

Williams

MAGAZINE FALL 2016



SIXTH EXTINCTION

CAN WE STOP WHAT
WE'VE BEGUN? p.20

A low-angle photograph looking up into the branches of a large, mature tree. Several students are climbing the tree. At the top, a student in a blue shirt and black shorts is reaching up. Below them, a student in a purple shirt and grey pants is climbing. Further down, a student in a white shirt and dark pants is visible. At the bottom, a student in a dark blue shirt and green shorts is climbing. The tree's trunk is thick and textured, with many smaller branches extending outwards. The background is filled with dense foliage in shades of green, yellow, and orange, suggesting an autumn setting. The lighting is bright, with sunlight filtering through the leaves.

GET OUT AND PLAY!

Friday, Oct. 7, dawned crisp and clear—perfect weather to celebrate Mountain Day. The chapel bells rang out “The Mountains,” and the Williams community awoke to a haiku from President Adam Falk: “The mountains call us/In their sun-dappled splendor/Let’s get out and play!” Watch a video of the festivities, which included hikes and an all-campus picnic, at bit.ly/2dLXWsT.



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Why We're Here

AT WILLIAMS WE TALK A LOT ABOUT "INTENTIONAL COMMUNITY," BUT IT'S NOT just talk. We live this idea and work at it every day, because we believe it matters, that it's a critical part of the particular kind of education we seek to impart to our students. Those of us who've devoted our careers to this work feel a deep sense

We will continue to endeavor to help students know their histories, find their voices, and seek knowledge in pursuit of a more just world. This, fundamentally, is why we're here.

of responsibility—and privilege—to make good on the generosity and wisdom of previous generations by helping students become effective global citizens.

So we look all over the world for talented students who will push our community forward and, in so doing, learn what it takes to change the world. When students arrive, we bring them together in entries that are probably the most diverse collection of backgrounds, perspectives, and people they've ever encountered. We encourage students to explore the curriculum widely, to go beyond what's comfortable and familiar, and to come to know themselves through an understanding of their history and their relationships with others.

In today's world, it seems to us that such work is more important and more complicated than ever. But it's not new. In this issue, you'll read the story of a man who personifies our long-held liberal arts ideals. Charles

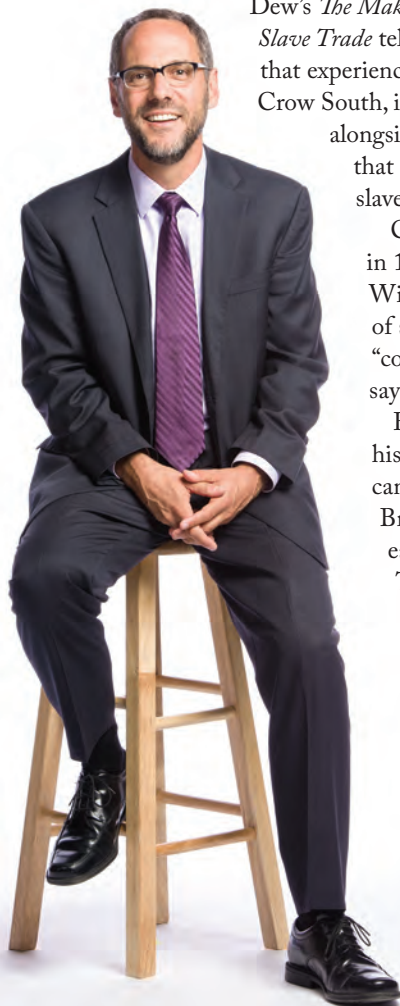
Dew's *The Making of a Racist: A Southerner Reflects on Family, History, and the Slave Trade* tells of his own "awakening" as a student at Williams and how that experience changed the course of his life. Having grown up in the Jim Crow South, it was here at Williams that Charles first lived and learned alongside black classmates and was exposed to ideas and thinking that upended everything he'd been taught and believed about slavery, politics, and race.

Charles graduated from Williams in 1958 and came back in 1977 to teach here. In the years since, the college's Ephraim Williams Professor of American History has taught thousands of students, many of whom have no doubt experienced their own "consciousness raising and conscience raising," as Charles himself says he did.

He has engaged passionately in this work with his students and his faculty colleagues, including a younger historian whose family came from the other side of the color line in the South: Leslie Brown. Leslie and Charles debated, discussed, and learned from each other. In 2014 they co-taught a Winter Study class called *The South in Black and White*. Leslie was an inspiration to Charles, and she became a valuable reader of his manuscript for *The Making of a Racist*.

Leslie died in August, leaving a gaping hole in our community. We will miss her profoundly and for numerous reasons—not the least of which was her insistence that Williams be better and do better by everyone in our community. For all she did—and for all Charles has done—to raise our collective consciousness and our conscience, we are forever grateful, and we will continue to endeavor to help students know their histories, find their voices, and seek knowledge in pursuit of a more just world. This, fundamentally, is why we're here.

—ADAM FALK, PRESIDENT



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NOTICE

A large professional video camera on a tripod is the central focus, positioned in a dimly lit hall. The camera is black with various cables and attachments. In the background, a large, out-of-focus crowd of people is seated in rows, suggesting a formal event or ceremony. The lighting is low, with some light coming from windows or screens in the distance, creating a bokeh effect.

CELEBRATING ACHIEVEMENT

The Class of 2017 gathered in Chapin Hall for Convocation Sept. 17 to celebrate their accomplishments and mark the start of the academic year. President Adam Falk and College Council co-presidents Michelle C. Bal '17 and Caitlin A.C. Buckley '17 (on screen at right) each formally welcomed the senior class. Dean of the College Marlene J. Sandstrom introduced the 29 seniors elected to Phi Beta Kappa. And Jeffrey Rubel '17 received the Grosvenor Cup Award as the senior who has best demonstrated concern for the college community. Five alumni, including Convocation Speaker Maxine Burkett '98, received Bicentennial Medals for achievement in fields relevant to the college's yearlong program Confronting Climate Change. For full coverage, visit bit.ly/2dSBGjL.





MAJUMDER RECEIVES RESEARCH PRIZE

PROTIK "TIKU" MAJUMDER, PROFESSOR OF PHYSICS AND DIRECTOR OF the Williams Science Center, has been named the 2017 winner of the American Physical Society (APS) Prize for a Faculty Member for Research at an Undergraduate Institution.

The prize honors a physicist whose research in an undergraduate setting has achieved wide recognition and contributed significantly to the professional development of physics students.

In his laboratory, Majumder and his students pursue precise measurements of atomic structure in Group IIIA atoms. His lab has produced two student winners of the APS's LeRoy Apker Award, the nation's top prize for undergraduate research in physics.

Majumder joined the faculty in 1994 and has taught courses including Quantum Physics; Sound, Light, and Perception; and Electricity and Magnetism. He is the third Williams physics professor to win the prize, joining Stuart Crampton in 1989 and William Wootters in 2007.

The APS prize comes with a \$5,000 award for the recipient and \$5,000 for the recipient's institution.

RANKINE '86 NAMED MACARTHUR FELLOW

POET AND YALE PROFESSOR OF English and African-American studies Claudia Rankine '86 has been named a MacArthur fellow for 2016. Calling her "a critical voice in current conversations about racial violence," the MacArthur Foundation says her poetry, essays, lectures, and short films illuminate "the emotional and psychic tensions that mark the experiences of many living in 21st-century America." Rankine received a Williams Bicentennial Medal in 2015. She is one of 23 people from around the world selected to receive this year's fellowship, which includes a five-year, \$625,000 grant.



IN THE NEWS

Williams made headlines in August for including information about students' self-reported gender identity in a press release about the incoming class. In it, the college stated: "Of the 552 incoming students, 267 identify as men, 251 as women. Two identify as trans or transgender, and one identifies as nonbinary."

Shane Windmeyer, executive director of Campus Pride, a national nonprofit working to create a safer college environment for LGBTQ youth, stated in an Aug. 29 *Inside Higher Ed* article about Williams' decision to share gender identity information: "This is the first I have heard of it being done. Campus Pride heavily encourages colleges to start to do exactly this."

FROM BOOTS TO BOOKS

Williams welcomed two veterans to the Class of 2020 through its partnership with Service to Schools (S2S) and VetLink, which connects high-achieving vets with highly selective colleges and universities.

Benton Leary '20 served in the U.S. Navy for six years before deciding to pursue a college education. An S2S advisor recommended Williams, and Leary was "blown away" by how engaged the community was during a campus visit.

Landon Marchant '20 spent two years in the U.S. Air Force. Attending Williams, Marchant says, feels "like coming home to a place I'd never been before."

The two join former Navy SEAL Jake Bingaman '19.

SENIOR STAFF UPDATE

THE COLLEGE IS SAYING GOODBYE to chief communications officer Angela Paik Schaeffer, who in January will become vice president of communications and marketing at Trinity College. In her six years at Williams, Schaeffer has overseen all aspects of strategic communications, including for the alumni relations, development, and admission offices, as well as for institutional branding and media relations.



BY THE NUMBERS

HORN HALL: THE FUTURE OF RESIDENTIAL LIFE

The opening of Williams' new residence hall is the first step in a comprehensive plan to ensure that all upper-class housing fosters community and emphasizes the role residential life plays in students' intellectual, social, and emotional growth. The \$15 million, 25,000-square-foot building houses 60 sophomores, juniors, and seniors. Named for Ragnar Horn '85 and Joey Shaista Horn '87, a Williams trustee, who supported the project with a \$10 million philanthropic gift, Horn Hall will serve as a blueprint guiding renovations and improvements to the college's 32 other upper-class residential buildings over the next several decades.



THE FIRST
NEW RESIDENCE HALL
in 40 YEARS
FEATURES:



SPACE to BUILD
COMMUNITY

LOUNGES, PATIO,
COLLABORATIVE MEETING ROOM,
CLASSROOM SPACE



MANY

SUSTAINABLE
DESIGN
FEATURES

① LOW-FLOW
PLUMBING
FIXTURES

② HEAVY
DUTY
INSULATION

③ LED
LIGHT FIXTURES

④ OCCUPANCY
SENSORS

⑤ SEEKING LEED GOLD CERTIFICATION

REMEMBERING PROF. LESLIE BROWN

THE WILLIAMS COMMUNITY CAME TOGETHER IN SEPTEMBER TO CELEBRATE THE life of Professor of History Leslie Brown, who died Aug. 5 after battling cancer.

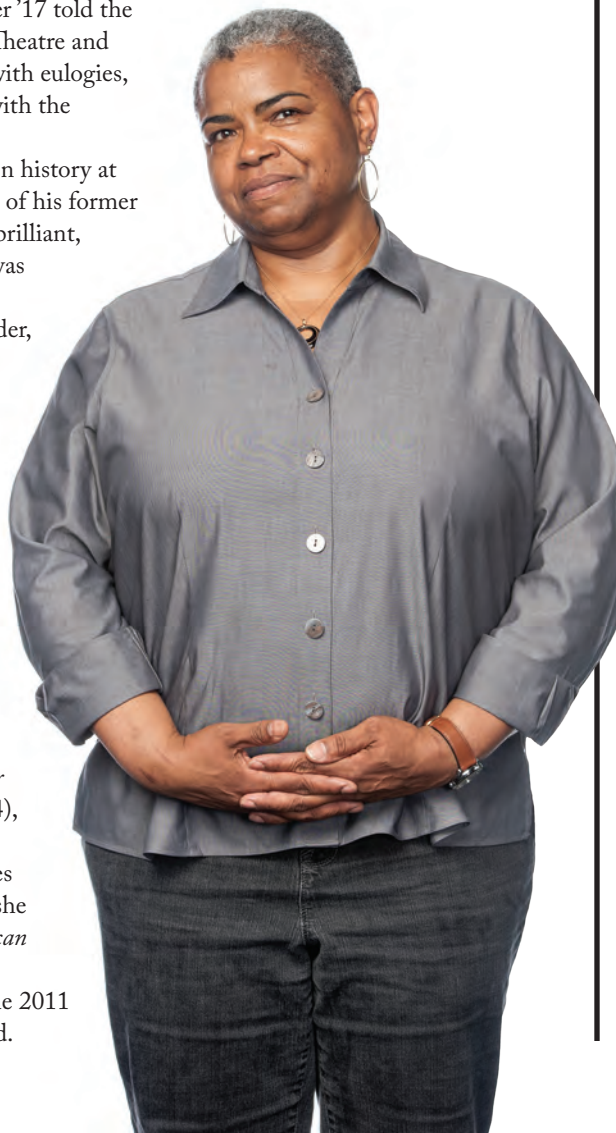
A widely respected scholar of American history, Brown joined the Williams faculty in 2008. Colleagues, students, and alumni described her as a careful observer and cautious listener who demanded accountability in others even as she supported and nurtured them.

