N.D. who was murdered in August of 2017. LaFontaine-Greywind had her baby ripped from her body when she was eight months pregnant. After, the coroner could not tell if she died due to blood loss from the coerced birth or strangulation. Her body was recovered in the Red River eight days after she went missing.

LaFontaine-Greywind was murdered by William Hoehn and Brooke Crews, her neighbors in the building she lived in. Crews conspired with Hoehn to murder Savanna LaFontaine-Greywind in order to take her baby. Both murderers were sentenced to life in prison; however, Hoehn’s sentence was reduced to 20 years just one year later. This story is one of many trag-

ic experiences in which there are no consequences for the perpetrators.

The bill, called the Savanna Act, was first introduced by Senator Heidi Heitkamp, a Democrat from Nevada, on Oct. 5, 2017. The bill was stalled by Representative Bob Goodlatte, a Republican from Virginia. As “chairman of the Judiciary Committee, [he] declined to bring it up for a vote.” His reasoning for not supporting the bill was because the bill “would give preference to certain law enforcement agencies in applying for grants from the Justice Department.” Goodlatte received his bachelor’s degree in government from Bates College in 1974.

On Jan. 25, 2019, it was introduced again by Senator Lisa Murkowski, a Republican from Alaska. Now, over a year later it has successfully passed both the Senate and House of Representatives. Trump has yet to sign off on the final approval.

The bill requires the DOJ to do several actions. One is to provide training to law enforcement agencies about how to record tribal enrollment for victims in federal databases. Another is to develop and implement a strategy to educate the public on the National Missing and Unidentified Persons System, and report statistics on

missing or murdered Native Americans. The bill also hopes to take a closer consideration to how tribal communities and outside law enforcement can work together, offer more resources to the victims and their families, and provide mental health services to survivors.

Indigenous women, girls, and two-spirits have been disappearing for generations. There is nothing new or mysterious about the murders and missing cases that go unsolved for years.

Sexual assault and violence against Indigenous women is ten times higher than the national average. Ninety-seven percent of the violence against Indigenous women, girls, and two-spirits is done by a perpetrator of a different race.

However, in *Oliphant v. Suquamish Indian Tribe* (1978), the U.S. Supreme Court ruled “that tribes did not have criminal jurisdiction over non-Indian perpetrators.” This meant that even federally recognized tribes could not criminally prosecute non-Indian offenders, even if they were committed in Indian Country.

The Violence Against Women Reauthorization Act of 2013 partially corrected this problem since it provided federally recognized tribes with “special domestic vio-

lence criminal jurisdiction. This allows tribes that meet certain conditions to prosecute certain cases involving non-Indian offenders.”

According to the Urban Indian Health Institute (UIHI), which published a Missing and Murdered Indigenous Women and Girls Report, the National Crime Information Center reported that, in 2016, there were 5,712 reports of missing American Indian and Alaska Native women and girls. However, they note that the DOJ’s federal missing persons database, NamUs only logged 116 cases.

The UIHI reports that the reasons for inferior data are due to “underreporting, racial misclassification, poor relationships between law enforcement and American Indian and Alaska Native communities, poor record-keeping protocols, institutional racism in the media, and a lack of substantive relationships between journalists and American Indian and Alaska Native communities.”

The UIHI had difficulty getting statistics regarding missing or murdered indigenous people. A representative from the Santa Fe police wrote to them that, “[Many] Native Americans adopted Hispanic names back during colonial times...Our crime systems are

not flexible enough to pick out Native Americans from others in the system...it would be impossible to compile any statistically relevant information for [them].”

In order to remember the many lives lost and forgotten, communities have used a red hand print or red attire to honor victims, survivors, and their families. May 5 has been declared the National Day of Awareness for Missing and Murdered Indigenous women, girls, two-spirit, trans, and non-binary people.

This epidemic has been most common on reservations and tribal lands where oil companies hire workers to build the pipelines. These workers then assault the women in these communities, where relationships between tribal officials and outside jurisdiction are already strained.

Many hope that Savanna’s Act will lead to more responsibility and accountability from the federal government, offering some form of justice to these victims, survivors, and their families. Nevertheless, the new bill cannot absolve the pain and trauma that these people feel.

Oct. 12 is Indigenous People’s Day. Bates College will have a zoom session from 6-7:45 p.m. discussing land acknowledgements.

THE BATES STUDENT

Editor in Chief:

Vanessa Paoella '21

Managing Editor:

Madeline Polkinghorn '21

Digital Editor:

Christina Leonard '23

NEWS

Managing Editor:

Amelia Keleher '21

Assistant Editors:

Eleanor Wolfe '23
Elizabeth LaCroix '23

FEATURES

Managing Editor:

Najā Crockett '23

Assistant Editors:

Sam Poulos '22
Fiona Cohen '23

FORUM

Co-Managing Editors:

Roy Mathews '21
Miles Nabritt '21

Assistant Editor:

Skye Brown '23

ARTS

Managing Editor:

Eleanor Boyle '22

Assistant Editors:

Olivia Dimond '22
Jessica Gross '23

SPORTS

Managing Editor:

Jackson Elkins '22

Assistant Editor:

Julia Bisson '23

DESIGN

Managing Editor:

Georgina Scoville '22

Assistant Editor:

Dieter Villegas '22
Max Devon '23

PHOTOGRAPHY

Katherine Merisotis '23

ABOUT US

The Bates Student is published weekly by the students of Bates College via an online newsletter and occasionally in print this year.

Letters to the Editor are welcome. Please email us.

Sign up for our weekly newsletter on the front page of our website.



The Bates Student
65 Campus Avenue,
Lewiston, ME, 04240



thebatesstudent@bates.edu



Follow @BatesStudent



@thebatesstudent



thebatesstudent.com

CAPS and COVID: Mental Health Services in a Pandemic

 Madeline Polkinghorn,
Managing Editor
Published Sept. 30, 2020

COVID-19 has triggered a meta-pandemic within itself: a mental health crisis unforeseen in previous generations. While there exists little data so far on direct correlations between the COVID-19 pandemic and mental health related issues such as suicide, pandemic-related suicides have been recorded, and issues such as unemployment and social isolation have indisputably contributed to feelings of depression and anxiety amongst people.

The Center for Disease Control published a study in June regarding increasing rates of mental health issues, substance abuse, and suicidal ideations amidst the pandemic. Beyond COVID, issues of pervasive racism – such as issues of violence and policy brutality – the United States can pose negative mental health outcomes for people of color.

As such, mental health resources for Bates students have never been more necessary. *The Bates Student* spoke with Patty Dubois, Administrative Coordinator for Counseling and Psychological Services (CAPS), at Bates to discuss mental health care on campus. COVID has, of course, altered the ways in which mental health services are offered at Bates. “All of our services,” started Dubois, “are by video conferencing, no in-person appointments, and we do have some limitations as to how we can provide services to students studying remotely outside the state of Maine.”

Because of licensing requirements for mental health practitioners, CAPS cannot provide regular mental health services to students studying remotely outside the state of Maine. However,

students may utilize virtual consultation sessions to receive appropriate referrals, and the crisis line is always available to all students.

For one sophomore woman, CAPS served as an important resource in easing her initial transition to college and reducing homesickness.

“The positives,” started the student, “are that it helps me reflect on how I’m doing and have my feelings validated and I don’t have to pretend I’m okay. Also CAPS provided me with a single which I needed for mental health and insomnia related issues which has made my experience much better. Drawbacks are that although I go there to talk about my problems... I feel like they don’t really have solutions, they just give me someone to talk to.”

COVID has also appeared to increase the demands for counseling services on campus. CAPS offers one-on-one therapy, same-day appointments, crisis hours, and can provide medication management. “We have definitely been very busy. There are always adjustments entering college life and I believe doing this during a pandemic has caused more reasons for stress.”

Jennifer Coseno '24 said that she began meeting with a counselor at CAPS to help her manage the stress and anxiety of her new environment.

“So far it has been good for me to discuss what has been bothering me or stressing me out with someone other than my roommates or friends,” she said. “It has been important for me to have an adult to lean on.” She noted that she only sees CAPS once every two weeks since many students are using the service, but that it has been frequent enough for her needs.

Mary Richardson '22, a



Katherine Merisotis/The Bates Student

CAPS offers one-on-one therapy, same-day appointments, crisis hours, and can help provide medication management.

student who utilized CAPS services in the past, also had a positive experience with the services.

“I have received counseling services from CAPS starting in October of my first year at Bates until this past spring when we were dismissed in the wake of COVID. I met weekly with my therapist for a time, then reeled it in to biweekly sessions when I found myself doing better.”

For Richardson, the effects of COVID have been a strain on her psychological well-being. “The pandemic has greatly affected my mental health. About mid-April I had a phone call with my CAPS therapist where she suggested I enter outpatient treatment for my eating disorder. These past few months of treatment have been incredibly transformative and helpful, but I definitely believe that the pandem-

ic increased my worries and behaviors around my body and food.”

Racialized trauma, which has only increased in intensity in 2020, has also served as a major concern regarding the wellbeing of BIPOC students on campus. “The CAPS staff recognizes the particular impact that current and historical events and the predominant whiteness of an institution such as Bates have on the mental health and wellbeing of students of color,” said Dubois. “We are a diverse team of providers who consistently engage in racial equity and social justice work within our department, and we encourage our students of color to consider making an appointment for individual therapy or a same-day consultation for extra support.”

CAPS will also be partnering with the Office of Intercultural Education (OIE) to provide an in-

formal consultation model called “Let’s Talk,” with details forthcoming. Despite the increasing awareness of mental health issues – particularly among youth – there exists pervasive stigma that frequently prevents people from seeking and receiving treatment. Dubois stressed that students should not allow this to deter them from seeking potentially life-saving care.

“If you feel you need to speak to someone about how you are feeling, have questions or concerns about something you don’t understand, or even need some direction, please contact CAPS by either phone 207-786-6200 or email CAPS@bates.edu. We also have resources about managing the stressors of COVID on our website. We recognize this is a difficult and stressful time.”

TRACKING

CONTINUED FROM PAGE 1

need to be able to ensure their own safety on campus in order for the in-person Bates experience to continue.

“Transparency and accountability seemed necessary for making in-person college possible, so I reached out to two seniors about whether they would be willing to help me track COVID statistics at Bates,” Kennedy said.

The decision was made to also incorporate COVID data from other NESCAC schools into their research. All NESCAC schools brought at least a portion of their students back on campus with similar social distancing policies and rules. They all use the same testing platform, the Broad Institute, which allows for fewer variables within their data collection.

On his Twitter page, Kennedy compared looking at the entire NESCAC conference with similar COVID protocols to a “curveball that spins down the middle of the plate.” As an avid baseball fan, Kennedy explained that he finds that there is nothing more frustrating than watching a pitcher throw a bad pitch, get lucky, and have the commentator call them an ace.

“Everyone is so invested in whether the plans put in place will work to keep us safe that we wanted to assess these plans [and] replicate. The NESCAC seems like a good sample size within our capacity to track,” he said.

Kennedy and his team have also considered statistics from other schools outside of the NESCAC as it is important to see how differences in rules and policies may affect the number of cases. Unfortunately, they are unable to formally track these other institu-

tions due to limited staff.

Each member of the research team must do a significant amount of work each day to compile the information necessary for each report. Kennedy’s main focus is on running the Twitter account and compiling the data collected into graphs to communicate his team’s results. The collection of the data is the responsibility of Serrano and Zhou.

Born and raised in El Paso, Texas, Serrano is a Biology major with a minor in Theater. She is in charge of collecting county data from John Hopkins for each college every day while also running the Instagram account. After downloading a spreadsheet provided by John Hopkins, she copies the number of new cases per 100,000 in each county of the NESCAC schools into their own spreadsheet.

“This is very important work because it allows us to see if increased cases in the counties will cause an increase in positive cases on campus,” Serrano said.

It is far too early within their research process to identify patterns between county cases and outbreaks on campus, but in the future, this will be beneficial to see if county cases have any relationship to on-campus cases.

Serrano’s personal goal for this research is to show others how important a task as small as copying data from a spreadsheet once a day can be. “No job in research is too small, because everything will come together to help educate the public for the greater good,” she said.

Zhou, a Neuroscience and Mathematics double major from Beijing, China, collects and organizes all the data from the different schools. Zhou also spends about an hour a day discussing how schools are reporting their data with Kennedy.

NESCAC schools are not required to post their COVID

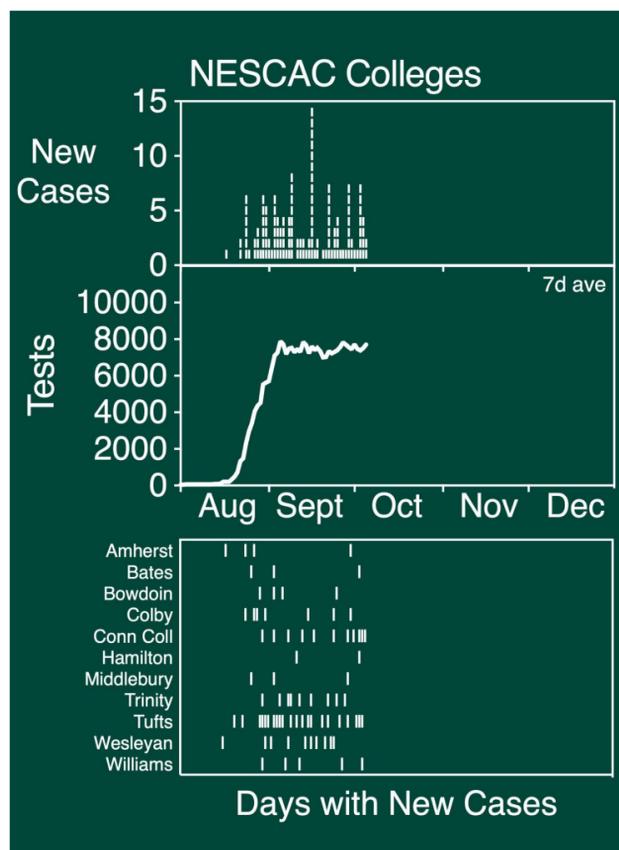
statistics for the public, but they have been doing so voluntarily. For this reason, each school has its own way of communicating and organizing their results. This poses a challenge for Zhou who must individually find and organize all the data each school puts out.

