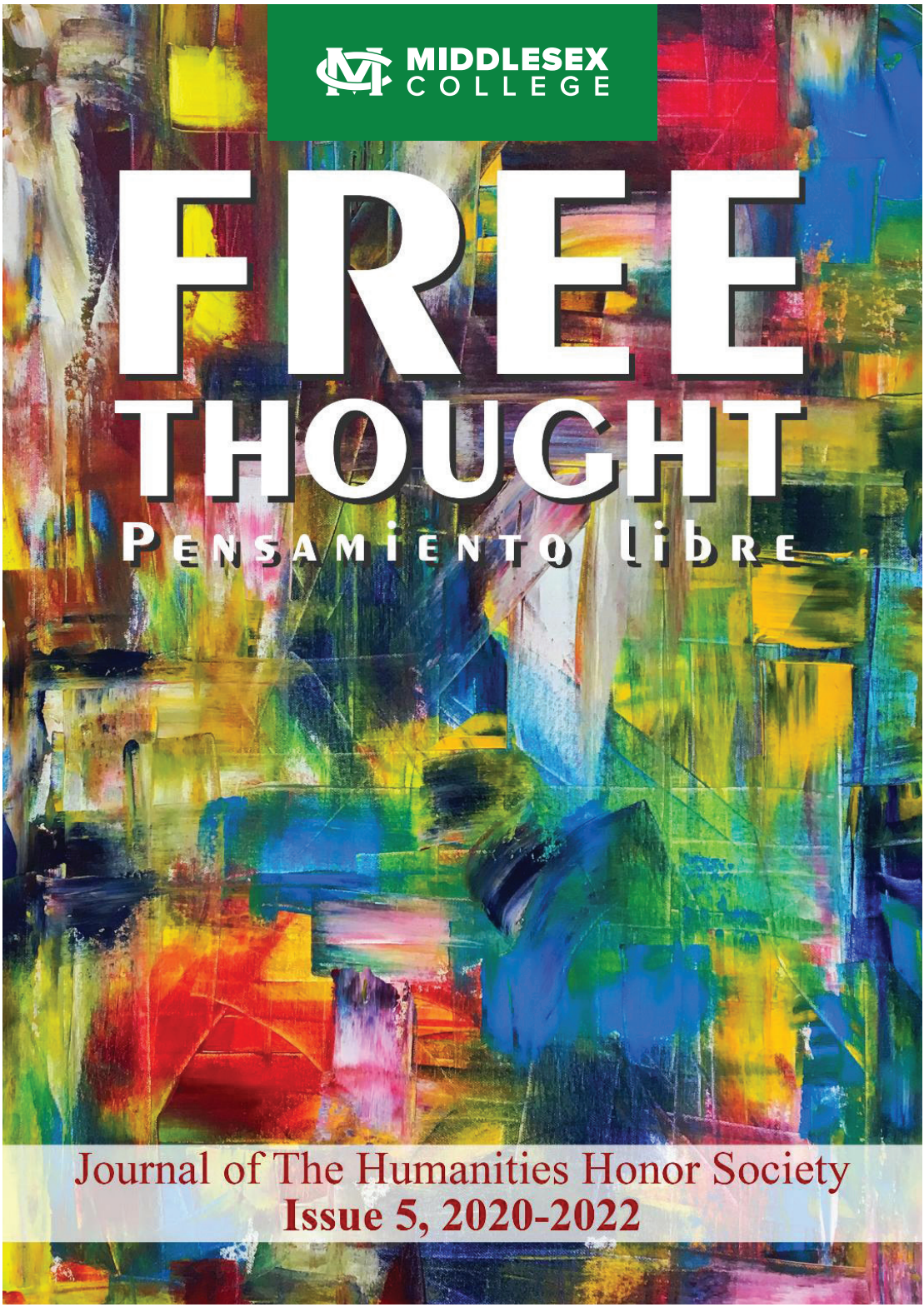

MIDDLESEX COLLEGE
FREE THOUGHT
PENSAMIENTO LIBRE
Journal of The Humanities Honor Society
Issue 5, 2020-2022

Cover by Paschal Okeke,2020.

Herodotus's Horse- Society's symbol - by retired Professor Marianne Santelli from ESL, Languages and Cultures Department at Middlesex College.

Free Thought/ Pensamiento Libre is printed at Middlesex College Printing and Communication Support, Edison, New Jersey

ISSN: 2472-6486
Online ISSN: 2693-728X

Humanities Honor Society
cespinoza@middlesexcc.edu
jpascale@middlesexcc.edu
History and Social Science Department
Learning Center, Library Services

Middlesex College
2600 Woodbridge Ave,
Edison, New Jersey 08837

© 2020-2022 Copyrights over work- either text or artwork- published in the journal are retained by their author (s).

© 2020-2022 Copyrights over journal layout and symbols -and others non specified- are retained by the Humanities Honor Society. Humanities Honor Society has the rights to make unlimited copies of the Journal and its unrestricted distribution in any format(s).

ISSN: 2472-6486

Online ISSN: 2693-728X

Free Thought
Pensamiento Libre

Student Scholarly Journal of the
Humanities Honor Society
Middlesex College

Issue 5, 2020-2022

Philosophy Glass

Escape from Prism
Subject colored views to a
Philosophy Glass

You've seen the light, but is it white? Maybe.
Depends on attitudes inside your head.
For when white light's unlocked by prism's key,
The spectrum runs from violet to red.

And that's the visible spectrum alone!
Much more remains unseen or else unheard.
Despite the subtle instruments we own.
Much that remains unknown must be inferred.

Clearly, things are not as they may appear.
The origins of things remain obscure.
Philosophers and tourists hold most dear
Not final destinations, but the tour

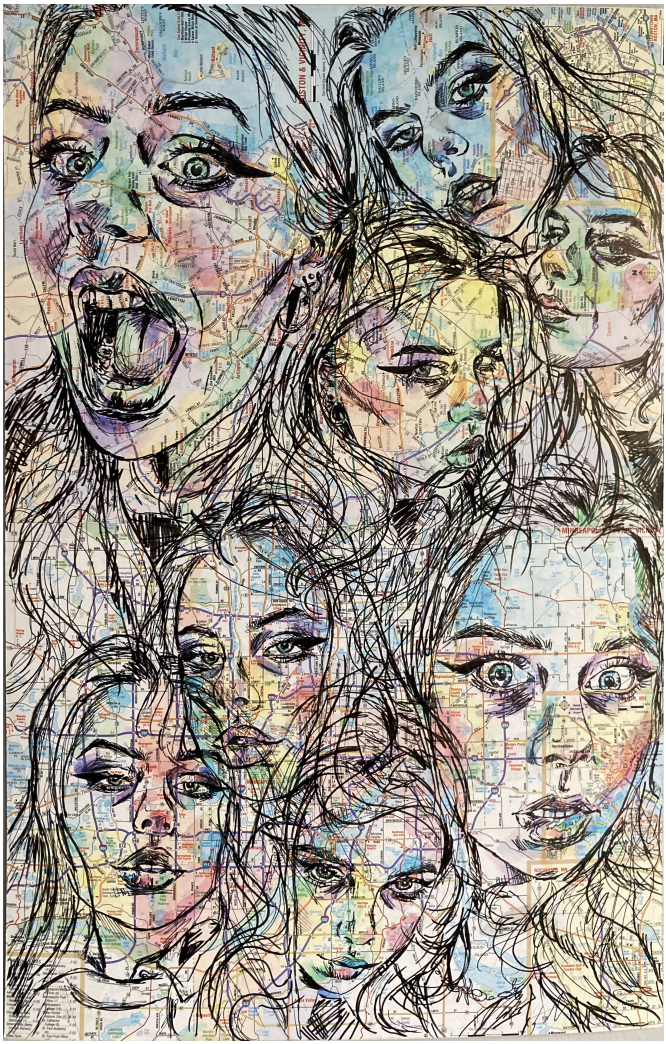
So join the game, don't settle for arrest
Because it's not the quarry, but the quest!

By H. Ian Smith

Pandemic Self-Portrait (2020) by Angela Aoun

I worked on this self portrait in hopes of capturing the weight the pandemic has had on youth. It has made its way to be a primary source of all conversations and relationships in the past year, consuming people’s lives. This piece is multi media, made with watercolor, colored pencils, and markers.

- *Angela Aoun*



Self portraits (2020) by Julia Weaver

The medium is ballpoint pen and watercolor on a map collaged onto a board. I took several photos of myself and drew them overlapping onto the map, then added watercolor to define the faces as well as highlight the map colors underneath

- *Julia Weaver*

Table of Contents

Forewords

H. Ian Smith. Philosophy Glass..... *5*
"Philosophy Glass" originally published in *Sonnets for the Ill at Ease from the Browning of America* (X Press, 1977), republished with permission of the estate of H. Ian Smith.

Note of Appreciation.....17

Congratulations 21

Transnational Voices:

Roi-Abraham Saint-Vil..... 28, 40

Shaimaa Azzam.....*31*

Aldo Mario Revilla.....29, 41,42,43

Edward Cevallos.....*39*

Winner of the 2020-2021 Essay Contest

Do we have a right for free Public Education?

Kaur, Savleen*.....51*

Work by Humanists

Rachel Calvert.....*71*
- Sexist Demagoguery

Dias, Matthew.....*75, 89*
- The Hunter

Jordan Gallagher..... *93*
- A History of Standards-Based Education:
  Inside and Outside of the Classroom

Guzman, Evy
- The Lantern That Needed Saving.....*149*

Johanesson, Krista.....*163*

- On long term effects of Covid 19 Stressors on students

McLean, Gabrielle……*175*

- Feminist Art: Depictions of Ancient Egyptian Women in Power and Judy Chicago's The Dinner Party

Slabic, Steff……*233*

- *Mother Gaea*

Venkateswaran, Adithya……245
- Bangladesh 1971: a Forgotten Genocide

Literary Criticism: Born a Crime by Trevor Noah

Stefany Rodriguez- Chapter II……*277*

Kristin Hammon-Chapter V……*282*

Yessenia Nieto- Chapter VIII……*288*

Artwork

Angela Aoun

- *Pandemic Self-Portrait (2020)*.....7

Lucas Amaniera

- *Cherry in Water (2020)*.....313

Paschal Okeke

- *Cover (2020)*
- *Foreign Melancholy (2019).....37*
- *Untitled (2019).....45*
- *Untitled (2018).....161*
- *Untitled (2019).....173*
- *Untitled (2016).....243*

Lisbeth Polanco

- *Conflicto (2016).....69*

Samantha Treadwell.

- *Riptide (2019) 19*
- *Pastel Angel (2020).....23*
- *Samurai in Hiding (2019).....73*
- *Broken Mirror (2018).....231*
- *Perspectives (2019).....271*

- *Tree Branch (2019)*.....*297*
- *Candy Collage Painting (2018)*.....*319*

Sabrina Velez

- *Universe inside of her (2020)*.....147

Julia Weaver

- *Self-portraits (2020)*.....9
- *Untitled (2020)*.....87
- *Untitled (2020)*.....91

About the Humanities Honor Society.....299*, 300*

2020-2021 Essay Contest Winner.....*301*

Members Biographies.....*302*

Transnational Voices Biographies.....*306*

Artist Biographies.....*309*

Faculty Mentors.....*315*

Note of Appreciation

This publication could not have been possible without the support and contribution of President Mark McCormick, Vice President for Institutional Advancement Michelle Campbell, Thomas Peterson, Director of Marketing Communications, Robin Hetzko, Manager at Printing and Communication Services, and Ode Hoppie, Director of Student Activities.

We also offer many thanks to Gordon Smith and Hilary Goll, children of H. Ian Smith, for allowing us to republish their father's poetry. Professor Smith taught History and Philosophy at Middlesex College until 1986. His Sonnets continue to inspire.

Riptide (2019) by Samantha Treadwell

This piece was created using magazine clippings and photoshopped images to create a complementary colored collage. I decided to use the pattern of vertical rips to blend different images of paper together into one complete composition. I stretched some parts of the collage paper to enforce the rips made.

- *Samantha Treadwell*

Congratulations...

Jordan Gallagher. Ms. Gallagher was a finalist to full year tuition scholarship at Rider University. A member of *Kappa Delta Pi*, Ms. Gallagher worked with Professor Luis on an article titled “A History of Standards-Based Education.” Ms. Gallagher is enrolled in the Rider University Education Program.

Gabrielle McLean. Ms. McLean represented Middlesex students at the New Jersey Council of County Colleges’ Essential Skills Summit in January 2020. A member of the Feminist Collective, Ms. Lean worked with Professor Rompilla on an article analyzing representations of women throughout history. Ms. McLean is enrolled at The College of New Jersey as a double major in Psychology and Women's, Gender, and Sexuality Studies.

Adithya Venkateswaran. Mr. Venkateswaran has been offered a Presidential Scholarship at Drew University and a Rider University Transfer Scholarship. Mr. Venkateswaran worked with Professor Corrigan on an article about The Bangladeshi Genocide (1971).

Pastel Angel (2020) by Samantha Treadwell

Pastel Angel was created with acrylic on a 20 by 20 canvas. The subject of angels was interesting to me, especially the way they are depicted in Renaissance art. What I came to realize was that the angels in these paintings often have this secular and elegant look to them. So instead, I wanted to depict the angel in a nontraditional way, not perfect. Through the use of color, texture and subtle drip marks, I wanted to convey the feeling of being sad and fatigued. By mixing in blues and pastel colors, I wanted to show the softness and the frailty of this angel. However, through the choice of colors, I hope to convey that this sorrow felt is temporary.

- *Samantha Treadwell*

Transnational Voices

I am so pleased to present this year's edition of Transnational Voices.

This section highlights the disparate perspectives and unique expressions of some of our talented English Language Learners at Middlesex College– students who have come to the United States from many countries, with different native languages, and with various cultural and educational backgrounds.

This year, our Transnational Voices authors have expanded the languages in which they share their work to include English, Spanish, French, and Haitian Creole in celebration of intercultural exchange and in recognition of the diversity of our learning community here at Middlesex. To me, these student works exemplify the invaluable contributions that ELL learners bring to Middlesex College's community, and I am excited to share them with you.

Elizabeth Shaheen

28

Amour Maternelle : Maternal **Love.**

Amour pour une femme qui pleure de san **G**.

Balloté la vie D'haïti avec mon père**E**.

Resté toujours à souffrir de comble de bonheu**R**.

Amour anniversaire ton discourt est toujours un madapola**M**.

Honneur pour moi de raconter l'histoire d'une sar**A**.

Anulle autre pareilles ton sourire est un Cristali**N**.

Moi ABRAHAM tu m' as à pris être éblou**I**.

Amour maternell**E** .

Roi-Abraham Saint-Vil

Hoy quiero cantarle a la vida
a la humedad del vino
a las paredes mordidas
por el sarcástico invierno

Dándome golpes en el pecho
con los ojos despiertos
entre bodegas vacías
y alucinantes recuerdos

Cantarle a mis padres
permanente delirio
en el espiral de las olas
y sus gallardos faldones

Entre cansadas ramas
gargantas roncas
y la congoja del tiempo
refugiado entre rocas
He de orar boquiabierto

las plegarias de mi madre
cuan párvulo en cuna
sollozando su aroma

Soy mitad mar..... la otra,
vigía de océanos apostado
en el mástil mascando
el sereno
Mientras el viento arrecia
arrastrando mi atuendo
hacia morbosos corales
impregnados de estrellas

Hoy quiero cantarle a la vida
a la humedad del vino
a las paredes mordidas
por el crudo invierno....

Aldo Mario Revilla

My Life Values

Shaimaa Azzam

There is a wisdom in my country that says, “Whatever you plant in your kids will affect not only on them but also their society.” There are many types of parents. There are the easy parents who never ask their children about their actions or what they did. On the other hand, there are the rigid parents who have hard rules, and it is not easy to change their minds. My parents were kind of in the middle: they are not so easy or even very rigid, so their parenting affected my whole life. It affects my work, my social life, and my relationship with my kids. My parents’ values, which they planted in me, are to be committed to my promises and to be sympathetic with other people.

My first value which my parents tried hard to teach me is to be committed by any promise or word I have given to anyone. It is kind to be an

honest person, even with yourself. Sometimes people can change their life depending on our promises to them. My parents said to me, “If you become an honest and committed person, people will trust in your decisions and thoughts.” They will follow you without any fear from anything. If anyone tries to ruin or disrupt your life, you will find people who will protect you, because you never disappointed them. For example, one day my kid had a party at his school, and I promised him to come and join him. He wanted me to come to see his new friend. There was bad traffic that day because of a crash on the road. I was very late, and I could not reach him by any way. His friend kept saying to him that I forgot his party and I would not come. However, my son was very sure that I would come and there was something that happened out of my control that forced me to be late. When I heard about his situation later, I was very happy that I am a trustful and honest person

in my son's eyes. This makes me feel comfortable because I knew at that moment that my son will be the same in his future. All this happened because my parents taught me to be committed to my words.

In addition to committing to my promises, my parents put in me the value of being compassionate for other people. They taught me how to have empathy. They helped me to understand that everyone has his circumstances and problems in his life. They helped me to know how to feel with other people and when I should take a hard action and when I should not. They planted in me to feel for the needy or poor people and try to help them. They said to me, “You should have empathy even with animals, and if you hit this point you will understand people's needs because people can talk and express but animals cannot.” My parents said to me, “If you could be that person, you will find the happiness in your

life.” For instance, one day I was walking on the street after having my lunch. Then, I found a dog at the side of the curb. I was shocked when I found his leg was injured badly. I took it quickly to the vet to see what he could do for his leg. After three days, I was very happy when I found the dog returned to its normal life and walking easily.

Indeed, our parents or our caregivers affect so much in our life and our attitudes with others. My parents gave me useful values in my life which were represented in being a committed person with my promises and being a compassionate person who has empathy for others. They helped and raised me as hard as they could to be good and useful in my society. What my parents tried to teach me at the past, I am trying to do the same with my kids now. That was the meaning of the expression which is said in my country. What my parents planted in me affected me and will affect my kids in the future, and then the entire society.

Therefore, parents should be very careful about what they teach their children.

Foreign Melancholy (2019) by Paschal Okeke

Foreign Melancholy (2019) Independent Work, Mixed Media, Charcoal and Acrylic paint on canvas. 36x36cm.

- *Paschal Okeke*

Mar de lagrimas

Rueda cada gota por mi mejilla, del dolor que causas en mi, este mar de lagrimas que ocasionas es solo por ti.

Iris

El iris de tu mirar cada día me mira más de lo normal, en tus ojos puedo ver mi corazón palpitar.

Días grises

Estas en un día gris... donde ya no hay salida a la realidad Sigues culpándote por el daño que te haces por las demás personas, sigues detrás de una máscara que tapa toda tu verdad y no sabes cómo salir gritar, hablar, y ser tú. Sigues en tu día gris con una máscara que ya no te puede ocultar más.

Edward Cevallos

Ayiti

Ayiti peyi spesyal.

Ayiti gen yon tanperati nòmal.

Se la ou jwenn plezi fetival.

Ayiti 12 janvye sa kajel.

Ayiti 12 janvye devastel.

Ayiti lwa fè jèn limen 17 chandèl.

Se kòm si la nati rann ayiti responsab malèl.

Malgre sa li toujou dous kou siro myel.

Kite kri peyi'm pou se zèl.

Chak peyi nan mond lan gen yon grenn ayisyen.

Ayiti se peyi le mond antye.

Ayiti peyi spesyal se pèp ki renmen viv ak degouden.

Ayiti kote chak machin gen yon fraz.

Kote chak kay gen yon koulè faz.

Ayiti men'm lèw pa gen lajan ou pa santi'w raz.

Ayiti kote esklav p'at janm yon fraz.

Ayiti , ayiti , ayiti.

Roi-Abraham Saint-Vil

Versos para mi hermano

Te llamo y no contestas pero te escucho Como escucha al trueno la montaña Tú, el dedo aquel que desprendieron de mi mano Tú, el menor de mis hermanos

Ruiseñor que arrulla mi primavera Las finas botas que mejor me calzan Aquellas que encendieron el camino Mi viejo libro, mi mejor amigo, también mis lágrimas

Llevo en el corazón nuestra infancia En la madurez aquel que cepilla mis canas Tú, que de prisa seguías mis pasos Sonriendo, sembramos juntos jaranas

Ayer te tuve y te tengo y al no tenerte te abrazo Siendo sordo te escucho en la sordera de mis días Sé que a través de la brisa me clamas De sangre y hierro mi hermano, vértigo de mi alma

Tú, el candil que mi refugio ilumina Tú, mi inspiración y mi canto...

Aldo Mario Revilla

Que pasará mañana?

Cuando ya no esté y me haya ido
Dónde pernoctará mi almohada?
Buscará tal vez un cálido refugio
En el corazón de un bosque
O escogerá los grandes tumbos
Del mar abierto y sus entrañas
Que pasará mañana?
Cuando ya no respire
Y me asfixie en mi última morada
Será cierto que conoceré el misterio
O quizá no exista el mañana.!!
Seguirá zumbando el viento en mi cara Se volverá a escurrir el tiempo en mis manos Retumbará en mis pupilas El azul violeta con que se viste la aurora O será el sereno que hambriento devore La gran intriga que pesa en mi alma.

Aldo Mario Revilla

A la memoria de mi Padre. Mi viejo amigo.!!

Cuanto daría por verte de nuevo Viejo querido, viejo de mi alma Cómo no recordar todo tiempo? Tus hombros callados sostuvieron mi vida

Aquel tiempo que juntos pasamos Ejemplo y consejo marcaron mi historia Y en el eterno rodar de nuestros pasos A mi lado estuviste liderando el camino

Envuelto en las olas, delfín de los mares Robustas brazadas, mi barco velero Yo atado a tu rumbo de viejo marino Vigía apostado masticando el sereno

Será mi dicha volver a verte algún día.? Tu bendición aún me alcanza Al descifrar tus oraciones de padre Porque fundiste tu alma a la mía

Me enseñaste a soñar con tu magia Me enseñaste a vivir con tu ejemplo Y te juro que en cada sueño, en cada día Perdurará por siempre tu mano amiga

Cuanto daría por verte de nuevo Viejo querido, viejo de mi alma Tu me enseñaste el buen camino Que compartimos con alegría.!!