"She was a warrior," Tayana Fincher '17 told the crowd gathered at the '62 Center for Theatre and Dance's MainStage to honor Brown with eulogies, song, and dance. "She confronted us with the unbounded truth."

Don Polite '13, a doctoral student in history at the University of South Carolina, said of his former professor, "To know that someone so brilliant, so warm, and so wise believed in me was more than I could ever ask for."

Brown taught courses on race, gender, and documentary studies. She was engaged deeply in Williams Reads and Claiming Williams—two campus-wide efforts to promote intellectual engagement and challenging conversation.

She was the author of *Upbuilding Black Durham: Gender, Class, and Black Community Development in the Jim Crow South* (2008), which won the Organization of American Historians' Frederick Jackson Turner Award. Brown also published *African American Voices: A Documentary Reader from Emancipation to the Present* (2014), and, with her partner, Annie Valk, associate director for public humanities and a lecturer in history at Williams, she co-edited *Living With Jim Crow: African American Women and Memories of the Segregated South* (2010), which won the 2011 Oral History Association Book Award.



SUCCESS IN FAILURE

As Nov. 10 approached, marking 12 months since the Class of 1966 Environmental Center officially began its pursuit of Living Building Challenge status, it was clear the building wasn't going to



meet one of the seven rigorous requirements necessary for full certification—that of using only the energy it produces and collects

on-site. Ultimately, that's not such a bad thing, says Ralph Bradburd, chair of the Center for Environmental Studies and the David A. Wells Professor of Political Economy. "The purpose of the building is to live in it and learn from it," he says.

With heavy use of the center's classrooms, kitchen, library, and meeting spaces expected from the outset, Williams approached the challenge of net-zero energy as a learning opportunity. Psychology students studied ways to motivate behavior and influence how people use the building, and computer science students built systems to track energy use.

While the center continues working on achieving net-zero energy, the learning continues, says Mike Evans, assistant director of the Zilkha Center for Environmental Initiatives. "We don't expect it to be easy," he says. "It's not just about this building but about the lessons we can pass on."

IN MEMORIAM

Williams said goodbye recently to two beloved members of its community. Professor of Mathematics, emeritus, Victor E. Hill IV

died in July at the age of 76. David A. Booth, retired vice provost and political science lecturer, died in September at the age of 84. In sharing

news of their deaths with the Williams community, Williams President Adam Falk stated that Hill "exemplified the liberal arts ideal

of interdisciplinary studies" as a mathematician, accomplished harpsichordist and organist, and volunteer with the Association of Anglican

Musicians. Falk noted Booth's important work building a robust institutional research office within the provost's office.



A CLOSER LOOK

FIRST DAYS

WILLIAMS' FIRST-YEAR ORIENTATION IS DESIGNED TO build community from the moment students arrive on campus. A carefully planned week of activities, First Days covers a lot of ground, introducing students to each other (class photo, 1), to their surroundings (Williams Outdoor Orientation for Living as First Years, 2), to their entry-mates and junior advisors (Entry Snacks, 3), to the staff and faculty who will support and guide them (President Adam Falk, 4), and to issues they may confront (alcohol awareness programming, 5). For more on First Days, visit new-ephs.williams.edu.



RURAL MEDICINE

Alumni are working to improve health care in some of the country's most vulnerable communities. BY MICHAEL BLANDING '95

IN THE SHADOW OF SHIPROCK, A DRAMATIC VOLCANIC butte rising over the plain in the northwest corner of New Mexico, stands the Northern Navajo Medical Center. It serves nearly 81,000 patients, mostly Navajo, and is located some 200 miles from the nearest hospital. Here, family physician Heather Kovich '99 works alongside three other Williams alumni doctors, finding creative ways to care for a population facing increasingly challenging health and socio-economic concerns.

Twenty-seven hundred miles away, in Juneau, Alaska, pediatrician Marna Schwartz '87 boards a small plane every Monday morning to spend the week treating patients in one of seven remote communities ranging in population from 400 to 2,500. One area is accessible only by float plane; others lack roads. As one of 30 doctors working for the Southeast Alaska Regional Health Consortium, she is the main point of contact between the nonprofit and hundreds of children living in an extreme environment.

In central Massachusetts, Stephen Martin '91 works as a primary care physician at the Barre Family Health

Center, serving 40,000 residents in 10 rural towns spread across 350 square miles. There he's playing a central role in stemming teen pregnancy and the opioid epidemic, which has taken a disproportionate toll on small, economically disadvantaged communities. One of 13 providers at the center who are on the faculty of the University of Massachusetts Medical School, he's also training a new generation of rural doctors and nurses as co-director of the Rural Health Scholars Program.

While shifts in the nation's healthcare system are making it increasingly difficult to deliver medical care in rural areas—an already challenging proposition—these alumni and others are deeply engaged in serving their communities. For many, their preparation for this work began at Williams, where they discovered a love of the outdoors, immersed themselves in academics, or simply found kinship in a small, nurturing environment.

Says Martin, "I think it was the scale of Williams that imbued in me a feeling that an individual could make a difference—and should make a difference."



From left: Jessie
Kerr '06, Stephen
Bowers '80, Heather
Kovich '99, and Jean
Howe '84 near Northern
Navajo Medical Center
in Shiprock, N.M.

BALANCING COSTS AND CARE

Navajo Nation is by far the largest reservation in the U.S.—a 27,000-mile expanse of high desert and red sandstone bluffs at the intersection of Arizona, New Mexico, and Utah. According to the U.S. Census Bureau, 41 percent of the population lives below the poverty level, and 22 percent is unemployed. Economic hardship, coupled with the fact that there are few inexpensive options for healthy eating, add up to a major problem: obesity, and its related health risks.

In addition to suffering from rampant hypertension and cardiovascular disease, an estimated 1 in 3 Navajo are diabetic or pre-diabetic, according to the Indian Health Service (IHS), a system of tribal health facilities staffed by 900 doctors serving 2 million Native Americans around the country. And there are twice as many new diagnoses of Type-2 diabetes among Navajo adolescents as there are among whites, according to the American Diabetes Association.

“Metabolic disorders and high blood pressure are the bulk of what I see every day,” says Kovich, a religion major from Philadelphia who “learned to be an outdoorsy person at Williams” and volunteered with the Appalachian Mountain Club during summer breaks.

She earned her medical degree from Temple University in 2005 and came to Shiprock in 2009. When she arrived, she found what the U.S. Department of Agriculture calls a “food desert.”

There are fewer than a dozen grocery stores in Navajo Nation, an area nearly the size of South Carolina. Many residents eat at fast-food chains and shop for food at local convenience stores, where a frozen pizza is cheap but a bag of apples (if available) might cost \$6.50.

To help curb obesity, the medical center hired a nutrition technician to provide classes in English and Navajo and make home visits to help families cook healthy meals with the items available to them.

“If the family has a propane tank and commodity foods with 30 jars of peanut butter,” Kovich says, “they’ll brainstorm how to cook something healthy.” They might learn a recipe for creamed peanut soup that calls for celery, onion, butter, flour, evaporated milk, and peanut butter, or for “commodity bran chewies” using peanut butter, brown sugar, light corn syrup, bran flakes cereal, and raisins.

One of Kovich’s colleagues, OB-GYN Jean Howe ’84, sees the impact of poor nutrition, especially sugar consumption, in pregnant women. When too much sugar passes across the placenta, it can cause the unborn baby to grow large, adding to the mother’s risk of cardiac abnormalities, miscarriage, and complications during birth.

To lower these risks, all pregnant women receive a glucose monitor and education about healthy eating, exercise, and medication during their prenatal visits. As a result of these interventions, the percentage of babies born overweight at Shiprock has dropped from 45 to 7 between the years 2005 and 2014, Howe says.

A North Adams native, Howe majored in biology and taught high school math and chemistry in the Congo as a Peace Corps volunteer before attending the University of Vermont College of Medicine. She worked in the economically depressed town of Chinle, Ariz., in the heart of Navajo Nation, for 12 years before arriving in Shiprock in 2009.

“I thought I was coming for just two or three years to get clear of my medical school debts and go back to Africa,” Howe says. “But I really loved it here.”

Howe also serves as a chief clinical consultant in obstetrics and gynecology for IHS. In this role she helps review facilities and assists doctors with complicated cases at more than 40 OB-GYN practices. She also provides Advanced Life Support in Obstetrics training to clinic staff in the event that a patient can’t make it to a hospital in time.

The work has become increasingly challenging, as declining birth rates, rising costs, and funding issues have forced many tribal hospitals and clinics to close their childbirth centers—or to shut down entirely.

The situation isn’t unique to IHS. Nationally, more than 70 of the country’s 2,000 rural hospitals have closed in the last six years, and more than 600 remain at risk of closing, according to *Becker’s Hospital Review*, a publication for hospital business news and analysis.

Lara Shore-Sheppard, a professor of economics at Williams who studies Medicaid, says there’s been a move away from providing health care in hospitals.

Surgeries that once required an overnight stay are now outpatient procedures—a result of cost cutting and technological improvements, she says. And procedures such as X-rays and ultrasounds have moved from hospitals to primary care offices and small clinics. That puts financial pressure on hospitals, causing many to close, which forces patients in rural areas to travel farther for emergency services, surgery, and specialized treatments.

“With fewer people staying overnight, you have lower reimbursement, but you still have all the fixed costs of running a hospital,” says Shore-Sheppard, who serves on the board of Southwestern Vermont Health Care, which runs a 99-bed hospital in Bennington, Vt. “From a financial perspective, it’s challenging—and the more rural you get, the more challenging it gets.”

NAVAJO NATION

1 IN 3 NAVAJO
ARE DIABETIC OR
PRE-DIABETIC.
THERE ARE
TWICE AS
MANY NEW
DIAGNOSES OF
TYPE-2 DIABETES
AMONG NAVAJO
ADOLESCENTS
AS THERE ARE
AMONG WHITE
ADOLESCENTS.

MAKING CARE ACCESSIBLE

It's not uncommon for residents of Navajo Nation to drive several hours to receive medical care at Shiprock—and that's when they have access to a working vehicle or the rain hasn't washed away dirt roads.

"We try to stay flexible," Kovich says. "If someone has hitchhiked for two hours, and they show up late, we're still going to see them."

But in rural Alaska, where tiny communities are scattered across islands and other areas without roads, some patients might never visit a hospital or clinic for routine care. That's where Schwartz, a pediatric specialist, comes in.

Schwartz wanted to be a doctor since childhood, but at Williams she majored in American studies with a concentration in environmental studies.