Zhou hopes the hard work will create a reliable database to allow for future analysis of the effectiveness of certain protocols and rules that NESCAC schools have been implementing. “As a result, we want to have a report about conditions in different NESCAC schools, which protocols are helpful and which are not, and some general suggestions about if students should return to campus during the pandemic,” Zhou said.

The data Kennedy and his research team have collected have already allowed them to test the predictions others had about the reopening of NESCAC schools. Before students returned to campus, it was unclear as to whether the colleges could prevent large outbreaks when positive cases were present. Several schools have shown that their policies and rules have been effective at preventing large outbreaks during the move-in period.

According to Kennedy, “that is a big deal because it means there may be measures that college[s] could implement to operate safely while in-person during this pandemic even if COVID shows up on campus.”

Colby College is one particular example that was impressive to Kennedy and his team. There were eight total cases at the time of move-in, and they were able to bring their seven-day average of new cases back down to zero. It was concluded that the various public health measures implemented, as well as extensive testing and quarantine, prevented an outbreak.



Andrew Kennedy’s Twitter

Graph from the Oct. 5th update of COVID-19 cases displaying the number of new cases reported and the total daily tests in the NESCAC.

“That gives me hope,” Kennedy said. “That doesn’t mean Colby won’t have more cases, they will. But it might not be a foregone conclusion that a single case means continuous transmission for a small college.”

Not only is the data Kennedy and his team are collecting important for public health officials at colleges to be aware of, but students also have the responsibility of following the daily updates. Understanding the effect that collective actions have on a community can influence the individual actions of Bates students. Based on the conclusions

made from move-in periods, we know the protocols and rules students in the NESCAC were following during this time prevented a large outbreak and allowed for in-person classes to continue.

Referring to faculty and staff on campus, Kennedy said: “Thousands of people are risking their health for [students’] education and development. We cannot ease your anxiety, but you will never need further proof of your importance.”

This is an edited version. The full story appears on the website.

SAFETY

CONTINUED FROM PAGE 1

“With the recent activism around the world surrounding racial inequities, it is imperative that we re-evaluate our desires to call Security on situations that can be handled with [Residence Life] staff and with each other. With that being said, we hope that we can create an environment for residents to communicate with one another or us,” Dozier and Paulino stated in their email.

Carr emphasized another important point, namely that “there is no way to have students policing each other without their biases and assumptions seriously coming into play.” For example, “Black and Brown students are often viewed as being louder regardless of how loud they are actually being and that can impact how Security treats them,” she said.

Residence Life Staff

Dozier believes that ResLife has a responsibility to facilitate and help develop this sense of community so that students become more comfortable with peer-to-peer interactions.

Delmar agrees: “I think that RCs can play a big part in mitigating the issues that arise in residence halls,” he said “We are an often under-utilized resource and can act as the first response or second response to events that are happening in a residence hall.”

Similarly, Akinyemi shared that “RCs come into play and should act as a person you can reach out to when you want things done.”

Both Dozier and Carr emphasized that JAs and RCs are “students first,” and that they can’t be expected to be available at all hours. Nevertheless, Dozier believes that “ResLife needs to play a bigger role in mediating dorm situations,” which she said could include having a ResLife staff member present when security is called.

Carr pointed out that there could be “a student mediator or restorative justice fellow [who] arrives to calls like parties and noise complaints.” Yet she emphasized that this position would need to be compensated, and in a way that is reflective of the importance of the role.

Akinyemi cited the Green Dot Bystander Intervention methods as another potential alternative to calling Campus Safety. He also reiterated that RCs and JAs “or just other people in the building” are resources to call upon.

Programming and Community Building

In response to some of the concerns that have been raised by students and ResLife staff, several RCs are currently working on a template that will provide residents with a flow chart including various scenarios and alternatives to calling Campus Safety, where possible.

Carr believes that there needs to be increased clarity around students’ rights when it comes to Campus Safety interventions. “Many students don’t know that they are allowed in an incident to request a female officer,” she said. “These are major rights students have that they need to know about and the officers either way

shouldn’t be overstepping their bounds.”

One programming idea that Akinyemi shared is having ResLife staff “[teach] students about their rights as a student as well as skills or maybe the proper protocol based off of the interaction they’re faced with.”

Ultimately, most RCs believe it comes down to community building.

“I guess the goal is that you build a tight-knit community within your building so you can reach out to people when you’re having disputes, which is similar to how things work in the real world,” Akinyemi said. “I don’t think you’d call the police for every dispute or problem you have.”

Lewiston Police on Campus

Not all RCs have noticed an uptake in Campus Safety presence. This appears especially true for RCs residing on Frye Street, including RCCL Akinyemi and Nathan Delmar, RC of Wilson House and Small House.

The presence of Lewiston police, on the other hand, “has drastically increased” on and around campus, according to Delmar. He cited three separate weekend nights when he observed Lewiston police walking down Frye Street this semester. Delmar also described two specific incidents he recently witnessed.

The first was when Lewiston Police stopped Bates students in front of Rand Hall for “jaywalking.” Delmar said he heard that the “the student was [noted down] in the Lewiston police system.”

The second incident in-

volved Lewiston Police “[using] their police intercom to stop students while they were running on the sidewalk” and asking students to “pull over.” Delmar thinks the students were confused by this command since there were no cars driving on Frye Street, and he heard them ask the officer if he was speaking to them. The officer then responded by “[asking] the students why they were running with masks on.”

According to Delmar, “[these] actions suggest that the [Lewiston Police Department] is trying to incite fear into the Bates community.”

Steidel told Residence Life staff in a meeting on Sept. 15 that “Bates has a liaison with LPD through the community resource officer. That is the primary path to addressing intersecting issues between the college and LPD.”

He then offered an explanation for the increased presence of Lewiston police. “LPD also has a grant that funds efforts to curb underage drinking,” he said. “Part of that grant funds additional patrols that include public streets around campus.”

Contrary to some rumors, Steidel said there are no undercover police officers on campus.

“[Officers] may be in an unmarked vehicle based on availability, but they will be wearing uniforms and have been instructed to identify themselves clearly when interacting in the Bates community.”

The Future of Campus ‘Safety’ at Bates

Dozier described the relationship between her community in New York City and the

New York Police Department as “rocky,” and said the NYPD is regarded as a negative force in many neighborhoods.

One of her goals is to get Campus Safety to understand that the way they police campus brings back memories and feelings of being threatened for many students who identify as Black and Indigenous People of Color (BIPOC). “This may not change in our time, but we’re trying to get that understanding to be there,” she said.

Both Akinyemi and Dozier want to see a change in how Campus Safety polices campus. Both agree that Campus Safety should play a more informative role and act as a resource, rather than as an enforcement or policing entity. For Dozier, this includes “getting you to and through certain places on campus versus [making you feel] like you’re going to get caught.”

“Even before [the pandemic], security was still here to police our actions,” Dozier said. “It felt like they were scrutinizing our every move, including where we were and who we were with.”

Security and policing needs to be reshaped, “starting with Bates, into Lewiston and beyond,” Dozier shared.

Hence these RCs are seeking to bring about change so that future generations of students, and especially students who identify as BIPOC, feel safe on and around campus.

Bate Security did not respond to a request for comment on Tuesday.

This is an edited version. The full story appears on the website.

BLACK@

CONTINUED FROM PAGE 1

portunities. T also referenced students being unsure of who runs the account, questioning its legitimacy and connection to the Black community at Colby. “In retrospect, these students were absolutely, unequivocally right in their concern and hesitation,” T adds, “and it speaks to the fractured environment of the Colby community that the account was met with so much suspicion.”

Though all stories shared by the account are anonymous, the Black@ account for Amherst College found that revealing who ran the account allowed them to establish legitimacy within their college and allowed more students to feel comfortable in sharing their stories.

This differed from how the alumni who run the account for Trinity College saw their identity’s role in their message. In an email, they stated that their identities do not matter as they, “are not doing this for attention or notoriety, [they] are doing this to make Trinity College a safe place.”

The inconsistencies in anonymity among these accounts shows how different the environments are within each college, further demonstrating that freely sharing stories from BIPOC students and faculty is a privilege in some spaces.

Some NESCAC administrations have addressed the grievances and suggestions from their Black@ accounts, but few in the NESCAC communities are happy with the depth of their responses. Every Black@ administrator interviewed for this article expressed concern that their college will follow through on their words. As of now, Colby has neglected to respond to Black@Colby, as well as @dearpwi, an account that shares stories from numerous predominantly white universities. “I think part of the lack of response comes from a fundamental misunderstanding of what the @BlackatColby account is,” said T in an email.

T is well aware of the strong marketing team behind Colby Col-

lege, but recognizes that a display of the existing racism and continuous microaggressions on campus could result in a tainted view of the school. “This is heart-breaking to so many Black students at Colby, including the ones who have chosen to share their stories, sign petitions, etc. because most of us do love the school.” T believes that Colby may see these accounts and their push for a more inclusive campus as simply being a bashing of the college, but T wants to make it clear that: “Pushing the school and forcing them to be accountable is part of how we show our love.”

Bates’ Black Student Union (BSU) has taken notice of President Clayton Spencer’s response to the emergence of stories about racism experienced by students and faculty on campus. The BSU feels that Spencer’s statement follows a trend of schools acknowledging the criticisms without taking substantive steps to improve the experience of BIPOC students and faculty.

Layla Dozier ’21, co-President of the BSU at Bates, wrote in an email: “We as BSU want not only accountability, but for the administration to take the steps necessary to see students of color in their mission.” She continued, “bottom line: the statement means nothing without the correct intentions and actions behind it.” Considering Bates’ on-campus model for the fall semester, the BSU is curious to see what physical and institutional changes could begin to happen following the response from the president.

Though the BSU aims to protect Black students on campus, Joshua Redd ’21, co-President of the BSU, believes that it should not solely be on affinity organizations to do the brunt work of creating a more inclusive campus.

“I want to see Bates College, in partnership with a series of Ivy League and other Ivy-esque institutions, do tiring and laborious work that will ensure that their students are protected.” Redd continued, “I do not believe that the radical change that we seek can be made by incremental reforms or using the Institution’s systems and

processes. We must be willing to preserve our students, our faculty, our professors, and especially our greater Lewiston community over the needs of individual privileged students and gains for the college.”

As the fall semester approaches, the question of whether the online energy will move to real-life campus organizing and campaigning is still an uncertainty. Many Black@ accounts operate in schools that have high percentages of liberal students, which they believe creates a false security at these institutions that racism does not exist. The stories expressed in the Black@ movement shows that that is not the case.

This is becoming clearer to white followers of these accounts, but, as the Black@ account for Amherst remarks, “unfortunately, many people still do not understand how racism plays out on campus, and so we hope that [the stories shared] will be a collection to draw from and understand why we are demanding change.” This comes with the realization that the stories shared by Black@ accounts are not isolated incidents and are likely to repeat as systemic racism continues on college campuses.

Black@ accounts want to see the words expressed by students on social media and college’s official responses to translate into actions on campus. Since the fall semester experience is uniquely distinct between various colleges and very different from previous years, this action will look different depending on the resources available and what’s possible with safety guidelines.

The continuation of the Black@ movement, though, is expected to continue. “We have seen a decline in stories being shared and traction to our page but we are not letting that discourage us.” The administrators of the Black@ account for Trinity continue, “our stories are still valid, still staying up, and we will continue to be loud and work towards making more permanent change.”

This is an edited version. The full story appears on the website.

VOTE

CONTINUED FROM PAGE 1

world,” Rotundo said.

Jhaveri is also hosting a Commons Quickbites series, where she talks to people about why they do or don’t vote. “Regardless of party, people feel frustrated, and it’s not helpful to shame people for feeling discouraged,” Herren-Lage said. “People have valid reasons for not wanting to vote; we want to make room for all opinions.”

Herren-Lage and Jhaveri are also seeking to encourage students to learn more about local elections, especially if they plan to vote in Maine. “We’re residents of Lewiston; we’re not just Bates College students,” Jhaveri said.

Herren-Lage and Jhaveri shared that the Lewiston city clerk and other parties strongly believe that the votes of Bates students matter. “The city clerk works so hard to make life easier for us,” Herren-Lage said. She attributed this to Peggy Rotundo’s long-term dedication to building this relationship and her involvement in local politics.

For students who feel frustrated or confused by the whole voting process, Herren-Lage said: “Please get in touch with us. Don’t let the confusion and frustration be the thing that stops you [from voting].”

Because the process of registering to vote and requesting an absentee ballot differs across states, Bates Votes plays an important role in helping students navigate the process.

Rotundo’s biggest concern is that students get sent home and don’t receive their absentee ballots in time, leaving them disenfranchised as a result. “It keeps me up at night,” she said. However, she has been working with Post & Print to

develop a plan of action if this were to happen.

Drawing on her experience as an elected official, Rotundo is determined to convey to students why their vote is so important. “If students really got out there and organized, it would push this country in a different direction. It’s your future, you have that power, that opportunity, and I just want everyone to take advantage of it,” she said.

“I don’t want anyone to give up this power that they have, or have their voices go unheard,” Rotundo concluded.

While international students at Bates are not eligible to vote in the presidential or local election(s), Jhaveri said that “voting isn’t the only way to be involved.”

Herren-Lage pointed out that “international students have a stake in this election, too” and believes that “Bates should [also] be supporting civic engagement outside the US.”

Students can pick up and drop off voter registration cards at the library and Post & Print. For students who want to register outside the state of Maine, it’s important that students mail their registration cards at least a week ahead of their state’s registration deadline.

Early voting in Maine opened on Monday, Oct. 5.

Students can reach out to Bates Votes coordinators Ashka Jhaveri (ajhaveri@bates.edu) and Amalia Herren-Lage (Aherrenl@bates.edu) with any specific questions or concerns regarding their voting plan.

Additional information can be found at @batesvotes on Instagram and in the online version of this story.

This is an edited version. The full story appears on the website.