Aldo Mario Revilla

Untitled (2019) by Paschal Okeke

Untitled (2019), mix media, Loose Canvas, Paper tubes, and wooden frame with acrylic paint.

- *Paschal Okeke*

Winner of 2020-2021 Essay Contest.

Making sense of our rights:

For this year’s essay contest, the community was invited to think and write about our fundamental rights.

We recognized **Savleen Kaur** as winner for our 2020-2021 Essay Contest. In her essay, Savleen develops a dialogue between the United Nations Charter and the Constitution of the United States. This is a thoughtful essay. Enjoy it.

51

Do we have a right to free public education?

In the twenty-first century, we live in a highly sophisticated world where the Constitution, central, and state laws of our country govern us. However, some rights are made available for all the people despite their geographic locations. Global organizations like the United Nations (UN) have been working to provide education to all the people without any discrimination. Many nations, either the developed ones like the US or the developing and underdeveloped ones like India and Sierra Leone respectively, have sought ways to provide everyone with access to education. Some countries have made it mandatory while others are receiving assistance from the UN. However, the US, being one of the progressive nations in the world, is still debating whether its residents have the right to free education.

A recent research article published on the BBC's website iterates that access to education, food, and affordable housing measure a country's progress. Nevertheless, it is quite hard to digest the fact that "poorer countries often outdo their wealthier counterparts" (Ruggeri, "How can you measure what makes a country great?"). This is precisely the case with our country. We do not follow a system that mentions our right to receive free public education. It is high time we take the cue for those countries who have invested in educating their residents by providing them with free schooling.

The situation in the US has become quite complicated since the US Constitution is mum on this topic. However, one of the articles has an implied reference to education. In their article titled "Right to Education," authors Todd and Applequist share their perspectives to support this

argument. They write, “The US Constitution, although not explicit in its guarantee of the right to education, has been cited as the fundamental justification for the provision of educational services. Explicitly, the Fourteenth Amendment implies the right to, which states in its equal protection clause, ‘No State shall…deny to any person within its jurisdiction the equal protection of the laws.’” Thus, this amendment requires that, where educational services are available, such services must be available to all on an equivalent basis. The US constitution does not clearly mention the right to education. However, when educational services are provided to society, every person a right to these privileges. This interpretation is acknowledged by many. However, this has proved to be insufficient to back their arguments in courts.

Columnist Alia Wong shares the same viewpoint in her article ”The Students Suing for a

Constitutional Right to Education.” She writes, “Activists have occasionally sought to address this constitutional omission through congressional legislation, grassroots campaigns, and federal litigation, but they’ve never succeeded. Of the few cases that have made it to the US Supreme Court, not a single one has managed to secure a majority ruling in favor of an argument that there is an implied right to an education in the Constitution.” Her arguments reveal the truth that a mere interpretation from the Constitution is not sufficient to eradicate the problem of a lack of free public education. So, the people of the US are stuck in a loophole.

Basically, they do not have the explicit right to education. However, all the states have provided residents with this basic necessity through state policies. Even though the US Constitution does not mention the right to education for all directly, all

50 US states have come up with their plans. Distribution of power has come as a blessing in disguise, as the state governments have been providing for its people. In his research article, “The Constitutional Right to Education is Long Overdue,“ author and law professor Derek Black explains, “All 50 state constitutions provide for education. The same is true in 170 other countries. However, the word ‘education’ does not appear in the United States Constitution, and federal courts have rejected the idea that education is important enough that it should be protected anyway.” US follows both centralized and decentralized manner of governance. This has proved to be useful for individual states to implement education for their residents. However, each one has acted on their own accord. Courts seek to find loopholes in the law as the Constitution is used to interpret the right to education. In the absence of direct reference, ‘‘right to education” is not a granted

privilege according to the Constitution for the US residents.

For many, human rights are deemed as the basic rights which are backed by ethics and values. They have been equated as fundamental rights or privileges they have access to as humans. Writer Stephen Marks in his article ”Human Rights” sheds light on this idea. He conveys, “Roughly speaking, invoking the term ‘human rights’… is based on moral reasoning (ethical discourse), socially sanctioned norms …by no means alternative or sequential ... ‘fundamental right,’ ’basic freedom,’ ’constitutional right’… a higher-order right, authoritatively defined, that prevails over other (ordinary) rights and reflects society’s essential values.” He iterates the idea that ethics, sound judgement, fairness for all and certain privileges/opportunities that have humans must have access to without any discrimination form the

basis for human rights. He even goes further by stating that such “basic freedoms” override other rights as they presume higher in order and authority. Hence, they are the most critical and essential privileges available for all.

To safeguard the interests of all, UNESCO put forth a series of laws/regulations to make education compulsory. “In 1948, the Universal Declaration of Human Rights as put forth by the United Nations stated, ’Everyone has the right to an education’” (UNESCO). UNESCO, one of the top tier non-profit organizations in the world, has declared that man has the right to education. Even though this was many years ago, the US is far from accepting it. Thus, today, many children have to fight for their rights. “By 1960 …(UNESCO) It is a pity that the US is facing a hard time making free education compulsory. Such guidelines were commissioned about almost 60 years ago. Yet,

people in the US have to struggle to exercise their fundamental rights.

Thus, the existence of such principles render useless if they are not implemented. Even though Article 26 of the Universal Declaration of the Human Rights provides for free elementary and fundamental education in addition to compulsory elementary schooling for all, it fails to take it into account that such initiatives won’t bear fruits if people are not provided with higher education (UNESCO). The right to education is not practiced in the US as a human right.

Many countries, excluding the US, have overhauled their education system and made it a priority to provide free and fair access to education for its citizens. With little to no help from the US government, many people have taken the burden to get educated on their account. This had led people to save or borrow money for their education

expenses. Throughout their essay, “A Global Rise in Education’, authors Max Roser and Esteban Ortiz-Ospina prove that education has been established as a fundamental right to all humans, and it is also backed by legal help in many nations. They write, “Education is widely accepted to be a fundamental resource, both for individuals and societies. Indeed, in most countries, basic education is nowadays perceived not only as a right but also as a duty – governments are typically expected to ensure access to basic education, while citizens are often required by law to attain education up to a certain basic level.” Their research also comprises of a geographical map of the world that dictates the literacy levels of each nation.

The United States of America is in the category of the most literate nations. Since the federal government has been decreasing its educational funding to schools, the tuition/fees must be

incurred by people themselves. People have assumed to fend for themselves. Thus, many have taken loans to fund their education. However, it is not the best alternative. Research done by the Center for American Progress provides substantial evidence that students are stuck in the massive web of debt. The article “Addressing the $1.5 Trillion in Federal Student Loan Debt,” written by Ben Miller, Colleen Campbell, et al., provides us with statistical figures that paint a grim picture about the unaffordability of education in the US. They write, “…roughly one-sixth of the US population older than age 18—currently carry a federal student loan and owe $1.5 trillion in federal student loan debt, plus an estimated $119 billion in student loans from private sources that are not backed by the government. Moreover, college debt is even more concentrated among young people. An estimated one-third of all adults’ ages 25 to 34 have a student loan.” Such alarming figures have

been on the rise. A significant portion of the youth is already in debt, even before joining the workforce. What is to become if this continues in the future? It would only lead to illiteracy, inflation, unemployment, all resulting in increased crimes, stress levels, and overworked people. Even though people take the responsibility to educate themselves, it has done more harm than good for a significant fraction. It is proved that education comes at cost, which is more far more significant than what is invested initially. Hence, US residents do not possess the right to free public education.

The US Constitution cannot be counted as a supporting document as it does not convey the idea of free education for all. It is sad to see all the state governments make the individual effort, yet the overall Constitution stays mute on the topic. This has allowed federal courts to rule out many cases on educational rights. To combat this

problem, we need to overhaul the education system and come up with clear and concise rules and regulations to be followed by all. Even though the US Constitution does not mention this universal right, it is high time the federal and state governments come up with a plan to make the right to education a written statement which goes in sync with the US Constitution. This, when combined with the perception that education is a fundamental human right and not a privilege, could boost the execution of the new education laws.

Perhaps, the US could at least mimic, if not overhaul, its education system from its fellow countries who have successfully implemented educational laws and set an example for other countries. Finally, the people/masses must continue to make education a priority and encourage others as well. Thus, even though US

residents do not have the right to education yet, it is never too late to start.

Works Cited

Todd Stephens, J., and Kimberly F. Applequist. "Right to Education." *Encyclopedia of Special Education: A Reference for the Education of Children, Adolescents, and Adults with Disabilities and Other Exceptional Individuals*, edited by Cecil R. Reynolds, et al., Wiley, 4th edition,013. *Credo Reference*,

https://ezproxy.middlesexcc.edu/login?url=https://search.credoreference.com/content/entry/wileyse/right_to_education/0?institutionId=2243.

Marks, Stephen P. "Human Rights." *Global Social Issues: An Encyclopedia*, edited by Christopher G.Bates, and James Ciment, Routledge, 1st edition, 2013. *Credo Reference*, https://ezproxy.middlesexcc.edu/login?url=https://search.credoreference.com/content/entry/sharpesi/human_rights/0?institutionId=2243.

Black, Derek W. "The constitutional right to education is long overdue." Gale Opposing

Viewpoints Online Collection, Gale, 2019. Gale In Context: Opposing Viewpoints,

https://ezproxy.middlesexcc.edu:3192/apps/doc/JCIOQK372184539/OVIC?u=edis78478&sid=OVIC&xid=d58aad9. Originally published as "The constitutional right to education is long overdue," The Conversation, 4 Dec. 2017.

Max Roser and Esteban Ortiz-Ospina (2019) - "Global Rise of Education". Published online at OurWorldInData.org. Retrieved from: 'https://ourworldindata.org/global-rise-of education'.

Ruggeri, Amanda. “How Can You Measure What Makes a Country Great?” *BBC Future*, BBC, 12 Jan. 2018, www.bbc.com/future/article/20180111-how-can-you-measure-what-makes-a-country-great.

Miller, Ben, et al. “Addressing the $1.5 Trillion in Federal Student Loan Debt.” *Center for American Progress*, 12 June 2019, www.americanprogress.org/issues/education-postsecondary/reports/2019/06/12/470893/addressing-1-5-trillion-federal-student-loan-debt/.

Wong, Alia. “The Students Suing for a Constitutional Right to Education.” *The Atlantic*, Atlantic Media Company, 29 Nov. 2018, www.theatlantic.com/education/archive/2018/11/lawsuit-constitutional-right-education/576901/.

“Universal Declaration of Human Rights.” United Nations, United Nations, https://www.un.org/en/universal-declaration-human-rights/.

Work by Humanists

Conflicto (2016) by Lisbeth Polanco

Conflicto (2016), Acrylic on canvas, Through dramatic paint splashing and brush strokes, I explore human energy. This piece focuses on the energy radiated from ourselves when in a state of confusion and frustration. This abstract painting pays homage to Jackson Pollock’s drip paintings and the abstract expressionist style developed during the ‘40s and ‘50s.

- *Lisbeth Polanco*

Sexist Demagoguery

The women

The “females”

You constantly refer to

Have been force fed the notion

That women are only valued

For their ability to appease men.

These same “females”

Have been exhausting themselves

Fighting against your misogyny.

The women

Who you constantly dismiss

As weak

For merely expressing their femininity

Are stronger than you preach.

When a female cries

Her heart holds all the tears

Her eyes no longer have the strength to carry.

And each time her heart breaks

From pain

Waterfalls flow into the pit of her stomach

And beautiful marigolds bloom.

The problem are not the females you oppress

The problem is that misogyny

Has been so deeply imbedded

In our way of life

That sexism

Escapes through the cracks of democracy.

Rachel Calvert

Samurai in Hiding (2019) by Samantha Treadwell

The assignment was to create a collage using painted paper. Being that I had already created a collection of colorful and vibrant pieces, I wanted to challenge myself by using only black, white, and one color to create a collage of papers with various brush strokes. At the time of creating this piece, I was interested in samurais and their armor. So, I based the concept on this piece by shaping an abstract form of a samurai with the collage paper.

- *Samantha Treadwell*

The Hunter

Matthew Dias

Only a madman ventures out on his suicide mission with a smile. With a long, torn, and bloody coat, the hunter searched the forest for his next prize. Riding his horse, Sally, the pair cut through the endless fog like a blade through paper. He saw deformed and sinister figures surrounding him: Rotting trees, creeping critters scattering around, and the occasional remains of a hunter too slow. The man grew ever more frustrated. “Too many hours wasted searchin’ for a kill,” he mumbled. He scouted the land around him, but nothing worthwhile was revealed. Gripping his dagger, the man began to sharpen the blade to pass time. His horse suddenly halted and let out a horrified scream. If it wasn’t for his wit, he would’ve lost his thumb to his own dagger. “Sally! Easy girl,” he said, “Nothing here can harm ya.” The hunter tried

everything he could to calm her down. She acted as if she saw a demon. Frustrated, the hunter hopped off her back and tied her to a rotting tree stump. To his surprise, next to his blood-stained boot were footprints. Footprints of a chicken, or a chicken-like animal. The man smiled, “Perfect.” He reached into his bag hoisted on Sally’s back and grabbed some anti-venom elixirs, a pair of glasses, and a second dagger (one coated with poison). He followed the trail of large footprints into the darkness of the woods. “Somethin’ finally worth my time.”

He cautiously followed the chicken prints on the ground, aware a poor step could be the difference between life or death. The man was listening to the forest, trying to hear anything he could. Owls, bats, a gust of wind. The hunter could hear his heart pound like a drum. Any information was vital. The man began to walk faster. Branches would snap under his boots, but he still persisted. Finally, he

heard the crow of a rooster. He halted, drew his poisoned blade, and slowly approached the sound. His back bent, shoulders stiff, and blade out, the hunter approached his target. He hid behind a rotting bush, put his glasses on, and saw the hideous creature.

It walked around clueless of the hunter, pecking the ground looking for food. The hunter’s mind was rushing with possibilities. The meat of the monster was priceless. Sold for high amounts in markets. And the head. He had no intention of selling the head, despite how much extra money he could earn. His wall needed a head worth bragging about. Gripping his blade, he waited for the beast to wander just a bit closer to him. As it pecked the dirt, it turned its head toward the hunter without seeing him through the bush. The hunter could see its large, reptilian head. A beak that houses hundreds of razor teeth. The monster wandered around, and each time it turned its body in another

direction, the hunter saw more of the disturbing beast. Like a farmhouse chicken, it has feathers and wings, but its wings have not one feather. The wings are long, leathery, and when folded, tipped with sharp nails. As it turned away from him, the hunter saw the back half of this drake. Its front half was stuffed with feathers like that of its farmhouse friend, but the back half was scaly, reptilian, and designed to wrap its prey. Once wrapped it wouldn’t take long before suffocation took effect.

Young cockatrice, thought the hunter. Each time it came closer, it took a sharp turn and wandered further away. He grew more and more impatient. To hell with this, he thought. He quietly stood up and carefully made his way closer and closer to the beast. He was in the open, all it took was one reckless step, one mistake, and the cockatrice could kill him with one lunge. In only six steps, he could touch the end of its tail. Five. Four. The hunter froze. The monster quickly rose its head

from the ground. The hunter stood perfectly still. He didn’t move a muscle. His heart was racing. His head was racing with thoughts. What will he do when it turns around? What can he do? He can’t outrun it, can’t fight it with hundreds of small teeth chewing his arm off. The monster lifted its mouth. It was swallowing something. Probably a dead animal half-buried in the dirt, he thought. The creature lowered its head. It was back to sniffing and pecking the dirt for food. The hunter gripped his dagger and took his final steps. Three. Two. One.

He used his poisoned dagger to stab the right thigh of the beast. It let out an uncanny scream; the sounds of a high-pitched bird and a low, deep cry of a lion forced together. The sound quickly died down when the monster turned around and saw the man holding the bloody dagger. The beast stared at him. The two were eye to eye. The creature hissed like a snake; a snake staring at its

next victim. The man did not move. Cockatrices can paralyze anything they want by staring it in the eyes. Certain the man was frozen against his will, the creature slowly approached its prey. It had spent days looking for food that wasn’t leftovers. How lucky that food came looking for it. This hunter was almost close enough to give the man the life-ending bite. It opened its mouth. With bloody saliva dripping from its jaws, it was prepared to feast.

The man quickly stabbed the beast in the throat. Startled, the beast let out its cry and stumbled backward. As it choked on blood, the hunter rushed to deliver a final and fatal blow. He saw the beast on the ground struggling to breathe. He made an arrogant mistake thinking this creature was helpless. As he approached the monster, it lunged at him and gave him an agonizing bite. His right arm had blood escaping through his new wounds. He dropped his dagger as he fell on the dirt.

Screaming, the man reached inside his bag for an anti-venom elixir. He wasted no time dumping the liquid all across his right arm. He looked up and saw the cockatrice lunge for another bite. The man kicked the creature in the snout. He knew if the monster wasn’t poisoned that kick would’ve been useless. Both man and monster were struggling to breathe. Both were poisoned and lost so much blood. The man saw the beast stand up. It was looking at him dead in his eyes. It knew paralysis wasn’t going to work; it didn’t care. It will enjoy every bite from this man’s body. The man reached for his second dagger. No poison, but still dangerous. He squeezed it as his life did depend on it. The beast sprinted toward the hunter. The hunter lifted his blade. The beast opened its mouth and rushed in for the final bite. The man sprinted as well. When the two collided, the man had plunged his dagger through the roof of the monster’s mouth. The beast cried in agony. He

kicked the beast again. It was lying on the dirt truly helpless. With the creature on the ground, the hunter delt the fatal final wound. With the last ounce of energy left, he impaled the monster again in the throat. Two lashes in the throat and poison flowing through its veins were too much for it to handle. It laid on the dirt, slowly dying in front of the hunter. Relieved, the hunter collapsed on the ground. After a near-death experience, he won. The hunter stood up, took his dagger, and cut through the cockatrice’s head. He cut the head off the body and held up his well-earned prize.

The hunter drank another anti-venom elixir. He couldn’t carry the body of the beast himself, so he began his trip back to Sally. While walking through the forest, he felt a sudden burst of pain in his right arm where the cockatrice bit him. His arm tightened. It was as stiff as a rock. He couldn’t move it. Damn chicken drake, he thought. Even with anti-venom elixirs, the venom of the

cockatrice has a side effect. While the wound was healing, the victim will experience sudden and unexpected periods when the infected area would temporarily be paralyzed. Although short, the hunter knew he needed to find Salley, strap what he could to her back, and leave this horrific forest. The closer he was to her, the more he could move his arm. He was finally near his beloved horse. He had complete control of his arm again. Best of all, he didn’t hear Salley scream or shout. Finally, my girl calmed down, he thought. He emerged out of the forest. Great, he thought, Sally ran away. The hunter saw the rotten tree stump, but the branch Sally was tied to had been snapped off. He was alone, or so he thought. The hunter heard a faint noise in the distance. A hiss like a snake.

The hunter reached into his coat and pulled out his dagger. He saw a fat, scaley creature lying on the dirt only a few feet in front of him. The creature was weak, it had just eaten a large meal and

needed to digest its prey. The hunter knew this was his chance to claim another victory. He slowly approached this new creature. It was completely covered in scales. With a long tail, four monstrous feet, and a horned head with four eyes, this was a beast the hunter never encountered before. What is that thing? he thought. He was almost close enough to lunge at the creature. Suddenly, the beast moved its head toward the hunter. The beast had something poking out of its throat. The hunter was horrified. He saw the beast was still swallowing its meal. Poking from its throat were the two back legs of a horse. Sally! thought the hunter as he ran and stabbed the beast in the back. The creature let out a deep growl. It turned its massive body to face the hunter. The man was furious. Sally was a horse he cared for since she was a young foal. He couldn’t believe there was anything that could eat her in one bite. He stared the beast right in the eye. Gripping his dagger, he rushed at the

monster. The creature was slow, but not defenseless. It stood on its hind legs and tried to strike down the man from above. He rolled out of the creature’s path and ran right up to it. He stabbed it right in its left eye. The creature roared in great pain. The man bit his dagger’s grip and decided he would also attack the beast from above. While the creature was still in severe pain, the man ran up to it near its tail and climbed on top of the great beast. He impaled it in the back multiple times. The creature shook its entire body and ran around, but it couldn’t shake him off. With each stab in the back, the man slowly approached the head of the monster. He wanted to cut the creature so its brains would fall on the floor. He made his way to the head while it was shaking like a wild bull. Suddenly, he felt a sharp pain in his right arm. The pain was too much for him, and he fell off the back of the monster. He couldn’t move it. His arm was paralyzed. He saw the beast rush

toward him, but he couldn’t dodge it in time. With one bite, the beast ate the man whole. The creature grew in size so it could fit both the man and his horse. After such a large and difficult meal, the creature needed to rest once again. It had more food it needed to digest. It returned to its original spot and laid down. The creature let out its disturbing hiss as it fell asleep. After a tough battle, the hunter needed its rest.

Untitled (2020) by Julia Weaver

The medium is acrylic paint, and it is a diptych of the same tree in my yard from different angles and with different color schemes

- *Julia Weaver*

89

Screw Optimism

No good is a glass half empty.

I see how the flaws shine,

As one sees a candle flicker in darkness.

Others see no good like this.

Emptiness and darkness should never be emphasized.

A glass should be half full.

Two sides with different views

Yet both want the same end.

No one wants to be surrounded by darkness.

Surrounded by what is unknown or unfamiliar.

But a judge will not hesitate to rush into that uncertainty.

Without uncertainty, what will drive us?

‘Why not just stay and leave all as it is?

Where would be innovation, exploration, discovery if we are happy with the status quo?

A judge takes their candle and surrounds themselves in that uncertainty.

That potential. That chaos.

They see the darkness with hope.

A judge will experience what many never will.

The irony of a critic is one does not point out flaws for their benefit,

But instead all cynical comments are for improving what they speak so critically of.