Active with the Williams Outing Club, she traveled to Alaska soon after graduation to do environmental advocacy work and spent a number of years with the Juneau School District. But she couldn't shake the dream of a career in medicine, so she earned a post-baccalaureate/pre-medical certificate from Bryn Mawr College and then a medical degree from Harvard Medical School in 2000.

After serving as a pediatrician with Seattle's Department of Public Health and in private practice, she returned to Juneau in 2007 to work for the city's largest medical clinic. There she was one of seven doctors caring for 6,800 residents and was program manager for Alaska Emergency Medical Services for Children. In 2013, she began working in her current job with the Southeast Alaska Regional Health Consortium as the only provider whose sole role is traveling to remote communities to provide care.

Though Schwartz no longer sees the same volume of patients day to day as she did as an urban doctor, "I get to deal with much more complexity on a regular basis," she says. "Sometimes in medicine you have to pick and choose what you work on, whereas I get to bundle a lot of things and treat them together. Someone might come in for one issue, and during the visit I'll notice others."

Schwartz specializes in treating autism and fetal alcohol syndrome—a particular problem in Alaska, which has twice the rate of alcohol dependence and abuse as the national average. Alaskan Native Americans, in particular, are disproportionately affected, according to the National Alcoholism Center.

Treating patients in their home communities provides Schwartz with a holistic view of their health. She usually spends between a half hour and an hour per visit, gaining an understanding of children's lifestyles, daily routines, and support networks.

That's a long appointment, considering that, as healthcare has become more specialized, the median length of an office visit with a primary care provider in the U.S. is about 15 minutes, according to Health Services Research. Complex cases are referred to a specialist.

In rural communities, however, specialists are hard to come by. According to the Rural Health Association, rural areas average 40 medical specialists per 100,000 residents, compared to 143 in urban areas.

"If you don't have as many people in a population, you're not going to have as many specialists on hand," says Shore-Sheppard.

"I have a tough time figuring out how to navigate these different systems, and I'm a doctor. Part of my job is to empower families with limited resources to get the care that we all take for granted." —MARNA SCHWARTZ '87

And that makes finding adequate care more difficult. A medically complicated child in Schwartz's care might need to see three different specialists at a large pediatric hospital in Seattle. Those visits would need to be coordinated into a single trip because it takes the family a day to travel there and a day to get back.

"I have a tough time figuring out how to navigate these different systems, and I'm a doctor," Schwartz says. "Part of my job is to empower families with limited resources to get the care that we all take for granted."

She says the rewards of her work outweigh the frustrations. Schwartz vividly recalls examining a teenager who told her he was in excellent health. As the exam went on, she learned that his house had burned down, he was living with his grandmother, he had a heart problem when he was younger, and he had suffered from fetal alcohol syndrome.

"I asked, 'Any problem with your joints?' and he said, 'No, well, other than my prosthetic limb,'" Schwartz says with a laugh. "That's resilience. And that's the kind of richness and complexity that happens in my visits."

ALASKA

ALASKANS' RATE OF ALCOHOL DEPENDENCE IS TWICE AS HIGH AS THE NATIONAL AVERAGE.



Marna Schwartz '87 at home in Juneau, Alaska



Stephen Martin '91
near his clinic
in Barre, Mass.

MORE THAN MEDICAL CARE

Like Schwartz, Martin routinely bucks the national trends for time spent with patients—both in the office and through other means. He might spend an hour with a patient rather than refer him to a specialist, knowing the patient likely can't make the 22-mile trip to Worcester or 70-mile trip to Boston. He'll stay late to accommodate those who can't come in during the day, and he'll communicate remotely with those who can't get in at all.

During a recent tour of the Barre Family Health Center, he pulled out his smartphone to show a visitor a text he'd received from a patient over the weekend. It included a photo of an angry pink lump on the patient's elbow that turned out to be an abscess. Even though Martin received the message late at night, he urged her to come to the clinic right away so he could treat the wound.

His care extends beyond the medical. "Getting electricity turned on for someone is just as important as prescribing medication," he says. "Sometimes it's more important."

Martin majored in English at Williams, where he was co-president of the junior advisors. Though he was

accepted into the Medicine in the Humanities program at Mount Sinai Medical School in New York, he instead earned his master's degree in education at Harvard.

He taught for several years in Texas and Boston before attending Harvard Medical School through a program that forgave his debts if he practiced in underserved areas. After earning his degree in 2002, he spent two years working in rural Franklin County in Massachusetts and another two working at Federal Medical Center, Devens, a federal prison in central Massachusetts. He was appointed to the faculty at University of Massachusetts Medical School and began working in Barre in 2009.

One issue he's addressing there is teen pregnancy. Nationally, the teen birth rate is nearly a third higher in rural areas than it is in more populous regions. At the same time, the teen pregnancy rate has been slower to decline in rural counties, according to a study by the National Campaign to Prevent Teen and Unplanned Pregnancy.

At Quabbin Regional High School, which serves Barre, sexual health education was lacking. And the nearest Planned Parenthood was in Worcester, virtually inaccessible to teens. So Martin set up a confidential system in which teenage girls could talk to providers about birth control—with procedures in place so their parents wouldn't be billed. (Massachusetts law allows minors to obtain birth control without parental consent.)

Martin is also addressing the toll that heroin and prescription opioid abuse has taken on the region. The epidemic has grown in the last five years, and the number of overdose deaths in rural counties nationwide is 45 percent higher than those in more populous counties, according to the Centers for Disease Control.

In Barre, Martin says, the health center was overrun by people illegally seeking pain medications or treatment for addiction. Meanwhile, their loved ones were suffering from associated stress-related ailments.

"People are so intimately affected," Martin says. "The degree of separation is one."

He became one of only 4 percent of doctors in the state—and 3 percent in the U.S.—legally allowed to prescribe Suboxone, a combination of the drugs buprenorphine and naloxone that helps curb cravings for opioids without producing a high.

Martin also brought in counselors and built a lab to test for common side effects of addiction, including hepatitis C and cirrhosis. His efforts earned him an award in 2013 from the federal Substance Abuse and Mental Health Services Administration, which applauded him for his "quality and excellence in patient care."

Often assisting in this work are students in the Rural Health Scholars Program, which Martin co-directs. The program, created by University of Massachusetts Medical School in 2000 and partially funded by the state, provides faculty mentors for roughly a dozen medical and nursing

BARRE, MASS.

DEATHS FROM
HEROIN OR
PRESCRIPTION
OPIOID
OVERDOSES
ARE 45% HIGHER
IN RURAL
COUNTIES
THAN IN MORE
POPULOUS
ONES.

students. In addition to offering elective courses, the program helps place students in clerkships and residencies in rural settings around the country, runs intensive workshops on suturing, wilderness medicine, and X-ray reading, and provides stipends for summer research and community service projects.

If, after they complete their training, the students practice in rural Massachusetts, their medical and nursing school loans are forgiven.

Among Martin's students have been Kayla Elliott '10, who practiced for a year in Barre; Blair Robinson '13, who studied homelessness and opioid addiction on Martha's Vineyard; and Lisetta Shah '06, who's now a resident at UMass Memorial Medical Center in Worcester and in Barre, where she works in the Suboxone clinic.

"It's a really rewarding part of what I do," Shah says of working in the clinic. "People are getting their lives back

together who maybe six months ago were kicked out of their house. Now they're getting a job and stable housing."

The word "rewarding" comes up a lot when Ephs providing rural healthcare describe their work. Back in Martin's office, he points to a shelf filled with pickles and preserves given to him by an appreciative farmer he treated. He then sorts through his mailbox and pulls out a high school senior-class photo from a patient and reads aloud the inscription on the back: "Can you believe it? You've watched me grow from an awkward, shy 11-year-old to an 18-year-old college-bound graduate. Thank you for taking such great care of my grandparents."

Martin looks up. "I mean, that's what it's all about," he says. "It's about being part of a community, and adapting to what people need." **W**

Michael Blanding '95 is a Boston-based freelance writer.

BIG SOLUTIONS FOR A SMALL COUNTY

Berkshire County in Massachusetts has pockets of wealth, but the region struggles with the same challenges facing all rural areas. Many in the region are finding innovative ways to provide medical care.

"The strength of the community is important to the strength of the college," says Jim Kolesar '72, assistant to the president for public affairs at Williams and a member of the board of Berkshire Health Systems (BHS), which runs a 302-bed teaching hospital in Pittsfield. "One important strand in the strength of the community is the availability of quality healthcare."

In September, Williams President Adam Falk sent an email to alumni in health professions, highlighting the shortage of providers in the region and asking them to spread the word about working here. Within a week, the college received more than half a dozen queries, Kolesar says.

Among the difficulties of recruiting and retaining providers are the underlying economics of the health insurance system. Residents of rural communities are older, less healthy, and more economically disadvantaged than those in cities and suburbs. They're more likely to be insured

by Medicaid, which serves the poor, or Medicare, for the elderly and disabled. Because these federal programs reimburse healthcare practitioners at lower rates than private insurance—roughly 60 cents on the dollar for Medicaid and 80 cents for Medicare—providers must take on more patients to make ends meet.

To offset the difference in reimbursement rates and entice more doctors to practice in the region, BHS is paying subsidies to medical practices.

"We incur the loss, but the loss is less than if we had no doctors," says David E. Phelps, president and CEO of BHS.

BHS is also making its practices more efficient. When North Adams Regional Hospital closed in 2014, BHS took over the facility and restored many services, including the emergency department, physician practices, and outpatient surgery. Last year, with a \$3 million grant from the Massachusetts Health Policy Coalition, it launched "Neighborhood for Health" to coordinate care for chronic conditions and preventive medicine.