Beyond Capitalism: Hermione Zhou '21 on Land Justice & Community Organizing



Amelia Keleher,
Managing News Editor
Published Aug. 10, 2020

This article was originally written for *Slow Food USA* and published on *slowfoodusa.org*. This is an edited version.

“Why do people do that? Why do they waste so much of our Earth’s resources?” Hermione Zhou ‘21 wondered in middle school, after learning that in the past 50 years, approximately 17% of the Amazon rainforest has been lost to deforestation to clear land for cattle ranching.

Hermione grew up in Shenzhen China, in a household where the prevailing doctrine was “do not waste.” She arrived at Bates in 2017 with a passion for nutrition and environmental issues — where she has made a lasting impact amongst her peers and professors — and inspired them to address issues surrounding environmental justice.

Her first-year seminar, *Life Beyond Capitalism* with instructor Ethan Miller (Lecturer in Environmental Studies and Author of *Reimagining Livelihoods: Life beyond Economy, Society, and Environment*) have informed Hermione’s environmentally-focused pursuits, both in Maine and China.

The Maine Landshare Project

This past May, Hermione began working with the Maine Landshare Project, a collaborative initiative launched by Land In Common, Resilience Hub and Presente Maine as an emergency response to the COVID-19 pandemic. The project connects Mainers who want to grow food with people who have land to share. “I really liked the idea... and I think it has a lot of potential,” Hermione said.

As the resource team leader, Hermione matches people seeking land with the necessary resources to grow their own food. Hermione said they’ve made more matches than she could ever have imagined.

In Maine, one in eight adults and 1 in 5 children struggle with hunger. With more and more people losing their jobs as a result of a flawed economic system and the COVID-19 pandemic, food insecurity presents an ever-growing threat, especially amongst communities of color that face systemic injustices.

Because of these injustices, Hermione believes that figuring out where the Maine Landshare Project is headed is part of a larger and ongoing conversation. “I think there are ongoing conversations [to be had] about how we want to incorporate concepts of land justice and how we want to frame the whole project, not just based on sharing the land but also on land justice, equity,



Phyllis Graber Jensen/Bates College

Zhou volunteering for the Bates Garden during the summer. Over quarantine, she volunteered once a week for Tom Twist, the Facility Services sustainability manager.

social justice,” she said.

Land Sharing as Land Justice?

Land In Common, one of the organizations behind the Maine Landshare Project, was founded to support land access and land justice for historically oppressed and marginalized peoples. It is also a community land trust. Community land trusts (CLTs) are nonprofit organizations that help people set aside land to ensure its protection. CLTs are an alternative to the capitalist system of land ownership and may be able to enact greater land justice.

Many food leaders believe that land access is crucial to food security and can also help cultivate community. Hermione agrees: “Honestly, I like anything that’s shared [that’s] by-passing the market. I mean, why not?”

“Honestly, I never see myself as an organizer.... I just happen to be surrounded by the right people at the right time and we happen to be working on the same thing,” She said with a laugh.

Hermione doesn’t see organizing as something that’s initiated by one person, although she

acknowledges that a leader is likely to emerge in the process. Instead, she considers organizing to be an organic process — “people coming together for a common goal, building relationships, communicating with each other and just trying things out.”

However, scholar and organizer Olivia R. Williams argues that one of the limitations of CLTs is that “they’re not financially self-sustaining.” While Hermione believes in the value of this work, she made it clear that neither CLTs nor initiatives like the Maine Landshare Project will provide a definite solution to any systematic issues unless they happen in tandem with policy change.

“I’ve always believed that we need larger scale, systematic change moving forward, whether it’s how the economy is organized or how people are organized,” she said. “I like these kinds of projects just because they’re doing actual work on the ground that addresses the short term social problems that have to be addressed to make people’s lives more livable.”

Still, taking these small steps forward can help start conversations about alternative ways of living. “Anything local is ben-

eficial in the sense that it brings people together. It provides an alternative view of how the future can be, it expands people’s imagination, [and] it gets things done,” she said.

Capitalism & Local Food in China

According to Hermione, the most pressing issue in food systems is “basically capitalism, period.” She believes that capitalism is responsible for the pressure that small farms face from industrial farms, what — and how much — people consume, what they’re willing to pay for food, and more.

The summer after freshman year, Hermione received a Bates grant to research local food trends by observing 200+ restaurants within five “food grids” in Shenzhen, China. Contrary to the local food movement in the U.S., she found that Chinese restaurants tend to advertise foods that come from more distant sources, while local food sources remain relatively unknown. “Finding that contrast was really interesting,” Hermione said.

She also found that consumers perceive imported foods to be of a higher quality, which she believes is due to media cover-

age of local pollution and the idea that American and European regulations are more stringent. “It’s all about consumer perception,” she said.

“Even here [in the U.S.], how you define local is always a question up for debate,” she said. “Maybe there’s a possibility of [China] joining the local food movement, but I don’t think it’s going to happen any time soon.”

Bates & Beyond

Over the past three years, Hermione has engaged in a variety of projects that push the boundaries of capitalism. She co-founded ReHarvest, a student initiative to address food insecurity and food waste in Maine by improving communication between farmers, volunteers and emergency food providers. She also volunteered at the Lewiston winter farmers market and Ne-zinscot Farm, and has assisted professors in the Environmental Studies department with summer research projects.

Hermione is currently thinking about pursuing a PhD in Environmental Sociology — the social part of Environmental Studies.

Sam Poulos: ‘RBG Always Reminds me of my Mom

Sam Poulos
Assistant Features Editor
Published Sept. 23, 2020

Justice Ruth Bader Ginsburg passed away on Friday, Sept. 18, 2020. Millions of online remembrances, a movie, and several clips from Saturday Night Live have all been rightly made to honor the titan on the bench. I can neither better attest to her moral fiber than a family member, nor better explain her impact as a political figure than a politics professor could. Those stories are out

there, and should be read. All I can write is as truthful a remembrance as I can.

RBG always reminds me of my mom, who, like Ruth Bader Ginsburg, pursued a legal career despite obstacles created by a sexist society. Indeed, RBG was something of a secular saint in our household. It was my sister who told me about RBG’s passing on Friday night while I was working to finish an essay. I quickly looked up the news even though I knew it was true — Lizzie

wouldn’t joke about something like that — and glanced over the first couple headlines, each one confirming what I already knew. I clicked on NPR to officially break the news to me.

It said that she had wanted to live. She wanted to stay here just long enough to ensure her replacement would be picked after inauguration day.

It doesn’t matter what political ideology you have — that’s pretty badass. RBG was literally extending her life because she knew that it would

existentially impact the entire country. Her life was that impactful; she was willing to hold on past a natural lifespan to ensure the survival of her values.

By the end of her life, RBG had served the people of this country for forty years as a judge. Her life was given to her values, and to creating the world she wanted us to inherit. “Great Man Theory” should be a historical concept of the past. No one individual should be considered more integral to the story of humanity than another.

Heroes are no longer needed, but martyrs still are.

The NPR article said that RBG didn’t achieve her goal. She didn’t live to see a change in administration. She didn’t want a conservative judge to replace her. But if that was the goal, then it has definitely been reached. No judge, conservative or liberal, could ever replace her.

Honor RBG’s legacy by registering yourself and others to vote.

Acknowledging its “Problematic Past,” BOC Strives to Expand Access, Inclusion



Eleanor Boyle,
Man. Arts & Leisure Editor
Published Sept. 8, 2020

The Bates Outing Club (BOC) is deeply ingrained within Bates' history. It began in 1920 and is one of the oldest outing clubs in the United States as well as the oldest outing club for a co-ed institution. It is tasked with running several Bates traditions such as Bates AE-SOP and the Bates Winter Carnival which features the famous puddle jump.

Thus, the BOC isn't like any other club at Bates. It's unique in the fact that this club arranges so many of the activities and events that students look forward to throughout the year.

On June 18, the Instagram account @DearPWI posted a story from a BIPOC student from Bates who attended a BOC meeting. The unnamed student wrote about an experience when the president of the club brought up initiatives to try and diversify the club and then heard white students utter things such as that “[club members have] tried to be inclusive” and “we can't have too many beginner trips, that's going to slow us down.”

In response to this post, the BOC released a statement on their Instagram account, writing that they have been “a white and male-dominated space on campus” and said that they have failed the BI-POC community at Bates. To learn the true extent to which these stories go, the BOC created an anonymous form in which students can tell their stories of how BOC has hurt them.

Anna Mangum '21, the current BOC president, said that this summer the club has met several times virtually to discuss how and why the club seems to primarily attract white and privileged students.

Elliott Vahey '23, the community liaison of the BOC, said that at first it was difficult for her to join the club due the meetings still being male-dominated, but she was able to assimilate due to her prior outdoors experience.

The Bates Outing Club has been criticized for its exclusivity in the past. In 2018, a staff member of The Bates Student wrote a forum article titled “AESOP and the Outing Club are Made of White Privilege.”

The response to the article was harsh; many students avidly

defended the club, sent the author hateful messages, and threatened to boycott The Bates Student. The article caused such a stir, Fox News ran a short segment on the piece.

While discussions in the club took place after the article was published, change has come slowly.

During the February break of this past school year, the BOC arranged several beginner-focused trips in order to get more people with less experience involved with the club. A major turnoff for beginners can be the fact that BOC trips are often overnight and involve expensive gear that the BOC doesn't always provide such as winter wear. Plus, it's hard to gain experience when beginner trips aren't widely offered.

Recognizing these issues, the BOC made the trips all beginner level and less than five hours long; all costs were also handled, including food.

The members involved with these trips recognized that the outdoors can be an exclusive place especially to minority groups, and they acknowledge that the BOC hasn't always been the best at providing a space for people to feel welcome.

Jin Wei '21 was part of organizing the February trip. He said that “in most meetings, you can barely find non-white students in the meeting room.” Wei explained that this can be intimidating to many students since active club members “constitute a homogeneous demographic and lifestyle, resulting in a lack of representation for different students to picture themselves fitting in.”

Mangum also acknowledges the privilege of doing outdoor sports and that many of these activities have a history of taking place in spaces associated with violence for many cultures and races.

“For one to not have access to [Ski related resources] prior to college, it would be difficult to just jump into the BOC to learn to ski. The BOC has been a good space for people who already have had the experience to meet other people who also have experience. It doesn't cater as well to beginners and doesn't always take into account why certain barriers exist and what those barriers look like,” Mangum stated.

When asked if she could guess what percentage of the club



Outing Club Website

The Bates Outing Club celebrated its centennial anniversary earlier this year.

has members that are truly beginners, Vahey said that a majority of the active club members have had prior experience in at least one outdoor sport.

She continued and said that “the trips do reach people outside of the club,” but these people still have had prior experience.

In response to how these trips are usually advertised, respondents said they are shared primarily by the email listserv. However, Mangum said that last year the club started discussing a new method for trip planning that requires members to fill out forms to register trips.

For this semester, Mangum wants to expand this by continuing to make it more accessible to sign up for trips (however those trips may be run in COVID times). Mangum said that she has even contacted other NESCAC outing clubs and found that most other clubs have a website where trips are uploaded. She hopes to work with these outing clubs to set up something similar at Bates.

The BOC Instagram statement also noted that “the purpose of the club is to be a resource for all students at Bates to be able to explore the outdoors, but in practice it has primarily been a resource for white, wealthy, and experienced students.”

In response to why she thinks the club has a diversity issue, Vahey responded that “it's because the BOC is...a part of Bates and

the American college system, it's systematically, racist homophobic and sexist.”

The BOC, Vahey said, has “had the privilege in the past to not actively be fighting systems of oppression and to say we're inclusive but not active on how our club can be actively anti-racist and act against symptoms of oppression.”

The BOC recognizes its role in this, and Vahey recited that “our purpose as a club is a systemic solution and not just a club solution.”

Mangum said that the BOC is “a microcosm of a larger issue that is racism in the outdoors and how white people capitalize upon wilderness spaces.”

Considering the fact that most of the active BOC members usually have experience, the lack of advertisement for the events, and the fees that, though rarely, are involved creates an environment that excludes students that are on financial aid, students who have limited to no experience with the outdoors, and students who may be interested in the club, but may have difficulty learning details about these trips. This comes to a head when BIPOC may be all three of these types of students at Bates.

To help bridge this divide, Mangum said they “hope to do more collaborations with other clubs to whatever extent that's possible this semester and then continue to do trip collabs when things return to normal.”

For Mangum, her goal for the future would be for the BOC to have an organized system to sign up for trips that is more clear about what level a trip is and offers teaching opportunities for people who want to learn skills.

The BOC has boasted for decades about its unique status as the oldest club on campus and “[getting] Bobcats closer to nature since 1920,” according to Mangum. However, Mangum now wants to change this message and no longer have the club focus on the BOC's past, but rather have the new message align with their anti-racism, equity, and inclusion mission and goals.

“I want the BOC to give back to the whole Bates community and help lift those up in the outdoors who have felt excluded, scared, or just don't have experience in the outdoors,” she said. “I hope we can synthesize our learning this year and make lasting change within the club. Whereas in the past, there have been a lot of individuals who have put in this work, there hasn't really been enough momentum to enact big changes in the club.”

With COVID-19 affecting even the outdoor community, Mangum said she hopes that the BOC can use this time to make the club more inclusive and accessible to all members of the Bates community.

The Future of Off-Campus Study following COVID-19



Fiona Cohen,
Assistant Features Editor
Published Sept. 23, 2020

“I talked to my Spanish professor, and she said that it's really up in the air at the moment, so we'll just have to figure things out. Hopefully, by next year I'll be able to travel.”

These are the words of Maya Castiblanco '23. With plans to be a psychology major and a Spanish minor, she had always considered going abroad during her junior year at Bates; however, the appearance of COVID-19 has called study abroad into question for many Bates students, including Castiblanco.

Castiblanco is not the only Bates sophomore concerned about their ability to go abroad next year. Jared Miranda-Ogaz '23, a prospective Economics major and Japanese minor, shared similar thoughts.

“I think it's going to be a lot harder [to study abroad] than I first intended, because of the whole COVID thing. I feel like there are a lot of programs that are skeptical about letting kids in,” he said.