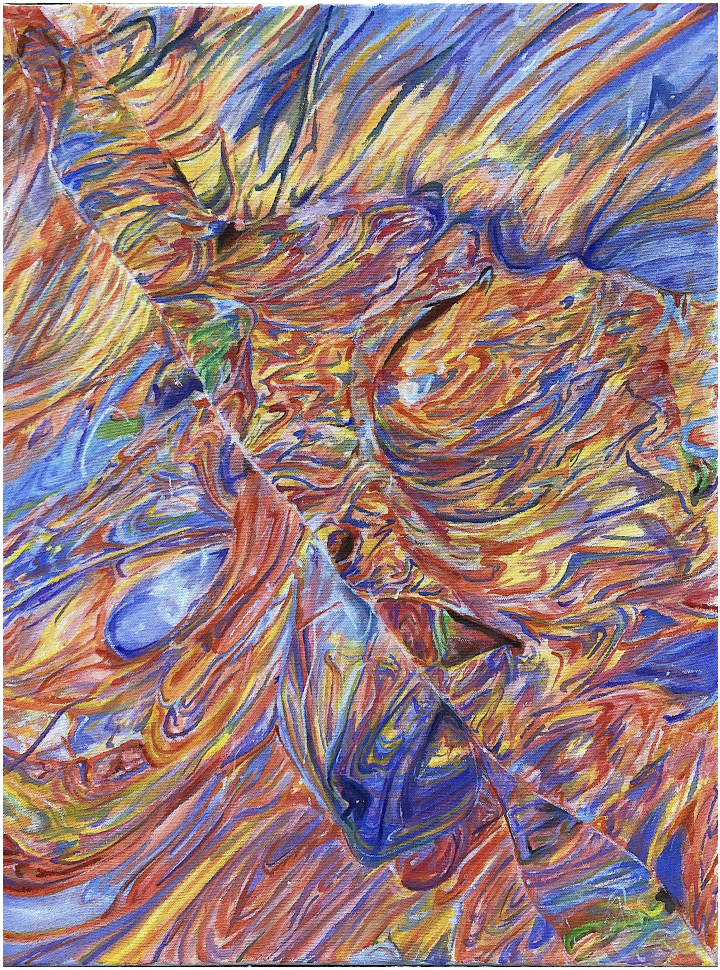
Improvements, advancements, taking what is here and making it stronger.

There is greatness in seeing an evolution,

When through time, work, stress, doubt, and struggle,

Something can go from functional to brilliant

Matthew Dias



Untitled (2020) by Julia Weaver

The medium is acrylic paint, and it is an abstract piece of a close-up photograph of paint being mixed.

- *Julia Weaver*

A History of Standards-Based Education: Inside and Outside of the Classroom.[1]

Jordan Gallagher

Introduction

Standards-based education is a widespread approach to teaching and learning across the nation. Standards-based is a term used to refer to a uniform system of instruction, assessment, grading, and reporting. This system is based upon students demonstrating knowledge of the information they are expected to learn during the duration of their academic career (Partnership, 2017). Uniform standards are thought to be extremely beneficial to students and teachers by providing a set number of benchmarks that students must meet by the end of the school year. Standards provide a map for teachers to follow, goals that students must accomplish, and a competitive edge that drives our educational

[1] Ms. Gallagher wrote this paper under Professor Luis' mentorship.

system. The idea of standards-based education originated in the 1983 article, *A Nation at Risk*, and has been supported through many different legislative acts and laws implemented since.

Background

- A Nation at Risk

The National Commissions on Excellence in Education, formed by former U.S. Secretary of Education, Terrel H. Bell, published a scathing article in 1983 about education in the United States, called *A Nation at Risk* (Park, 2019). The Commission believed that the United States "lost sight of the basic purposes of schooling, and of the high expectations and disciplined effort needed to attain them" (Schimmer et al., 2018, pp. 1). The article emphasized the need for higher standards and provided suggestions as to how policy makers should implement them. It was believed that there was an urgent need for improvement within the

Nation’s education system. This belief came from many of the article’s statistical reports that demonstrated inadequacies within the quality of the American Education System (Park, 2019).

The report was organized into four major sections that produced four crucial recommendations: Content, expectations, time, and teaching. In terms of content, it was thought that any student interested in receiving a high school diploma should complete what they called the “five new basics.” These basics included three courses in mathematics, four in English, three courses in science, three in history, and a half credit in computers. They also urged students interested in attending higher education, to complete two courses in a foreign language (Park, 2019). In regards to K-12 and higher education, the Commission recommended more rigorous standards and higher expectations for students’ academic work and conduct. Schools needed to

push their students to achieve more complex material and increase the quantity of information learned during their school years. It was also recommended that universities raise their admission standards to encourage students to increase school performance during the K-12 educational years (Park, 2019). When examining time, the Commission suggested that schools dedicate more time and effort into teaching students the “basics”. These basics would include any material that students would need to know in order to succeed in the workforce, such as reading, writing, and arithmetic. In order to meet the time suggestions, the academic school year would need to be extended to ~200-220 days and use class time more effectively (Park, 2019). Finally, seven recommendations were provided for teachers and their teaching techniques. For example, teachers should be given an 11-month contract to allow for training and professional development. Teacher

salaries should be increased to create professional competition and decrease turnover. Teacher career pathways should be differentiated based upon their experience and skill. Plus, an incentive system should be used to attract quality people into the field. Resources should be focused in areas where there are teacher shortages and mentoring programs, created by expert teachers, should be available to new teachers (Park, 2019). The recommendations and powerful language that were used in this article caused the general public, along with those in the educational field, to become critical of the Nation's school systems and demand improvement. The cry to "fix" the system laid the foundation for current educational policies and laws (Park, 2019). Educational outcomes and standards evolved from this demand and would undergo many changes throughout the years after *A Nation at Risk* was published.

- Outcomes-Based Education

Outcomes-based education refers to a model that discards the “normal” focus on what a school provides to its students. Instead, the focus is on what students “know and are able to do” instead of what is required of them (Glavin, 2018.) Before outcomes-based education took off, students were ranked and compared to their peers based upon grades. The basic goal of the education system was to give students information; transfer skills from an older generation to a new one and provide a location for learning. Individual student achievement benchmarks were not directly assessed or required by school systems. Schools were not interested in how each student did on their own. Instead, they focused on the overall student achievement versus individual outliers (Glavin, 2018). Student performance was expected to show a wide range of achievement. It was accepted that some students would fail, which

was considered to be unavoidable. Students were ranked in comparison to one another and the performance of the grade level was determined by the median grade. Half of students were expected to preform below average and the other half above average, no matter how well students actually performed (Glavin, 2018).

A change in student assessment began in the mid-1990's. Curricular standards were introduced, which changed educational approaches and initiatives. Students were no longer compared to one another, but rather to standards associated with what students were expected to learn. Since then, almost every educational jurisdiction adopted curriculum standards (Schimmer et al., 2018).

The goal of outcomes-based education is to enforce a clear set of standards for observable and measurable student outcomes (Glavin, 2018). Some key features of outcomes-based education include curriculum that outlines specific

measurable outcomes, assessment of the standards (in any format, chosen by the district), promotion or a diploma when they have completed and passed the standards, and an overall agreement that students need to reach a minimum level of the required standards. Repercussions of not meeting the outcomes include extra classes or grade holdover. Schools should commit to having all students reach the minimum required standards. In other words, the school is not allowed to “give up” on any student (Glavin, 2018).

The instructional approach that accompanied outcome-based education was meant to measure students’ outcomes rather than inputs. An example of an input would be the number of hours a student spends in the classroom, whereas an example of an outcome would be a student’s range of knowledge. Outcomes are meant to be measurable, such as recording that a student completed a one-mile run in 10 minutes. A

complete set of outcomes for the students should range from factual knowledge (i.e. being able to list three facts in regards to the Civil War) to complex analysis and interpretation (i.e. analyzing the social context of a novel into an essay). Schools can specify as many outcomes as they desire but not inputs (Glavin, 2018). As a result, schools cannot determine the best way that students learn but rather can determine what students must learn and master. Outcomes-based grading comes from the achievement of external and absolute objectives, rather than students' relative achievements. Instead of reporting each student's performance in terms of normative grading (how well they did in comparison to the mean), students were now graded in terms of their own achievement (Glavin, 2018).

Under outcomes-based education, teachers choose the grading system they wish to use. Many schools that adapted outcomes-based education

continued to use previous methods of student comparison. The point of outcomes-based education is to track student achievement in regards to their own personal growth versus focusing on one overall grade. To accomplish this, levels are establish. For example, a student could be a level four in number sense and a level five for algebraic concepts. This method allows schools and parents to specifically identify each student's strengths and weaknesses. Students could receive any level from one to eight based upon their level of ability. The use of levels recognizes that students learn at different rates and allows teachers to focus on the individual needs of each student. With this approach, it is easier to track student progress because the criteria does not change from grade to grade (Glavin, 2018).

The stress on positive achievement and comparison of student work to personal growth has been seen by some parents as a "dumbing down"

of education. Others have viewed this approach as a means to make school more difficult because of the recognition of achievement at different levels (Glavin, 2018). Teaching within outcomes-based education allows educators to focus on the individual needs of each student and to create opportunities and experiences at each student's level. In theory, students at lower preforming levels will be given work within their reach and students at exceeding levels would be given work to extend their knowledge (Glavin, 2018).

An example of a well-established outcomes-based program occurred in Johnson City, New York. It was referred to as the Outcomes- Driven Development Model, also known as ODDM, and was implemented in the early 1990's. Before this, the school used a mastery learning program. Al Mamary, the superintendent at the time, explained the major difference between the two. With the mastery learning program, student learning was

the teacher's responsibility. Students' prior knowledge was not the focus but rather the understanding and mastering of the overall concept. For example, achieving a 90% on the unit test or a passing grade would be needed in order to continue to the next topic. ODDM, on the other hand, focuses on students in order to ensure that each understands the outcomes and expectations of the lesson, basically building knowledge that will help students as they move along in the curriculum. Students then take on the responsibility for achieving the established outcomes and expectations (Brandt, 1998). Bill Spadey, along with his associates at High Success Network, created one of the more well-known outcomes-based models. There were four main criteria he believed should be included in outcomes-based models: 1) Clarity of focus, or giving students and teachers a stronger sense of what needs to be accomplished. 2) Designing

down and delivering up; when creating curriculum, schools should start with the outcomes and work their way backwards. 3) When teachers are planning, they should teach the knowledge students must know to demonstrate the outcomes. 4) Having higher expectations and expanding the opportunities provided, students must be given more than one way to demonstrate their knowledge. In this program, outcomes-based education should include the principles of mastery learning, but go further into the concentration of what students should know and why (Brandt, 1998).

Standards Based Education

A learning standard can be defined as a "concise, written description of what students are expected to know and be able to do at a specific stage of their education" (Partnership, 2017, pp.1). These learning standards are used to determine

the goal of a lesson. Teachers then use the learning standard(s) to create a lesson plan, which guides teacher instruction and student learning. The goal of the lesson is to ensure that students achieve the expectations described in the learning standard. Standards-based learning mainly focuses on the output from the students, basically, what the student was able to learn and master (Partnership, 2017). Most school districts use their State's learning standards to determine expectation and define proficiency. The general goal of standards-based education/ learning is to "ensure students are acquiring the knowledge and skills that are deemed to be essential to success in school, higher education, careers, and adult life" (Partnership, 2017, pp. 1). This system is more commonly used in elementary schools but is becoming more popular in middle and secondary schools as well (Partnership, 2017).

Although major changes in curriculum can be cumbersome for educators, it was found to be needed due to the fact that many college freshman are unprepared for the rigors of higher education. In 1998, 75% of college students took remedial courses. With the implementation of standards-based education, the number of college students in need of remedial coursework fell from 36% in 2008 to 20% in 2013 (Burks et al., 2015). These statistics demonstrate the effectiveness of standards-based education.

All fifty states in the United States have developed and adopted some form of learning standards that teachers are expected to follow. Before the 1980's, there were no standards in schools and assessing student growth was often ambiguous (Partnership, 2017). Students commonly went to school, were tested on material taught and if above a score of 65%, passed and moved on. There was no focus on what students

actually comprehended and mastered versus what information and concepts they still struggled with. With standards-based education, students are tested on each standard and the grade they receive reflects their progress towards the standard. Rubrics are often used to guide grading and provide transparency in regards to student performance towards the standard. An example of this type of grading is using a scale from 1-4, where a 3 or 4 would indicate that the student has met the standard being tested. Students also receive grades in behavior. Under the same scale, students would be scored on actions, such as following rules, participation, effort, etc. These are recorded separately from their academic grades (Partnership, 2017). The requirement and existence of standards is not simply enough to transform teaching and classrooms, but to increase student achievement and engagement (Schimmer et al., 2018).

Acts Implemented ESEA

The Elementary and Secondary Education Act, also known as ESEA, was a critical section of the “War on Poverty”, which was one of President Lyndon B. Johnson’s initiatives. The purpose of ESEA was to provide equal access to quality education for all students. Funding from ESEA focuses on primary and secondary education, with an emphasis on high standards and accountability. Funds are used towards professional development, resources to support education programs, materials needed for instruction, and encouragement of parental involvement. ESEA was signed on April 9, 1965 and has been revised every five years thereafter. During every revision, different amendments are introduced and are all named “Title”, followed by a roman numeral (Paul, 2016).

Title I was passed in 1965, as a revision created by the United States Department of Education.

The purpose of Title I was to provide funding to school districts with a high number of students coming from low-income families. Funding is geared towards closing the achievement gap between low-income, urban children and middle class, suburban children (Paul, 2016). Title I received a lot of attention from policy and law makers because it encompassed about 5/6th of the funds provided by ESEA (Paul, 2016). Title II supported school libraries and focused on providing materials, such as textbooks, to schools. It also funded preschool programs. Title III, also known as the Adult Education Act of 1966, supported supplementary education and funding for support services to increase attendance. Title III also authorized programs for when school was not in session and provided funding towards special education services in rural areas. An amendment was added to Title III in1968, which introduced The Bilingual Education Act and the

Education of the Handicapped Act. Title IV provided $100 million dollars for funding in educational research and training. Title V allowed grants to be created under Public Law 874 to state departments. These grants assisted in the development of public educational activities. Finally, Title VI provided the definitions and limitations that went along with the law, basically the perimeters for funding (Paul, 2016).

President Richard Nixon, a harsh critic of ESEA, signed the 1969 amendments (Paul, 2016). Title II provided funding for programs involving refugee children and children living in rent-stabilized public housing. Title VI was used to provide education to children with disabilities, and Title VII reinforced the Vocational Education Act of 1963. Title VIII defined gifted and talented and the teacher's role in educating G and T students (Paul, 2016). In 1972, congress enacted the Educational Amendments of 1972. This was added as an

amendment to the Higher Education act of 1965, the Vocational Education Act of 1963, the General Education Provisions Act, and the Elementary and Secondary Educational Act of 1965. This act is known as Title IX, which protected individuals from sex-based discrimination (Paul, 2016).

During President Ronald Reagan's administration, the Education Consolidation and Improvement act, ECIA, was passed in 1981. This act was used to reduce the guidelines of Title I, demonstrating the government's view that money allocated for education should stay in the hands of state and local governments, rather than the federal government. The amendments added by Reagan stressed the importance of bilingual education programs (Title II and VI) and the Emergency Immigrant Education Act of 1984. It provided financial assistance for states to meet the English Language instructional standards as well as other bilingual services. Title IV included the

Women's Educational Equality Amendments of 1984 and Title V included the Indian Education Amendments of 1984 (Paul, 2016).

Title I soon shifted from discussions regarding financial regulations, to that of student achievement. The Hawkins- Stafford Elementary and Secondary School Improvement Act of 1988 was enacted as a result of this shift. This Act raised the bar on achievement standards for students who came from low-income households. Advanced skills were accentuated rather than basic skills, along with a push for increased parental involvement. This was accomplished through program improvement and school-wide projects. Program improvements were adjustments made for those students who could not reach the standards or were not improving. School-wide projects were used to change local funds to match those provided by Title I. This allowed a higher number

of schools, considered most in need, to implement programming (Paul, 2016).

ESEA was reauthorized in December of 2015 under President Barack Obama and re-named Every Student Succeeds Act (ESSA.) The new law offered states some flexibly within the law's stricter provisions. In order for states to qualify for this flexibility, they must adopt what is known as "college and career ready-standards and assessments," implement school accountability systems (focusing on the lowest preforming schools and large achievement gaps), and use teacher and principal evaluations and support systems (Paul, 2016).

No Child Left Behind

No Child Left Behind, enacted in 2002 by President George W. Bush, was an update to the Elementary and Secondary Education Act. No Child Left Behind, otherwise known as NCLB, held

schools accountable for their students' outcomes and progress. This law came from a collaboration between business and civil rights groups, along with bi-partisan support on Capitol Hill and the Bush Administration. The goal of NCLB was to increase American competitiveness and close the achievement gap (Klein, 2018). Many stakeholders felt that the American education system could no longer be considered internationally competitive. As a result, the federal government shifted responsibility for student achievement to educators and school systems. There was also a specific focus put on schools for ensuring that certain groups, such as English Language Learners, students with disabilities, low-income, and minority students, would demonstrate increases in their school performance. States were not required to follow NCLB, however, if refusal occurred, they would risk losing Title I funding (Klein, 2018).

Under NCLB, states are required to test students in reading and math every year from 3rd to 8th grade, and then once in high school. Test scores must be reported for both the entirety of the student population, along with the “subgroups” of students that special focus was put on. All students were required to meet a proficient level on the tests by the 2013-14 school year. Proficiency was determined by each state, along with the benchmarks established by the publisher of the test (Klein, 2018). Schools are evaluated through “adequate yearly progress”, also known as AYP. This requires schools to meet an annual achievement target. If this target is missed for two or more years, for either the entire population or a specific subgroup of students, action will be taken. If the annual achievement target is missed for two years in a row, the school must allow students to transfer to a better performing school within the district. If missed for three years in a row, free

tutoring must be offered. If the achievement target continues to be missed, state intervention will occur with a few options: The school could be shut down, turned into a charter school, taken over by a new administration and set of teachers, or a significant turnaround strategy could be used. In order to support schools not meeting their annual achievement target, a section of Title I money would be set aside for tutoring (Klein, 2018).

Under NCLB, any new teacher hired must be considered “highly qualified”, ensuring they have a minimum of a bachelor’s degree in their subject and a state certification to teach. Beginning in 2002, all teachers hired under Title I money must be deemed “highly qualified”. Beginning in 2006, all paraprofessional hired must have at least an associate’s degree or have passed an evaluation to show knowledge and teaching ability. In addition, districts must ensure that their highly qualified teachers are evenly distributed among the schools

in the district, with a higher concentration in low-income schools (Klein, 2018).

ESSA

The Every Student Succeeds Act was signed on December 10, 2015, replacing the No Child Left Behind Act. It took full effect during the 2017-2018 school year. The act included accountability plans that had to be made open to the public. Under ESSA, states were afforded the opportunity to establish their own short-term and long-term goals. The goals must, however, address certain stipulations, such as proficiency and graduation rates (Klein, 2016). For elementary and middle school levels, states must include at least four indicators in their accountability systems. These can include things such as state test proficiency, English- language proficiency, and academic factors. Accountability systems should also include student and educator engagement, advance coursework completion and access, postsecondary

readiness, and school climate or safety. The system should also include state tests. For the high school level, the same factors are in place, along with the addition of graduation rates (Klein, 2016).

States are required to identify and intervene when schools fall at the bottom 5% of performance. This identification must be done at least every three years. States must also intervene when high school graduation rates fall below 67% (Klein, 2016). As part of the intervention process, an evidence-based plan must be created, implemented, and monitored with teachers and school staff. If no improvement is made within four-years, states are required to step in. States could decide to take over the school, release the principal, or turn the school into a charter school (Klein, 2016.) For schools that include a subgroup of struggling students (i.e. students with disabilities, low-income, etc.), an

evidence-based plan must be created, with a focus on the specific groups of students who are falling behind. These plans must be monitored closely by the district. If subgroups are continually underperforming, then a comprehensive improvement plan is implemented. ESSA also includes Title I funding, up to 7%, to support school improvement (Klein, 2016).

Carried over from NCLB, states are required to test students in reading and math, grades 3 to 8, as well as once in high school. High schools can use nationally recognized tests, such as the SAT or the ACT, to meet this requirement. Under ESSA, states are required to adopt “challenging academic standards”, such as the Common Core State Standards. States have full autonomy within the set of standards they adopt though (Klein, 2016). Also, ESSA stresses accountability for educating English Language Learners. These students can be

included in the state's test scores once they have lived in the country for one year (Klein, 2016).

Under the law, a block grant of $1.6 billion consolidates dozens of programs including physical education, AP classes, counseling, and can be used towards technology. Any district that is given more than $30,000 is required to use 20% of the funding on at least one activity to help students become more "well-rounded". Examples would include home economics classes or cooking classes. Another 20% is to be used towards activities to keep students healthy and safe, such as sports programming. Part of the money can also be used towards technology (Klein, 2016).

Standards Examples

- Common Core

By the early 2000's, every state had developed and implemented their own form of standards. Each state also had their own definition of

proficiency, “the level at which a student is determined to be sufficiently educated at each grade level and upon graduation” (Common Core, 2019, pp. 1). The fact that each state had unique standards and proficiency levels, that were not shared state to state, drove the creation of the Common Core State Standards in 2009 (Council, 2019). Common Core was developed with the goal of creating a clear set of college and career ready standards for grades K-12. These standards focused on English language arts and mathematics and were designed to prepare graduating high school students to take college-level courses in a two- or four-year university or enter the work place. The Nation’s government and education commissioners, through their organizations, as well as the National Governors Association, Center for Best Practices (NGA), and the Council of Chief State School Officers (CCSSO), played a lead role in the development of these standards. Input was

also provided during the development process from parents, teachers, school administrators, and experts from different towns across the country. How Common Core would be implemented and taught, along with the materials used, was determined at the state and local levels. The developers of Common Core worked in collaboration with many states to create textbooks, media, and materials that states could use (Council, 2019).

Many different factors were used in the process of developing these standards. Some factors include scholarly research, surveys on the skills students' should know, data from colleges and workplaces, and state-to-state comparisons. Factors such as alignment, clarity, consistency, inclusion, and improvement were also considered as well. In addition to the above factors, international benchmarking also contributed to the development of these standards. International

benchmarking includes using data from higher-performing school systems in other countries to improve our own system. One method to achieve this is to compare assessment scores from these school systems and then determine similarities between high achieving nations and their standards (Council, 2019).