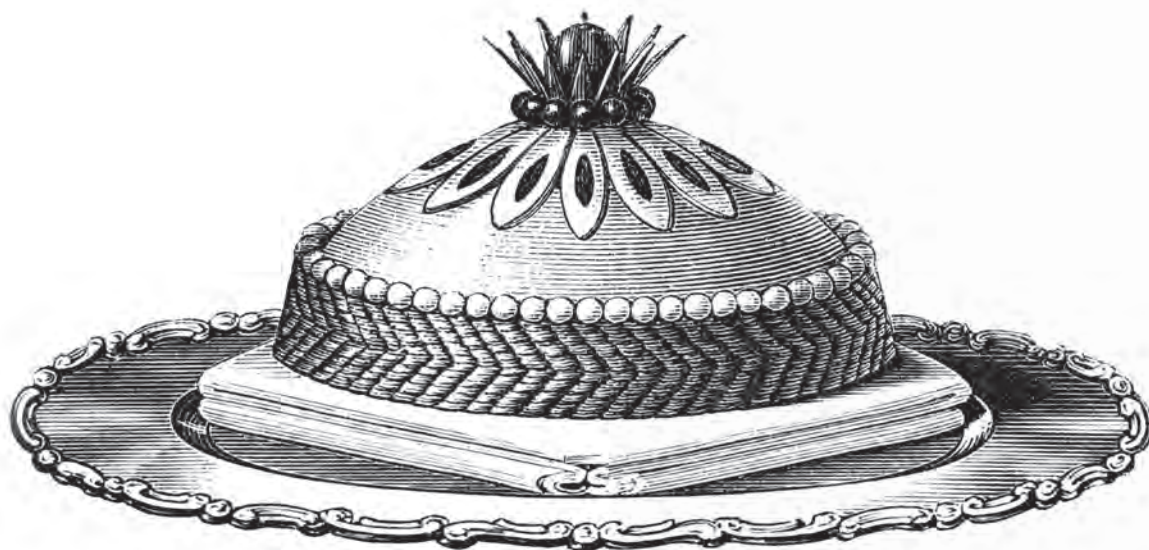
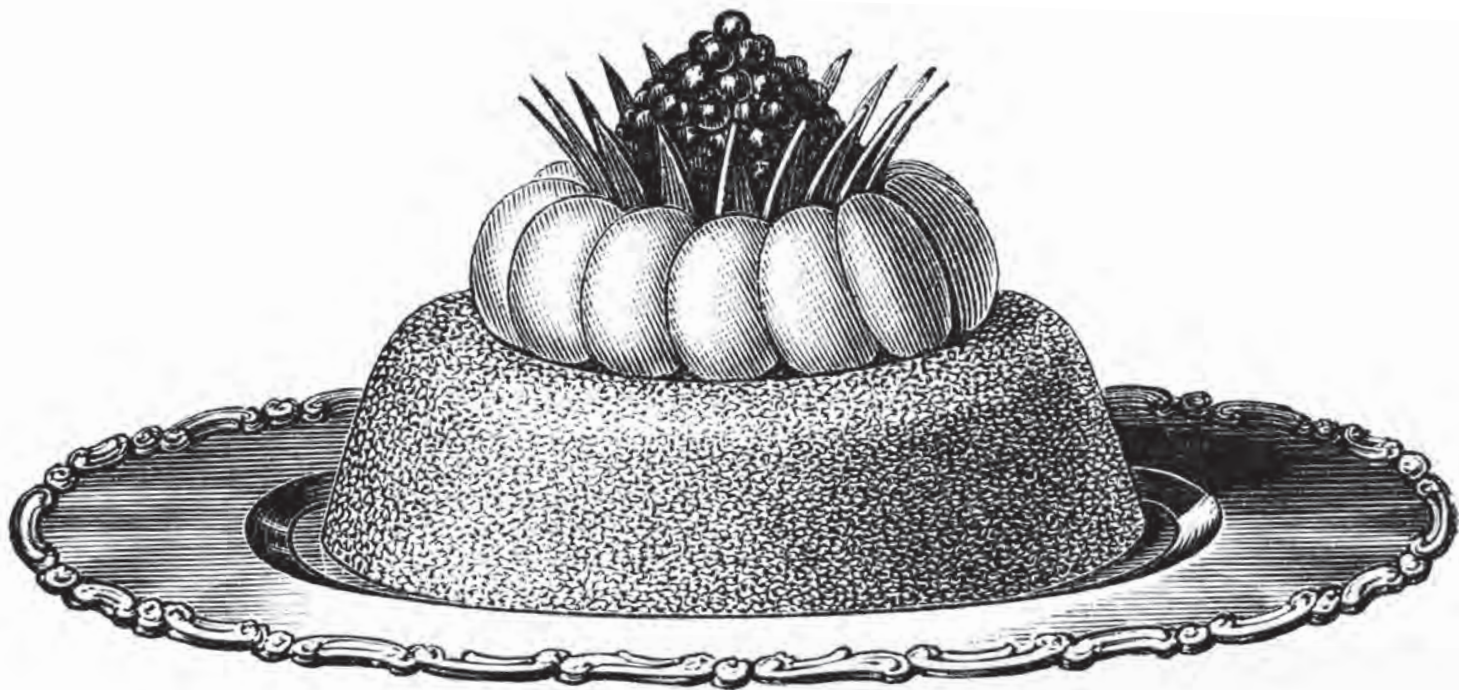
Southwestern Vermont Health Care has taken a different approach. With a

state-funded grant from the Vermont Health Care Innovation Project, it hired transitional care nurses to visit elderly patients after they're discharged from the hospital to ensure they follow through with their care. Since the program's inception three years ago, the number of patients visiting the emergency room has dropped by 40 percent, and hospital stays have decreased by 70 percent.

Meanwhile, individual providers continue to balance the rewards and challenges of working in a rural community. Kristin LaMontagne '01, who grew up in nearby Peru, was a primary care doctor in Rochester, N.Y., before joining Williamstown Medical Associates (now Williamstown Medical of BMC) in 2011. She enjoys being able to work part time so she can spend time with her children. Yet she struggles to keep her patient load in check in this tightly knit community.

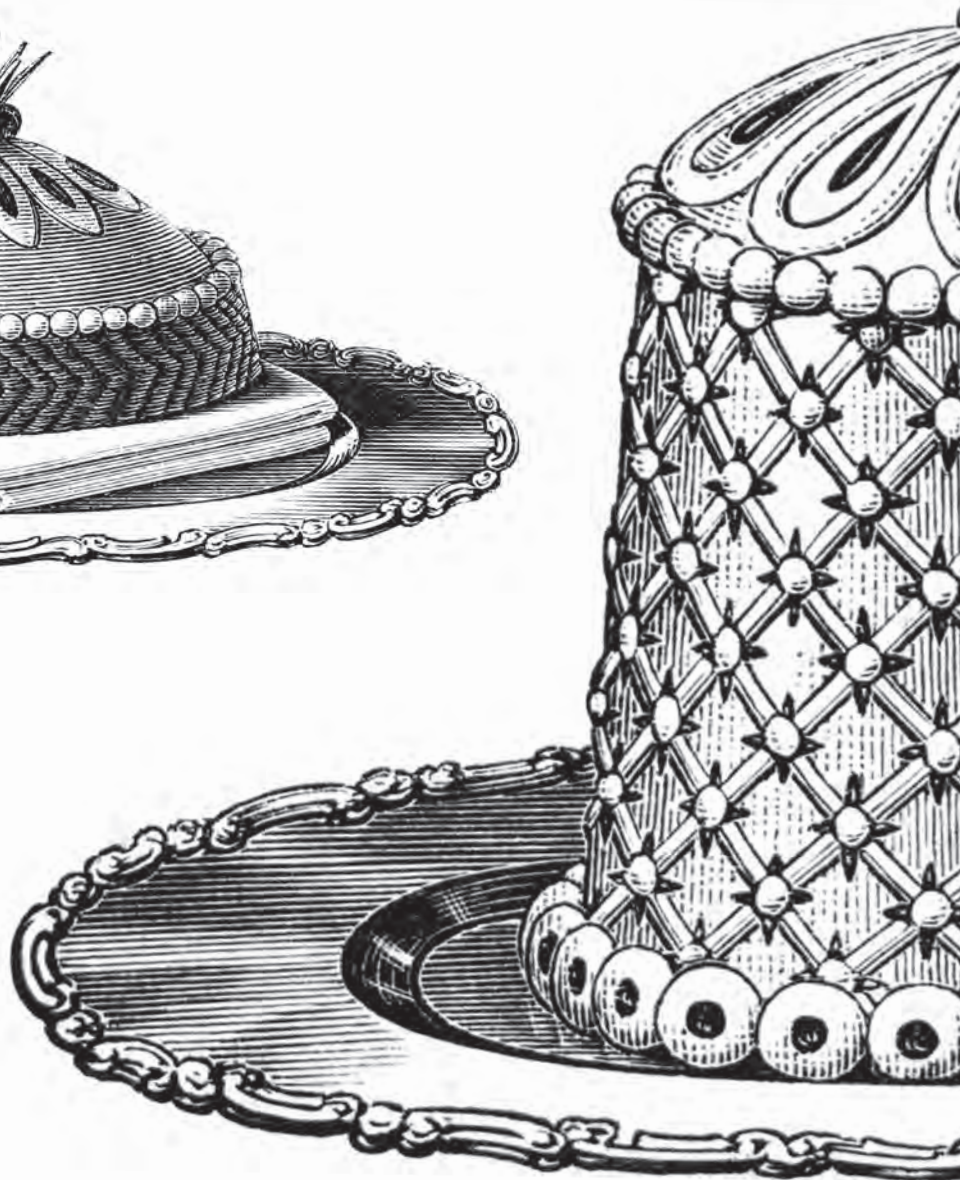
"I see people every day in the grocery store who hug me and ask if I can take them on as patients," she says. "These aren't faceless people you're saying no to."

—MICHAEL BLANDING '95

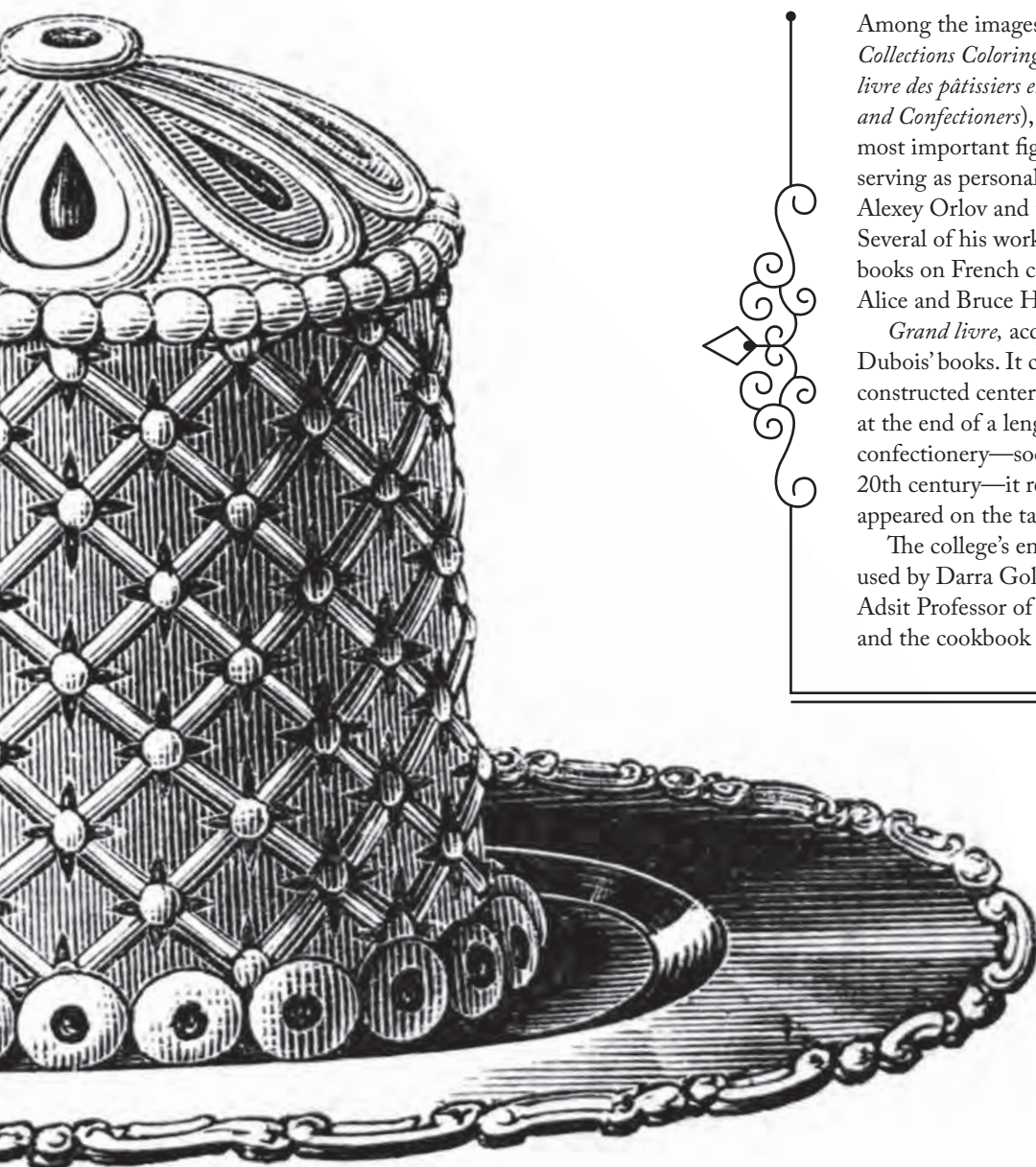


The rare images contained in the new *Special Collections Coloring Book* range from a 15th-century page of the *Nuremberg Chronicle* to 20th-century line drawings of campus buildings. Download your copy of the coloring book at bit.ly/wmscoloringbook.