Despite sophomores' concerns, the Bates Center for Global Education is trying to remain optimistic about the future, though it is uncertain.

It might surprise students to know that seventeen Bates students are studying off-campus this semester. This number pales in comparison to the usual 130 to 150 students who study abroad each semester. Many students also anticipate going abroad next semester, however, the Center for Global Education does not know precisely how many students will be able to move forward with these plans.

The Bates Student spoke with Dean Darren Gallant, the associate dean for global education, to learn more about the future of off-campus study.

“Bates has been supportive of students' plans to pursue off-campus study,” said Dean Gallant. “We've been in conversation with these students since March about their plans and whether or not they're going to go forward with or not.”

Many colleges across the country have decided to halt off-campus study. However, Bates felt

confident enough in their ability to support students who chose to study off-campus this semester.

Pandemic-related travel restrictions have also posed an issue for students who wished to study abroad during the fall. Towards the end of the summer, the European Union lifted some travel restrictions for students. As a result of this, some Bates students were able to go ahead with their plans to study in Europe.

In the meantime, the Center for Global Education is working diligently to ensure that students still consider studying off-campus next year.

“Since February, our work has changed a lot, and we have really strong partnerships with the programs we work with and the institutions that we work with overseas,” said Dean Gallant. All of Bates' partners have developed a protocol to guarantee that the study abroad process is safe and feasible for students.

These partner programs and institutions are still actively recruiting students from across the country. Of course, these processes look very different than it used to.

Some programs have had financial difficulties, which has led to their inability to offer services to students.

The Center for Global Education has been working to find programs that have developed proper safety criteria and are still offering future off-campus opportunities.

This year, in place of an in-person study abroad fair, the Center for Global Education will be hosting a virtual fair. The fair will be held on Sept. 30 from 10 a.m. to 1 p.m., and requires prior registration to attend. Dean Gallant expressed his excitement for the upcoming event.

“We actually have more programs coming to our virtual fair than we ever had come to the in-person fair,” he said “It is going to be live advising with the programs and asynchronous opportunities.”

The fair will be accessible for Bates students living on campus in Lewiston and students who are studying remotely.

The Center for Global Education will be holding programming during international education week, which takes place in November. There will be events

hosted by the center as well as by faculty and students. These events will be about off-campus study, international research, post-graduate opportunities abroad, and more.

Dean Gallant mentioned that not as many students are coming into the office as usual. The Center for Global Education believes that this is reasonable, as students are still adjusting to a new way of life at Bates. They hope that the upcoming events generate more excitement for off-campus study. Happily, sophomores who have come in for advising are looking to proceed as usual, bearing in mind that things are changing all the time.

Despite Bates' optimism, Dean Gallant notes that the practicality of off-campus study is always up in the air.

“Things can always change,” he said. “We've seen with this pandemic that it's become very possible for decisions and announcements to happen overnight.” Nevertheless, he offers one crucial piece of advice to all students: “Engage with us. Consider off-campus study. Come meet with us.”



Photo courtesy of Miles Nabritt

"Losing someone who you love feels as though your breath has been taken away," Nabritt writes.

Before and After



Miles Nabritt,
Managing Forum Editor
Published Sept. 30, 2020

For the past couple of weeks, I've been reminded about the importance of blessings. As the world continues to grapple against COVID-19, I find myself conflicted and morose. While I am thankful that we are at Bates, there are some things that I have not been able to escape from. I have been dealing with the uncertain and struggling with the constant fear: Will I be ok tomorrow?

For many people, it has never been easy to talk about painful memories and complex emotions. Especially given everything that has happened during this year, from the pandemic, to the death and mistreatment of black people in society, to the economic recession, it has been hard to convince myself that everything is going to get better.

Before the pandemic hit, I was amongst friends and family. In fact, there was an unusual amount of peace and serenity in my life. I was able to have time to be with the ones I loved the most and appreciate their warmth and kindness. I had missed their presence for some time, and I was finally able to have them back. I remember all of the joyful stories, the welcoming embraces, and the heartfelt laughter. I remember that, for once, I was genuinely happy. At this moment in my life, I can look back and say everything was ok. But it was too good to be true. Little did we realize that everything we once knew was going to be changed forever.

This past May, the United States Census Bureau released a survey reporting one-third of Americans claiming that they have signs of anxiety or depression because of the COVID-19 pandemic. Now I've asked myself, what is the way forward? Is there a normal to go back to? As we approach October, with the inevitable brisk and cold following, I am caught in a similar headspace. Some people have told me to move on. Some people believe that despite everything that has happened, we can eventually get back on the right path. But I've paid the price for overzealousness.

This past week has been especially difficult, as I continued to be reminded of the tragic circumstances facing our society. With the passing of Ruth Bader Ginsberg, I have lost hope that our government represents our best interest. With the court's decision regarding the Breonna Taylor case, I am reminded that black people continue to be mistreated and disregarded, both within civil society as well as our criminal justice system. Where does the pain seem to end? For some, pain is a distant thought while others experience it constantly.

During the peak of COVID-19, the United States was dealing with a rise in mental health concerns. Back in July, 53% of adults in the U.S. reported to have increased signs of stress and worry due to the pandemic up from 39% in May. Many adults have had dif-

ficulty navigating through the pandemic, whether in terms of alcoholism, drug and substance abuse, or sleeping difficulties. In addition, several of these spikes in mental health concerns have been related to social isolation and unemployment. Like most people, I have tried to deal with the challenges of the pandemic as best I can. I have worn my mask. I have stayed six feet away from people. However, the pandemic continues to challenge me emotionally.

Some people can move on from pain while others have more difficulty. Especially when you lose someone who you've known all of your life, you feel hollow. There's an empty space now that didn't exist before. Now you feel broken. Losing someone who you love feels as though your breath has been taken away. All of the memories, the warm embraces, the joyful moments, as well as the tearful ones, come rushing in. You can see their face. You can hear them talking to you. However, you know it's only a dream. When you wake up and realize that they are not there anymore, your body aches, screaming in pain. Nowadays I often ask myself: Why are they gone? Why did I not appreciate them when they were here? I am shrouded by guilt and misery as I carry on my life without them.

Some may remember their loved ones through photographs, music, or poetry. For me, it has been through self-reflection and visualization. Whether it's reading a book or going for a walk, I am reminded of my loved ones. Different parts of nature and surroundings bring back memories. It may be the wind blowing against the trees, the sun peeking in through the clouds, or simply the passing of time. After everything that has happened over the summer, creating that space for myself has been demanding. Especially as we continue to survive through this year of social division and health crises, the attention to mental health has been lacking.

Over this summer, I lost a very close friend of mine. She was more than just a friend to me. When you have known someone for your entire life, it's hard to move on knowing that person is gone. It's been hard to comprehend this loss, especially because during her life, she always showed me kindness when others would not.

Regardless of the day, whenever we saw each other in person, she would always say hello. It's unfortunate that sometimes the people who are nicest to you are the people who you spend the least amount of time with. Once filled with optimism and happiness, I now have a space that has become null and void. There is no timeline for grief. Some days I might be just walking and the memory of my late friend renders me motionless. I try and continue going about my day with the hope of things returning to normal. But there is no normal to go back to. There is only before and after. I wish my friend was still here. I wish I could say hi to her again.

I Am Tired: Reflections on Identity, Culture and Community



Skye Brown,
Assistant Forum Editor
Published Sept. 30, 2020

As much as I appreciate the support and raise for writing about my experiences as an Indigenous woman and marginalized member on campus, I am tired of it.

Do not get me wrong, I enjoy writing these difficult articles and speaking out about issues that go unnoticed at Bates. However, having to revisit, recall, and continue to plea to the Bates community to hear my story takes a mental toll on me. When I started writing for Forum for The Bates Student, I wanted to make my voice heard, but along the way I began to realize how much energy I was using.

Each article I have written chips away more and more of my strength in navigating these white-dominated spaces on campus. I feel recognized as one of the few students of color on the newspaper staff, but invisible when it comes to having to move off the sidewalk when a group of white students approaches me, or feeling unacknowledged when people fail to hold the door at Commons for me while I am a few feet away.

After writing my article about Indigenous People's Day and the follow-up article "Hello, Bates, It's Me...Remember?" I received great support from students and faculty for my courage in speaking out. However, the support dwindled as time passed and the importance of Indigenous People's Day became another post on Bates's social media platforms.

While it is important for Bates to recognize this day for the few students on campus who identify as Native, NDN, and come from First Nations, tribes, and a global Indigenous community, what structures are in place to uplift these students and their lived experiences? When it comes to racial equity and inclusion, why is there not an observance day for other student identities? Other equally important celebrations, like Martin Luther King Jr. Day (MLK), has workshops and opportunities to tackle certain issues, so there should be more recognition for all student identities.

How can Bates become more inclusive if student experience is reduced to one collec-

tive perspective? Bates tends to take all Black, Indigenous, and People of Color (BIPOC) student backgrounds as a collective experience, which diminishes the value of each individual and their cultural community. I feel that Bates tends to blend the lines and lump together all BIPOC students into one category: non-white. Reaching the goal of true diversity requires a closer look at the full spectrum of BIPOC identities.

Bates' take on racial equity only focuses on the Black experience in a predominately white institution, which is not inclusive of the rest of the community. Looking at the Black students and their experiences, we must consider their own diverse communities and backgrounds too. Bates needs to and should

ences with or being alone with my culture. I should be able to do both, but the reality is, no matter what I choose, I am disconnected.

Trying to start a club for Indigenous students at Bates seems impossible because I do not think we have enough students to make up the bare minimum of the club — which is seven people. Is this what my life at Bates is going to be like? I already come from a marginalized community, but will I fail to exist as a presence on campus because there simply aren't enough of us? What about other identities on campus that share my reality? Will other POCs also be recognized?

My question now is how many of us will it take for Bates to see us? What is the bare minimum of student presence need-

“ Bates tends to take all Black, Indigenous, and People of Color (BIPOC) student backgrounds as a collective experience, which diminishes the value of each individual and their cultural community.”

acknowledge the importance of Black culture and Black people, but they need to also include other people of color to truly consider themselves inclusive.

Inclusivity means recognizing all personal experiences and their identities, not squeezing their differences together because the commonality they share is that they are marginalized. So what about the rest of us? Racial equity is a multi-dimensional topic, so focusing on the relationship and discourse between white vs. Black students in higher education diminishes the rest of the IPOC community.

While applying to Bates my senior year of high school, I was discouraged when I learned that Bates had no support structures or systems in place for Indigenous catering to Blacks and Latinos, for example, because that is the majority of POCs here. For those who do not identify in those groups, there are no clubs or faculty to relate to or to join. I feel forced to choose between dissolving into a POC community that I do not share the same experi-

ed to have our own workshops and events? I want to see more representation of my community...not be the only one representing. I want my perspective to be valued, but not at a disproportionate value; I don't want to have students see me as an exotic person.

Bates has a unique racialized experience, catering to Blacks and Latinos, for example, because that is the majority of POCs here. For those who do not identify in those groups, there are no clubs or faculty to relate to or to join. I feel forced to choose between dissolving into a POC community that I do not share the same experiences with or being alone with my culture. I should be able to do both, but the reality is, no matter what I choose, I am disconnected.

If I choose an identity at Bates that blends into other social groups, I feel disconnected from my culture. If I am a part of my culture that no one relates to, I feel disconnected from Bates. This racial battle has caused my fatigue; I am simply tired.



Reaccreditation: Invitation for Public Comment

As part of the standard reaccreditation process every 10 years, Bates will undergo a virtual evaluation visit November 8-11, 2020, by a team representing the New England Commission of Higher Education. Bates has been accredited by the Commission since 1929 and was last reviewed in fall 2010.

The Commission invites members of the Bates Community to submit comments regarding the institution as part of this process. Information about how you can submit a comment is available at [bates.edu/accreditation/invitation-for-public-comment](https://www.bates.edu/accreditation/invitation-for-public-comment).

Public comments must address substantive matters related to the quality of the institution.

The Commission cannot settle disputes between individuals and institutions, whether those involve faculty, students, administrators, or members of other groups. Comments will not be treated as confidential and must include the name, address, and telephone number of the person providing the comments. Public comments must be received by November 11, 2020.

For more information about the accreditation process, please contact accreditation@bates.edu.

One Person One Vote: The Case Against RCV

Roy Mathews,
Managing Forum Editor
Published Aug. 31, 2020

As 2020 is an election year, there will be no shortage of candidates, issues, and broken hearts this November.

One issue that still divides Mainers will appear on the November ballot. That issue is Ranked Choice Voting (RCV), an electoral method that countries such as New Zealand and the United Kingdom employ in their elections. RCV has divided Mainers because some view it as confusing and disenfranchising to certain voters, while others point to elections with RCV delivering “real” majorities for the victor.

Here in Maine, RCV would have the effect of allowing more registered independents and other citizens to run on more issue-specific platforms, such as climate change or student loan forgiveness.

While many younger voters have grown tired of the Electoral College, the two party system, and the endless partisanship of current American politics, RCV is championed by some Mainers as an option for widening the field of candidates in Maine. How does this system work? Well, it’s complicated.

When you get to a voting booth, normally you’re presented with those candidates that qualified for the ballot either by write-

in, running on behalf of a recognized party, or by petitioning to run as an independent, which usually requires signatories.

With RCV, you choose the candidates you like from most to least. Depending on where the candidates place at the end of initial voting (which would normally be the end of the election), the candidate with the fewest votes is eliminated and the voters that ranked that candidate as their favorite now vote for their second favorite candidate.

Essentially, if your candidate gets 1% of the vote, but the next three candidates got more votes, then your vote would be counted towards the next candidate. The state then repeats this process until one candidate reaches 50% of the vote.

The reasoning behind RCV is that the elected candidates will better reflect their constituencies preferences. But what does this mean for Democrats and Republicans? The resulting fracturing of our multi-ethnic, multicultural, diverse coalitions in both parties is why most Maine voters and detractors have put RCV back on the ballot.

With a field now open to more candidates, many of the national parties will either fracture into numerous competing smaller parties or spread out candidates under different political banners to cover all sides of the political

spectrum.