In May of 2009, the development process for the Common Core standards began. By November of the same year, the first draft was released for comments by the chiefs and state agency staff. Revisions were made in February 2010 and in June of 2010, the final standards were released. By December 2013, 46 states, the Department of Defense Education Activity, Washington D.C, Guam, the Northern Mariana Islands, and the U.S. Virgin Islands all had adopted and implemented Common Core State Standards. As of January 2017, 21 of the 46 original states revised or changed the Common Core standards (DeNisco,

2017). In addition to developing and implementing the standards, states needed to find an assessment to measure them. Two different standardized assessments were developed for this purpose: Partnership for Assessment of Readiness for College and Careers (PARCC) and the Smarter Balanced Assessment Consortium (Smarter Balanced). The goal of these assessment measures was to provide meaningful feedback about student learning under the Common Core standards (Council, 2019).

One major argument in favor of Common Core, was that it provided consistency in what was being taught and learned, from state to state. What students learn should not depend on where they live (Burks et al., 2015). It was believed that standards should be clear and uniform across every state. This ensures that students are given the same information to succeed in the future, regardless of where they live. Common Core State

Standards were designed to specifically align with college expectations, workforce training, and employer opportunities. Equality was a goal within the development of the standards. Developers wanted to ensure that students were at the same level to compete with any of their peers (Council, 2019). During development, the standards were divided into two sections: College and career readiness and K-12 academic standards. College and career readiness included what students would be expected to understand by the time they graduated from high school. For example, in geometry (G-CO), more specifically congruency, students are expected to know how to “Use the definition of congruence in terms of rigid motions to show that two triangles are congruent if and only if corresponding pairs of sides and corresponding pairs of angles are congruent” (National, 2010, pp. 76). The K-12 standards include academic expectations that children should

meet at the end of each grade level. Students at the fourth-grade level, for example, are expected to know how to “Apply the area and perimeter formulas for rectangles in real world and mathematical problems… find the width of a rectangular room given the area of the flooring and the length, by viewing the area formula as a multiplication equation with an unknown factor” (National, 2010, pp. 31). The college and career readiness standards were created first and then incorporated the K-12 standards (Council, 2019).

Teachers played a large role in the development process of the standards. They participated on work and feedback groups and many different teacher organizations brought teachers together to provide constructive feedback. Teachers were all members of state teams and were able to provide public comments during the development period (Common Core, 2019). In regards to teaching methods, Common Core standards included goals

to help focus the delivery of instruction on specific achievement benchmarks. The standards provided consistent expectations and opportunities for educators to collaborate across different states and helped teacher preparation programs to better prepare future teachers (Council, 2019).

- New Jersey

New Jersey first began using standards in 1996. There were seven core themes found within these standards: Visual and preforming arts, health and physical education, language arts or literacy, math, science, social studies, and foreign language. In 2004, technology, career education, and family and life skills were added. In 2010, New Jersey decided to adopt the Common Core standards for math and English language arts. However, just five years later, a review of the Common Core standards began, resulting in the adoption of the New Jersey Student Learning Standards (NJSLS) in

2016 (Curriculum, 2019). Discussion of replacing Common Core began in May of 2015 when schools believed the standards were creating more problems than benefits. At the conclusion of the revision process in 2015, 84% of the 1,427 Common Core standards remained, with direct modification to 230. Some of the revisions included moving standards to different grade levels to better align them with development, while other revisions included modified wording to clarify the meaning of the standard. NJSLS went into effect during the 2017-2018 school year and is still in place today (Clark, 2016).

Inside the Classroom

Standards-based education requires support from both the school and the district. This support includes aligned curriculum, textbooks, professional development, and leadership that speaks to the standards. RAND, a non-profit

research cooperation, recently conducted a study to better understand teacher support during the implementation of new standards, specifically Common Core. For states that use CCSS, there was a 60% alignment for the materials needed in math and a 72% alignment for English Language Arts (Howell, 2018). Many of the materials being used were not aligned with that school's curriculum, though. The study also found that a majority of school leaders did not have a confident grasp of the new standards and how they informed curriculum (Howell, 2018). A 5th grade math and science teacher, who teaches in a suburban New Jersey District, described her experience: "I think it took a while, I don't think it was something that was dropped in out lap because I don't think the district was really prepared for what they were going to need to support us in this, so when you look at the program [Math Envision Mathematics Common Core 2020, made by Pearson], it comes

with these manipulative kits that support all… I guess it depends on the program you choose, but this one that implemented common core the first time around, it came with a kit and centers and small group, and intervention kits. It came with everything they felt we needed." This teacher did not believe she was adequately trained in the new program, however she felt that it was properly aligned with the standards. Within the same district, at a 7th grade level, there are no specific programs used. A 7th grade English teacher stated that "there's always things that are sent out, it could be an email, or a PowerPoint. The state provides something and then the administration and the board office will flow it down to you. You might get an email or some attachments from the state there might be some type of PowerPoint or there could be samples of the new testing that is now supplementing and taking over the old testing. So, are the materials there? Yes. It's how

you get it. It's in a trickle-down way. Not a regimented systematic way."

This same school district recently switched to standards-based grading in their elementary schools (K-5) in 2016. This switch occurred to "improve students learning by reporting grades that are accurate, consistent, meaningful, and supportive of learning", as stated by the district. The school district uses levels when reporting student performance. These levels include Exceeding standards (ES), meeting standards (MS), approaching standards (AS), and needs support (NS). The school stresses that an ES does not equal an "A", but rather the performance of each student in relationship to the standards. Teachers use district created rubrics that align with the New Jersey Student Learning Standards, the Next Generation Science Standards, and the New Jersey Core Curriculum Content Standards. Elementary teachers have a unique viewpoint on this switch. "I

feel it is way too subjective, we have now gone from being very strict with numbers and pass and fail, now nobody fails, there is no accountability. We have gone from so much accountability, while the wrong accountability, based on numbers not based on strengths and weakness, now here we are looking at all the strengths but what I see as a strength, next year's teacher may not. What I think and what they think meeting standards could be two totally different things. So, there's no accountability" as reported by a 5th grade elementary school teacher.

When students transition from elementary school (K-5) to middle school (6-8), the grading approach changes to the standards-based grading. Students no longer receive letter grades, which they are very familiar with. According to a 6th grade English teacher, "it is doing the students a disservice in elementary school. They come into middle school having no idea what grades are, not

only that we have to stress that these count now, you get a zero its going to affect your average, they don't get it. They don't even know what grades are. They'll get a paper that says 85 and they don't know it's a B verses a B-, they have no concept. I think a lot of the times they come in with this lazy attitude where 'oh its okay, its standards based, its fine' and by the end of the first marking period students will have lower score and fail the first marking period because they're not used to having graded anything and they're shocked that it counts. It's very difficult with the incoming 6th graders because they're just not used to it and grades don't matter to them." When using standards-based grading, there is no way to tell if the student is an "A", "B", or "C" student. Students do not know where they stand on a subject because the grading terms (i.e. proficient or meeting standards) are ambiguous.

When asked if the standards-based grading could have been developed differently, a middle school English teacher believed that it could. “In my opinion that transition should be made after third grade. Or the UES should issue those numbers, maybe between 4th and 5th. If 4th grade was standards- based grading and 5th got their grades. It should be in the safety of its own building. Even if towards the end of 4th you could give them one or two at the end of the year with that number applied. They’re way to old at that point [6th grade] to not have be receiving grades.”

Many parents believe that standards-based education is not beneficial for student learning. For example, on math exams, students are asked questions such as “How do you know?” versus what they know in regards to math computation (Burks et al., 2015). A 5th grade elementary school teacher commented on parents’ confusion: “They [parents] don’t understand what some of

these standards are, because the district has adopted this no consequence polity where everybody passes, I don't think parents are putting their hearts and soul into truly understanding it, so I think that with this standards based grading has to come accountability. You need to have accountability with it [standards based] if you don't have accountability with it, then it's nothing more than a subjective overview of a child who changes from year to year and none of it is accurate." The confusion of not understanding the standards and exactly what children are learning affects a parent's ability to help their child. With the switch to standards-based grading, many parents do not understand the grades their child is receiving. A 2nd grade teacher thinks that standards-based grading "gives the parents a better picture of what the kids can and cannot do. Parents see typical ABDC grades and think 'Okay A is good, B is okay, C means they're struggling a little bit' but they

didn’t know exactly where they were struggling. I like the standards-based report cards because it says exactly what the child is capable of. I know parents feel frustrated because they’re so used to receiving ABCD grades because that’s what they got when they were younger that they don’t necessarily understand where the kids stand. So much of what we do day to day is anecdotal verse a written test and exactly how you perform so it’s a mind shift for the parents, but I do think it’s better now that we’ve implemented it for a while.”

It was found that less than 50% of schools had any form of professional development planned for teachers during the implementation of Common Core. Many teachers agreed it would have greatly helped them. So, this leads to two big questions: Did teachers feel comfortable adapting to Common Core and did they feel that they received adequate support during the role-out of these standards? Burks et al. (2015) found that teachers received

little to no training in the implementation of standards-based education. When asked about training, many teachers interviewed for this article reported similar findings. A 6th grade middle school teacher stated that “they basically just switched them over, they were mentioned at faculty meetings and department meetings, but we didn’t get any specific training. We’re able to go to workshops twice a year, for professional days so if I wanted to explore, I could have, but we were told they were like the previous ones we had been using. My supervisor sent out a link and she also sent out a printed list to everyone. There was no real professional training on it.” The switch from Common Core to NJSLS in 2016 was not very drastic for educators in New Jersey. Many of the standards stayed the same, with the modification of only a few. However, the transition to Common Core in 2010 left some educators rattled. One 7th grade English teacher stated “You’ll [the teachers]

take the test on the Chrome Books like the kids do to see the system. That, statewide, would be an amazing thing if they provided a testing day [for the teachers] where everybody is getting all the materials at the right time." Other educators felt comfortable working with the new standards, despite lacking in professional development and training. A 5th grade elementary teacher described the change as "Grading with standards is now a mindset rather than before it was all number based… Everything has its ups and downs, and everything has a rocky start. The first couple years were hard, and with the standards came the testing, so whenever there is a change everyone gets all freaky, it's just a matter of how much you put into it. You can't expect schools to train you on everything, you have to find your own way with some things, so do I feel comfortable teaching this? Yes, and I actually love it. I really like it, more than I probably did before." While implementing

new standards may be rocky in some ways, and specific standards do not always work, it appears that New Jersey educators are not totally against them.

As previously mentioned, the implementation of standards in schools was used to outline what information students should know and the tasks that they should be able to perform at each grade level. Standards are also designed to prepare high school students for post-graduation. Michelman (2014) found that 35 out of 40 states aligned their secondary education programs with Common Core to better prepare graduating students. Teacher preparation program curriculum has also been revised in light of the standards and entry requirements have become more rigorous. A report released in May of 2014, from the Center on Grant Teachers and Leaders at American Institutes for Research, identified four common ways that states were beginning to align teacher

preparations programs to the new standards. These included: Aligning teaching standards and license requirements to Common Core, supporting faculty through professional development, integrating Common Core into programs, and integrating Common Core standards into license assessments. Other requirements include maintaining a 3.0 GPA, admissions test scores in the top 50%, and passing required certification exams (Michelman, 2014). These changes are believed to better prepare educators to teach rigorous standards.

Conclusion

Standards-based education, a form of learning now adapted by all 50 states in American, is used to help prepare students for the entirety of their academic career and post-graduation. The implementation of standards, while rocky, has proven to be beneficial to both teachers and

students. Beginning as outcomes-based, driven by *A Nation at Risk,* and supported by educators across the country, standards give structure to a classroom and methods of teaching and learning.

References

Brandt, R. (1998). An Overview of Outcome-Based Education. Retrieved from http://www.ascd.org/publications/curriculum_handbook/413/chapters/An_Overview_of_Outcome-Based_Education.aspx

Burks, B.A., Beziat, T. L. R., Danley, S., Davis, K., Lowery, H., &Lucas, J., (2015). Adapting to change: teacher perceptions of implementing the common core standards. Education, 136(2), 253+ . Retrieved from, https://ezproxy.middlesexcc.edu:3192/apps/doc/A438207073/OVIC?u=edis78478&sid=OVIC&xid=887723a7

Calkins, L., Ehrenworth, M., & Lehman, C. (2012). *Pathways to the common core: Accelerating achievement*. Portsmouth, NH, NH: Heinemann

Clark, A. (2016, May 05). N.J. revises, renames Common Core academic standards. Retrieved November 06, 2019, from https://www.nj.com/education/2016/05/nj_common_core_standards_christie.html

Common Core State Standards Initiative. (2019). Development Process. Retrieved 2019, from http://www.corestandards.org/about-the-standards/development-process/

Council of Chief State School Officers, National Governors Association Center for Best Practices (2019). Frequently Asked Questions. Retrieved November 04, 2019, from http://www.corestandards.org/about-the-standards/frequently-asked-questions/

Curriculum / New Jersey Student Learning Standards. (2019). Retrieved November 04, 2019, from https://www.medford.k12.nj.us/page/47

DeNisco, A. (2019, January 09). Common Core no more? New York and 21 other states revise or rename K12 standards. Retrieved December 19, 2019, from https://districtadministration.com/common-core-no-more-new-york-and-21-other-states-revise-or-rename-k12-standards/

Glavin, C. (2018, September 27). What is Outcome-based education? Retrieved October 02, 2019, from https://www.k12academics.com/education-reform/outcome-based- education/what-obe

Howell, E. (n.d.). (2018, May 9) Do teachers receive adequate support when new standards are implemented? Retrieved October 02, 2019, from https://fordhaminstitute.org/national/commentary/do-teachers-receive-adequate-support-when-new-standards-are-implemented

Klein, A. (2016, March 31). The Every Student Succeeds Act: An ESSA Overview. *Education Week*. Retrieved Month Day, Year from http://www.edweek.org/ew/issues/every-student-succeeds-act/

Klein, A. (2018, October 25). No Child Left Behind Overview: Definitions, Requirements, Criticisms, and More. Retrieved October 02, 2019, from https://www.edweek.org/ew/section/multimedia/no-child-left-behind-overview-definition-summary.html

Michelman, B. (2014). A Higher Priority: Aligning Teacher Preparation with New Standards.

Retrieved from http://www.ascd.org/publications/newsletters/policy- priorities/vol20/num04/A-Higher-Priority@-Aligning-Teacher-Preparation-with-New-Standards.aspx

Council of Chief State School Officers, National Governors Association Center for Best Practices (2010). Frequently Asked Questions. Retrieved November 04, 2019, from http://www.corestandards.org/about-the-standards/frequently-asked-questions/

National Governors Association Center for Best Practices, & Council of Chief State School Officers. (2010). Common Core State Standards Math. Retrieved from http://www.corestandards.org/wp-content/uploads/Math_Standards1.pdf

Park, J. (2019, February 10). A Nation at Risk. Retrieved October 02, 2019, from https://www.edweek.org/ew/issues/a-nation-at-risk/index.html

Partnership, G. (2017, November 09). Standards-Based Definition. Retrieved October 02, 2019, from https://www.edglossary.org/standards-based/

Paul, C. A. (2016). Elementary and Secondary Education Act of 1965. Retrieved from https://socialwelfare.library.vcu.edu/programs/education/elementary-and-secondary-education-act-of-1965/

Sayreville Public Schools. (2016, October). Standards-Based Report Cards Grades K – 2. Retrieved from http://sayreville.ss8.sharpschool.com/UserFiles/Servers/Server_233762/File/Departments/Curriculum/Standards%20Based%20Report%20Cards/Sayreville%20Public%20Schools%20Handbook.pdf

Schimmer, T., Hillman, G., & Stalets, M. (2018). *Standards-based learning in action: Moving from theory to practice*. Bloomington, IN, IN: Solution Tree Press.

Universe inside of her (2020) by Sabrina Velez

I work on many of my pieces within Illustrator first with vector graphics and then transfer them over to Photoshop where I compile various images to create composites that seem dream-like and refreshing to the viewer. I always consider playing with colors and setting tones to my artwork that are harmonious to one another. I would like viewers of my artwork to know that the best pieces I make personally are when I'm going through times of change and want to show others that we are constantly evolving and growing as long as we are creating.

- *Sabrina Velez*

The Lantern That Needed Saving

Evy Guzman

Her dad never knew when to stop until it was too late. Not until fragments of glass cluttered the marble floor of the kitchen and her mother's wails softened into gentle whimpers.

Another bang.

"You whore of a wife. You can't do shit right, can you?" her father bellowed. More muffled cries.

Like a ghost with no home, Misa wandered around her room listening to her father's outrage. Her necklace dangled in her fingertips, the tiny lantern amulet attached to it alive with warm light, consoling her rapid heartbeat. The necklace was a keepsake her mother had given her long before she was old enough to understand, just in case. Said it was a gift, from an old lover.

She thought maybe her mother feared her past affairs would one day be the end of her and the

necklace would be the only thing left to remember her by. Never one to judge, Misa never blamed her for anything. Her father was a monster who had a long list of sins he could never make up for.

Footsteps from the hallway led her to glance at her door frame, which not too long ago had been stripped of its dignity. Gulping, she knew would always need the lanterns' reassurance. They would never win; there was no way to go up against him and no escape route—no way for the both of them to safely get out of the hands of her father.

"Stop! Leave her alone! Please, Harrie, this has nothing to do with her this time," Misa listened to her mom beg from down the hall.

God, what is he mad about now? Misa thought, wobbling as she slouched against the corner of her room behind her broken-down cabinet. *Just when I thought toda—*

Glass shattering against the wall where she sat disrupted her, echoing throughout her room, and

causing a shiver to erupt through her body. *I'm so sick of this.* The pressure of tears threatening to fall suffocated her as her father Harrie leaned against the doorframe grinning at her.

"Harrie, please just this once" Her mother latched onto her father's arm as she hovered over the floor, her eyes pleading with him.

"Molly quit getting in the way!" He flung her mother into the hallway. Drawing in closer to her and further away from Misa, he reached down to give her one last warning. From behind him, Misa saw her mother peep at her through her stringy damp hair, clearly scheming. Once he was close enough, her mom latched onto him, tumbling into a wrestling match.

"Misa go!"

Before her brain could blink, she stumbled onto her feet, busting open the hatch to her window and ignoring its squeaky protests. A sea of red maple trees entered her view, syrupy sugar overwhelming

her sense of smell. Out she flew into her backyard and into the forest, submerging into the delicate fog situated around burnt crisp leaves covering the ground. The wind collided against her sides as she jogged into the bewilderness. Several rows of trees in, she sank at the side of a thin tree that bent sideways halfway through. The tree had been embellished with years of Misa's knife carvings at the trunk.

“Misa! Come back here now!” her father roared.

O*h my god, is he serious right now?*

“Misa!” he thundered. She held her breath as she heard leaves crunch under the pressure of his heavy black Chelsea boots. Quivering from the cold air, she steadied herself behind the tree, peeking out one eye at a time, like a little kid.

Oh crap, why is coming after me?

Instantly, Misa remembered that her father's only limit was his own strength. And by the looks of it, he wasn’t going to stop now. As she surveyed

the ground floor she saw his dark figure come to the edge of the border. Sweat dripped unwillingly from her face while her stomach trembled.

Run.

Black sneakers hit the bright red and orange foliage, blanketing the ground. Her legs hustled as she stumbled into the maze of a forest Misa knew all too well. Soon she was chasing after the sound of cold water rushing, knowing the waterfall near the end of the forest was a part of a much longer stream that split the forest into two. Somewhere along that line was a single sturdy branch that would grant her the safety and time needed from her father.

With blocked ears, she made it past the turbulent waters and closer to the moss-covered branch. It lay silently watching as Misa dropped onto the ground before it, fearing her legs would somehow betray her. Crawling onto it, she felt her head pounding, calculating every movement along

the way. Towards the end of the branch, a crew of tinier branches stuck out like a porcupine, poking and prodding at her skin as she struggled to get over it without falling into the river beneath her.

Ignore the pain. You know this is nothing compared to what mother goes through, she told herself. After she got over the spiky branch she let out a sigh of relief, settling onto the muddy dirt.

Perhaps the hare does win in this race.

But when Misa glanced back at the gloomy waters, she spotted a small glow traveling down its length.

Mom!

I can’t leave the necklace behind. I can’t! Not after all she’s done for me.

She trudged through the dirt and rocks, no longer caring about the way her skin still stung from her earlier victory. In no time she was diving in, reaching for the lantern and immediately coming into contact with it. While sinking, Misa

palmed the small blessing in her hands and let the heavy current push her closer to the chaos ahead.

Gotcha, she grinned through bubbles.

But as Misa's breath shortened underneath the surface of the river, panic overtook her. Her limbs thrashed against the current trying to force herself up. No matter how hard she flailed, the surface moved further and further away—like her dreams for the future. *Would it all end here?* Every accidental breath she took choked her and betrayed her organs. Swelling from the water, she could feel her lungs burning in desperation. Any efforts to stay afloat were all failing.

Moments later her body slammed against a jagged boulder, pain throwing her into a shock as she watched half-consciously at the fish dancing around her. Caught on top of the rock, she rested there feeling like every single bone in her body had disintegrated from the impact. What had she done to get into this mess?

As if the stinging wasn't enough, she felt a fire explode inside of her, spreading haphazardly throughout her body. From head to toe, the pain became inescapable. Images of her mother’s agony throughout the years tearing up her mind. If ever a chance to go back, would she still have run? Would a knife down her heart hurt less than the excruciating pain of drowning?

“Misa!” the stranger whom she lived with yelled from the riverbank.

Too late.

Fatigue had already taken over her sunken corpse. A heart that once beat so fast was now seconds away from coming to a full stop. Panic turned into bliss and pain into numbness. The world around her seemed to have stopped completely, with no means to continue for the ghastly girl who stumbled in at the wrong time. Maybe this was her happy ending after all.

Guess it was bound to happen sooner than later.

Slowly, her eyes began to close shut, the fragile light in her hands blinking goodbye. Another broken promise.

Well, at least everything will be over now. And if I'm found ... it's over for him.

But as the world before her began to fade, she felt four hands grab a hold of her.

*Huh? S*he thought as everything turned pitch black.