GRAND LIVRE DES PÂTISSIERS ET DES CONFISEURS,
URBAIN DUBOIS, LIBRAIRIE E. DENTU, 1883.



Colorful & Collections




Among the images featured in Williams' new *Special Collections Coloring Book* is a plate from Urbain Dubois' *Grand livre des pâtissiers et des confiseurs* (*Great Book of Pastry Chefs and Confectioners*), published in 1883. Dubois was one of the most important figures in the literature of French cuisine, serving as personal chef to the Russian diplomat Prince Alexey Orlov and to the Hohenzollern family in Germany. Several of his works are in the Chapin Library's collection of books on French cookery, formed thanks to the generosity of Alice and Bruce Healy '68.

Grand livre, acquired in 2010, is one of the scarcest of Dubois' books. It contains 138 plates illustrating elaborately constructed centerpieces together with recipes. Published at the end of a lengthy period of French supremacy in confectionery—soon to be led by German chefs into the early 20th century—it recalls a time when designs such as Dubois' appeared on the tables of great and noble families in Europe.

The college's entire French cuisine collection is regularly used by Darra Goldstein, the Willcox B. and Harriet M. Adsit Professor of Russian, in her courses on food and society and the cookbook through history.





There have been five major extinction events since the evolution of complex animals. Each time, the planet underwent changes so acute and so rapid—in geological terms—that most living things were killed off before they could adapt. As our understanding about the so-called “Big Five” events has grown, we’ve come to realize that we’re now in the midst of a sixth

EXTINCTION.

The cause, scientists say, is us.



HUMAN BEHAVIOR IS DISRUPTING THE VERY biological systems on which we rely. Chief among a list of culprits are deforestation, habitat fragmentation, ocean acidification, and climate change.

To address the college's role in climate change, Williams is pursuing an ambitious set of initiatives set forth in fall 2015. Work is under way to achieve carbon neutrality by 2020 through goals that include reducing emissions, investing in sustainable design and building practices, and developing renewable energy projects. The college is also investing in its educational mission, making climate change a campus-wide theme of inquiry for the 2016-17 academic year.

In this spirit, just before the start of the fall semester, *Williams Magazine* brought together three faculty members whose research and work intersect with this year's theme, *Confronting Climate Change*. Leading the conversation was Nicolas Howe, assistant professor of environmental studies and former journalist, who studies the cultural and religious dimensions of environmental problems. He was joined by geosciences professor Phoebe Cohen, who's using the fossil record to study the second mass extinction at the Late-Devonian period 375 million years ago, and Elizabeth Kolbert, Williams' Class of 1946 Environmental Fellow-in-Residence, co-chair of *Confronting Climate Change*, and Pulitzer Prize-winning author of *The Sixth Extinction: An Unnatural History* (Henry Holt & Co., 2014). The three explored how the planet is changing, what can be learned from past extinction events, and how Williams is informing the conversation about global climate change.



"IF WE CONTINUE AT THIS PACE ... WE'LL REACH MASS EXTINCTION RATES—LOSS OF 75 PERCENT OF ALL SPECIES ON EARTH—WITHIN A FEW HUNDRED YEARS. THAT'S INCREDIBLY FAST." —ELIZABETH KOLBERT

THE BIG FIVE EXTINCTIONS

1 END-ORDOVICIAN EXTINCTION

444 million years ago
86% of species lost

The cause was probably a short, severe ice age, potentially triggered by the uplift of the Appalachian Mountains, which lowered sea levels. Exposed silicate rock drew CO₂ out of the atmosphere, chilling the planet.

NICOLAS HOWE: Why do so many scientists think that we're in the midst of a mass extinction?

ELIZABETH KOLBERT: The evidence is extremely simple. The background extinction rate is usually very slow. So if one mammalian species goes extinct in a human lifetime, something weird is going on. If many species go extinct, as we are now seeing, then something very weird is going on. We are learning more and more about what happened during past extinctions through the work Phoebe does, for example, looking at the fossil record. And researchers are monitoring the rate at which species are moving through various categories of extinction: "vulnerable," "threatened," "near extinct," and "extinct." Based on what scientists know from past extinctions, they project that if we continue at this pace with well-studied groups, we'll reach mass extinction rates—loss of 75 percent of all species on earth—within a few hundred years. That's incredibly fast.

PHOEBE COHEN: Most mass extinctions take thousands of years. That's the temporal window over which we're allowed to see them, based on the limits of the rock record. But you can only truly say that there's a mass extinction after it's already over.

HOWE: What can we learn from past mass extinction events? How quickly can nature rebound afterward?

COHEN: The answer to how quickly the planet can rebound has to do with what's causing the extinction and how quickly that cause goes away. The two best-studied extinction events are the Cretaceous-Paleogene (K-Pg) and the Permo-Triassic. During the K-Pg, a giant rock fell out of the sky, there's evidence of

2 LATE-DEVONIAN EXTINCTION

375 million years ago
75% of species lost

One of the least-understood extinctions, it's thought that the deep roots of newly evolved land plants stirred up the earth, releasing nutrients into the ocean. This triggered algal blooms that depleted oxygen in the water.

3 PERMO-TRIASSIC EXTINCTION

251 million years ago
96% of species lost

Causes include an eruption in what is now Siberia that blasted CO₂ into the atmosphere; bacteria-releasing methane; rising global temps; and ocean acidification, stagnation, and oxygen depletion that released poisonous hydrogen sulfide.

4 END-TRIASSIC EXTINCTION

200 million years ago
80% of species lost

To date, no clear cause has been identified. But mounting evidence suggests global climate and ocean disturbances, similar to those seen at the Permo-Triassic, played roles.

5 CRETACEOUS-PALEOGENE EXTINCTION

66 million years ago
76% of species lost

Volcanic activity and climate change put many species under stress. An asteroid impact eliminated them and the dinosaurs.

SOURCE: COSMOS MAGAZINE

increasing volcanic activity, and the dinosaurs—among many other living things—went extinct. It was relatively sudden and mostly due to external factors. As a result, the rebound was faster. During the Permo-Triassic, there was warming, high CO₂, and toxic gasses being released into the ocean and atmosphere because of volcanism. That extinction took longer to happen, and it took way longer to recover from, because it was as if the whole planet was sick, internally.

HOWE: So what makes the current situation fundamentally different?

KOLBERT: The Permo-Triassic is the worst mass extinction that we know about—and probably the worst since complex life began. It ended the Paleozoic Era and began the Mesozoic Era. Recent research indicates that a huge CO₂ release took place over thousands of years. But on an annual basis, less CO₂ was being released back then than what we're currently releasing now, which suggests that we're pushing the system really, really fast. We don't have the distance of 250 million years to understand how that will turn out.

HOWE: What might the world look like after a mass extinction?

KOLBERT: One possibility is that we're creating a world of insects. Most of the world's species are invertebrates, and they're poorly catalogued. But they may be less prone to extinction, because they have very fast generation times and produce a lot of young. They can evolve pretty quickly compared to, say, pandas.

COHEN: Cosmopolitan species that can survive in many types of different environments, like rats, also tend to survive most extinctions.

HOWE: And a number of researchers are optimistic about the possibility of cosmopolitan species repopulating the world.

COHEN: That's right. The fossil record bears that out, to some extent. It's interesting to think about how quickly the earth will rebound once the cause of the mass extinction goes away. So if we kill off a bunch of things and then all fly to Mars and leave the earth alone for a while, the rebound will probably be relatively fast. But we're not going anywhere as a species, so the cause of the current mass extinction will persist. That means the extinction will likely be prolonged, and the recovery will take longer—more like the Permo-Triassic extinction event.

KOLBERT: We're mucking with some pretty basic geochemical and biological systems that have been functioning a certain way for quite a long time. When we're driving our cars, we're running organisms that were alive 100 million years ago through a motor and combusting them. We're reversing a process that took many tens of millions of years to run in one direction—and we're running it backward, very fast. We don't know how that's going to turn out.

HOWE: Has the window slammed shut in terms of averting a disaster?

COHEN: The window to avoid the worst—or at least to avoid things that may affect billions of people—may already have closed. But I don't think we're at a point where both of the poles are going to melt or sea levels will rise tens of meters. Our energy systems are changing and will continue to change.

KOLBERT: Researchers have looked at the time it might take to transition our energy systems. If we had 100 years to switch from fossil fuels, we could do it. And we probably *will* make that transition in 100 years. But you can put a lot of carbon into the air in that amount of time. It's not clear you can take it out.

COHEN: It begs the question of what's natural. We're never going to return to a previous state. The earth will

be different, even if we all stop driving cars and begin sucking CO₂ out of the atmosphere immediately. As an earth historian, I find learning about past mass extinctions comforting. In retrospect, they're just small moments in the history of the planet. Life will persist in new and interesting ways that we can't even imagine, long after we are gone. That thought doesn't make me any less motivated to create change now, but it helps me sleep a little better at night.

KOLBERT: Certainly the issue of climate change is much more top of mind than it was, and it's only going to be more so as California burns and Louisiana floods. It's getting very hard to avoid the issue.

COHEN: July was the hottest month on record, ever.

HOWE: As one way to avert a mass extinction event, biologist E.O. Wilson proposes setting aside roughly half the planet as a permanent preserve. There are also efforts to do assisted migrations and de-extinction (also known as resurrection biology) through selective breeding or cloning.

KOLBERT: There are scientists who have the cells of the last three of some now-extinct species—usually animals, but also plants—in the refrigerator. But first let's start with keeping things alive. There are bighorn sheep in Yosemite for the first time in 100 years. (The federally endangered species was re-introduced to Yosemite and Sequoia national parks in March 2015 as part of a complex, multiyear recovery effort.) The Endangered Species Act of 1973 demands that we do this work to conserve species and the ecosystems they depend upon. But as more and more species need that kind of help, the question of where you put your resources is pressing. Wilson's proposal makes a lot of sense, but it's easier said than done.

COHEN: It's politically challenging. And while habitat restoration or habitat protection might actually be useful in the long run, neither addresses the underlying problem.

HOWE: Is it possible the answer to mass extinction may be one of the oldest in the environmentalists' playbook? That is: Live as lightly on the land as you possibly can, and don't play Russian roulette with evolution.

COHEN: How do 10 billion people live lightly on the land? What does that look like?

KOLBERT: All of these questions are relevant for the Williams students of today. We have at least two sets of values that are profoundly in conflict. One is eliminating poverty, bringing as many people as possible to the kind of standard of living we enjoy. It seems only equitable. But it's also an ecological catastrophe if you consider our impact on the planet. So you're faced with saying that anyone above a certain standard of living—one that we'd consider pretty minimal—had better radically reduce their consumption, or

resigning yourself to a terrible ecological outcome. It's very, very difficult to thread that needle. How do you engage students in thinking about these questions?

COHEN: My intro-level course is the most important course I teach, because I'm getting students who aren't necessarily going to become geosciences majors. It's not a course explicitly about climate change, but we talk about how the planet's system works, and, at the end of the semester, we talk about how part of that system is us, screwing up the system. Empowering them with an understanding of how the earth works and what we're doing to it is really important in a time when climate science denialism is still rampant.

HOWE: This is the first generation to grow up with climate change as a public fact, even if the scientists have understood it for a really long time. There's no before and after climate change for our students. The environmental studies students already care. My dream would be to get the students who don't yet care to take environmental studies.