In Australia, the two larger Liberal and Labor parties still fight over most of the political power. Pay attention to the smaller parties. Certain parties like the far-right One Nation Party, have a platform of climate-change denialism, racism towards foreigners, and maintain ties with nationalist and racist organizations within the country. They maintain control of a few seats in Australian Parliament, but force the Liberal Party to work with them on some of their issues.

In the UK., the U.K. Independence Party successfully forced a vote to make the United Kingdom leave the European Union. As we have seen, these new electoral processes give extremists more of a voice to promote their hatred. At a time where our country is being run by an extremist, the goal of every Bates student should be ending this era of fringe and polarizing candidates.

Voting is also already an exercise in one’s civic duty. One person equalling one vote is as clear a system as the state can have. I might want to vote for an independent or third-party in this upcoming presidential election, but what effect might that have? I know one scenario that doesn’t need to be repeated when Jill Stein made a Democratic nominee lose to Donald Trump. Disaffected Sanders supporters also

had a role in the previous election as well, and might still have one to play should they choose to vote for President Trump out of spite towards the Democrats like they did in 2016.

Why should I vote for Vermin Supreme in November only for my vote to be recounted three different times towards another candidate if I am just doing it as a joke? Wasting the states resources equals more money put towards recounting ballots and less time putting someone in office.

Finally, spare a thought for our seniors, those with intellectual disabilities, and your average uninformed voter. Expecting folks with families, jobs, and children to take care of to drop everything and spend time figuring out RCV is more work for them.

Lastly, what happens if all the candidates I list on the RCV ballot are eliminated? It’s like I didn’t vote at all! If you voted for, say, the Green Party candidate and two independents that didn’t make the cutoff as the state tabulates the votes, it’s like you never voted at all! That’s right, if all of your choices are eliminated at the end of each round of vote redistribution, then your vote doesn’t matter.

I understand the desire to see majorities determine the outcome of elections, but the reality is if

only 40% of eligible voters vote in an election, then the candidates are fighting for a majority of that 40%. Squaring the circle by counting some citizen’s votes twice, doesn’t make the election a real majority, it just moves numbers around until the percentage of people who actually went to vote are in one candidate’s corner. Lets focus on increasing turnout before we enact our own version of the Electoral College here in Maine.

After four years of Donald Trump, would Maine like to see carbon copies of Paul LePage contesting every statewide and national seat? I don’t think Maine nor Bates wants any more promotion of extremists from anywhere on the political spectrum. In order to return this country to some semblance of normal and continue to make progress on the current issues facing Maine, the last thing we need is another wrecking ball candidate on the ballot here in Maine.

This November, let’s focus on actually getting ourselves to the polls, instead of trying to make a new Electoral College in Maine and say no thanks to Ranked Choice Voting.

This is an edited version. The full story appears on the website.

Bites on my Body

Sam Jean-Francois,
Contributing Writer
Published Sept. 22, 2020

Dear Bates,

I want you to tell me how I taste. How I taste when you cannibalize me. When you turn my body into flesh, mind into profit, (I)image into profit.

I want you to tell me how I taste after you eat away at my energy and leave bones on my plate. When your bites turn my trauma into workshops and your tongue silences mine to make a degree.

How. Do. I. Taste?

Do I taste like “shame,” that runs vile on your lips? Like “diver-si-ty” work done without pay? Like “o-pres-sion”?

Or is it currency that you taste? The worth of my body swashing through your mouth, proving sustenance for generations and generations of white bodies needing to be educated through my pain.

And when you eat me do you stop to hear my pleas? To hear me say:

I’m tired of my experiences being central to my peers’ understanding of a course.

I’m tired of coaching you

through race — of finding the text for you to read, the videos for you to watch, of providing you with the knowledge that YOU SHOULD ALREADY HAVE.”

I’m tired of feeling as if I’m not doing enough when it’s Bates that’s not doing enough. Bates that is not speaking enough. Bates that is not caring enough about my body outside of the monetary value it may bring.”

I want to know if you stop eating long enough to hear me wonder if this is what anti-racist work looks like? To follow students around campus under the guise of campus safety? To form equity groups reliant on the work of students of color? To reform departments, but preserve jobs? To only address race when it’s

relevant to the college’s image?

I want to know why is it that my work is never done? Why do you feel as if bite after bite after bite that there will always be more to be eaten?

But most of all I want to know what you will do with my flesh when there is nothing left to eat, and all that is left is to give me my degree, a receipt of the field in which you ate me.

Sincerely,
The body(ies) between your teeth

Author’s Note

I’ve attempted to write this note multiple times, trying to squeeze in what this letter means, its importance, and etc. But the simplest way to put it is that

“Bites on My Body” is not only a collection of my experiences as a student of color at Bates College, but also my experiences as a Black and queer individual living in a nation with a history of colonialism, erasure, and slavery.

It’s meant to note that it is impossible to exist in this space in any fashion — student, educator — without the sensation of cannibalism; the taking of the body, the consuming of flesh, and Bates making it their own. My letter is a collection of the works that came before me, works written by Black scholars, students, and people all coming together to say:

We are tired.

In Defence of the International Experience

Muhammed Hanza Kalim,
Contributing Writer
Published Aug. 1, 2020

My decision to write this piece was motivated by complaints I have observed through Instagram about the international experience in the NESCACs. In the light of Black Lives Matter, the tides have shifted and we have initiated important discussions about systematic problems. Some of this has the effect of one dimensional thinking where the momentum of the zeitgeist propels every conversation in one direction. I decided to put down some of my own observations about the international experience.

Your first sense of Bates will come before you set foot on campus. It is at the U.S. consulate, trying to get your visa, that you first encounter a taste of America. You are made to walk from counter to counter, fulfilling tedious documents until you reach the final interview with an emotionless white man. No smiles are passed, nor greetings made: just questions he poses like a sloppy diagnostician ascertaining if a patient is free of illness. There, you begin to understand how systems in bureaucracies are set up to rob people of their humanity.

You have these thoughts on your mind when you first arrive on campus. However, every stranger seems to be smiling here. You may

be confused about whether this really is a greeting or a deleted scene of ‘Get Out’. Nonetheless, you soon learn to smile back. Is the acknowledgement of strangers a Bates cultivated phenomenon or a happy consequence of life in a small town? I like to think it’s a combination of both.

You are in your early days at school as an international student. No one else is at school except for the international freshman class for international orientation, a week ahead of the usual orientation. A nervous group of smart people are gathered in a cozy environment and taken through everything together. Upperclassmen international students have activities to help you assimilate.

There are games, explorations of the campus, and meals spent together. Soon enough, what started out as a group of strangers from all over the world become a close group of students in love with their diverse environment. My domestic friends often ask why international students always have meals together in the Arcade. The answer is simple: it’s hard to go back to discussing American culture with your American friends after meeting people at the international student orientation.

The International Club is best credited for these activities. It has some of the best minds on campus

conspiring to improve the international experience. The international dinner is an example of what the club is able to coordinate, but for most internationals, it is only the icing on the cake. The club speaks on behalf of the students and consistently reaches out for input. You are further reminded of just how dedicated these people are when you come across an ex-president, writing their sociology senior thesis on making international students more comfortable. Most people in this club have a passion that borders on derangement. But then, most dedicated people are a little unhinged.

The campus administration warrants a word too. When you are trying to get your I-20s signed by Shelley Palmer, you find a welcoming conversation, especially when Dean Reese pops in her office. It is only when you go back after the winter break and she remembers your name that you are reminded that Bates is not the Kafkaesque bureaucratic nightmare harkening to your country’s border control; instead, the school recognizes your humanity. You are reminded that these systems are set up to serve, not subjugate.

The financial aid department is ready to make the most concessions they can for your sake. Even though Bates’s endowment isn’t the biggest in the NESCACs, the school always

has a generous heart. The loyalties of the Bates employees seem to not lie with the school, but with the students. Need money for your books? We’ll make you a grant. Can’t afford your flight? We’ll the ticket paid for. Don’t know what to buy for winter? No worries, Dean Reese will drive you and help you pick out the appropriate clothes.

The community at Bates is what ties the knot for many. At the Arcade, you look forward to meals with friends to unwind. There is something divine about the Arcade. It’s not without domestic students. However, there is a sense that international students don’t get domesticated, but rather domestic students get internationalized. The American perspective is a single point of view amongst a collection of ideas. The Arcade is no echo chamber either, for we all challenge each other’s ideas under a collective sense of trust. Sometimes, if you time it well (read: arrive late), Dean Reese will be there, telling his basketball story for the 12th time.

Here I tie this whole narrative together by describing Dean Reese himself. It’s safe to say that there would be no international experience without Dean Reese. For all of the hurdles to jump over to get to Bates, he is always available and micromanages in the best way. Your first harbinger of Bates is when, as

a freshman, you don’t have to order a taxi from the Concord stop; instead, Dean Reese picks you up in his minivan and helps you settle in. Every fortnight or so, he will treat you with a Den night for international students. On a busy night, there could be in excess of 50 people there. Dean Reese knows all of them and personally acknowledges them. If you are one of the few international students that stay back during the winter, he sends out an invite for dinner on Christmas Eve, and you get to meet his lovely wife and children. In student life, long emails are never welcome unless he sends them out. As a domestic student, you can get on his mailing list too if you strike up a conversation with him. Most of all, his demeanor reminds you that the indignities that you might face every now and then are not the norm. You deserve a more welcoming environment.

Having penned down all of this, I am acutely aware that Bates often falls short. There are many stories of international students that should be heard and only a dynamic approach will improve this environment. To the domestic students who have gotten to this point: this is not an excuse to ignore experiences to the contrary.

Having said that though, I state my gratitude for the international experience at Bates.

Reflecting, Living, Ready: An Interview with Perla Figuero



Eleanor Boyle,
Man. Arts & Leisure Editor
Published Aug. 29, 2020

Throughout Bates campus, there exists tight knit communities composed of people who all have a passion for one thing or another. This could be sports, or a more eccentric topic, but in the case of the arts departments at Bates, this passion is a love for creating, storytelling, and connecting with other people.

This passion for storytelling is emulated in Perla Figuero, a rising senior who is a double ma-

still living in the Dominican Republic, Figuero's mother signed her up for everything, including art institutes where she did painting projects and ballet classes, which she was taught by her uncle, a choreographer.

When Figuero moved to the U.S., she didn't join many art groups due to the fact that she didn't know English. In fifth grade, she joined choir in order to learn the language, which she continued throughout her school years.

Her grade school had a drama

sometimes involved with anthropology was a plus.

However, at Bates, she left anthropology "because it wasn't [her] calling." Instead, she found that she was more at home in the Rhetoric Department, particularly because of Benjamin E. Mays '20 Distinguished Professor of Rhetoric, Film, and Screen Studies & Africana Charles Nero, who is one of her favorite professors. She even took a film festival class, which helped prepare her for the Flickers Rhode Island International Film Festival where she worked this summer.

In the Theatre Department, Perla has been involved in plays such as "We Are Proud to Present a Presentation About the Herero of Namibia, Formerly Known as Southwest Africa, From the German Sudwestafrika, Between the Years 1884-1915," a play that discusses the genocide of the Herero by German colonizers and the race issues involved.

The play revolves around three Black actors and three white actors as they try to maintain their political correctness and composure as they rehearse the title play. However, the white actors playing the Germans get carried away during the rehearsal and inflict verbal and almost physical violence on the Black actors, showing how quickly humans can become violent.

Figuero was also a part of Ali Greene's thesis play, called "The Gap," a play about alien abduction that also addresses rape, sexual assault, and child abuse. The play was unable to run due to COVID-19.

In "We are Proud to Present," Figuero learned how "to differentiate [her] professionalism from [her] wellbeing which really helped [her]." This differentiation is a necessary tool in performing arts and is why Figuero loves majoring in theatre. "It's so fun," she said, "I don't think I want to become an actress, but I do it because it's good for public speaking so I can't be scared of anything else."

For film, she draws inspiration "from storytelling."

"I want to see more of my

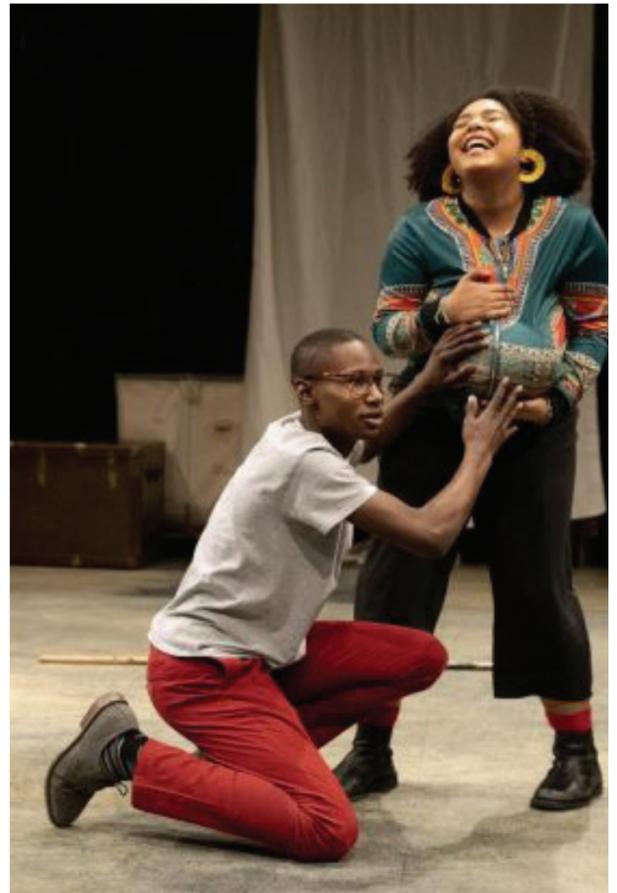


Photo courtesy of Perla Figuero

Losseni Barry '22 and Perla Figuero '21 rehearse for one of the theatre department plays.

face on screen. Black, Latina, and women," she shared. One of Figuero's role models is Issa Rae, a successful producer, director, and actress who is the creator, executive producer, writer, and lead actress in the award-winning show "Insecure" on HBO.