When she awoke, there were chapped lips pressed against Misas, blowing in hot air. Rugged hands pushed down on her swollen chest causing her to cough out every ounce of liquid imaginable as she struggled to regain her breath. Misa peeled open her eyes only to see a blur of bright colors that made her head spin even more than she thought was possible. One thing she could make out, though, was the matching lantern that swung over her face.

My necklace?

Misa tried moving her lips, yet no eligible sound came through. Only her breath, which came in short uneven gasps, could be heard over the waterfall next to them.

“Shhh shh it’s okay, I’m here now”

A woman’s voice? Misa felt herself be pulled into the stranger’s arms. *Where did her old man go? And that light... could it be?*

Even though her vision was still blurry, she took in the woman before her, her eyes widening when met with a face similar to her. Shaking slightly, she could see that the stranger's skin was ruined by bruises and cuts all too red to not have been recent.

Who is this?

The air around them began to glow, humidity causing their curls to lift with frizz. Dazzled, Misa lay still as a rock, as billions of rays sprouted from their lanterns. *Their* lanterns. She let the heat wash

over her, diminishing any ounce of discomfort she felt before.

Misa looked up into the other woman’s eyes as an awkward silence stirred between them.

“Are—are you okay?”

“Shouldn’t I be asking you that?” the woman chuckled softly.

Misa responded with silence. Once again, she had made it out. Just her luck. But when it was time to go home everything would be the same.

Pillow soft hands, palmed her streaked face. “Don’t worry about Harold, I took care of him”

Misa gaped, Was *it all over? Wait, how did she know dad's name.?*

We can finally be together,” the woman smiled as she bent down to kiss Misa’s forehead, warmth radiating from their lanterns, “Sister”.

The warm waves welcomed her once more, causing her to let go of any of her anxieties. She knew she should be asking questions, but thinking

seemed too difficult right now. Instead, she melted into the woman’s embrace, hope tingling inside of her.

I’ve finally found you.

Untitled (2018) by Paschal Okeke

On long term effects of Covid 19 Stressors on students

Krista Johanesson

The Covid-19 epidemic started in Wuhan, China and within a few months became a global pandemic. The World Health Organization (WHO) declared the Covid-19 outbreak as a public health hazard of international concern on January 30, 2020. The next day, January 31, 2020, Health and Human Services (HHS) declared Coronavirus a public health emergency in the United States. On this same day, Centers for Disease Control and Prevention (CDC) issued a federal quarantine for 2 weeks in Wuhan, China. Over the next 71 days, the virus hit the United States. The total number of Covid-19 cases and deaths started increasing rapidly from March 20, 2020 and hit well over 100,000 by the middle of May 2020.

It is known that historically, disease outbreaks and epidemics have been known to cause mental illness due to being isolated and high levels of fear and stress. During this time, many psychologists conducted studies to examine the impact of the Covid-19 epidemic and the correlation with mental health and substance use in adolescents and young adults. The transition from classrooms to remote learning was done in an emergency transition. This left many students alone in dorms, at home in their rooms, home with their entire family while trying to pay attention in class. The closing of campuses left many college students to stay in their dorm rooms or be sent back home. The two studies that I personally researched were being done in concern of the effects from the Covid-19 pandemic, adolescents partaking in substance use, and the mental health and well-being of college students as a result to Covid-19 shutdowns.

Along with other governments worldwide, the United States enacted emergency shutdowns in early April 2020 last year. The shutdowns still continue to impact the daily life of over a billion students and adolescents. Most schools closed in person learning and went to virtual online classes. Sports events, proms, graduations, restaurants, theaters, gyms, malls and school activities were all put to a halt. The day to day living shifted and so did the coping mechanisms of all of whom are affected. The age group of 14- to 22-year-old students are experiencing the effects of social distancing, missing out on activities, not being able to see friends, family members, classmates and teachers.

Two studies that I had researched for this article were “Adolescent Life in the Early Days of the Pandemic: Less and More Substance Use.” Dumas et al. (2020) The second article is “Effects of Covid-19 on College Students Mental Health in the United

States.” Son et al (2020) The main idea of my research was to study a correlation in the health of our youth with predicaments that came with being on “lockdown.” Both of these studies were done by survey.

Dumas’ study wanted to determine that the relationships of adolescents going through a pandemic shutdown correlates with the way they hang out with peers, substance use by themselves, on the internet or engaged in face-to-face substance use with friends. Also, part of Dumas’ study wanted to see if coping with solidarity associated with substance use and poor mental health. This study showed there was an increase in alcohol and cannabis use while the adolescent was alone, in person face-to-face with their peers, over Wi-Fi and with family members at home. Dumas noted that solitary substance use in the study was related to both increased Covid-19 fears and depressive symptoms.

What are Covid-19 fears you may ask? Well Son and researchers asked these questions to students in Texas. Sons' study was a survey done with students to measure the effects of shutdowns and the impact on their mental health and overall well-being. According to Son et al. "it is known that the prevalence of epidemics accentuates of creates new stressors including fear and worry for oneself of loved ones, constraints on physical movement and social activities due to quarantine, and sudden and radical lifestyle changes."

The Texas students were asked to rate their challenges on a scale of 0 to 10, ten being very effected and 0 being not affected at all. The challenges listed were concerns for one's own health and health of loved ones, difficulty with connection, disruption to sleep patterns, increased social isolation, concerns about academic performance, disruptions to eating patterns, change in the living environment, financial

difficulties, increased class workload, depressive thoughts and coping mechanisms. The coping mechanisms for stress and anxiety used by college students during lockdown were ignoring the news, sleeping longer, drinking or smoking as well as distracting themselves with other tasks. The most predominate stressor in this study was worries about one's own health of the health of loved ones. The second most predominate stressor was issues concentrating while doing remove live classes all on a computer in the same room as the students' bed, phone, tv and privacy or lack of privacy. Difficulty concentrating was directly related to increase of stress, concerns with academic performance and mental health.

The findings in these two studies show that ever since Covid-19 lockdown has taken place, the mental health and physical health of adolescents and young adults is being affected. Granted many age groups are dealing with the same issues, it is a

time of life during the adolescent years of self-growth, identification, building relationships and finding sense of self which is extremely important in young adulthood. Studies show that being isolated and disrupted from daily routines is taking a big effect mentally and physically. Coping mechanisms being used to deal with stress and anxiety from Covid-19 shutdowns and restrictions include drinking alcohol, consuming cannabis and smoking and or vaping nicotine. The usual coping mechanisms of seeing friends, going out to dinner, going to the gym, or even hugging a loved one is all limited, causing adolescents to find a way to relieve stress and anxiety.

My overall conclusion based off the studies done is that the Covid-19 Pandemic and Lockdown restrictions are very much having an effect on adolescent and college students' mental and physical health. Whether the student lives in a dorm on campus or at home in their house, a lot

are experiencing depressing thoughts, isolation, worries about family and loved ones, difficulty coping to the lifestyle presented after the restrictions, worry about ones health, and financial worries as well as both groups coping with using alcohol or substance use. It is shown that not being able to socialize, do our everyday habits and dealing with stressors is going to have a long-term effect mentally and psychically on adolescents and young adults.

As this research was done prior to 2021, we have now reached almost a full year of being affected by the Covid-19 outbreak. Questions we should be asking now is how we can support one another, bring each other together, and overcome the stressors that the outbreak has brought over the last year.

Work Cited

Dumas, T., Ellis, W., & Litt, D. (2020). *COVID-19 Stress and Depression: Examining Social Media, Traditional Media, and Interpersonal Communication*. Taylor & Francis. https://www.tandfonline.com/doi/full/10.1080/15325024.2020.1835386.

Son, C., Hegde, S., Smith, A., Wang, X., & Sasangohar, F. (2020, March 9). *Effects of COVID-19 on College Students' Mental Health in the United States: Interview Survey Study*. JMIr. https://www.jmir.org/2020/9/e21279/.

Untitled (2019) by Paschal Okeke

Untitled, Mixed Media. Acrylic paint on Wood and paper tubes.

- *Paschal Okeke*

Feminist Art: Depictions of Ancient Egyptian Women in Power and Judy Chicago's *The Dinner Party.*[1]

Gabrielle McLean

In ancient Egypt, women who held power usually held that power by being mother to a king. As "a symbol of the powers of creation and rebirth," giving birth to a king "gave royal women considerable status and influence."[2] However, there were times when no males rose to power and women took the throne for themselves. If asked to recall women leaders of the past, one name people may mention is Cleopatra, who may be the most famous woman ruler from ancient Egypt. However, it was Hatshepsut, whose legacy was not well

[1] Ms. McLean worked on this paper for her Fall 2019 Art History: Ancient – Renaissance class taught by Dr. Rohini Iyengar. The paper was revised and expanded for publication under the guidance of Dr. Denise Rompilla.

[2] Allen, Susan. "Kings and Queens of Egypt," The Metropolitan Museum of Art, October 2004. https://www.metmuseum.org/toah/hd/kqae/hd_kqae.htm.

known until the 19th century, who served as the longest reigning woman pharaoh of ancient Egypt.[3] In fact, compared to other periods of ancient times, ancient Egypt had more female rulers, but this statement does not mean it was a progressive time as the ways in which the women rulers obtained their power is essential to look at, as well.[4] These facts are important to consider when learning about the art that depicts women, specifically those in positions of power, from this part of history.

The longest reigning woman pharaoh of ancient Egypt was Hatshepsut [1479-1458 BCE], who ruled for roughly twenty years following the death of her

[3] Wilson, Elizabeth B., "The Queen Who Would Be King: A Scheming Stepmother or a Strong and Effective Ruler? History's View of the Pharaoh Hatshepsut Changed over Time," *Smithsonian Magazine*. Smithsonian Institution, September 1, 2006. https://www.smithsonianmag.com/history/the-queen-who-would-be-king-130328511/.

[4] Cooney, Kara. "Women Achieved Enormous Power in Ancient Egypt. What They Did With It Is a Warning for Today," *TIME*, October 18, 2018. https://time.com/5425216/ancient-egypt-women-in-power-today/.

husband, Pharaoh Thutmose II around 1479 BCE. At just twelve years of age, Hatshepsut had married Thutmose II, her half-brother and Egypt’s ruler, which gave her the title of Queen of Egypt. Although historians understand Thutmose II to have been a weak ruler, public statues of the royal couple depict Hatshepsut, who may in actuality have bossed around Thutmose II, standing behind, rather than beside, her husband. Thutmose III, her stepson, would have succeeded Thutmose II, his father, had Thutmose III been of age upon their father’s death circa 1479 BCE, as Hatshepsut herself only bore Thutmose II a daughter, Neferure. Thutmose III, like Thutmose II, was considered a harem child since Thutmose II’s mother, Mutnofret, was not the queen but rather a secondary wife to the pharaoh. Typically, the line of power was passed down from father to the son of a queen, but if in like the case of Hatshepsut the queen did not have a son the power went to a harem child, a

child of a secondary wife. As Thutmose III was far too young to rule, following customs of the New Kingdom, Hatshepsut, as widowed queen, was made regent and would rule in place of Thutmose III.

Furthermore, Fine Arts Museums of San Francisco Curator of Ancient Art Renée Dreyfus said Hatshepsut could not have simply stepped down from the throne when Thutmose III came of age. However, "'He wasn't under house arrest for those 20-odd years,' says [Metropolitan Museum of Art Egyptian art curator Catharine Roehrig]. 'He was learning how to be a very good soldier.'" According to Roehrig, Hatshepsut may have assumed the throne to protect it for Thutmose III due to a political crisis. Egyptologist and President of American University of Beirut Peter Dorman said that although he believes it was standard for Hatshepsut to take Thutmose III's place, Thutmose III was viewed as king since the beginning. What is

known is that seven years into Hatshepsut's regency, or possibly earlier, public depiction of her changed -- she now appeared kingly, with a bare chest and false beard.[5]

There are some statues of Hatshepsut that seem to draw upon the previous representations of her as Queen, depicting a slender body and female attributes. Hatshepsut's life-sized seated diorite statue located at the Metropolitan Museum of Art in New York shows her wearing a *khat* headcloth, a female sheath dress, and jewelry such as an amulet necklace, although her face itself is absent due to damage. Other notable information includes her feminine body and inscriptions that refer to Hatshepsut with feminine gender endings. A slightly different depiction is a granite statue in which she also wears female dress and jewelry, but her royal *nemes* headcloth shows her status as king[6] (Figure 1).

[5] Wilson.
[6] Catharine H. Roehrig, Renée Dreyfus, and Cathleen A.

As a sphinx Hatshepsut appeared kingly, also wearing a striped *nemes* headcloth rather than a feminine wig even though it is possible she was drawn to sphinxes as a result of them being adopted by Middle Kingdom queens. As time went on, it seems that she adopted the appearance of a male king to confirm her legitimacy as she conformed to royal conventions.[7] Also portraying her role as king is The Large Kneeling Statue of Hatshepsut, in which Hatshepsut kneels to offer maat to Amun, where Hatshepsut wears a *nemes* headcloth, kilt, and false beard[8] (Figure 2). This statue, which is currently located at the Metropolitan Museum of Art in New York, has many of the same facial features that are included in the

Keller, eds., *Hatshepsut: From Queen to Pharaoh,* (New York: The Metropolitan Museum of Art, 2005), 159.

[7] The Metropolitan Museum of Art 9.

[8] "Large Kneeling Statue of Hatshepsut," *The Metropolitan Museum of Art,* accessed November 18, 2019, https://www.metmuseum.org/art/collection/search/544449.

other statues of her such as her thin nose, wide eyes, and high brows.[9]

Similarly, reliefs portrayed Hatshepsut performing typical tasks of a king which includes making offerings to gods.[10] Another pharaonic duty was to maintain maat, which meant “order and justice as established by the gods” in ancient Egypt. Only pharaohs could directly speak with gods and one method of pharaohs maintaining maat is by creating monuments. The name she took, Maatkare, contains this term and can translate to “Truth (maat) is the Soul (ka) of the Sun God (Re).” Taking this name enabled her to reassure the people that she was a legitimate ruler.[11]

Likewise, Hatshepsut assumed a more masculine depiction when she needed to affirm her role as

[9] Catharine H. Roehrig, Renée Dreyfus, and Cathleen A. Keller 168.
[10] Catharine H. Roehrig, Renée Dreyfus, and Cathleen A. Keller 9.
[11] Wilson.

king, since the normally male king was the contact between the people of Egypt and the gods. Still, the works of art identified and labelled her as a woman since names and titles were feminine.[12] Furthermore, as Dr. Cathleen Keller, Professor of Near Eastern studies at University of California, Berkeley said, “Inscriptions on Hatshepsut’s statues almost always contain some indication of her true gender—a title, such as ‘Daughter of Re,’ or feminine word endings, resulting in such grammatical conundrums as ‘His Majesty, Herself.’”[13]

The statues at Hatshepsut’s funerary temple at Deir El-Bahri were found damaged, some the size of a fingertip and others weighing a ton, when Herbert Winlock, the head of the archeological team in Egypt for the Metropolitan Museum of Art, excavated the statues in the 1920s. Thutmose III

[12] Catharine H. Roehrig, Renée Dreyfus, and Cathleen A. Keller 9.
[13] Wilson

assumed the throne in his early twenties after Hatshepsut, his stepmother, died in 1458 BCE. According to William C. Hayes, a colleague of Winlock, Thutmose III felt hatred towards Hatshepsut and "'the destruction of her monuments, carried out with such apparent fury, was almost universally interpreted as an act of long-awaited and bitter revenge on the part of Thutmose III." Winlock himself wrote that "[Thutmose III] could scarcely wait to take the vengeance on her dead that he had not dared in life.'"

However, not all scholars agree that the destruction was personal since they re-examined the evidence and concluded that the destruction may not have begun until two decades after the death of Hatshepsut, overlapping with the end of Thutmose III's own reign. Thutmose III felt the need to destroy all evidence suggesting that Thutmose II, his father, had not immediately passed the

throne on to him. Some Egyptologists believe that Thutmose III erased Hatshepsut's name to prevent another woman from becoming a successful pharaoh. Regardless, many Egyptologists agree that the erasure of Hatshepsut's name resulted from Thutmose III's concern about who would succeed him as Hatshepsut set "a dangerous precedent" being a successful woman in a powerful position normally assumed by men.

Hatshepsut understood she had an unusual role in history as there had only been two or three women to assume the role in the one thousand five-hundred years before her time of power. As in Hatshepsut's case, each of these women also assumed power only when men were not an option for the throne. Joyce Tyldesley, author of a Hatshepsut biography, believes that Hatshepsut may have been aware not only that she had an unusual role, being that she was a woman pharaoh, but also that she would be forgotten:

“Toward the end of her reign, Hatshepsut erected a second pair of obelisks at Karnak. On one of them the inscription reads: “‘Now my heart turns this way and that, as I think what the people will say—those who shall see my monuments in years to come, and who shall speak of what I have done.’”[14]

Queen Tiy,[15] which is sometimes spelled Tiye,[16] was the High Priest Yuya and his wife Tuyu’s daughter and the Great Royal Wife of Amenhotep III. They married when she was around age twelve and he was fifteen; though the marriage was arranged, the king was affectionate towards her.[17] In reliefs Queen Tiy was depicted as equal in size when standing next to her husband, which showed equal importance in Egyptian conventions of art,

[14] Wilson
[15] Watterson 151

[16] Aït-Kaci, Lili. “Queen Tiye,” Louvre Museum, accessed November 23, 2019, https://www.louvre.fr/en/oeuvre-notices/queen-tiye
[17] Aït-Kaci.

despite the fact that Tiy did not have royal blood.[18] She was often included beside the king in official portraits and mentioned in royal texts.[19]

A sculpture carved from steatite, a soft stone, depicts Queen Tiy next to the arm of her husband, and she wears vulture skin and a cap with feathers atop her wig, which are royal attributes, and a tunic underneath a feather garment like a goddess to show her access to the gods. In her left hand she holds a scepter. Her facial type and features were youthful as she had “large and slightly prominent almond-shaped eyes, turned-up nose, and full lips.” Similarly, her figure was slender, and she had a small waist, smaller hips than thighs, and small breasts, common features in art from the time of Amenhotep III’s reign.[20]

Another depiction of her face made from quartzite of circa 1353-1336 BCE was originally

[18] Watterson 151.
[19] Aït-Kaci.
[20] Aït-Kaci.

thought to be Akhenaten, her son, as a result of the red skin color which signified males, but due to the possibility of the work having worn a tripartite wig and the resemblance to Tiy the piece was re-identified. However, “The existence of gypsum plaster casts excavated in Thutmose's studio suggests that this may have been part of a group statue depicting Akhenaten with his parents, Tiye, and Amenhotep III” so while this specific figure is likely not Akhenaten, his presence in the entire work along with his father may be the reason her skin follows the conventions of depicting a male. It is important to note, though, that the piece was a composite statue made from multiple materials. [21]

Many theories surround the idea of who Nefertiti, a woman recognized for her beauty, really was. It is possible that her father Ay succeeded King Tut in

---

[21] “Face from a Composite Statue, Probably Queen Tiye,” The Metropolitan Museum of Art, accessed November 24, 2019, www.metmuseum.org/toah/works-of-art/11.150.26/.

1323 BCE. Nefertiti may have also been a princess of the Syrian kingdom Mittani. Nefertiti was the Great Royal Wife of husband Amenhotep IV, who five years into his reign changed his name to Akhenaten.[22] The art style of the Amarna period, a common name for pharaoh Amenhotep IV's reign, encompassed images with feminine features such as larger hips. Amenhotep IV claimed that an area of Amarna had not belonged to another god and so it would be for Aten; Amenhotep IV later changed his name to Akhenaten, referencing Aten and the new religion worshipping the sun's light, and ridding the name that referenced Amen. This new religion had brought about changes in architecture and organization[23] in addition to art conventions.

[22] History.com Editors.

[23] Hill, Marsha. "Art, Architecture, and the City in the Reign of Amenhotep IV/Akhenaten (ca. 1353-1336 B.C.)," *Heilbrunn Timeline of Art History,* The Metropolitan Museum of Art, November 2014, https://www.metmuseum.org/toah/hd/amar/hd_amar.htm.

Akhenaten was portrayed with such hips, a difference from previous depictions of pharaohs.[24]

Nefertiti may have been the niece of Queen Tiy and is known due to the portrait head of her in the NeuesMuseum in Berlin[25] (Figure 3). The most famous work portraying Nefertiti depicts a proportionate face and slim neck. Additionally, in this image she wears a blue cylindrical headpiece which is done in a style that has only been associated with images of her. [26]

While the representations of Nefertiti that are more commonly known are associated with her beauty, an inside look at tombs provides a very different view of her. Typically, only kings were depicted on temple walls as making offerings to gods, but there was a major change in the temple of Aten at Karnak as Nefertiti was sometimes

[24] History.com Editors. “Nefertiti,” *History*, A&E Television Networks, June 10, 2010, www.history.com/topics/ancient-history/nefertiti.
[25] Watterson 151-152.
[26] History.com Editors.

shown making the offerings herself. Like Queen Tiy, Nefertiti did not have royal blood. The possible reason Nefertiti had the opportunity for such a role is that the Amarna period, the time in which her husband ruled, was different than other time periods.[27] Moreover, “On the walls of tombs and temples built during Akhenaten’s reign Nefertiti is depicted alongside her husband with a frequency seen for no other Egyptian queen. In many cases she is shown in positions of power and authority—leading worship of Aten, driving a chariot or smiting an enemy.” Compared to earlier images of Nefertiti, which made her appear to be a “stereotypical young woman,” and ones that later depicted her with resemblance to Akhenaten, who in some images had more feminine hips, her last portrayals were more dignified and lifelike.[28]

Nefertiti bore six daughters with her husband Akhenaten, so he took Nefertiti’s sister as another

[27] Watterson 151-154.
[28] History.com Editors

wife and they had a son, Tutankhamen, who would later rule as king with Ankhesenpaaten, the third daughter of Nefertiti and King Tut’s half-sister, as his queen. Nefertiti may have been co-regent as Neferneferuaten, which meant “Beautiful are the beauties of Aten, a Beautiful Woman has come,” to her husband Akhenaten or she may have followed Hatshepsut’s precedent under the name Smenkhkare as his successor. It may even be true that, if she ruled during and following her husband’s reign, she changed his doings to their prior state; this includes altering Akhenaten’s religious policies as he had worshipped Aten, the sun god, and implemented it into Egypt and Nefertiti also had a scribe request that Amun return. However, it is also possible that Nefertiti had passed during Akhenaten’s reign since she is absent from historical records twelve years into his reign which lasted seventeen years.[29]

[29] History.com Editors

Cleopatra VII, the last, and arguably most famous, queen of Egypt assumed the throne at just seventeen years old along with her ten-year-old brother whom she married a few years later.[30] A coin dating from 32 BCE reignited interest in Cleopatra and lead to the question of whether her actual beauty aligned with the public's imagination of her. On that coin, she is depicted as having had a pointy chin, small lips, and a large nose, features that differ from Elizabeth Taylor, one of the many actresses who has portrayed her. However, her intelligence and character were remarked as great traits.[31]

Cleopatra VII and Arsinoe II are both associated with Alexandria, Egypt and both co-ruled with their respective brothers. Arsinoe II of third century BCE

---

[30] Watterson 154.