KOLBERT: These issues—climate change, mass extinction—present a fundamental challenge even to the humanities. This question of what does it mean to be human needs to be revisited. What are the defining characteristics? One of them turns out to be that we're capable of—and in the process of—completely changing the world.

COHEN: I'm excited to see climate change as a campus-wide conversation this year as opposed to one that's primarily happening within environmental studies or geosciences. It needs to be something all our students are learning about and exposed to thinking about. It's not just about the mechanics of CO₂ or saving pandas or growing your own food. It's bigger than that.

HOWE: Having a sustained conversation is essential. That's the most important aspect of Confronting Climate Change—the duration of it, and the fact that there are going to be a variety of speakers addressing the issue in various ways, from economic, legal, and scientific standpoints.

KOLBERT: A useful outcome of Confronting Climate Change would be understanding where our emissions really come from. If you ask students what they think should be done to reduce the college's emissions, they say things like: "Let's unplug all the dorm-room refrigerators." I'm deeply opposed to mini-fridges. They're inefficient. But if you actually run the numbers, it turns out that they're a trivial part of Williams' energy footprint. So the next step is digging down and seeing what the numbers are. And when you do that for your own life—or for the Williams life, collectively—you find things that are upsetting.

COHEN: I hope institutionally that this inquiry leads to a bigger commitment to energy efficiency and changing our energy sources. It's something we've talked a lot about.



“HOW DO 10 BILLION PEOPLE LIVE LIGHTLY ON THE LAND?”

—PHOEBE COHEN



“HAVING A SUSTAINED CONVERSATION IS ESSENTIAL. THAT’S THE MOST IMPORTANT ASPECT OF CONFRONTING CLIMATE CHANGE.”

—NICOLAS HOWE

We’re building our new buildings very efficiently. But we still have a lot of old buildings on campus. Figuring out what to do with those buildings isn’t as exciting as, say, pursuing Living Building status for the Class of 1966 Environmental Center. But the old buildings matter a great deal.

KOLBERT: The question of how many buildings matters.

HOWE: We’re looking at both big and small changes that will make a difference. But many of the people we’re bringing to campus, including Bill McKibben (an author, educator and environmentalist), would argue that, without a broad-based social movement that’s global in scale, we’re not going to be able to avert a catastrophe.

COHEN: It’s hard for me to envision that social movement. It’s conceptually challenging.

KOLBERT: One could argue that we’ve never voluntarily done social change on a global scale before.

HOWE: Certainly not to give up something. Large social movements have always been about getting more of something—whether it’s rights or political freedom.

KOLBERT: Theoretically you could frame it in such a way that we *are* getting something.

COHEN: A future.

HOWE: You have to throw everything at the wall that you possibly can: new technologies, better scientists, more scientific research, social movements, policies. A good outcome of a focus on climate change this year would be that every student, no matter what their interest is, no matter what their career plans are, understands that they have a role to play.

KOLBERT: And that they have a stake. Every student graduating from Williams now will feel severe effects in his or her lifetime.

COHEN: Climate change is only part of the full extinction story. Our food systems come into it, as do the way we build our homes and move around the world. It comes down to showing students how it’s all connected, so they can go out into the world and make informed decisions and—we hope—bring about change. Many of my students are choosing careers that in some way involve climate change. It seems like it’s a more normalized way of thinking. We do a good job of showing students that there are lots of different ways they can be involved. **W**

CONFRONTING CLIMATE CHANGE

Climate change is the subject of a campus-wide theme of inquiry for 2016–17. Along with identifying 35 fall- and spring-semester courses that examine the issue in ways big and small, the college has put together an extraordinary array of interdisciplinary programming, with speakers including:

■ **ELIZABETH KOLBERT**, the Class of 1946 Environmental Fellow-in-Residence, whose Pulitzer Prize-winning book *The Sixth Extinction* is the subject of this year’s Williams Reads.

■ **VAN JONES**, author, lawyer, activist, and commentator, addressing “Green Jobs, Not Jails.”

■ **MAXINE BURKETT** ’98, 2016 Williams Bicentennial Medalist and environmental

law professor at the University of Hawaii at Mānoa.

■ **PRISCILLA McCUTCHEON**, University of Louisville geographer working on food sustainability practices in black religious nationalist organizations.

■ **MARK TERCEK** ’79, president and CEO of The Nature Conservancy and author of *Nature’s Fortune: How Business and Society Thrive by Investing in Nature*.

■ **BILL MCKIBBEN**, environmentalist, founder of 350.org and author of *The End of Nature*.

In addition to the speakers, Williams’ Center for Development Economics will focus on climate change and economic policy in the developing world at its annual conference in April. And the campus community will be closely examining emissions and holding exercises such as a “wedge game,” which demonstrates in a visual way options for meeting Williams’ ambitious CO₂ emissions reduction goals.

See the full program and list of speakers at <http://sustainability.williams.edu/cc>.



In his compelling new memoir, Professor Charles Dew '58, one of America's most respected scholars on the history of slavery, shares the story of his childhood growing up white in the Jim Crow South and how his consciousness—and conscience—were raised at Williams.

THE UNMAK OF A RAC

Charles Dew '58 as an infant (facing page) and this past September, discussing the economics of the slave trade with his American Civil War class (this page).

ING IST

“How did someone
as white as you
come to study our history?”
The question, Charles Dew ’58
recalls, “rocked me
back on my heels.”

It was 1994, and the question was asked by an African-American man at a conference for public school teachers in Tidewater, Va. Dew, a beloved Williams professor and noted scholar of the Civil War and Reconstruction eras, had just given a talk about industrial slavery and opened the floor to questions.

Dew began to answer him, explaining how research for his dissertation on the Tredegar Iron Works during the Civil War led to an interest in enslaved ironworkers and, ultimately, his first two books.

“And then I stopped dead,” Dew writes, recounting the experience in his memoir *The Making of a Racist: A Southerner Reflects on Family, History, and the Slave Trade*, published in August by the University of Virginia Press. “I knew this was not what this teacher wanted to know. I paused again, but this time actually to think.

“To tell you the truth, I never really sat down and thought about this before. I just went after what fascinated me as a historian. But I think I started studying the South and race and slavery because I wanted to know how white southerners—my people—had managed to look evil in the face every day and not see what was right there in front of them, in front of us. I grew up in the Jim Crow South. Segregation was all around me. I never saw it.”

Dew’s “awakening” to racial injustice occurred at Williams, where for the first time he lived and learned alongside black classmates and slowly began “thinking about my part of the country in ways that had never occurred to me before, critically, analytically, with a mounting need to know and understand.” As a Williams student, he writes, he underwent a process of “consciousness raising and conscience raising.”

Now, as the college’s Ephraim Williams Professor of American History, with more than 50 years of teaching southern history, he’s shared with countless students his memories of growing up on the white side of the color line. “My students remember these stories,” he writes. “They invariably ask probing questions in class and often stop by my office to continue our discussions.

“So,” Dew continues,
“I decided to write it down.”

DEW WAS BORN IN 1937 IN ST. PETERSBURG, FLA. HIS ancestors participated in slavery and fought for the Confederacy; his parents embraced racial segregation. On his 14th birthday, he writes, “My sense of history came fully into focus ... when my father presented me with twin gifts that marked my coming of age as a white son of the South: a Marlin .22-caliber bolt-action rifle and Douglas Southall Freeman’s massive three-volume history of the Army of Northern Virginia, *Lee’s Lieutenants: A Study in Command*.” That year he also received a copy of *Facts the Historians Leave Out: A Youth’s Confederate Primer* as a gift from one of his father’s law partners, who, Dew writes, “felt it was important for a southern boy to grow up on the right side of history.”

Looking back on his childhood, Dew writes, “I realize now that many of the Jim Crow customs I learned growing up I absorbed more through a process of osmosis than through verbal instruction.” He describes knowing without ever being told that the two jelly glasses and two sets of chipped china in a corner of the family’s kitchen cupboard were for Ed, the black man who mowed the Dew family’s lawn, and Illinois, the black woman who did their housekeeping.

“I learned never to shake hands with an African-American person. Pop never did ... so I never did,” Dew writes. “I addressed African-American men and women who worked for us by their first names. I did not use their last names prefaced by Mr. or Mrs. or Miss because my parents never did.”

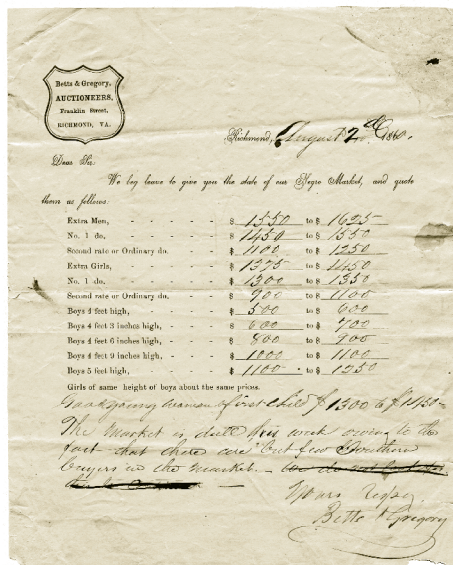
He adds, “The same racial etiquette that brought Illinois to the back door of our house did not permit my mother to walk through the front door of hers.”

His father believed strongly in the value of education, and, Dew writes, “On several occasions, his travels on behalf of clients had taken him to New York City. There, a disproportionate number of the men who impressed him the most, who both spoke well and wrote well, had gone to Williams. Pop had never heard of the place, but ... he liked what he saw.”

After attending Woodberry Forest, an all-boy’s independent school in Virginia, Dew followed his older brother, John, Class of ’56, to Williams. Their father apparently had no qualms about sending the young men north for the first time in their lives. “I think he considered the southern armor in which we were clad to be impenetrable,” Dew writes. “We would get a first-rate liberal arts education; we would learn to speak well and write well. But we would be impervious to change in ways that really mattered: Our ideas on things like politics and race would remain grounded in the soil of the South.”

For a while, that proved to be the case. “The scales did not fall from my eyes the moment I stepped onto the Williams campus,” Dew writes. He cringes at the memory

An 1860 slave market report from a Richmond auction house—part of the Chapin Library's collection—generates much discussion in Dew's Old South and American Civil War classes.



of visiting a white classmate's room a few days after the fall semester began and reciting a racist joke "in a Negro (as we said then, if we were being polite) dialect" at the very moment their entry-mate Ted Wynne '58, who was black, walked by the open door.

Embarrassed, Dew later sought out Wynne. Though neither mentioned the incident, Dew writes, "I realized as I walked away that something remarkable had happened. I had never carried on anything approaching a real conversation with an African-American individual that approached ... an exchange between equals."

Dew's love of history was ignited, in part, by a "life-changing" seminar on the history of the Old South taught by Robert C.L. Scott. "We studied slavery, antebellum politics, rising sectional tension, secession and the Confederacy—all with the gloves off. ... Professor Scott ... did not preach to me or to any of us in the seminar. He did not have to. The materials we were reading spoke for themselves.

"Halfway through the seminar," Dew writes, "I wanted to be a historian."

AFTER COMPLETING HIS PH.D. AT THE JOHNS HOPKINS University, Dew returned to Williams as a visiting professor of history for the 1977-78 academic year. He has been a member of the faculty ever since.

A "scholarly thunderclap" occurred the day Bob Volz, then custodian of the Chapin Library of rare books, invited Dew to see a new acquisition. It was a broadside dated Aug. 2, 1860, stamped with the seal of Betts & Gregory, Auctioneers, Franklin Street, Richmond, Va.