From watching Rae and other women like her, Figuero has realized that she wants to "do the things [she] likes to do" in life, and that money won't stop her from achieving her dreams. "I'm gonna do what I like," she said. "I live my life reflecting on the past, living in the moment, ready for the future." Going into the arts is very unknown, she said.

In her first year at Bates, Figuero thought that theatre was a very individualized thing, but it became more like a community. Yet, the Theatre Depart-

ment "doesn't pull a lot of Black students," according to Figuero, due to the lack of plays that talk about stories that relate to BIPOC and plays that include BIPOC.

For this reason, Figuero was excited to take the role in "We Are Proud To Present."

"The opportunity was put out there, and I took it," she said. For her, if a play "doesn't say 'African American role,'" she said that she believes "I won't get it." Therefore, what she believes can be done to improve BIPOC interest in theatre "is picking plays that have a range of stories... Bates has to be better at choosing plays and creating a safer environment."

"I want more BIPOC to be part of the Theatre department, and if we push more for more inclusive plays, greatness would come," she said.

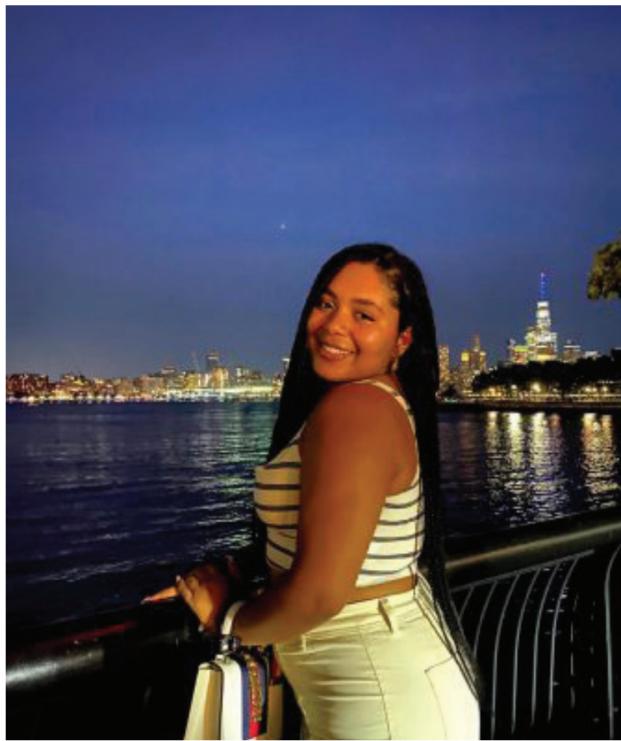


Photo courtesy of Perla Figuero

Figuero poses besides a skyline. She moved from the Dominican Republic to the U.S. in elementary school, where she joined choir to learn English.

major in Rhetoric, Film, and Screen Studies and Theatre, specializing in acting. She was also recently elected as Bates' student body co-president. Figuero has been involved with the arts since she was young, and her passion for it has continued throughout college.

Perla is a first-generation college student from the Dominican Republic who grew up being "suffocated with the arts." While

requirement which encouraged Figuero to start acting in plays, but that isn't all her school did. They took her and her peers to visit museums and did annual poetry slams.

Although art was always in her life, Figuero didn't consider pursuing it as a career until she reached Bates. Originally, she wanted to be an anthropologist since it involved working with people, and the fact that art was

Bates Beyond Borders: An 'Essential' Listen for Batesies



Jessica Gross,
Ass. Arts & Leisure Editor
Published Sept. 30, 2020

For any college first-year, the concept of starting school conjures hopes, fears, and excitement for the year to come. Adjusting to the community, tackling sophisticated academics, and taking ownership of your independence are all expected challenges for a student to take on. But what about adjusting to an entirely new culture?

For many international students, coming to college in America lends itself to many unexpected happenings. The Bates Beyond Borders Podcast, hosted by MinAh Kim '21, dives deep into the Bates experience through the eyes of international students from all over the world.

Whether impactful, educational, or just downright hilarious, Bates Beyond Borders features the advice, takeaways, and thoughts of some international students at Bates with wonderful anecdotes that reflect the intricacies of American colleges' unique norms.

In the pilot episode, titled "Our First Ever Trip to Bates," we hear about four students' first trip to campus and the lasting impressions that it left on them. The podcast episode was filled with engaging recounts of everything from navigating through chaotic airports to spending that first unfamiliar night in college dorms.

Something that stood out in particular, however, was the shock around the way that American students decorate their dorm rooms and pack for college. Many American college students personalize their rooms to the fullest extent, occupying their spaces with couches, TVs, walls meant to represent their personalities, and the like.

"There was no such culture of posting posters on the wall, so that was a surprise," Kim shared, comparing her time at a boarding school in Korea to her dorm experience at Bates. "I was shocked when I got an email from my roommate asking whether or not I was going to bring a fridge." Nicole Kumbala '21 added that most international students come to campus with two suitcases, starkly contrasting from the luggage-packed cars that many domestic students drive to campus.

Episode 1 is broken into two parts, both reflecting on Orientation. The first part, "All About AESOP," covers the orientation trip experience.

AESOP is known for diving into the deep end in many ways - sometimes in the literal sense when it comes to canoeing. Students are tossed into close quarters with their new peers and often get first acquainted with Maine through this deep outdoor immersion.

The participants in this podcast episode cover their experiences with each of their trips,

walking us through the fun pranks and mishaps that occurred as well as the excitement of having a bonding outdoor experience. While some students were in AESOPs with students from diverse locations, others were in groups composed mainly of New England students and experienced a learning curve in hearing references to niche parts of American culture.

Podcast participant Mark Su '22 shared an important lesson he learned from starting school and having new experiences like AESOP: "In college, people have a better understanding of who they are, who they want to be, and who they want to be friends with. I think it's really essential for us to show our true selves and really appreciate other people for what they show you."

The second part, "All About Orientation," details the experience of on-campus aspects of orientation. This episode really focuses on how orientation is solely designed around the experience of domestic students and does very little to address the experience for new international students.

The whole act of socializing throughout orientation can pose challenges too, as international students take on cultural differences that oftentimes feel unaccounted for by the Bates community. On top of this, it was only recently that the community of international students became

as unified as it is now, thanks to affinity groups on campus like the International Club; it was far more difficult at the very beginning of school to find other students with similar experiences before organizations like this.

As a domestic student listening to this podcast, I was met with the reality of how unknowingly simple it was for me to go through not only the beginning of school but also my entire time at Bates. Yes, the adjustment to college is hard, but the challenges domestic students face are challenges

that are very much included in the dialogue of the Bates community and are normalized amongst other domestic first-years.

Hearing about the exponential challenge and unfamiliarity that international students face as well as the brightness, comradery, and perspectives that were discussed in the podcast was an invaluable experience. It is essential that all Bates students listen to this podcast, as Bates should serve as a united community for everyone no matter where you are from.

Presented to you by the Bates International Club

BATES BEYOND BORDERS

A Podcast: Rewriting the Bates
experience in our voices



New episodes release starting August! To join,
DM us on Instagram or email mkimebates.edu

Unabashed Vulnerability: An Interview with Christina Wang



Olivia Dimond,
Ass. Arts & Leisure Editor
Published Sept. 8, 2020

Good art touches you, but it teaches you something, too. Christina Wang '22 has always been drawn to how literature can serve as a jumping off point for exploring philosophy, ethics, science, and everything in between.

She began writing both prose and poetry in middle school, but since arriving at Bates has concentrated mostly on the latter. It started as a form of escapism, a way to mold a world outside of the landmine of middle school, and has since evolved into a cathartic exploration of the world. Her experiences as a Chinese-American woman growing up in predominantly white spaces are a frequent source of inspiration.

"I think part of why I love writing so much is how it allows you – I don't want to say forces you, but it does reward you for being unabashedly vulnerable," she shared. Much of her work involves looking at her and her family's past, examining the world through the lenses of her past self, her current self, and those around her.

The power of vulnerability has been a consistent thread in her artistry. Her high school creative writing teachers created safe spaces for creating and sharing. Looking back on her high school work, she finds most of them to be clichéd now, but regardless, she appreciates how she was encouraged and taught that "[her] words meant something and had value."

Throughout high school, Wang participated in contests and won awards, and when it came time to apply to colleges, many encouraged her to attend

the schools renowned for their creative writing programs, but the competitiveness of such programs discouraged her. Wang has known since her first-year seminar (FYS) at Bates that she had found the right English department.

Her FYS, entitled "Shaking It Out: Writing and Critiquing Personal Narratives," was taught by Professor Jessica Anthony, a lecturer in English, who supervises the fiction side of the creative writing program. The course is rooted in creative nonfiction, a branch of creative writing that combines the factuality of nonfiction with literary techniques more frequently found in fiction.

Anthony's class was a space that emphasized that the students, despite being young, had stories to share that people would want to hear. In workshop, writers were pushed to improve and get helpful feedback from each other; it was a supportive space to be vulnerable and open yourself up. As a first-semester freshman, the realization that these spaces existed on campus was eye-opening.

Wang now serves as an editor for Snaggletooth, the college's literary magazine, where she hopes to spread this spirit of writing and sharing stories outside of the English department, particularly now. Writing non-academically has brought her much joy and comfort during the coronavirus pandemic, and the Snaggletooth space gives students across majors the chance to improve their writing together.

Bates' creative writing program does not include a creative nonfiction track, so Wang has drifted fully into poetry, which has encouraged her to be more



Photo courtesy of Christina Wang

Wang began writing poetry as early as middle school, and now writes as part of her English major.

exploratory in her work and less boxed-in. She believes poetry is organically more experimental and lacks some of the rules of prose, which demands that the author create an enticing plot, developed characters, and relatable dialogue.

A recent piece she has been working on is a prose poem, a style of poetry that retains the language style of poetry, like rhyme and heightened imagery, in the prose format.

It centers around herself as a child, experiencing a crush on a white boy and trips to fast food restaurants in attempts to be more American, and how she

reflects back on those moments in the present day.

As a double major in English and politics, she acknowledges how using such stories as inspiration adds a political bend to her work. In the wake of the 2016 election, Wang began to explore the intersection of politics and literature in her high school classes, reading protest poems and pieces by writers of color in reaction to the election, and found herself wanting to know more about the systems

and injustices they were writing about.

Wang is also an education minor. After Bates, she hopes to become a high school English teacher and teach creative writing in particular, to pay forward the good bestowed on her by her own teachers.

Poetry is always going to have a major role in her life, as writing continues to be a way of escapism and catharsis, no matter how far away she gets from her middle school days.

Life at the Hampton Inn

Georgina Scoville Man. Design Editor
Sophie Mackin Copy Editor
Published Sept. 16, 2020

Students in the summer housing lottery, primarily juniors whose study abroad plans were cancelled due to Covid-19, waited all summer to find out where they would be living this semester. On Aug. 13, these students received an email titled "Summer Placement Assignment," and to their surprise, about 90 students learned that their housing assignment was the Hampton Inn in Lewiston. Many were also randomly assigned roommates, though they were given the option to switch in the following days.

After this announcement, students felt a mixture of confusion, frustration, and concern, particularly regarding the logistics of getting to and from the Bates campus. "When I saw Hampton Inn for my housing assignment, I was initially very shocked – how could I have a genuine college experience commuting from a hotel?" shared Tamsin Stringer '22.

A few days later, Residence Life hosted a Zoom forum to help address and answer these questions. They explained that there would be a shuttle operating Monday through Friday to bring students back and forth to campus in addition to the Bobcat Express, which is available if students call Campus Safety.

Having to rely on a shuttle was one of the major reasons why Jesse Hagy '22 decided to leave the hotel and move to

campus. He shared that since he does not have a car on campus, he had nowhere to go between classes, apart from academic buildings. According to Hagy, "this is partly because the shuttle schedule would vary day to day and [he] couldn't risk going back to the hotel, missing the shuttle, and missing class."

Despite the distance from campus, there are some obvious advantages to living at the Hampton Inn. The hotel boasts large beds, private bathrooms, and amenities including a gym and pool. Two floors of the hotel are reserved solely for Bates students, and each student occupies either a queen bed double or king bed single. Each bedroom also comes equipped with a mini-fridge, microwave, television with cable, and air conditioning.

Aside from the rooms, Bates students living at the Hampton Inn are offered a large set of other accommodations. Each morning, there is a continental breakfast until 10 a.m., which includes offerings such as pre-made omelettes and fruit. Students are also able to sign up in advance for a gym or pool slot for 45 minutes or 1 hour at a time. In terms of laundry, Bates provides Hampton Inn students with a laundry service: if they drop off their laundry bag on Sunday night, it will be returned on Thursday morning, cleaned and folded.

Even with these positive aspects, many Bates students were left dissatisfied with their



Georgina Scoville/The Bates Student

An example of a single room in the Hampton Inn. Each room has its own bathroom,

living situation. This week, the hotel hallways were filled with students moving out, as they recently obtained rooms on campus through the Room Change Process. As rooms open up, "students in the Hampton Inn will have precedence over fellow students in traditional student housing in the same class year," according to the Bates website. Every student that entered the Room Change Process

with the intention of moving to campus from the Hampton Inn was able to do so, shared Jessie Williams in Residence Life.

"I really just wanted to be back on campus and in walkable distance to Bates buildings. It felt a little isolating for me, especially during COVID, and the room change process was so easy. [My roommate and I] actually got a room three days after we filled out the form and

were given three different room choices, two of which were in our top pick dorm building," shared Izzy Mohammadi-Hall '22, who moved out of the hotel this past week.

For the students that remain at the hotel, although the experience may be strange, it is also historic and memorable. They will never forget the semester they spent living in the Hampton Inn.

'The Way Things Go' Celebrates Simple Mechanics in Bates Museum of Art

Jessica Gross,
Ass. Arts & Leisure Editor
Published Sept. 30, 2020

A high pitched, firework-like whistle cuts through the silence as a rocket ignites, shaking a large metal box with a soft boom as it combusts within its insides. There are chairs laid out (six feet apart, of course) in the airy display room, positioned carefully for the audience to assume the best vantage point of the action.