[31] Crawford, Amy, "Who Was Cleopatra?: Mythology, propaganda, Liz Taylor and the real Queen of the Nile," Smithsonian, Smithsonian Institution, March 31, 2007, www.smithsonianmag.com/history/who-was-cleopatra-151356013/.

had two marriages before going to Alexandria and marrying her brother Ptolemy II. Arsinoe II assisted her brother utilizing her foreign policy skills which allowed him to win his campaign over Syria and she was also in charge of the extension of the power Egypt held of the sea. Cleopatra VII and her brother Ptolemy XIII technically co-ruled after the death of their father; she was much stronger than her brother and essentially ruled by herself which annoyed her brother's advisors, so they drove her away from Alexandria. She then made an army with Caesar's aid and joined Caesar in Rome in 47 BCE and returned to Egypt only after he was assassinated. Cleopatra saw Marc Antony die in her arms after he fell on his sword. Unfortunately, her relationships rather than her accomplishments are the knowledge people have of her.[32]

Other representations of Cleopatra include a black basalt Egyptian-style statue from circa 51-30

[32] Lehman, Arnold L., Judy Chicago, Frances Borzello, Jane F. Gerhard 72-73.

BCE, in which she wears a tripartite wig and close-fitting dress. The statue contains multiple representations of royalty: “The left arm supports a double cornucopia, or horn of plenty, a symbol that is commonly associated with the queens worshipped in the Greek ruler cult during the third century BCE, but was also used by Egyptian sculptors for royal representations in the second and first centuries BCE.” This image is identified as Cleopatra VII rather than Arsinoe II because of the presence of a triple rather than double form of the uraeus,[33] a cobra that rulers wore on their headdresses,[34] even though Arsinoe II was associated with the double cornucopia, or dikeras, also (Figure 4) Furthermore, the presence of a downturned mouth and angular face signify it is of

[33] *Cleopatra of Egypt: From History to Myth,* edited by Susan Walker, et al., (Princeton University Press, 2001) 160.

[34] “Uraeus,” Merriam Webster, accessed February 2, 2020, https://www.merriam-webster.com/dictionary/uraeus; “Asp,” Merriam Webster, accessed February 2, 2020, https://www.merriam-webster.com/dictionary/asp.

the first century BCE which is when the double cornucopia was present on the coinage of Cleopatra VII. Also present is the symbol of ankh which she holds in her right hand.[35] The meaning of the ankh symbol is life, both on earth and the afterlife and was often included in paintings in tombs as carried by Egyptian gods such as Osiris. Similarly, Egyptologist E.A. Wallis Budge's theory of its origin is from the belt buckle of Isis, a goddess, and "Wallis Budge equated the ankh with the *tjet*, the 'knot of Isis', a ceremonial girdle thought to represent female genitalia and symbolizing fertility."[36]

In fact, "Like most monarchs of her time, Cleopatra saw herself as divine; from birth she and other members of her family were declared to be gods and goddesses. Highly image-conscious, Cleopatra maintained her mystique through shows

[35] *Cleopatra of Egypt: From History to Myth* 160.
[36] Mark, John J., "The Ankh," Ancient History Encyclopedia, September 19, 2016, https://www.ancient.eu/Ankh/.

of splendor, identifying herself with the deities Isis and Aphrodite...”[37] Isis, however, is not the only goddess that has been depicted with this symbol; Ma’at is often seen holding the symbol in both hands.[38] Cleopatra VII had multiple children, a son, Caesarion, with Julius Caesar, and with Marc Antony, to whom she was married, she birthed Alexander Helios, Cleopatra Selene, and Ptolemy Philadelphus[39] which may be why the symbol ankh meaning fertility is associated with her. The importance and meaning of the symbol being associated with Cleopatra VII may also mean that Cleopatra was seen like a goddess as it was associated with a multitude of gods and goddesses, such as Isis, with whom Cleopatra identified herself.[40]

The representations of ancient Egypt’s powerful women, some of whom are more well-known than

[37] Crawford.
[38] Mark.
[39] *Cleopatra of Egypt: From History to Myth* 16.
[40] Crawford.

one may think, in art explained their roles as queen, or even king. As the longest reigning female pharaoh, Hatshepsut certainly left her influence even though her representation in the forms of statues was even damaged after her reign. Tiy, though not being of royal blood, became a queen and her daughter-in-law, and possible niece, Nefertiti, has one of the most recognizable faces, at least in terms of art, from ancient Egypt. Cleopatra, another extremely famous name, had multiple children which may be why the symbol ankh, a symbol of life and fertility, is included in the black basalt statue that represents her. Despite being fairly well-known names even to this day, the history of these women and the power they held is not common knowledge.

Feminist artist Judy Cohen was born in 1939 in Chicago and enrolled in 1957 at the University of California – Los Angeles where she later earned a master’s degree in sculpture and painting and had

met her first husband, Jerry Gerowitz.[41] Judy Gerowitz chose her new last name, Chicago, in the 1970s to remove the name that social dominance from men imposed on her.[42] Chicago, who grew up in Chicago, struggled to be a woman artist in California in the 1960s, which contradicted her childhood beliefs that she could be anything she wanted, so she decided to focus her art on women's history which was often left out of history.[43] She announced her new name via an advertisement in Artforum, an art journal, for an exhibition of her work at California State College.

In 1970, Chicago, along with fellow artist Miriam Shapiro, created the first feminist art program in

[41] Weiss, Sasha. "Judy Chicago, the Godmother: For decades, the feminist artist was pushed to the sidelines. Relevant once again, she can no longer be ignored," The New York Times, February 7, 2018, https://www.nytimes.com/2018/02/07/t-magazine/judy-chicago-dinner-party.html.

[42] Gerhard, Jane.

[43] Pogrebin, Robin. "Ms. Chicago, Party of 39? Your Table's Ready in Brooklyn," The New York Times, February 1, 2007, https://www.nytimes.com/2007/02/01/arts/design/01party.html.

the country, the Women's Art Program, at Fresno State. Some students found Chicago and her classes, in which she implemented feminism, inspiring, though others dropped out. However, Chicago felt California Institute of the Arts would allow her and her students to have a better art scene compared to that of Fresno State College, which she felt was "too narrow for her grand plans to produce an entirely new kind of female art."

After California Institute of the Arts hired Chicago and admitted her students, they found that The Feminist Art Program still did not have enough space, and so the concepts of houses and women were combined and later lead to the creation of *Womanhouse* in an abandoned house near the school campus. In homes, women sewed, cooked, baked, and completed other domestic activities and Chicago later thought of utilizing such activities to create art; Therefore, *The Dinner Party*

incorporated needlepoint and china painting, which the art world deemed “craft.” [44]

Chicago's purpose in creating *The Dinner Party* was to honor the women who are often excluded from history and she wanted to ensure that her work would not be erased, like the achievements of many of the women included in the piece had been. Furthermore, Chicago wanted the piece to have a permanent location, “…because if it hadn’t been [permanently housed], it would have simply reiterated the story of erasure it recounts.”[45] During her undergraduate experience at UCLA, Chicago took a course called “Intellectual History of Europe” in which her professor stated that at the end of the course they would discuss the contributions of women, but later claimed that women did not make any contributions in European history. She questioned her capabilities and ten years later Chicago sought information about the

[44] Gerhard, Jane.
[45] Pogrebin, Robin.

achievements of women from Western Civilization.[46]

The Dinner Party (1974-79) is permanently displayed at the Brooklyn Museum in the Elizabeth A. Sackler Center for Feminist Art, which opened in March 2007, in a space that was designed specifically for the piece, which is an important part of history both for Chicago herself and Feminist Art (Figure 5).In *The Dinner Party*, there are six entry banners that welcome viewers, and they include red, black, and gold in addition to triangles, butterflies, and floral shapes, which are themes of the artwork. The banners Chicago designed were woven by men and women who had trained at the San Francisco Tapestry Workshop to learn how to use the Aubusson tapestry technique, which was a popular way of making high-warp, or vertical, looms in the Renaissance. Chicago learned

[46] Lehman, Arnold L., Judy Chicago, Frances Borzello, Jane F. Gerhard. *The Dinner Party: Restoring Women to History*. (New York: The Monacelli Press, 2014) 9.

that women were not allowed to work on high-warp looms in the Renaissance, which is why she wanted to use this method. Each banner contains a woven line from the following text that communicates Chicago's "vision for a equalized world, one in which women's history and perspectives are fully recognized and integrated into all aspects of human civilizations":

"And she Gathered All before Her
And She made for them A Sign to See
And lo They saw a Vision
From this day forth Like to like in All things
And then all that divided them merged
And then Everywhere was Eden Once again."[47]

The Dinner Party banquet is shaped like a triangle to represent equality, and holds thirty-nine

[47] "Entry Banners," Brooklyn Museum, accessed December 30, 2019. https://www.brooklynmuseum.org/eascfa/dinner_party/entry_banners.

place settings, thirteen on each side.[48] Chicago decided on thirteen women because she considered recreating a similar format to Leonardo's *Last Supper*, which had thirteen people. *The Dinner Party* is a reinterpretation of *Last Supper* from the perspective of women, or, as she puts it, "'from the point of view of those who've done the cooking throughout history.'" Additionally, there are thirteen witches in a coven. After deciding that thirteen women would not be sufficient to demonstrate women from various time periods, she considered twenty-six, but ultimately decided to include a different multiple of thirteen: thirty-nine women. Chicago also realized that since these women had been supported by others, she needed to include even more names.[49]

---

[48] "Place Settings," Brooklyn Museum, accessed December 30, 2019. https://www.brooklynmuseum.org/eascfa/dinner_party/place_settings.

[49] Lehman, Arnold L., Judy Chicago, Frances Borzello, Jane F. Gerhard 10-11.

Nine hundred ninety-nine names of real and fictional women are written on two thousand three-hundred tiles that cover the floor. Not only do these tiles form an actual structure that provides literal support but they also provide symbolic support as the women whose names are listed on the heritage floor cleared the path for those who are represented by the place settings. The names on the heritage floor are arranged near the place settings to which they had similar contributions or are connected to by time period or geography. Decisions of which women to include on the heritage floor were based on their contributions, although these women's achievements were often erased or treated as insignificant.[50] *The Dinner Party* also includes seven heritage panels, which are similar to the heritage floor as the women whose names are listed have their lives depicted

[50] "Heritage Floor," Brooklyn Museum, accessed December 30, 2019, https://www.brooklynmuseum.org/eascfa/dinner_party/heritage_floor.

through “hand-colored photo-and-text collages” and the panels are arranged near the related place setting.[51]

All of the thirty-nine place settings, while targeted towards the contributions of each women, have “a gold ceramic chalice and utensils, a napkin with an embroidered edge, and a fourteen-inch china-painted plate with a central motif based on butterfly and vulvar forms.”[52] According to Chicago, not only is it common to see phallic symbols, but when people see these symbols it is not unusual, so it should be the same case for women, as well.[53] Each section of the banquet represented a different segment of history:

---

[51] “Heritage Panels,” Brooklyn Museum, accessed January 4, 2020, https://www.brooklynmuseum.org/eascfa/dinner_party/heritage_panels.

[52] “Place Settings”

[53] Pogrebin, Robin.

“Wing One of the table begins in prehistory with the Primordial Goddess and continues chronologically with the development of Judaism; it then moves to early Greek societies to the Roman Empire, marking the decline in women’s power, signified by Hypatia’s place setting. Wing Two represents early Christianity through the Reformation, depicting women who signify early expressions of the fight for equal rights, from Marcella to Anna van Schurman. Wing Three begins with Anne Hutchinson and addresses the American Revolution, Suffragism, and the movement toward women’s increased individual creative expression, symbolized at last by Georgia O’Keeffe.” [54]

The first plate to feature a raised relief not only honors Hatshepsut, or Hashop, and her success as a woman ruler but resembles the Egyptian low relief as only the center of the plate is raised. This provides a transition from the flat plates that

[54] “Place Settings”

precede Hatshepsut's place setting to the three-dimensional ones that follow it. Similarly, the colors used allude to ancient Egypt: the blue and red on the plate resemble colors from tomb paintings and reliefs; the pink and green from the runner's border are like that of paintings specifically in the tomb of Hatshepsut. The blue-green of the roundlettes on the runner is a color that was important due to the relation to gods and goddesses when rulers wore it. Like the roundlettes that resemble pharaonic collars, other curved shapes are included and bring to mind ancient Egyptian hairstyles and headdresses.[55]

Tiy, Nefertiti, and Cleopatra, are all included in *The Dinner Party*, too, though it is by their names listed on the heritage floor among nine hundred ninety-nine total women.[56] Additionally, the name

[55] "Hatshepsut," Brooklyn Museum, accessed December 30, 2019, https://www.brooklynmuseum.org/eascfa/dinner_party/place_settings/hatshepsut.

[56] "Tiy," Brooklyn Museum, accessed December 30, 2019,

of Arsinoe II is included on the heritage floor, along with Cleopatra; both of their names are located near the place setting of Boadaceia, of the first century CE, who united an army in response to the horrible actions taken against her and her people.[57]

In addition to these women, who are included on Wing One of banquet, a multitude of other real and mythical ancient Egyptian women, many of whom are located near the place setting of Hatshepsut, are included in this piece in Wing One, as well.[58] Phantasia was a poet who wrote about the Trojan War and Odysseus, which authors claim Homer plagiarized in his works *Iliad* and *Odyssey* after

---

https://www.brooklynmuseum.org/eascfa/dinner_party/heritage_floor/tiy.; "Nefertiti," Brooklyn Museum, accessed December 30, 2019, https://www.brooklynmuseum.org/eascfa/dinner_party/heritage_floor/nefertiti.; "Cleopatra," Brooklyn Museum, accessed December 30, 2019, https://www.brooklynmuseum.org/eascfa/dinner_party/heritage_floor/cleopatra.

[57] Lehman, Arnold L., Judy Chicago, Frances Borzello, Jane F. Gerhard 70.

[58] Lehman, Arnold L., Judy Chicago, Frances Borzello, Jane F. Gerhard 54-57.

obtaining a copy of her work from the temple at Memphis. However, scholars have discredited this and it is unknown if Phantasia was real or legendary.[59] Rahonem was a priestess-musician who directed a group of musical women circa 2500 BCE.[60] The tomb of Dynasty Twelve political official Antefoker includes painted images of two singers, one of which is Khuwyt who lived circa 1960 BCE.[61] Nofret was a wife, though not the Great Royal Wife, and possibly the sister of pharaoh Senwosret II who succeeded Amenemhat II, her father as suggested

[59] “Phantasia,” Brooklyn Museum, accessed January 4, 2020, https://www.brooklynmuseum.org/eascfa/dinner_party/heritage_floor/phantasia.

[60] “Rahonem,” Brooklyn Museum, accessed December 30, 2019, https://www.brooklynmuseum.org/eascfa/dinner_party/heritage_floor/rahonem.

[61] “Khuwyt,” Brooklyn Museum, accessed January 4, 2020, https://www.brooklynmuseum.org/eascfa/dinner_party/heritage_floor/khuwyt.

by her title of King's Daughter.[62] Queen Mentuhotep was wife of Pharaoh Djehuty.[63]

Similarly, Tetisheri was related to multiple pharaohs: her husband was Tao I Seqenenre, of whom she was Great Wife, her son Tao II Seqenenre, and her grandsons Kamose and Ahmose I, one of whom built her a pyramid and mortuary temple. Despite the fact she was born non-royal, she had powers that queens that preceded her did not.[64] Tetisheri also bore Ahhotep, the wife of Seqenenre Tao II and principal lady of Egypt during the reign of her son Ahmose, both of whom she outlived. According to inscriptions from the stele of Tetisheri's grandson, Ahmose, his

[62] "Nofret," Brooklyn Museum, accessed January 4, 2020, https://www.brooklynmuseum.org/eascfa/dinner_party/heritage_floor/nofret.

[63] "Mentuhetop," Brooklyn Museum, accessed January 4, 2020, https://www.brooklynmuseum.org/eascfa/dinner_party/heritage_floor/mentuhetop.

[64] "Tetisheri," Brooklyn Museum, accessed December 30, 2019, https://www.brooklynmuseum.org/eascfa/dinner_party/heritage_floor/tetisheri.

mother Ahhotep was very active in her family's attempt to control Egypt. Tetisheri's grandson King Ahmose, who reigned at the time of Tetisheri's death, honored Tetisheri, who founded both sides of his dynasty; though she had already had a tomb and cenotaph, he wanted to honor her memory and erected a pyramid and chapel at Abydos.[65]

Hathor, a deity of Egypt, was not only regarded as "the mother of the sun god" but also the "protector of the dead." Additionally, Hathor was worshipped as a cow, which is an animal that was associated with fertility.[66] Seth gouged out the eyes of Horus, the husband of Hathor.[67] The name of goddess Isis meant throne or seat and therefore she was possibly the personification of that of Egypt.[68] Isis supposedly ruled "heaven, earth, the

---

[65] Watterson 149.
[66] Lehman, Arnold L., Judy Chicago, Frances Borzello, Jane F. Gerhard 35.
[67] Watterson 18.
[68] Watterson 19.

sea, and the underworld."[69] Isis was the sister and wife of Osiris, one of the gods of the afterlife and the brother of Seth. Isis bore Osiris a son, Horus, after Osiris was resurrected and made king of the Underworld after Seth had murdered him.[70] Their names are located near Ishtar, a goddess from Mesopotamia who was worshipped as "the supreme giver and taker of life."[71]

These two goddesses are important because they are named among "other female deities whose power was comparable to that of Ishtar, [and] the names that appear in relation to her place setting reflect the ways that the concept of the Goddess was changing."[72] Furthermore, while Egypt did not have a state goddess, though they had state gods who were considered the ancestors

---

[69] Lehman, Arnold L., Judy Chicago, Frances Borzello, Jane F. Gerhard 36.

[70] Watterson 17-19.

[71] Lehman, Arnold L., Judy Chicago, Frances Borzello, Jane F. Gerhard 32.

[72] Lehman, Arnold L., Judy Chicago, Frances Borzello, Jane F. Gerhard 34.

of other gods, Hathor and Isis were worshipped universally. The cult of Hathor had existed a long time, beginning in predynastic times. Isis became a universal goddess during the Late Period and her cult, though she had not had much of one in Egypt, grew strong under the Ptolemies and Romans and therefore spread to other countries, including Britain. The most popular goddess of the Roman Empire was Isis.[73]

Isis is not the only woman from ancient Egypt associated with the Roman Empire[74] and Cleopatra VII and Arsinoe II are not the only women included in this piece that are associated with Alexandria, Egypt.[75] Another place setting in *The Dinner Party* honors Hypatia of Alexandria, Egypt who was of much importance and assisted the government when officials approached her about unrest in Rome; according to her the unrest resulted from

[73] Watterson 17-21.
[74] Watterson 21.
[75] Lehman, Arnold L., Judy Chicago, Frances Borzello, Jane F. Gerhard 72-73.

Roman men abusing the women and the solution to alleviate this was to allow women to have their earlier status.[76] Hypatia was the first woman to partake in significant advancements in the fields of mathematics, especially algebra, and philosophy, such as by possibly assisting Theon,[77] her father who was also a mathematician and philosopher as well as an astronomer,[78] in inventing the astrolabe, a device utilized in astronomy to measure star and planet altitude. Hypatia was also the head teacher at the Museum of Alexandria,[79] which is also referred to as the University of Alexandria,[80] a Platonist school.[81] Hypatia did not conform to

[76] Lehman, Arnold L., Judy Chicago, Frances Borzello, Jane F. Gerhard 74.

[77] “Hypatia,” Brooklyn Museum, accessed January 20, 2020, https://www.brooklynmuseum.org/eascfa/dinner_party/place_settings/hypatia.

[78] Richeson, A. W. "Hypatia of Alexandria," *National Mathematics Magazine* 15, no. 2 (1940): 74-82, accessed February 2, 2020, doi:10.2307/3028426; Lehman, Arnold L., Judy Chicago, Frances Borzello, Jane F. Gerhard 74.

[79] “Hypatia”

[80] Lehman, Arnold L., Judy Chicago, Frances Borzello, Jane F. Gerhard 74.

[81] “Hypatia”

converting to Christianity from Paganism despite the violence she could face for continuing to teach Paganism. Riots ensued between Christians and Pagans and in 415 CE Christian monks violently murdered her around the age of forty-five; Hypatia's religious beliefs and work in the field of science threatened the Christian church. A few years after Hypatia was killed, her writings in the Museum of Alexandria were destroyed after an attack.[82]

The details of Hypatia's place setting resemble the Coptic style: the runner includes heart motifs like that of Coptic tunics in addition to materials of the style. Similarly, the colors of the runner, green, orange, and red, are also included in the plate which includes a leaf motif which resembles that of Coptic tapestries. The leaf motif also appears like the shape of a butterfly, seemingly flying due to the curved outline and the idea of flight combined

[82] "Hypatia"

with the raised relief of the plate symbolizes Hypatia trying to get away from the restrictions women faced at that time. Also present on the runner is an image of Hypatia's face embroidered into her name that resembles a real portrayal of a goddess in Coptic weaving with Hypatia's mouth covered symbolizing powerful women being silenced. Another depiction of Hypatia, which is comprised of four crying faces and limbs being torn, referencing her death, is present on the back of the runner. [83]

Women rulers, many of whom have been ignored or written out of history, continue to capture our attention long after their time due to their accomplishments that are now more well-known. Judy Chicago's *The Dinner Party* encompasses an immense amount of women's history in a single piece of art. The multitude of women from ancient Egypt included in *The Dinner Party* conveys the

[83] "Hypatia"

power they had and accomplishments that spanned different fields. These women were inspirational to Chicago even though they lived thousands of years ago. Chicago's work is certainly a success as over half a million people visited *The Dinner Party* within the first five years of the installation at Elizabeth A. Sackler Center for Feminist Art in the Brooklyn Museum demonstrating an interest from the public, as well, in the topic of women's history showing their power to capture the imagination even in the present day.[84] The legacies of these women live on through Chicago's art.