On the left-hand side of the page was a list of categories of slaves: "Extra," people of exceptional height, musculature, and physical attractiveness or with special skills; "No. 1," men at their full physical development

or women at the peak of their childbearing years; and "Second-rate or Ordinary," possessing a "defect" like the mark of a whip, or with bad health or attitude. Next to each category were that week's market prices, written by hand.

Today, the market report is the first thing Dew shows students in his Old South and American Civil War classes. "Their reaction is often one of puzzlement followed by stunned disbelief, as well it should be at the onset of the 21st century," Dew writes. "But then the ramifications of what they are looking at begin to sink in. It is a profoundly educational document."

Toward the end of the semester, he asks his students to examine two more documents. The first is a letter to Thomas Jefferson's executor from P.H. Leuba, who purchased a 14-year-old enslaved girl from the late president's estate. The girl, Jeanette, arrived at Leuba's home badly burned after a run-in with the overseer at Jefferson's Poplar Forest, and Leuba sought a reduction in her price now that she was "damaged."

The second document is a rare one—a letter written by Eavans McCrery, an enslaved man in Kentucky, to Elizabeth McCrery of Roanoke, Va., who inherited him from his late master. In it Eavans implores his mistress to sell him to a potential buyer in Kentucky so that he may remain close to his wife and child.

Dew asks his students to analyze the two letters line by line and answer a question: "Would antebellum white southerners experience guilt over slavery after reading what is written here? Or did they find ways to look at the consequences of slavery in the face on a daily basis and experience no guilt over the South's 'peculiar institution?'"

The class discussion the day the students turn in their papers is one of the best of the semester, Dew writes, with the students evenly split on whether antebellum southerners felt guilt. Dew thinks they didn't.

"Once notions of white supremacy and black inferiority are in place in the American South, they are passed on from one generation to the next with all the certainty and inevitability of a genetic trait," he writes.

"It is a sordid tale," he adds, "all of this, spanning centuries and generations, but we are not doomed by it. We can do better, we have done better. But we must do better still. We have to shuck off the last vestiges of that reptilian skin of racism, even if we do not think we are still carrying it around. Because we are."

Dew recalls how he intensified his own efforts to "shuck off" that skin while home for the summer before his senior year at Williams. He'd begun driving the family's housekeeper, Illinois, home after work so that they could "really talk" to each other. One day during the 25-minute ride to the south side of St. Petersburg, she asked him a question he's never forgotten: "Charles, why do the grown-ups put so much hate in the children?"

Dew closes his memoir with that question in mind: "We should strive to be, and we should become, the generation of 'grown-ups' who finally, at long last, refuses to put 'the hate in the children.'" **W**

Charles Dew is the college's Ephraim Williams Professor of American History. His memoir The Making of a Racist: A Southerner Reflects on Family, History, and the Slave Trade (University of Virginia Press, 2016) is dedicated to Illinois Browning Culver.

QUOTES FROM THE MAKING OF A RACIST PRINTED WITH PERMISSION FROM THE UNIVERSITY OF VIRGINIA PRESS AND THE AUTHOR.



STUDY

MODELING CORAL REEF HEALTH

Julie Blackwood is using math to solve ecological problems.

ASSISTANT PROFESSOR OF MATHEMATICS
Julie Blackwood is using mathematical modeling to uncover the mechanisms that will limit algae overgrowth and promote reef health in the Cayman Islands.

Coral reefs host thousands of species of fish and other animals and contribute to the biodiversity and health of marine ecosystems in the tropics and around the world. In 1983, a disease wiped out the sea urchin population throughout the Caribbean, and coral reefs were badly affected.

“Sea urchins had been the dominant grazer of Caribbean reefs, and, when they were gone, much of the reef became overgrown by algae,” Blackwood says. “It’s also possible that fishing removes other grazers from the ecosystem and that climate change affects the rate of algae growth in ways we don’t yet understand.”

Blackwood has studied ecology for almost as long as she’s studied math. Her adviser at University of California, Davis, where she earned her Ph.D. in applied mathematics, was an ecologist. Blackwood recently joined forces with a biologist and a mathematician from Bennington College; her role is to better understand the dynamical consequences of scenarios designed to free the reefs of algae overgrowth.

“One of the models I’m working on aims to determine the population densities of different herbivores that will most effectively lead to a reduction in algae,” Blackwood says.

To build that model, she starts by constructing two non-linear differential equations that show how coral and algae change with respect to time. The coral equation captures coral growth when algae are grazed and coral mortality when it’s covered

In 1983, a disease wiped out the sea urchin population throughout the Caribbean, and coral reefs became overgrown with algae. Today, applied mathematician Julie Blackwood is working with researchers from Bennington College to uncover the mechanisms that will promote reef health in the Cayman Islands.

by algae. The algae equation considers what happens if humans fish too heavily, thus potentially removing important grazers.

“The trick is to find the right level of complexity in the model,” says Blackwood. “If I consider too many different factors, it’s difficult to parameterize and analyze the interactions between them. If I make the model too simple, I might not get meaningful results.”

Blackwood then turns to a computer program called MATLAB that can make predictions based on her model. “I input differential equations, and it numerically solves the equations, outputting what the variables do over time,” she says. This information can be graphed to display how the density of coral, as it competes for space with algae, changes over time in the presence of different grazing fish.

Blackwood also uses statistical inference to estimate parameters, based on data from the field, to ensure that her models accurately reflect the past. “If I can prove that my model is accurate in hindsight, I am better able to trust its predictions for the future,” she says.

The project—still in its early stages—is ever-evolving and deeply cyclical. Says Blackwood, “As my biologist colleague collects data from the field, we use it to create and refine models. The information from the models can then guide her fieldwork, and she comes back with more data for our models.”

Using math to solve ecological problems dates back several centuries, but Blackwood says there has been an exponential increase in this work in the last 20 years. “Much of it is thanks to advances in computer science and statistics, as well as the high-powered computers I use to run my models,” she says. “It’s opened doors for interactions between very different fields and helped to blur the boundaries between disciplines.”

—JULIA MUNEMO



ART AND CLIMATE CHANGE

The international artist collective Ghana ThinkTank is working with students this year to identify problems related to climate change and implement the solutions on campus.

Invited by the Williams College Museum of Art as part of the campus-wide initiative Confronting Climate Change, the collective upends what its organizers call a “simplistic dichotomy: first world/ third world; powerful/powerless” by creating think tanks in developing countries to solve issues in the developed world.

Says Sonnet Coggins, the museum’s associate director for academic and public engagement, “This innovative approach to public art reveals blind spots between otherwise disconnected cultures. It challenges assumptions about who is ‘needy’ and turns the idea of expertise on its head.”

Williams community members are visiting the collective’s mobile unit throughout the fall to answer the question, “How does climate change relate to YOU?” Responses will be sent to think tanks in Morocco and Indonesia, which will develop solutions that could be implemented on campus in the spring.

Meanwhile, a Winter Study class will work with the collective to create an installation about climate change in the museum’s Rotunda. And students on a spring break trip to Detroit will help develop a courtyard shared by commercial and residential buildings as part of Ghana ThinkTank’s solution to the problem of neighborhood cohesiveness in the face of gentrification.

Says professor of art Michael Glier ’75, whose Drawing 101 class is collaborating with the collective, “Ghana ThinkTank provides an extraordinary reversal of assumptions about power and creativity. I appreciate their optimism about the future and that they see art as a way to have agency in a complex, confusing world.”

—JULIA MUNEMO

READING LIST

What do Americans want from their political leaders, and of whom should they be wary? Students are answering this question

throughout the fall in political science professor Nicole Mellow’s tutorial, *Dangerous Leadership* in American Politics.

In addition to reading the writings of Lincoln, Tocqueville, and Max Weber, they’re delving into books including *The*

Terror Presidency: Law & Judgment Inside the Bush Administration, by Jack Goldsmith; *Margaret Sanger: A Life of Passion*,

by Jean H. Baker; and *By Order of the President: FDR and the Internment of Japanese Americans*, by Greg Robinson.

AN ARTIST'S LIFE & AFTERLIFE

The Deaths of Henri Regnault. By Marc Gotlieb.
University of Chicago, 2016.

A new book by Marc Gotlieb, Williams' Class of 1955 Memorial Professor of Art and director of the Graduate Program in Art History, considers the life of Henri Regnault. It's the first English-language book about the 19th-century French artist, whose meteoric rise was cut short when he was killed in action in the final days of the Franco-Prussian War. Below, Gotlieb explains his fascination with Regnault's life—and death.



I'VE ALWAYS BEEN INTERESTED IN “academic art” of the 19th century—painters who were famous in their day but whose reputations collapsed with the Impressionist and Modernist revolution. Regnault is particularly spectacular in this regard. He painted only four major pictures, and they offer at once an alluring and troubling union of exotic colorism and violent fantasy that made them impossible to ignore. As I examined his career, I learned that this young artist of super-sized ambition was deeply afflicted with a fear of tradition's authority. The extreme features of his art are traceable to an urgent search for originality—all the more remarkable given his traditional artistic formation.

Regnault was a talismanic figure to a generation of artists across Europe and the U.S. He was 27 when he was killed in action in January 1871, the last days of the Franco-Prussian War. The legend of his patriotic death was retold among countless artists and admirers until his reputation collapsed around 1900.

BOOK EXCERPT

Everything about Regnault's painting [*Salome*] seemed to put questions of desire on the table. Perhaps this was overdetermined—the sight of her thighs, her breathlessness, her disheveled dress and coy smile, not to mention a linked array of fetishes that will command our attention in due course—all this and more spoke of an effort to distill the biblical tale into a scene of seduction. But the idea of Regnault's picture as wholly delivered to desire was scarcely restricted to the dancer and her accessories. From the circumstances surrounding the picture's genesis to its tumultuous reception, *Salome* eroticized everything it touched. Regnault himself, for example, famous for his “violent temperament” and “adored by all the women.” Also the picture's owner, a wealthy courtesan who gave pride of place to works by Regnault and his circle. And the artist's model, her enigmatic features nurturing fantasies around the erotics of studio culture. No less relevant in this regard was Regnault's controversial layering of yellow on gold, or for that matter his choice of frame. Whether we may truly credit to the picture a fashion for yellow dresses is difficult to verify, but the idea that *Salome* could mark such decorative terrain signaled Regnault's loyalty to a sensuous, feminine, and materialist conception of painting at odds with his prestigious academic formation. The charge was misleading, but it deserves attention, not least because Regnault himself spoke of his painting as directed to the senses and having pleasure in mind.



The first half of my book explores Regnault as he lived. It's essentially a psychological reading of his art and career. The second half explores Regnault's death and its afterlife in the fin-de-siècle. It's a study in historical memory through countless evocations of Regnault by artists, writers, composers, and others.

The book offers a portrait of the ambitions and conflicts experienced by major artists in the late 19th-century—a portrait quite different than the Impressionist narratives that we are now quite familiar with. —MARC GOTLIEB

MORE BOOKS



A School of Our Own.
By Samuel Levin & Susan Engel, Williams senior lecturer in psychology and Class of 1959 Director of the

Program in Teaching. The New Press, 2016. The story of the Independent Project, the first student-run high school in America.



Revelation in Aztlán: Scriptures, Utopias, and the Chicano Movement. By Jacqueline M. Hidalgo, Williams Latina/o stud-

ies and religion professor. Palgrave Macmillan, 2016. An exploration of the “spiritual” rhetoric and practices of the Chicano movement.



Presidents and Their Pens: The Story of White House Speechwriters. By James C. Humes '57. Hamilton Books, 2016.

A look at notable speeches from 23 presidencies offers insight into their impact on important moments in American history.