This may sound like a description of a socially-distanced test run for the latest NASA space mission, or maybe a trial of a special ops military endeavor. It perhaps evokes an elaborate prank pulled by a cunning younger sibling. It is none of those things; however, it is actually a scene from the Bates Art Museum's latest exhibit, the 1987 film "The Way Things Go" by Peter Fischli and David Weiss.

"The Way Things Go," which began playing in the museum in late August, pays homage to the playfulness of mechanics and physics. The film showcases a 30-minute-long consecutive chain reaction, completed through the careful positioning and design of everyday objects like tires, bot-

les, shoes, string, and candles.

The extreme precision and creativity with which the reaction needed to be designed in order for it to run smoothly is nothing short of absurd, becoming comedic in its craziness as it unfolds throughout the film. It is a true feat of science, appearing like something out of an inventor's pile of discarded, too-ambitious blueprints.

"It essentially looks like one giant real-life Looney Tunes cartoon," said Caitlin Patton, the Museum Education Fellow for Bates, who is in charge of community outreach, coordination, and promotion for the gallery. "It's humorous and chaotic, and is very oddly hypnotizing to watch."

The art film is the primary installment in the gallery's first ever season as a socially-distanced space. The piece is projected onto a large wall on the top floor of the museum, with chairs laid out for a maximum of 15 viewers to enjoy the film at a time.

The museum has coordinated with Bates Health Services about measures that are acceptable for safely facilitating the museum's operation, which mostly pertain to designing exhibits so that they are conducive to social distancing.



Dieter Villegas/The Bates Student

Osceola Heard '22 watches "The Way Things Go" by Swiss artist duo Peter Fischli and David Weiss in the Bates Museum of Art.

"Most of our current restrictions are very space based, which isn't a huge deal for something like a film projection because we have chairs laid out so you just sit in a chair and watch it," Patton shared.

Thankfully, the openness of the museum allows it to remain an excellent outlet for students and other Bates community members to find enrichment in a space on campus, which has been a recurring challenge this year due to the copious building restrictions. The exhibit has been open for classroom engagement, with certain courses coming through to see the film and to use the downstairs space in the museum.

In the future, the museum

even plans to open up as a study space for students, filling the need for additional indoor spaces on campus while doing so in an environment that facilitates creativity.

"One of the things that I love about museums is their multifunctionality," Patton said. "To me, a museum's [purpose] can range from many different things. It can be a safe space that you can go to if you don't have anywhere else to go because they are usually always free, it can be a quiet area where you can relax and unwind while in the presence of art, it can be a place where you can connect with people, it can be a place where you find a new interest. Using a museum as a

study space is another example of one of their many uses, because museums are a place of rejuvenation, of relaxation, of coming back to yourself. You can forget all of the hustle and bustle and just unwind, even if it's for just fifteen minutes."

And amidst all of the absurdity, unpredictability, and chaos that has defined this year thus far, "The Way Things Go" is an almost too on-the-nose source of comic relief from the craziness of the outside world.

So while you find yourself needing to pass the time during the wait for your test results, you should come to the museum, where you can watch and wait for a teetering shoe to set off a stick of dynamite.

Challenging White Supremacy in Dance Outside the Bates Bubble

Olivia Dimond,
Ass. Arts & Leisure Editor
Published Sept. 8, 2020

In March of this year, Alexandria Onuoha '20 published an article in The Bates Student on her experiences with racism in the dance department. The arts, especially arts curriculum, in the United States has a long history of racism and, in particular, white supremacy. A majority of the work Bates students are taught, at least in the theater and dance department, is in styles which originated in Europe or the United States. In theater, most of these styles were popularized by white men in particular. Dance then adds on an appearance piece in a way other arts don't; dancers are expected to have certain builds and certain levels of flexibility, otherwise they will not be taken as seriously.

These ideals continue outside of a college curriculum, though, leading Onuoha to host a talk July 14 entitled "Dancing Around White Supremacy,"

which was also the name of her article. Mickai Mercer '19 and Seattle artist Alicia Mullikin also participated in the conversation.

Mullikin was particularly candid about her experiences with white supremacy in dance. Mullikin is a chicana dancer who self-identifies as plus-size and brown, two traits that are not considered to be parts of the "ideal dancer." Having physical

"If y'all aren't gonna let me into these spaces after I did everything you told me to do, then I'm just gonna make my own spaces"

ideals of performers or athletes is dangerous before you even factor in race. It is well-documented that ballerinas are at increased risk of eating disorders compared to non-dancers. But it's more than just body fat. Mullikin went on to explain that the ideal dancer is female, thin, short, white, blonde-haired,

blue-eyed and trained in ballet or modern.

These three dancers do not fit into that ideal. Mercer is 6'3". Onuoha grew up dancing Afro-Caribbean styles. Mullikin became interested in dance through more rhythmic styles like hip-hop and jazz, but when she expressed interest in being a professional dancer, she was told to study only ballet and modern.

Mullikin described her journey as "[spending] a lot of time trying to fit into boxes that were never meant for me," in perhaps the most powerful moment of the night. Having the courage to own your journey and experiences is hard enough without bringing in shame over factors you cannot control.

In addition to sharing their experiences, Onuoha, Mercer and Mullikin also discussed how to combat white supremacy in the arts. For Mullikin, this involves getting back in touch with her roots and creating dances like "Reina," inspired by her grandmother. "If y'all aren't gonna let me into these spaces after I did everything you told me to do, then I'm just gonna make my own spaces," she said.

For Mercer, it means creating environments where everyone feels accepted, safe and their truest self. One of the pieces he created at Bates centered on the idea of skin, and had performers of all different races in the company. It was important to him that his dancers be able to step into the studio and "forget about dance for a minute and just live in their truth."

As a sort of final send-off, Onuoha asked the audience if being an artist means being antiracist. Lauren Reed '23, also a BIPOC dancer, expressed that if dance and art are about building a community and sharing expe-

periences, then the process should reflect that. The arts have a long way to go towards achieving full equity and diversity. Dancing around white supremacy is no longer an option. Artists and creators need to acknowledge it, call it what it is and push back against it. The syllabi, training programs, important figures, who is onstage and who is in the wings all matter. It is time to be honest about the exploitative history of these art forms and to make sure that we no longer allow the exploitation of BIPOC to occur.

In addition to leading the talk, Onuoha has created a document with resources for fighting racism in dance and also to support herself, Mercer and Mullikin in creating work that celebrates and highlights BIPOC artists. While much of the content is in reference to dance, as Onuoha pointed out at the top of her talk, these same actions and conversations can apply to the arts and almost every other field. Let's get to work!

REMOTE CHEMISTRY LABS



Yuri Kim/The Bates Student

Bates Suspends Athletic Practices Friday after Violation of COVID-19 Guidelines



Jackson Elkins,
Managing Sports Editor
Published Oct. 7, 2020

In a surprise decision, the Bates Athletic Department decided to suspend afternoon practices last Friday. According to an email sent to coaches around noon, there was no reason specified for the suspension other than a general violation of Bates' public health guidelines. No information was provided at the time as to which team or individual violated the guidelines or in which manner they were violated.

Athletic Director Jason Fein was able to provide a much clearer explanation as to why practice was suspended, stating, "In a nutshell, we canceled practice on Friday, and Friday only, so that we could discuss how to ensure that we were keeping in compliance with our institutional guidelines at practice."

Fein continued, "We had several unconfirmed reports of some folks not following our public health policies while at practice. We have regrouped with the coaching staff and made sure we are all on the same page about expectations going forward."

Fein wrapped up his explanation of the suspension by adding, "Practices resumed on Saturday and we don't expect further interruptions," which surely caused every student-athlete and coach to let out a sigh of relief.

The fact that practices will be able to continue as normal is welcome news to not just athletes, but every member of the commu-



Katherine Merisotis/The Bates Student

All athletes are required to wear masks when within 14 ft of others. As such, many teams such as the women's soccer team, must practice wearing masks.

nity. Every piece of information or news that concerns COVID-19 is of utmost importance to many on campus, and thankfully, there is little reason to be concerned regarding the safety of athletic practices on campus.

For student-athletes, losing the ability to continue pursuing their athletic endeavors is a major concern. Athletics is in a high risk category in terms of possible transmission, but the athletic department has been working extremely hard to ensure that athletics can happen in some capacity without endangering student-athletes or the greater community.

However, this is not to say that there will be no changes to the current guidelines for athletics. According to Fein, "We ex-

pect that members of the athletic training staff and/or administrative team will continue to drop by practice, not only to monitor compliance, but to continue to check in on the best part of what we all do — participate in athletics."

In discussing the future of the health protocols set out for athletics, Fein was sure to note that, "I believe we have taken appropriate action to help us avoid further disruptions. In addition, if you or your fellow student-athletes witness areas in which we are falling short, I encourage you to address those directly with your coaches and/or the athletics administrative team."

Flexibility is critical in challenging situations like athletic

practices during a pandemic, and while the Bates Athletic Department's policies have worked perfectly so far this semester, that is not to say that they can not be modified in order to adjust to unforeseen changes.

Adding to the positive news, Fein and Assistant Athletic Director Celine Cunningham noted, respectively, how "encouraged" and "impressed" they have been with student-athletes following the health protocols.

"It has been inspiring to make the rounds at practice over these past few weeks, or to see

student-athletes running around campus, and see how many of them are excited to be able to be out there engaging with their teams," said Fein.

Barring any major shifts in the number of cases at Bates, it appears that athletics at Bates, like many other aspects of student life, will continue to forge ahead. Cooperation from students and transparency from administrators, like what was put on display following the suspension of practices, will be critical going forward in creating a life at Bates with some sense of normalcy.

NESCAC Announces the Cancellation of Fall Sports

Jackson Elkins, Man. Sports Editor
Julia Bisson, Assistant Sports Editor
Published Jul. 10, 2020

On the heels of the Ivy League's decision to cancel fall athletics, the NESCAC announced its intent to do the same. The NESCAC presidents released a statement on the morning of July 10 confirming that the decision was "unanimous, though with great reluctance."

The statement did not address when intercollegiate competition will be allowed to resume, though it states that the circumstances are subject to change in accordance with federal, state, and local guidelines.

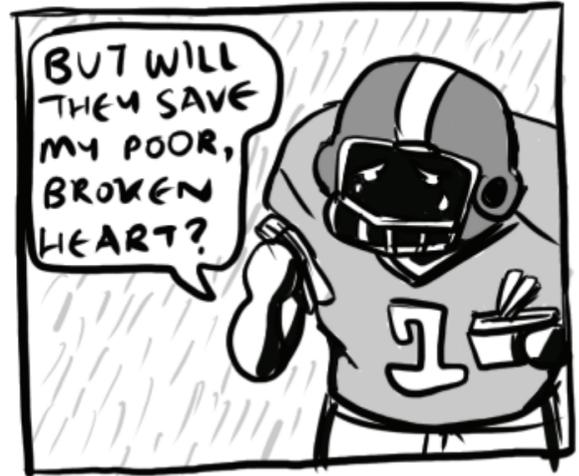
The conference has modified rules in order to allow coaches and student-athletes to train and practice "outside the regular season." This would allow winter sports to begin their practices on Oct. 15 instead of the usual Nov. 1. If all goes well, winter sports will plan to start the season on Nov. 13. As for the fall sports that were cancelled this year, the NESCAC is considering moving their seasons to the spring.

At the time of the statement's release, Williams, Bowdoin, Wesleyan and Amherst had already cancelled their athletics (or in Bowdoin's case, most of the in-person experience). Colby had taken a similar approach to Bates — seeking to continue with fall athletics in some capacity, such as competing only in-state.

The "business as usual" approach to college athletics has already proven to be problematic, as seen by the multiple outbreaks on NCAA football teams like UNC, Florida State, Oklahoma State, Auburn University, Texas Tech and others.

All have reported positive cases of COVID-19 on the teams who returned to school for preseason and voluntary work-out programs.

HOW MUCH MONEY WILL BATES SAVE FROM FALL SPORTS?



Yuri Kim/The Bates Student

These outbreaks can be attributed to the lack of protocols put in place at these programs. The NCAA released "return-to-sport guidelines" on their website for schools to follow, which state that athletes need to adhere to local community health standards, wear face coverings where appropriate, conduct daily self-health checks and get testing and results within 72 hours of competition in high contact risk sports.

Following the NESCAC's decision, Athletic Director Jason Fein emailed all Bates student-athletes and described his thoughts, indicating that the Athletic Department did everything in its power to try and salvage some sort of season for its teams, but was unable to do so.

Fein explained that the Athletic Department's hopes for fall athletics came and went in "waves." He added, "Since we left campus in March, the athletics staff has been working tirelessly to plan for numerous scenarios surrounding what athletics would look like this fall

- from the best case options to the worst case ones - all while following federal, state, institutional and NCAA guidelines."

"Even with all of these considerations, challenges remained regarding the possibility of a truly safe return to competition this fall, and it was necessary for us to make this disappointing decision in order to protect the health and safety of our student-athletes, their families, and our broader campus community," he said.

While Bates will allow fall athletic teams to meet and practice, many decisions are being left to coaches' discretion to create a plan that follows the school's COVID-19 guidelines. Cameron Riley '23, a center on the Bates men's basketball team, said, "I feel confident in my coaches' plans but unsure about competition in the winter."

Josephine Stevens '23 is a member of Bates women's rowing team, whose fall season was recently cancelled. When asked about her feelings about the NESCAC's decision to cancel

fall sports, she said, "It's a sad situation but it makes the most sense. Academics over athletics, always."

The ability to hold team practices will be dependent on each sport's individual risk. "Tennis is supposed to have practices every day which is good for us, but I can see how other teams may be upset when one team gets more practice time than another," said Laura Littlefield '23.

Creating a safe practice environment for contact and team sports will have added difficulties in comparison to non-contact and individual sports.

This also brings up the question of what the gyms and lifting rooms will look like this year. Fein briefly outlined plans for the fall in a July 10 sports announcement: "We plan for teams to be able to practice and gather this fall under the supervision of their coaches, as long as we observe physical distancing and comply with all safety standards in place across campus. We will

also expand our outdoor fitness capabilities as well as online and virtual fitness programming for all members of the Bates community."

In terms of future plans and further developments for athletics, Fein stated that Bates "will continue to work with our counterparts in the NESCAC and the state of Maine as we look beyond the fall, and we will communicate those plans as soon as we can."