[84] Lehman, Arnold L., Judy Chicago, Frances Borzello, Jane F. Gerhard 13.

References

Aït-Kaci, Lili. “Queen Tiye.” *Louvre Museum*, Accessed November 23, 2019. https://www.louvre.fr/en/oeuvre-notices/queen-tiye.

Allen, Susan. “Kings and Queens of Egypt.” The Metropolitan Museum of Art, October 2004. https://www.metmuseum.org/toah/hd/kqae/hd_kqae.htm.

“Asp.” Merriam Webster. accessed February 2, 2020. https://www.merriam-webster.com/dictionary/asp.

Cooney, Kara. “Women Achieved Enormous Power in Ancient Egypt. What They Did With It Is a Warning for Today.” *TIME*, October 18, 2018, https://time.com/5425216/ancient-egypt-women-in-power-today/.

“Cleopatra.” Brooklyn Museum. Accessed December 30, 2019. https://www.brooklynmuseum.org/eascfa/dinner_party/heritage_floor/cleopatra.

Crawford, Amy. “Who Was Cleopatra?: Mythology, propaganda, Liz Taylor and the real Queen of the Nile.” *Smithsonian Magazine*, Smithsonian Institution, March 31, 2007. https://www.smithsonianmag.com/history/who-was-cleopatra-151356013/.

“Entry Banners.” Brooklyn Museum. Accessed December 30, 2019. https://www.brooklynmuseum.org/eascfa/dinner_party/entry_banners.

“Face from a Composite Statue, probably Queen Tiye.” The Metropolitan Museum of Art. Accessed November 24, 2019. https://www.metmuseum.org/toah/works-of-art/11.150.26/.

Gerhard, Jane. "Judy Chicago and the Practice of 1970s Feminism." *Feminist Studies* 37, no. 3 (2011): 591-618. www.jstor.org/stable/23069923.

“Hatshepsut.” Brooklyn Museum. Accessed December 30, 2019. https://www.brooklynmuseum.org/eascfa/dinner_party/place_settings/hatshepsut.

“Heritage Floor.” Brooklyn Museum. Accessed December 30, 2019.

www.brooklynmuseum.org/eascfa/dinner_party/heritage_floor.

“Heritage Panels.” Brooklyn Museum. Accessed January 4, 2020. https://www.brooklynmuseum.org/eascfa/dinner_party/heritage_panels.

Higgs, Peter. *Cleopatra of Egypt: From History to Myth.* Edited by Susan Walker, Princeton University Press, 2001.

Hill, Marsha. “Art, Architecture, and the City in the Reign of Amenhotep IV/Akhenaten (ca. 1353-1336 B.C.).” *Heilbrunn Timeline of Art History.* Metropolitan Museum of Art. November 2014. https://www.metmuseum.org/toah/hd/amar/hd_amar.htm.

History.com Editors. “Nefertiti.” *History*. A&E Television Networks, June 10, 2010. https://www.history.com/topics/ancient-history/nefertiti.

“Hypatia.” Brooklyn Museum. Accessed January 20, 2020. https://www.brooklynmuseum.org/eascfa/dinner_party/place_settings/hypatia.

"Judy Chicago." Brooklyn Museum. Accessed December 30, 2019. https://www.brooklynmuseum.org/eascfa/dinner_party/judy_chicago. https://en.wikipedia.org/wiki/Judy_Chicago#/media/File:Judy_Chicago_The_Dinner_Party.jpg

"Khuwyt." Brooklyn Museum. Accessed January 4, 2020. https://www.brooklynmuseum.org/eascfa/dinner_party/heritage_floor/khuwyt.

"Large Kneeling Statue of Hatshepsut." *The Metropolitan Museum of Art.* Accessed November 18, 2019. https://www.metmuseum.org/art/collection/search/544449.

Lehman, Arnold L., Judy Chicago, Frances Borzello, Jane F. Gerhard. *The Dinner Party: Restoring Women to History*. New York: The Monacelli Press., 2014.

Mark, John J. "The Ankh." Ancient History Encyclopedia, September 19, 2016. https://www.ancient.eu/Ankh/.

"Mentuhetop." Brooklyn Museum. Accessed January 4, 2020.

https://www.brooklynmuseum.org/eascfa/dinner_party/heritage_floor/mentuhetop.

“Nefertiti,” Brooklyn Museum. Accessed December 30, 2019. https://www.brooklynmuseum.org/eascfa/dinner_party/heritage_floor/nefertiti.

“Nofret.” Brooklyn Museum. Accessed January 4, 2020. https://www.brooklynmuseum.org/eascfa/dinner_party/heritage_floor/nofret.

“Phantasia.” Brooklyn Museum. Accessed January 4, 2020. https://www.brooklynmuseum.org/eascfa/dinner_party/heritage_floor/phantasia.

“Place Settings.” Brooklyn Museum. Accessed December 30, 2019. https://www.brooklynmuseum.org/eascfa/dinner_party/place_settings.

Pogrebin, Robin. “Ms. Chicago, Party of 39? Your Table’s Ready in Brooklyn.” The New York Times, February 1, 2007. https://www.nytimes.com/2007/02/01/arts/design/01party.html.

“Rahonem.” Brooklyn Museum. Accessed December 30, 2019.

https://www.brooklynmuseum.org/eascfa/dinner_party/heritage_floor/rahonem.

Richeson, A. W. "Hypatia of Alexandria." *National Mathematics Magazine* 15, no. 2 (1940): 74-82. Accessed February 2, 2020. doi:10.2307/3028426.

Roehrig, Catharine H., Renée Dreyfus, and Cathleen A. Keller, eds. *Hatshepsut: From Queen to Pharaoh.* New York: The Metropolitan Museum of Art, 2005.

“Tetisheri.” Brooklyn Museum. Accessed December 30, 2019. https://www.brooklynmuseum.org/eascfa/dinner_party/heritage_floor/tetisheri.

“Uraeus.” Merriam Webster. Accessed February 2, 2020. https://www.merriam-webster.com/dictionary/uraeus.

Walker, Susan, ed. *Cleopatra of Egypt: From History to Myth.* Princeton University Press, 2001.

Watterson, Barbara. *Women In Ancient Egypt.* New York: St. Martin’s Press, 1991.

Weiss, Sasha. “Judy Chicago, the Godmother: For decades, the feminist artist was pushed to

the sidelines. Relevant once again, she can no longer be ignored.” The New York Times, February 7, 2018. https://www.nytimes.com/2018/02/07/t-magazine/judy-chicago-dinner-party.html.

Wilson, Elizabeth B. “The Queen Who Would Be King: A Scheming Stepmother or a Strong and Effective Ruler? History's View of the Pharaoh Hatshepsut Changed over Time.” Smithsonian Magazine. Smithsonian Institution, September 1, 2006. https://www.smithsonianmag.com/history/the-queen-who-would-be-king-130328511/.

Figure 1.

Seated Statue of Hatshepsut, ca. 1479-1458 B.C.E., indurated limestone, paint. Collection, Metropolitan Museum of Art, NY, Rogers Fund, 1929.

Figure 2

Large Kneeling Statue of Hatshepsut, ca. 1479-1458. B.C.E., granite. Collection, Metropolitan Museum of Art, NY, Rogers Fund, 1929.

Figure 3

Bust of Queen Nefertiti, ca. 1340 B.C.E., limestone, gypsum, crystal, and wax. Collection, Neues Museum, Berlin, Germany, CC BY-SA 3.0.

Figure 4

Statue of a Ptolemaic Queen, perhaps Cleopatra VII, 200-30 B.C.E., dolomitic limestone. Collection, Metropolitan Museum of Art, NY, gift of Joseph W. Drexel, 1889.

Figure 5

The Dinner Party, art installation by Judy Chicago, installed at the Elizabeth A Sackler Center for Feminist Art in the Brooklyn Museum in Brooklyn, NY. Artist: Judy Chicago

Broken Mirror (2018) by Samantha Treadwell

Broken Mirror is a painting of a still-life created that depicts a Porcelain ballerina with a broken leg behind a mirror. Using the mirror, I create a painting with many viewpoints. Also, by using the mirror you can see what is behind the viewer and in front of the ballerina.

- Samantha Treadwell

Mother Gaea

Steff Slabic

Growing up, I always heard that God was not created, he simply was. Likewise, when her whispers first traveled through the convulsing leaves on wind-bent trees, she told us that she had not been birthed into existence, but simply was.

She demanded to be our Mother Gaea; that was her foremost instruction upon awakening. Before we ever went down that path through the woods, visited the graveyard in the witching hours, or dragged anyone through the overgrowth, we knew how to address our new matriarch.

It wasn’t shocking that she was displeased when Loudmouth Logan called her the “momstrosity”. I almost couldn’t help but see her point of view when it came to dealing with his antics. Loudmouth was that one kid from just outside of town who

didn’t seem to get how things worked in the real world.

It wasn’t entirely his fault; he was young and from the wealthiest family in Kauffman County. As such, it was his parent’s philosophy that they should keep their money and their business hidden from the rest of us, the rest of the community. They resided on the borders of the county, with acres of untouched wood separating them and the cul-de-sac. And maybe, Logan had gained his ability to scream what everyone knew better than to discuss from his isolation. He wasn’t raised knowing when to keep his trap shut.

“You’d better quit, Loudmouth,” Mia’s warning came out a squeak.

“You’d better shut up,” he snapped.

I don’t know why we followed him around in those days. I think that, sometimes, things had gone on for so long that you didn’t see the point in change. So even though the two of us exchanged

uncertain looks behind his back, we trailed deeper into the forest after Loudmouth Logan.

The thick weave of browning treetops blocked out all but the smallest of rays. We stumbled over obtrusive tree roots and bumped shoulders with their trunks. Perhaps to an onlooker we would have seemed a spectacularly clumsy bunch- “are those children *drunk*?” they may have said incredulously — but the truth was Mother was working on us even then.

“I don’t know why you guys follow everything the *momster* says,” his tone was just on the cusp of yelling.

“Mother,” I corrected weakly.

“Momster! Momster! Mmmmomster!”

Loudmouth would not be told what to do. He flashed a grin to the both of us, attempting to coax out a fight. Neither would rise to the challenge; simultaneously, we found new and interesting developments amongst the heavens. Eyes trained

towards an obscured sky, there was no company for rebellion to court.

“Well that’s fine,” sniffed Loudmouth, “ignore me all you want, but you’ll be sorry when you see what I brought this time!”

“What did you do?” I demanded.

But he just laughed.

Golden beams rusted to sienna as the sun began to set. I couldn’t tell if Mia was as sick as I felt, or if the twilight sun had merely elongated the shadows beneath her eyes.

Foliage thinned and the air thickened. A path we thought newly established was now trampled clean and lined with lemon yellow buttercups, leering like little flames. Just past was a clearing, perfectly circular and fiery flowers around the rim. The sun broke through here, so contrasting between light and dark that our eyes struggled to make out crisp shapes.

Logan

Mia let out a little scream. I jumped, frantically searching for the source of Mother’s call. But Loudmouth Logan remained as brash as ever.

“That’s right! I know what you are!”

His backpack slipped off his shoulder- how long had he had that? - and he dove into its contents, shoulder-deep.

LOGAN

My muscles seized. Tears streamed down my face; but at least I didn’t scream like Mia. She wrapped her hands around her tiny arms and howled.

Vines, yellowed and deep, burst from the horizon and tangled themselves amongst the trees. Radiating from them was Gaea’s warmth: so hot she chipped the skin on my knuckles and peeled the layer on my lips. The atmosphere around us wavered and bent in the heat.

Loudmouth Logan wasn’t ready to give in like we were. Shrieking with triumph, he yanked from his

bag a tall aerosol cannister. Unaware of his eyebrows singeing beneath the heat, he yanked a lighter from his sweatshirt.

“Come on!” he screamed.

Mother roared and the forest convulsed. Trunks, thicker than my waist, trembled beneath her tendrils. Loudmouth shrieked again, his arm jerking every which way as he decided where to point his home-made weapon. Anywhere but where it mattered.

Coils of weeds cascaded from the tree line as dingy green waves, but Loudmouth was far too busy fumbling with the flick of his lighter to notice the flooding around his ankles.

Mia’s mouth stretched with a warning — but Mother would not have it. Mia clutched at her throat, and suddenly the golden specks of the buttercups were glittering in twilight rays. They matched the sparkling yellow froth around her mouth, so thick it gummed her speech.

How long had we not noticed that pollen? How long had we been breathing in Mother Gaea?

“Go to hell!” Loudmouth’s voice broke in the middle.

Sparks caught aerosol as Loudmouth laid into his mother’s hairspray. Fashion product had turned flamethrower as bright orange fire billowed forth, hungry for dry autumn branches.

I covered my face from the light and heat with my arm, all the while doing my best not to breathe any deeper (as if it would make a difference). Chin tucked to my chest; I wasn’t watching Loudmouth’s firefight with the woodland abyss. Instead, I was squinting at the ground, or more importantly, the weeds.

The boy didn’t feel the wind blowing through the new holes around the hem of his jeans; certainly, he was not vocal of any irritation of the vegetation, now thick with thorns, that bit deep into his ankles.

Nor was he distracted by the thick, green ooze that seeped into his new abrasions.

“Alien!”

A gasp.

“Demon!”

Another.

His taunts were ragged between choking breaths. Pale skin had yellowed putrid, and the shower of flammable hair product had shrunken to a sad sputter of sparks. It was obvious that the can had emptied, yet he would not release it.

Finally, Logan’s resolve seemed to crack. His stony face, confident in its anger, was turning putty in its fear.

What use have I for a Loudmouth?

Slender vines aligned with veins as they dove into the skin and infected Logan. His fingers, their jagged nails encrusted with dirt, tried with all their might to tear at the vegetation. They were infused.

Jaw cracked wide; he did his best to heave out the evil within by gagging and sputtering. Bloodshot eyes expanded as his hands jumped to his mouth. Despite my ongoing resolve, a shriek escaped at last.

His lips, swollen with tears and spit, were turning green with the goo that replaced his saliva. Between fingers clutched around his face tumbled a green, gnarled appendage. Knotted vines stemmed from his mouth, and Logan wordlessly, fruitlessly, clutched at the abomination that had become his tongue.

I gave him the dignity of closing my eyes. Nevertheless, I could hear the hollow cannister bounce from his hand and thump to the ground a second before Logan himself.

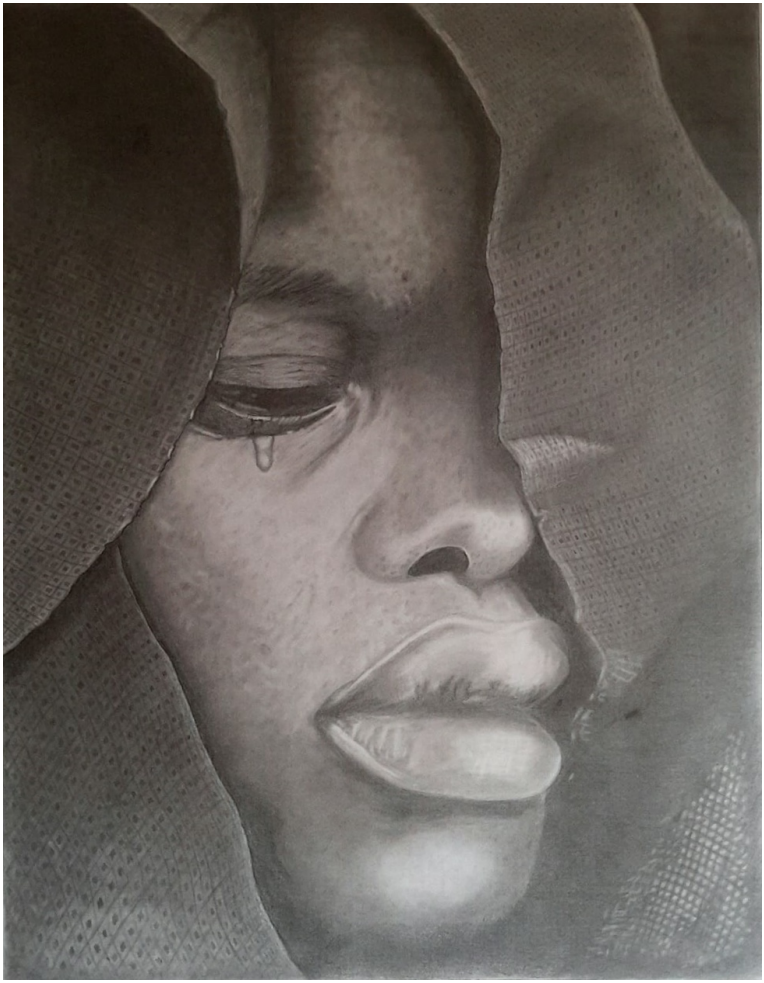
I kept them shut as Mother Gaea crept along the forest floor, leaves hissing as she pulled herself onward. My nails dug into the flesh of my palms as

rough tendrils grazed my raw, chaffed knuckles. I think she liked the blood.

Get rid of these and come back tomorrow. Mother has use for you yet.

The cool, rushing breeze of Mother’s absence brought a chill to the sweat and tears on my cheeks. I allowed myself a few extra breaths before opening my eyes.

A tattered confetti of sweatshirts and jeans littered the clearing. Green and black tin was contorted and reflecting the shine of a clear autumn night. The lighter, now pummeled and melted into a plastic husk, was jutting from the fresh dirt. And indeed, the ground looked overturned and loose. Silenced and buried.



Untitled (2016) by Paschal Okeke

Charcoal on paper
2016

Bangladesh 1971: a Forgotten Genocide[1]

Adithya Venkateswaran

History serves as a great subject to learn about different events, sometimes it introduces us to various events that impact us to date, and one specific event is genocide. The 1971 Bangladesh Liberation War was one such genocide, which was a mislabeled event in history; far from a iiberation, it was a significant twentieth-century genocide. The perpetrators lied to the world and called it a liberation war, and the United States also denied it the label of "genocide." Instead of liberation, this event featured mass rapes, murders of civilians, and widespread torture of non-combatants. This particular genocide was inhumane. Unfortunately, like the famous Rwanda Genocide, the 1971 Bangladesh Genocide never received the attention

[1] Mr. *Venkateswaran worked on this paper under Professor Corrigan's guidance.*

and support it needed to stop these cruel acts that were taking place during the Liberation War. The Bangladesh Liberation War also shares similarities with the Holocaust. Furthermore, the 1971 genocide violated the definition of genocide created by the International Criminal Court (ICC). Lack of international help enabled the perpetrators in Bangladesh to violate sections 6A (genocide by killing), 6B (genocide by causing serious bodily or mental harm), and 6C (genocide inflicting conditions of life calculated to bring about physical destruction) of the ICC and it should now be labeled as genocide.

The 1971 Bangladesh Liberation War began as a war between West and East Pakistan. The main idea was that this war focused on one ethnic group, the Bengalis, and the harsh treatment they were going through during this phase was undeniably similar to other genocides. It also focused on different types/age groups of people,

and that was what Mr. Rounaq Jahan discusses in his book chapter Genocide in Bangladesh. "The Pakistani military attacks targeted the Bengali Nationalists with a particular focus on selected groups such as students, intellectuals, and the Hindu community" (Rounaq Jahan, Genocide in Bangladesh, 250). The 1971 Bangladesh Liberation war was a genocide with some similarities with the Genocide in Germany, just like the Genocide in Germany. Here this evidence directly relates to the codes 6(A)-1 and 6(A)-2, which tells us that the conditions people were in are similar to the Holocaust in Germany in terms of one ethnic group getting killed and the people behind both the events (different perpetrators) killed one or more persons in both events. This war was one of the most brutal battles where the number of killings and the number of women getting raped is bizarre, leading to the next point: the exact numbers of killings.

The 1971 Bangladesh Liberation War can be considered a genocide only by the numbers presented. The numbers show the reality that no country or media covered this, which is where this can be viewed as a "forgotten/unrecognized" genocide "During the 1971 nine-month war between East Pakistan (now Bangladesh) and West Pakistan (Now Pakistan), approximately 3 million people died. Pakistani Soldiers raped between 200,000 and 400,000 Bangladeshi women and girls" (Lisa Sharlach, Rape as Genocide: Bangladesh, the former Yugoslavia, and Rwanda, 94). In the evidence presented to us, the 1971 Bangladesh Liberation War can be considered a genocide based on the evidence we have regarding the death toll and the number of people who have been raped. This in every way shows us enough proof that this war can be considered a genocide, and this was hidden as the officials kept on denying to call this war a genocide, including some

US officials close to President Nixon. This paragraph proves the ICC definition, specifically codes 6A (1) and (2), mentioned in the thesis above. The thesis above proved how this is a potential genocide, and the two factors which have claimed that this is genocide is by the numbers of how many people were killed and raped, and the ethnic race which was the target in this war.