The Comfort of Strangers: Social Life and Literary Form. By Gage McWeeny, Williams English professor. Oxford

University Press, 2016. An account of the Victorian and early modernist novel focuses on ephemeral forms of attachment identified by strangers.

To see more works and submit new publications, visit bookshelf.williams.edu.



EXPLORING THE CURRICULUM

In the Fall, Jeffrey Rubel '17, a geosciences major and student chair of the Committee on Educational Affairs, and Allegra Simon '18, an economics and history major and College Council co-vice president for academic affairs, launched an initiative to encourage students to explore the liberal arts and the college's curriculum. "Your 32: Your Chance to Explore" urges students to challenge themselves and take classes outside their comfort zones. Rubel—who at this year's Convocation received the Grosvenor Cup as the senior who has best demonstrated concern for the college community—talked to Williams Magazine about how students can make the most of their investment in Williams.

WILLIAMS MAGAZINE: *What is Your 32?*

JEFFREY RUBEL: Your 32 aims to create a culture of curricular exploration and encourage students to make the most of the 32 courses they'll take during their time at Williams. It's about not limiting ourselves to the academic areas where we're comfortable but instead challenging ourselves through a wide variety of courses. Your 32 is built around the Williams drop-add period, which marks the start of every semester. The period allows students to switch courses during the first week of classes, which can feel transactional—a way to work out scheduling kinks. But I see drop-add as an opportunity to explore courses and make the most of the entire curriculum.

WILLIAMS: *How do you encourage students to explore the curriculum?*

RUBEL: To promote Your 32, Allegra and I created a campaign using Facebook cover photos, an all-campus email, posters, and a Snapchat geofilter. We showed a video during First Days in which students and faculty talked about courses that changed their lives. In the video, President Adam Falk discusses how a linguistics course he took in college shaped his outlook on community building at Williams.

WILLIAMS: *How have you lived this idea?*

RUBEL: In so many ways! In my sophomore spring, I took an incredible elective, The Cookbook Through History, with Darra Goldstein (the Willcox B. and Harriet M. Adsit Professor of Russian). That class changed the way I think about the world by opening me up to the value of the humanities. I'm actually doing an independent study next spring with Professor Goldstein. It's about food in retirement homes. More generally, though, since I took her class, I've aimed to take courses across disciplines and divisions. Beyond my geosciences major, I've fallen in love with art history courses, classes about storytelling, and, of course, food studies.

WILLIAMS: *Why do you think it's important for students to explore the curriculum?*

RUBEL: Students have already invested in the liberal arts by choosing Williams. We want people to embrace this. While the courses we take are not "practical" in the strictest sense, we learn useful skills no matter what the subject is. However, every discipline we study at Williams will give us a different set of tools, so when we're facing future challenges, we'll have a wide-ranging skill set to draw upon. That's part of the value of exploring the curriculum. And once we decide to learn for the sake of learning and to engage fully with the Williams curriculum, the courses we choose will give us stories and experiences that will carry us further in a job—and much further in life. Thus, by the end of our 32 courses, we'll be more interesting people because we studied so broadly.

—INTERVIEW BY JULIA MUNEMO

Watch a video about Your 32 at bit.ly/your32vid.



A photo from the 1930s (above) belonged to a typist in a secret police division at a Moscow aviation factory. Says sociology professor Olga Shevchenko, "It is hard not to wonder about the fate of the man whose face is hidden under a layer of ink."

MEMORY AND SILENCE

SOCIOLOGY PROFESSOR OLGA SHEVCHENKO has been visiting with Russian families and studying their old photo albums, searching for clues about the Soviet past and knitting together a narrative about memory and silence.

Shevchenko became interested in photographs and memory while working on her book *Crisis and the Everyday in Postsocialist Moscow* (Indiana University Press, 2008). While conducting interviews for the book, she was often invited to look at old pictures. "I realized that photographs both authenticated memories and, sometimes, ran counter to them," she says.

She began investigating family photo collections with Oksana Sarkisova, a

researcher at the Open Society Archives at Central European University in Budapest and a friend from their undergraduate years at Moscow State University. For each collection, the researchers interviewed the owner and his or her children and grandchildren, for a total of 53 families living throughout Russia.

"We see different permutations of silence between the generations," says Shevchenko. "The older generation knows things but won't speak about them, whereas the younger generation are oftentimes unaware of why, for example, their grandparents might remove a face from a photograph."

Shevchenko and Sarkisova came across albums with pictures that were torn in half. Others contained photos with faces ripped or



A photo dated September 1960 (below), from an album (inset) that Olga Shevchenko found at a flea market, was taken at Livadia Palace in Crimea. The 19th-century palace was turned into a health resort for Soviet workers in 1925 and, 20 years later, was home to the Yalta Conference. The sign on top of the building reads, “Soviet Citizens have a Right to Rest,” a quote from Joseph Stalin’s 1936 Soviet Constitution.



scribbled out. The owner of an image taken at a health resort in Crimea in the 1930s (pictured on the facing page) passed away. “Her great-nieces look at this photograph without a trace of suspicion,” Shevchenko says. “To them, the album is a record of their great-aunt’s exciting travels to regions that are now financially and logistically out of reach.”

Shevchenko can’t know for sure why that particular face was removed, but her research suggests it may have to do with Stalin’s power. “Every arrest of an enemy of the people triggered the removal of that person’s image from photographs owned by others,” she says. “Because her great-nieces don’t suspect anything sinister when they look at this image, we can only assume the owner didn’t

share her reasons for scratching out that face. What she did share with her family was her life philosophy: ‘Whenever you see or hear anything, just keep quiet.’”

Group photographs such as these are likely to appear in dozens of family albums around Russia, nestled between baby pictures and family portraits. “These trips were subsidized by workplaces, and so the shots are of near strangers posed to look like friends,” Shevchenko says. “One would meet people from other regions who worked in the same industry, and each brought home a group shot as a record of their experience.”

The depiction of architectural landmarks in the Baltic states, the Caucasus, and Crimea is also common. In a 1960s photo taken in

Crimea (above), the group is posed in front of Livadia Palace, where the Yalta Conference took place in 1945. Pictures of such landmarks “tied together disparate locations and contributed to the idea of a unified Soviet space,” Shevchenko says. “In their small way, these pictures contribute to the logic in which the recent annexation of Crimea was couched, that ‘Crimea was always part of Russia.’”

“Photographs enable a kind of half-life of silence,” Shevchenko adds. “They conjure visions of the past and, sometimes, prevent people from knowing something definitively. Nonetheless, the sense that the past is a source of danger, not of pride, is passed along to the next generation.”

—JULIA MUNEMO

BLACK BODIES MATTER

BY CHAÉDRIA LABOUVIER '07

As a student at Williams, Chaédria LaBouvier '07 promised herself that one day she would bring the art of Jean-Michel Basquiat to campus. Back then, she never could have foreseen the ways in which his potent work and her own life would intersect, culminating in the Williams College Museum of Art's installment this fall of one of Basquiat's most disquieting and rarely seen paintings, Defacement (The Death of Michael Stewart). Here's how she fulfilled her promise.

MY FATHER WAS AN EARLY COLLECTOR OF Jean-Michel Basquiat's drawings. There were three above the sofa in our home in Dallas. They were on thin manila paper and had a lot of orange and red in them. To a 4-year-old, it looked like the drawings were done with crayons, and I remember wondering, with childlike arrogance, why the artist was such a big deal when I could have made them. My mother sold them when I was 8 or 9.

I came to Williams wanting to engage with Basquiat in creative and scholarly ways, but it was difficult to find source material on him. At the time, the art history department—and the larger world—wasn't engaging him or his work. I knew my generation would catch up, and I wanted to be at the center when he had his renaissance. I spent my weekends and summers in Sawyer Library, watching interviews and reading out-of-print books about him. I traveled a lot to New York City, hanging out on the Lower East Side and in the Bowery, where I met people who knew Basquiat and were part of the '80s art and club scenes. I even spoke with one of his former girlfriends before her death in 2011.

I graduated with a history degree and worked several jobs before deciding to pursue my dream of becoming a filmmaker. In 2013, as I was finishing my master's degree in screenwriting at UCLA, I got news from home that my younger brother, Clinton Allen, had been killed by a police officer in Dallas. Clinton, who was unarmed, was shot seven times. Nothing can prepare you for that kind of devastation.

I took a year off before finishing at UCLA, but I put my career on hold to focus on activism addressing police brutality, pushing these conversations in meaningful ways through avenues I care about: journalism and art. My mother and I co-founded Mothers Against Police Brutality, a nonprofit that unites mothers who have lost their children to police violence and that advocates for accountability and change. We came to Williams in February 2015 for Claiming Williams to give a talk and facilitate workshops. The organizers asked me to come back if I wanted to do any programming in the future.

I'd just been in Toronto covering a major Basquiat retrospective at the Art Gallery of Ontario for *ELLE* magazine. There I saw *Defacement (The Death of Michael Stewart)*. I was very familiar with it because Basquiat's friends had told me how traumatic the painting was for him. But I'd never seen it in person, and it blew me away.

I told Sharifa Wright '03, director of alumni diversity and inclusion at Williams, that I wanted to do a talk about Basquiat someday. She and I spent a couple of months figuring out what that might look like.

I knew the collector through mutual friends and shared with her my idea of showing *Defacement* at Williams, making the painting part of a larger conversation about black identity and police violence. She understood my vision and gave us the freedom to interpret the painting and create research where there is none.

So many of us—the collector, college and Williams College Museum of Art staff, and I—believe this is the most important painting right now in Basquiat's body of work because of its immediacy. It was painted so soon after the death of Michael Stewart, but it could have been painted yesterday. It's his most topical work at this moment for sure.

This project is deeply personal. It's rooted in my childhood, in my academic interests, and in my family's experience with police brutality. Because of Clinton, this project exists.

In *Defacement*, Michael Stewart could have been any black body. It circles back to Basquiat's words to friends after Stewart's death: "It could have been me. It could have been me."

Chaédria LaBouvier '07 is a writer, activist, and Basquiat scholar. She is co-founder of Mothers Against Police Brutality.

This project is deeply personal. It's rooted in my childhood, in my academic interests, and in my family's experience with police brutality.



GETTING A READ ON BASQUIAT

In 1983, graffiti artist Michael Stewart was beaten by New York City police officers following an arrest for vandalism. He fell into a coma and died 13 days later.

His friend and fellow artist Jean-Michel Basquiat paid tribute to Stewart, painting *Defacement* (*The Death of Michael Stewart*) on the wall of Keith Haring's studio. The painting, which remains on its original drywall, is on view through the end of January at the Williams College Museum of Art (WCMA) as part of the program series *Getting a Read On Basquiat and Black Lives Matter*.

Defacement now hangs in the museum above the mantle in the restored Reading Room, an intimate setting for discussions of its meaning, says Sonnet Coggins, WCMA's associate director for academic and public engagement. The installation "makes manifest the thinking we've been doing about how the museum responds to the most pressing issues on campus and in the world," she says. "We're thinking about the unique role art might play in fostering related conversation."

Displaying such a highly charged artwork in a small setting creates a space in which people can come together around the sensitive issues of police brutality and black identity, Coggins says.

A conversation with Basquiat scholars, titled "*Defacement: Ambivalence, Identity, and Black Lives Matter*" and led by writer and activist Chaédria LaBouvier '07, was planned for Nov. 10. Meanwhile, several faculty members have incorporated the painting into class discussions, some of which are taking place in the Reading Room. The wider community is invited to use the space as well.

The program, says Coggins, "inverts the way museums have historically functioned. Instead of the museum producing meaning, the community can make meaning." —DENISE VALENTI

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