The protocols and guidelines put in place will all be subject to change as the year goes on. Bates students will have to wait and see what the school will decide to do with athletics as the institution further develops and implements its plan over the next month before students return.

All that the student body can do is have faith in the athletic department and understand that these are unprecedented times. In reality, no one is quite sure of what to do.

NEISA Sailors Address Diversity and Inclusion



Sophie Mackin,
Copy Editor
Published Sept. 8, 2020

This summer challenged all of us to do our part in order to dismantle the longstanding structures of racism that pervade our everyday lives in this country. In the world of sports, many professional athletes have been using their platforms to be voices for change, and recently, several NBA, WNBA, MLB, and MLS teams even boycotted their games to protest police brutality.

However, professional athletes aren't the only ones taking a stand – college athletes have been working together to deconstruct barriers within their own sports. One notable example has been the recent efforts of undergraduate sailors from seven schools in the New England Intercollegiate Sailing Association (NEISA) to increase accessibility and inclusion in college sailing.

Sailing has always been a predominantly white, wealthy, and male-dominated sport that has struggled to invite broader participation. The high costs of gear, the yacht club-to-college recruitment path, and the geographical restrictions of sailing are among many reasons that make it increasingly difficult for BIPOC sailors to transition into collegiate competition, or even to start from scratch without experiencing the sport prior to going to college.

College sailing, especially here in New England, has a lot of work to do in order to change this exclusive culture, but this summer seemed to mark an important turning point.

In early June, a group of ten college sailors including Jack



Photo courtesy of Anna Landgren

The Bates Club Sailing team practices on Taylor Pond in Auburn, Maine.

Valentino '22, one of the captains of the Bates Club Sailing team, collaborated over Zoom to create and submit a call-to-action regarding NEISA's diversity and inclusion policies. A key component of the call-to-action involved the creation of an intercollegiate committee focusing on educational and community outreach programs. The students presented their proposal to NEISA during a conference call on June 17th and received almost unanimous support for their ideas.

Their committee, led by Preston Anderson '22 of Bowdoin, officially took form shortly afterward and was given a new name: NEISA TIDE (The Inclusivity, Diversity, and Equity) Committee. The committee reached out to all of the schools in NEISA and re-

cruited representatives from each school to join. Representatives must be undergraduate sailors who are committed to attending a few meetings a month and taking on the role of primary facilitator for educational programming and NEISA TIDE initiatives for their team.

So far, NEISA TIDE has drafted a formal amendment to the NEISA Constitution that requires education about race and diversity in sailing at the beginning of every season as a prerequisite for competition. The committee's members have stressed the importance of changing NEISA's infrastructure—such as its constitution—in order to have a more permanent impact and hopefully influence a cultural shift within college sailing.

The framework of NEISA TIDE has already inspired the formation of similar committees by the Inter-Collegiate Sailing Association (ICSA), the national governing body for college sailing across the United States, and other conferences within ICSA.

NEISA TIDE representatives have started forming sub-committees to focus in on the specific areas they are hoping to reform, such as education, community outreach, and recruiting practices.

Jack Valentino '22 is the co-head of the community outreach program with Julia Wyatt '21 of MIT, working to make connections with non-governmental organizations and nonprofits that NEISA and its more than forty member teams could partner with. "So much of what our group is re-

searching for NEISA is grounded in the struggles that Club Sailing had with connecting with the Lewiston-Auburn community. College students are busy, plans fall through, there's a turnover in leadership, and resources dry up... But if you can synthesize the literature for an interested team and present them guides on effective, non-performative community outreach, that's when ideas finally transform into mutually beneficial partnerships," explained Valentino.

In addition to Valentino's involvement with NEISA TIDE, Bates Sailing has also been taking steps to change its own infrastructure and assure a greater commitment to inclusion. Valentino, co-captain Sarah Herde '21, and commodore Hannah Lucas '21 have recently led efforts to modify the Bates Sailing constitution, creating a Community Liaison position and a Black Lives Matter task force as well as restructuring the team's budget to buy more communal gear.

While sailing at Bates is a club sport that is open to anyone regardless of experience level, the team recognizes that they must do more to acknowledge and break down the historical and current cultural barriers to their sport.

Bates Sailing is looking forward to continuing and expanding their collaboration with other schools.

Tackling such institutional issues is a long-term and deeply complicated task, but they feel that working together with a large conference of schools will be the most effective path toward real change.

Peder Bakken '21: The 'Backbone of Bates Soccer'

Ilana Zelinger,
Contributing Writer
Published Sept. 30, 2020

Captain Peder Bakken '21 has been an integral part of the Bates men's soccer team ever since he stepped onto the field in 2016.

Despite losing the opportunity to showcase what would have likely been an All-American final season, Bakken is committed to leading and supporting his team.

Bakken has been a starter on the field from the onset of his freshman year and has scored numerous game-winning goals throughout his career. In his junior year, Bakken made Second Team All-NESCAC and led the Bobcats in points for the season, scoring eleven goals.

Head Men's Soccer Coach Tyler Sheikh said that Bakken is the best men's soccer player that Bates has seen in the past two decades. When Sheikh moved to Maine two years ago to coach at Bates, he was told by his assistant coach that Bakken was the first player he should speak to.

After a single conversation with Bakken, Sheikh said, "it was abundantly clear why he was the backbone of Bates Soccer. He makes sure to remind us often that our actions need to back up the brotherhood mentality. No one would ever question his passion for the Bobcats."

Bakken has been captain since his junior season and has never wavered from his role as an outstanding leader. He has organized community service trips in the Lewiston area and got his team green dot certified.

"My most important role is probably just always having an open door so that guys can come to me with problems that they might be having on or off

the field," said Bakken. "The biggest thing that I've learned is that every leader is different, and you can't try to be someone else. You just have to be authentic and honest with people and they will always respect that."

Bakken suffered a devastating end to his soccer career at Bates. In the fall of 2019, just four games into what Sheikh said would have been an "All-American campaign," Bakken sustained a concussion due to a freak accident in practice.

"It took me about three months to feel 100% again," said Bakken. "I ended up taking a medical leave from Bates for that semester, which is why I'm back on campus to finish my last semester now."

Sheikh said that Bakken's injury was a "gut punch" to the team and "to see our heart, soul, muscle, legs, and leader out for an extended period definitely rocked us." Bakken would have been one of the country's top players had either of his two senior seasons not been taken from him, he said.

Sheikh is incredibly proud of Bakken's willingness to keep moving forward and says he will always remember Bakken's "team-first attitude and concern for a high standard."

Although his concussion and COVID-19 snatched away his last chance to make history for the program, he found a new way to lead: "I came to Bates because it was where I wanted to go if I didn't have soccer."

Growing up in Seattle, Wash., Bakken played soccer at Phillips Academy and Seacoast Academy's U18 league. "My dream was always to play professionally," said Bakken. "Both my parents played soccer in college, and my dad tried unsuccessfully to play profes-



Phyllis Graber Jensen/Bates College

Peder Bakken has endured his fair share of hardships during his career, but remains committed to building a winning culture within the Bates men's soccer program.

sionally, so I was raised as a soccer player."

His parents have been his biggest support system: "My parents always supported me and pushed me to pursue my goals, even when things didn't go my way."

"It's been the best four and a half years of my life so far," said Bakken when asked about his Bates soccer career. "I definitely had some up and down moments, but I'm proud that the

team got better and better over my four years."

With respect to the memories that he holds most dear, Bakken added, "The most memorable on the field moments for me are definitely the games that we won in overtime. My sophomore year we had to beat Colby to make the NESCAC tournament, and Beaufile Kimpolo '20 scored with 20 seconds left in the second overtime to win it. That was the most exciting mo-

ment of my Bates career."

"I'm probably most proud of the fact that I feel like this program is in a better place now than when I arrived," Bakken said. "On the field, our results speak for themselves, but I also feel that off the field the team is closer knit now than when I was a freshman. I can't wait to see them do better and better in the years that follow."

Sports Medicine Adjusts to new COVID Protocols

Ilana Zelinger,
Contributing Writer
Published Sept. 22, 2020

Due to the pandemic, campus life at Bates is not what it once was – this has resulted in major changes for not just social and academic life, but athletic life as well. Sports Medicine is a major facet of athletics at Bates and has also been forced to adjust to the new rules.

The Sports Medicine clinic, home to six athletic trainers dedicated to high quality care and athletic development, has traditionally been a safe haven for student-athletes battling aches, pains, and injuries. Just like all other aspects of campus life, the Sports Medicine clinic has had to adjust to new rules and regulations to protect the health and safety of students and faculty at Bates.

According to the information provided by the Q&A about COVID-19 protocols for athletics and recreation, the Sports Medicine clinic “will be scaling down the number of people” in order to abide by physical distancing rules, face coverings are required at all times, and the Sports Medicine staff will be “minimizing hands on contact time and modality usage where possible.”

Reducing hands-on contact prohibits trainers from performing deep tissue massages, but they are still able to offer other forms of hands-on support such as cupping, dry needling, and quick massages as the trainers see fit.



Athletic Trainer Catie O'Neal wipes down one of the tables with cleaner, as part of the broader plan of safety conducted by Bates Athletics.

Vanessa Paolella/
The Bates Student

Despite these new regulations, Isabel May '24, a member of the women's cross country and track & field teams, said that “it doesn't seem that the COVID regulations are affecting much in the way of PT at all.”

Athletic Trainer Catie O'Neal also believes that while the sports medicine clinic has changed, the quality of care remains the same.

“As is true with every aspect of living and working in a pandemic, much has changed,” she said. “I can say that the protocols we have in place – guided by the CDC and advice from public

health experts – are thorough and designed to mitigate the risk of disease transmission.”

She added, “While this requires additional steps, our team is up to the task and delighted to be able to continue our work with Bates student-athletes. This phrase is my go-to and it stands, even in a pandemic: We still firmly believe every day is a great day to be a Bobcat.”

The hours of operation for the clinic are also different this year. During stages I and II of Bates' COVID protocols, hours for appointments will be between 10 a.m. to 7 p.m., but

the clinic is closed for about 30 minutes a day – usually around lunch time – to undergo “a comprehensive cleaning of all high touch areas and surfaces.”

In addition to this cleaning break, a regular cleaning of surfaces and equipment is done after use occurs. Once an athlete uses a medicine ball, a resistance band, or lays on a table, the equipment or surface is always sanitized by an athletic trainer before being used by another athlete.

“Everyone's always wearing a mask, the clinic is never crowded, and I see equipment

being wiped down all the time,” May said, attesting to the safety of the clinic.

Walk-in appointments with the trainers are no longer allowed, except for emergencies. Students will need to email an athletic trainer to set-up an appointment and “show up on time for appointments and move with a purpose through your treatment for the day.”

“Obviously not everyone is always six feet apart just due to the nature of the space, but people are as spread out as possible,” said May. “I feel 100% safe because of all the precautions.”

According to the Athletic Performance Department Mission Statement, the sports medicine staff pledges to “provide the highest standard of care” for student-athletes. While the circumstances have drastically changed, it seems that the athletic trainers are doing everything they can to support Bates's student-athletes. Although there are inconveniences that result from the health and safety policies of the clinic, athletes are still able to receive necessary physical therapy and athletic assistance.

New Merrill Fitness Center: A Change for the Better?

Julia Bisson,
Assistant Sports Editor
Published Sept. 22, 2020

This year, Davis Fitness Center was relocated to the indoor track in Merrill Gymnasium to space out the equipment and make room for the testing center in Underhill Arena.

At first glance, the lifting equipment that looms on the left end of the track looks like a temporary fix. However, this relocation allows for a revamp of the old fitness center.

The new location creates a more accessible gym: no more stairs to climb and no more crowded equipment.

The signup limit for usage also makes for a less intimidating atmosphere in the fitness center compared to what many people—mostly women and nonathletes—have experienced in past years.

This was true for Josephine Stevens '23 who shared, “I do really like the setup and how to spread out it is. In the old gym, everyone was too close together and it made it stressful trying to get a lift in. It's just nice to not have everyone breathing down each other's necks.”

Amanda Taylor '23 felt similarly. “Underhill feels cramped compared to the setup in Merrill, so I feel less physical pressure having people so close to me when I'm working out,” she said. So far, the setup seems to be favored among female athletes.

However, the limited sign-up has made it harder for teams to workout together.

As a member of the Bates softball team, Taylor said, “normally I would go to Underhill with my team or a small group of my teammates to do our team lifts, but now we have to coordinate to try and get the same time slot, which is a big challenge since the fitness center is so popular.”

That being said, she added, “I don't think the size of the group

affects the workout. I think the challenge is having to be mindful of what we touch and knowing we can't share things when I was used to just rotating and sharing equipment.”

There are also challenges in terms of not being able to rely on teammates while working out. “We have groups so we can spot and motivate each other, but now it is completely independent and you go on your own time. Team workouts are much different,” Stevens said.

Whether the new fitness center is here for the long-term or just a temporary move, this new location has allowed for a more inclusive environment for women.

“I actually really like the setup - there are not as many people so I feel less judged,” Stevens said.

For Taylor, the lifting center feels less intimidating. “As a woman, sometimes I feel pressure being surrounded by men, but I'm an athlete and I know what is best for my body, so now I find it easier to work out,” Taylor explained.

Whether you are an athlete or just looking to work out and use Bates facilities, this new layout seems to be more inviting for women and people who wouldn't usually take advantage of the fitness center.

“[Davis Fitness Center] is 90% men most of the time,” Stevens noted. “I think there's a stigma against women lifting, which I feel Bates needs to work to eliminate.”

Time will tell if this change to the fitness center will bring new light to the problems faced in its previous location. It may be more accessible to have sign-up times for all facilities post-COVID.

Whether or not the move into Merrill is here to stay, it's good to find some silver linings in the changes that have come with the COVID-19 protocols.



Katherine Merisotis/The Bates Student
Students work out at the Davis Fitness Center. Some women report feeling more comfortable in the new space.



Katherine Merisotis/The Bates Student
Students must sign up for workout slots ahead of time, wipe down equipment and wear masks.