If we compare the point conveyed previously with the Holocaust in Germany, this is close to being the same, but rape was the first crime that can be considered a heinous crime. During World War II, numerous sources showed that rape was indeed present during the Holocaust, but like the Bangladeshi genocide, it didn't get the attention it needed. Unlike the Bangladeshi genocide, during the Holocaust, the conditions were deplorable and inhumane. "The many forms of sexualized violence against women in concentration camps were partly determined by so called Nazi "racial" ideology. The

violence affected Jewish women and it was clear that the supposedly serious crime of *Rassenchande* did not protect them from sexual assault." (Hedgepeth and Saidel 47). Here we see that both Hedgepeth and Saidel are conveying the point that these acts were being committed in broad daylight, yet no one thought to investigate just like they no one thought to investigate the crimes that took place both in Germany and Bangladesh. The same thing can be said about the Bangladeshi genocide as there too no one knew what was going on and who were committing these acts of crimes. Authors of sources did identify who were committing these acts and who were they targeting and just like Bangladeshi genocide where the Pakistani soldiers were targeting innocent Bengali women and children, here too the German soldiers were targeting innocent Jewish women and children. Looking at the numbers, this is a genocide because the numbers also reflect people who were killed

after the war began, for example, students, as mentioned previously. This paragraph proves the ICC definition, more specifically, codes 6A (1) and (2), which is mentioned in the thesis above. The thesis above proved how this is a potential genocide, and the two factors which have claimed that this is genocide is by the numbers of how many people were killed and raped, and the ethnic race which was the target in this war.

People who perpetrate these forms of crime often are blind to what they are correctly doing and why. Rape was one such thing that can be a heinous act of crime, and if we look at it in today's world, the punishment is severe for those who committed this compared to people who did this during the 1971 Bangladesh Liberation War. This form of heinous crime can be classified under 6B (1) and (2), causing severe physical and mental harm to one or more persons of one ethnic group. But why? Why did the soldiers rape women of one

caste? "Girls might be spared if they could recite Muslim prayers, but the main victims of rape, which are known as *birangonas* who were primarily Bengali females of all castes and religions" (Lisa Sharlach, Rape as Genocide: Bangladesh, the former Yugoslavia, and Rwanda, 94-95). This statement above clearly shows the hate Pakistani soldiers had for Bengalis. Just as how Hitler called out Jews in his book *Mein Kampf*, here the term, *Birangonas,* was a title awarded to those who were the victim of rape that the Pakistani soldiers had committed during the span of this war. It also shows a form of racism where Pakistani soldiers would spare people based on the condition they had set forth, and if they did not fulfill them, it would result in them getting either murdered or raped. It got worse when both happened one after the other, which gets discussed next. Not just the condition where girls are spared if they could recite Muslim prayers, they even had a particular

ideology about the women of East Pakistan (now Bangladesh), and that is what we will see as our next branch as to what exactly did the Pakistani soldiers feel about the Bengali women of East Pakistan. Ms. Mookerjee discusses this in her article, *gendered embodiments: mapping the body-politic of the raped woman and the nation in Bangladesh.* She states, "One of the main reasons cited by the middle class and cultural elites in Bangladesh for the prevalence of rapes during *Muktijuddho* was that since Bengali Muslims were considered as 'Indianized/Hinduized' and only as' nominal Muslims' by the Pakistani Authorities, rape was seen as a means to 'improve the genes of the Bengali Muslims' and to populate Bangladesh with a new breed of 'pure Pakistanis." (Mookherjee 39) . Women were put in a tough spot as they were being forced to abide with what the Pakistani forces were doing and in this case, they were helpless as no one could come and help them. This

is somewhat not something anyone would see in past genocides where perpetrators kill one group but this is exceptionally heinous. We also see the codes mentioned below to be the most accurate given the situation presented and here Pakistani forces are definitely at fault here. This particular point can be classified under 6B (2), which can be classified as such person or persons belonged to an ethnic group: this code and the code mentioned previously go hand in hand in investigating potential genocides. Codes 6C (1) and 6C (2), which is set forth conditions upon person or persons of one ethnic group, were also present in the gathered evidence.

The same issue was brought up during the Rwandan genocide and genocide in Yugoslavia, and that is what we will see as to how both of these genocides are similar to the one that happened in Bangladesh, which no one recognized. "Ethnically Serbian Soldiers perpetuated the majority of the

rapes against Muslim and Croatian women in Bosnia-Herzegovina" (Lisa Sharlach, Rape as Genocide: Bangladesh, the former Yugoslavia, and Rwanda, 96). This first example is how the Bangladeshi genocide was similar to the genocides in Yugoslavia and Rwanda. Here in Yugoslavia, it clearly shows what the Pakistani soldiers did: the Serb soldiers attacked and raped women of a different religion. That is what Pakistani soldiers did to Bengalis during the Liberation war in 1971. We can see just how Serbian soldiers' goal was to harm those who were Muslim and Croatian, but the next example we see was not based on religion; instead, it is based on one ethnic group that was harmed during the Rwandan Genocide. "Rape in Rwandan genocide usually preceded murder or was intended to cause fatal injuries. The *Interahamwe* preferred to inflict a protracted death upon the Tutsi rather than to kill them swiftly" (Lisa Sharlach, Rape as Genocide: Bangladesh, the

former Yugoslavia, and Rwanda, 99). During the Rwandan genocide, which occurred on April 7th, 1994, was a genocide where the Hutu targeted the Tutsi, and numerous events took place, which is why this is like the Bangladesh Liberation war can be considered genocide as they intended to harm the minority. All these genocides have one thing in common, and the majority wants to harm the minority and eliminate them, which is something we have seen in Rwandan, Yugoslavian, and Bangladeshi Genocides. Both the Rwandan and Bangladesh Genocide, along with the genocide in Yugoslavia, showed the exact definition of what genocides are. If the genocide in Bangladesh received the same help, it would have put an end to all the killings and civilians being raped. We also see the codes mentioned below to be the most accurate given the situation presented, and here Pakistani forces are definitely at fault.

To launch a full-scale investigation, people try to find a connection with any event or someone who has been through this, known as survivors. If we look at both pieces of evidence presented, we see that the evidence presented below falls under the clause 6A (1) and (2), killing members of one ethnic group. Historians who want to know the minute details as to what happens in an event always try to find a person who has been through an event, like the Genocide in Germany, and that is what Mr. Rounaq Jahan discovers an eyewitness whose testimony tells about the harsh behaviors that were going on in his book chapter Genocide in Bangladesh. "This other group of armed Biharis were jabbing their victims in the stomach and then severing their heads with the swords" (Rounaq Jahan, Genocide in Bangladesh, 275). Biharis, an ethnic group who got separated during the partition of India and Pakistan, was getting discriminated against because of their previous

background, so they thought about taking revenge. The evidence above shows their revenge. They were killing people in an excruciating and inhumane manner, and not only did they kill, but they also cut their heads to show their hate against East Pakistan people. Often it is not just murder and rape, but torture is also a significant element in genocide. Sometimes critics argue whether the people who committed genocides are ethical or unethical. Still, in the 1971 Bangladesh Liberation War, things got worse for the people in East Pakistan in terms of torture. Mr. Rounaq Jahan explains how exactly they were tortured in his book chapter Genocide in Bangladesh. "Girls and women were also abducted and repeatedly raped, and gang-raped in special camps run by the army near army barracks, many of the rape victims either were killed or committed suicide" (Rounaq Jahan, Genocide in Bangladesh, 255-256). We see that rape mentioned here again, but this scene shows

how they were forcefully taken away against their will, and this showed the worst kind of torture where someone was getting raped to a stage where they get killed, or they commit suicide in order not to get disowned by the society. This form of heinous crime can be classified under 6B (1), causing severe physical and mental harm to one or more persons. All in all, the clauses which come alive in these investigations are 6B (1), 6A (1), and (2).

We might now be thinking where exactly the US is and why aren't they intervening or doing anything in general to stop the atrocities that were going on during this war. The administration involved in this is the Nixon Administration, and here we are going to see some revelations on what they said, did, who they supported and why. Here we see that India's neighboring country was going through many issues because of this war, and one of those issues I will be discussing here, which in

my opinion, is a grave matter that had to be attended to timely. Mr. Haider talks about this issue that Prime Minister Indira Gandhi tells India's parliament about a statement she made to Pakistan in the article, *A Revisit to the Indian Role in the Bangladesh Liberation War*. He says, "Conditions must be created to stop any further influx of refugees and to ensure their early return under credible guarantees for their safety and wellbeing. Suppose the world does not take the heed. In that case, we shall be constrained to take all the measures as may be necessary to ensure our own security and the preservation and development of the structure of our social and economic life" (Haider 541). Here we see that Prime Minister Indira Gandhi was well aware of the Liberation war that has been going on, which was shocking as the entire world saw the atrocities that went on. Still, no one except India thought they needed to intervene. Why did they have to

intervene? Well, if we look back at the point about how this war was a culturally derived war, where the Pakistani soldiers were targeting innocent Bengali citizens, and they started to kill and rape them except for those who were Muslims, those people who were non-Muslims and were alive fled to India and were seeking refuge. Still, soon the numbers started to grow and come to a stage where Indira Gandhi had to tell Pakistan that if they didn't stop the war and establish peace, they would intervene, ensuring that no person is the victim of this war and also send the refugees back as it would cause a substantial national security risk.

India had an excellent motive for this war coming to an end, stopping the refugee flow and protecting and ensuring the national security isn't being overwhelmed. This was not how the United States saw when India was threatening Pakistan for a situation requiring intervention. Mr. Hayes talks about how Henry Kissinger talks about what India

was doing, which was harming Pakistan in the article, *Securitization, Social Identity, and Democratic Security: Nixon, India, and the Ties That Bind*. "The thing that concerns the President and me is this: here we have Indian-soviet collusion, *raping* a friend of ours ... Thirdly, if the soviets get away with this in the subcontinent, we have seen the dress rehearsal for a Middle Eastern War. The rape language conveys the impression that innocent, vulnerable Pakistan was being assaulted by the aggressive, endangering nexus of the Soviet Union and India." (Hayes 77). Here we see that the United States felt that Pakistan is the one country under attack by India and the Soviet Union, which is false as India had intervened because of its situation. Pakistan was the country that had attacked East Pakistan. The term "Genocide" does come into play as Pakistani soldiers murdered and raped those who were non-Muslims; now, this was hidden from everyone, but

Pakistan did make a play about how two powers were attacking them, and that is where the United States said this statement. Being a unipolar state, in my opinion, both Kissinger and Nixon should have seen what Indira Gandhi was seeing instead of taking Pakistan's side and becoming their friends when they are killing and murdering many people. We see two scenarios take place; on one side, India intervening is helping both East Pakistan and India. On the other side, despite the US's evidence, they are still standing up for Pakistan. This situation came after the cold war ended. "The end of the Cold War impacted India's domestic, security, and foreign policy. The collapse of the erstwhile Soviet Union meant that India had lost not only an important trade partner but also a security underwriter" (Mathur 4). Given what we hear about what Kissinger felt India was doing, Kissinger was all along thinking about how India was teaming up with the Soviet Union and are attacking Pakistan

but what Kissinger didn't realize is after the cold war, India's relationship had nothing to do with intervening, it was more of protecting itself as the US had an ally which is Pakistan and India used to have the soviet union, but after the war, they were alienated which meant they had to take steps to protect themselves. The US was thinking that the soviets and Indians are attacking their ally Pakistan but what they failed to notice is why India was intervening and how India was intervening all alone without the support of the Soviets. What happens once this all end? Do the people who were killed ever get justice is something we will look at closely.

Throughout this paper, we have seen just how the Bangladesh Liberation War had so many elements that can categorize this war as potential genocide. Still, there is yet one question that needs to be addressed, was there a trial set up to prosecute the people behind this genocide? "The Government of Bangladesh plans to try 100 senior

Pakistani military officers and officials on charges of genocide for actions taken during the last nine months of 1971" (New York Times 8). After a long time where there were acts of violence being committed by Pakistani officials, justice for those innocent civilians is finally in sight as the government of Bangladesh had planned trials to serve those who lost their lives by the Pakistani military. Now we may have yet another question: which trial was considered the most effective during the time trials were moving forward? "Mr. Motiur Rahman Nizami, a leader of Jamaat-e-Islami, Bangladesh's largest Islamic party, was sentenced to death on charges of committing genocide in the deaths of pro-nationalist intellectuals murdering 22 unarmed civilians during a raid, and conspiracy, murder, rape, and deportation of civilians" (Barry and Ali Manik 6). Here we see that justice for those 22 dead civilians is on the horizon as the court came to a ruling of sentencing Mr. Nizami for the

genocide and the crimes related to rape, murder to the death penalty. This also paves the way for the justice that has not been served to those who have lost their lives in this bloody war. The decision of sentencing Mr. Nizami for the death penalty is appropriate as the crimes he had committed were unspeakable and traumatic. Unfortunately, this came too late as Mr. Nizami was put on death row in 2016, making it the longest time ever for those civilians who lost their lives to get justice for what this person did.

In the end, we see the inhumane acts that were going on in East Pakistan that were fueled by the thoughts the soldiers had against the people of East Pakistan. If a powerful country other than India had stepped in and stopped these acts of crimes and torture, it would have been different. Still, the Pakistan Government was stonewalling whether there was genocide as they did not say what exactly they were doing. It is also strange

that in the aftermath where Pakistani soldiers surrendered, justice for the rape victims did not get served, and that shows the major flaw in getting justice in this country compared to the Nuremberg Trials, where the people who perpetrated the Holocaust got tried and then punished. Hence, as an ICC prosecutor, we can conclude that the 1971 Bangladesh Liberation War was a Genocide under the codes: 6A, 6B, and 6C. We often see the codes 6A (1) and (2) show up as both have popped up in our investigation many times. I leave you all with this: This research has not only educated me about a forgotten genocide but also informed me about what happened. You as a reader can find something like I have just presented by researching, arguing, and analyzing many articles and documents which would lead to something extraordinary at the end.

Works Cited

Barry, Llen, and Ali M. Julfikar. "Islamist Leader is Executed in Bangladesh." New York Times (1923-Current file), May 11th, 2016, pp. 1. ProQuest, https://middlesexcc.idm.oclc.org/login?qurl=https%3A%2F%2Fwww.proquest.com%2Fhistorical-newspapers%2Fislamist-leader-is-executed-bangladesh%2Fdocview%2F2310029519%2Fse-2%3Faccountid%3D40481.

“Genocide Trials Planned.” The New York Times, February 23, 1972, sec. Archives. https://www.nytimes.com/1972/02/23/archives/genocide-trials-planned.html.

Haider, Zaglul. “A Revisit to the Indian Role in the Bangladesh Liberation War.” Journal of Asian and African Studies 44, no. 5 (October 1, 2009): 537–51. https://doi.org/10.1177/0021909609340062.

Hayes, Jarrod. "Securitization, Social Identity, and Democratic Security: Nixon, India, and the Ties That Bind."International Organization 66, no. 1 (2012): 63-93. Accessed February

15, 2021. http://www.jstor.org/stable/41428946.

“ICC Genocide Definition_ 1998.Pdf: 20/SP-HIS-260-04 Dim Prej Genocide & Holocaust.” Accessed February 15, 2021. https://middlesexcc.instructure.com/courses/17629/files/1077927?module_item_id=522291.

Mookherjee, Nayanika. "Gendered Embodiments: Mapping the Body-Politic of the Raped Woman and the Nation in Bangladesh." Feminist Review, vol. 88, no. 1, SAGE Publications, Apr. 2008, pp. 36–53. SAGE Journals

Mathur, Arpita. Report. S. Rajaratnam School of International Studies, 2012. Accessed February 15, 2021. http://www.jstor.org/stable/resrep05895.

Sharlach, Lisa. "Rape as Genocide: Bangladesh, the former Yugoslavia, and Rwanda", *New Political Science*. March 2000, Vol. 22 Issue 1, p89-102.

Sexual Violence against Jewish Women during the Holocaust, edited by Sonja M. Hedgepeth, and Rochelle G. Saidel, Brandeis University Press, 2010.ProQuest Ebook Central

Totten, Samuel, and Parsons, William S., eds. 2012. Centuries of Genocide : Essays and Eyewitness Accounts. London: Taylor & Francis Group. Accessed February 15, 2021. ProQuest Ebook Central.

Perspectives (2019) by Samantha Treadwell

This abstract charcoal drawing was created to represent different views of buildings in New York. Using photoshop I created a study of this final piece and there I decided to use different views to create a unique composition in the form of a collage. This piece was to show how although we look at the city’s landscape as mundane and cliché; there is beauty the likeness of the buildings.

- Samantha Treadwell

Literary Criticism
Born a Crime by Trevor Noah

The following critique papers are selections from my Reading Skills for College II class. The class read the memoir *Born a Crime* by Trevor Noah, which is about his experiences growing up in South Africa. Being born during apartheid, everyone was forced to register their race with the government, and they were forced to live in segregated areas. Noah was not classified as either black or white, but as “colored,” the term the government used for multiracial people. The stories Noah shares in the book served as vehicles for the class to learn about racism, segregation, totalitarian governments, and the challenges of growing up as an outsider. Students were also learning essential skills for college-level reading and the value of literary criticism to see new perspectives and gain empathy.

Joseph Pascale

Chapter II: “Born a Crime”

Stefany Rodriguez

In chapter two of *Born a Crime*, which is also titled “Born a Crime,” Trevor Noah talks about how due to the apartheid, he was born a crime because of his mother being black and his father being German/Swiss. During the apartheid it was illegal to mix races. If caught, it could result up to five years in prison. Having a child was something Trevor’s mother wanted. She met a white German man in the town she was working in. After going out on several dates with him, she decided to ask him to give her a child, telling him that he did not have to be a part of his life or have anything to do with him. After saying “No” several times, he eventually agreed. After Trevor was born, his father began asking about him and wanted to become part of his life. Trevor, being born of a mixed race, came out lighter than his mother. He was

categorized as colored, going through many struggles as a child, having to hide but not understanding why he had to be kept away and not let anyone see him, especially when he would stay at his grandmother’s house. He was not able to play outside like a regular kid.

The intended audience for this book/chapter is for anyone interested in learning what it was like during the apartheid in South Africa and anyone interested in learning about Noah’s life growing up as a mixed child during the apartheid. In this chapter, he talks about how after his dad tried to be part of his life, they would meet up and go to the park until one day Trevor began yelling, “DAD!” DAD!” While everyone was looking around, his dad ran away.

Trevor couldn’t even walk near his mom when out in public. She would have a colored woman go with them to the park so that people would think he was her son instead.

I think the author’s tone in this chapter is a little sad, dark and humorous. Some of the situations he talks about in the chapter are upsetting due to the treatment they received during the apartheid. One example used in this chapter of a dark/sad moment he talks about is when his mom found a job in Johannesburg as a typist but had a curfew to leave the city by. If caught after the curfew hours, she would need a pass with an ID number or else get arrested. It was illegal for blacks to live there. His mother made a way to stay in that town anyway. Trevor uses humor and tries to make the upsetting situation funny. I think he used this tone to grab the reader’s attention and make the reader laugh, even through such upsetting scenes.

The author’s point of view was to show how unfair the system was, even as a child how apartheid affected him, especially being considered colored and being treated different

even by his own family in many ways. His mother had to lie on his birth certificate so that no one would know his father was a white German man. He had to basically hide throughout his childhood so that he wouldn't be taken away by the police and sent to foster care. He did not understand as a child why he had to hide or why he couldn't be outside like his cousins were. Growing up, Trevor was able to understand and look back at why things had to be done the way they were, like why he had to stay hidden, especially when he was staying at his grandmother's house. I think what the author was trying to get across to the reader was that no matter the obstacles things can be done when setting your mind to it. Like he explains in this chapter, no matter what obstacle his mother had to cross, she had her mind made up and did what she had to do to accomplish it.

The way Trevor wrote the book made it easy to read and understand. It was very interesting to

learn about his childhood and learn how apartheid system worked many years ago, as well as what it was like living under apartheid and he way he dealt with it. He was able to explain his personal perspective on racism and the way he saw himself after being labeled as “colored” and treated differently. Because it was illegal to mix races at the time, him being born mixed made him born a crime. Explaining how rough it was for him as a child having to be kept hidden most of his childhood, and not being able to have his father in his life due to the circumstances. His mother being stubborn, as he explains, was a very tough woman who went through a lot but Trevor where she wanted him at the time, teaching him valuable lessons and helping him become the person he is now.

Chapter V: “The Second Girl”

Kristin Hammond

Many Americans know Trevor Noah to be the host of *The Daily Show*, an American satirical news program that airs on Comedy Central. What they do not know much about is his background story and all the struggles he encountered before coming to America. In his memoir, *Born a Crime,* he tells bits and pieces of his childhood and how the South Africa apartheid affected him and his family. In the chapter that begins on page 63, “The Second Girl,” Noah discusses the relationship between him and his mother, the struggles they both encountered living in South Africa, and pieces of his childhood that shaped him. In this chapter, Noah’s purpose was to inform readers of the different struggles him and his mother encountered in their day-to-day life living in South Africa and how it shaped them into the people they become.

Throughout Noah's memoir, *Born a Crime,* Noah gives lots explanations and scenarios that really bring you back to experience the struggles he and his family faced. In the chapter "The Second Girl," he starts by giving detailed and descriptive information on his mother and how she was raised. I believe he does this to help the reader get a clear picture of who his mother is and show how he was a successful product of an individual who went through a hard time. By giving such detailed explanations on what his mother went through as a young child and adult, he is showing his audience that you don't have to let your life situations define you. His mother was able to push through all the bumps life threw at her and learn from it to make her better rather than let it define her and hold her back. Noah makes it clear that his mother always had a good heart and wanted to help others in any way she could, regardless of her own situation. Just like most black families who lived in South Africa

during this time, his mother grew up not having a lot. Noah mentions, “My mom, who was only six or seven herself, used to round up the abandoned kids and form a troop and take them around to the *shebeens*. They’d collect empties from the men who were passed out and take the bottles to where you could turn them in for deposit. Then my mom would take that money, buy food in the *spaza* shops, and feed the kids. She was a child taking care of children” (67). Noah is showing here how his mother was a strong, responsible, and loving individual who cared about others even at such a young age.

Throughout the whole book, Noah uses humor to help make hard and tough situations that he had experienced less serious. By doing this, I believe that the audience that he is trying to attract can be anywhere from a young child (probably age 12 or 13) to adults (40-41). After an individual reaches an age any older than 41, I do believe that they

would find the humor childish, and it would be hard for the individual to take Noah seriously. You may be asking yourself how I feel that two different ages can feel two different ways about the same book, and I have an answer for you. Young adults and children have been brought up in a different generation than older adults. Us younger adults/children have been taught to make light of situations with humor. It's not necessary that we find the situation itself funny, but it is used to help lighten the mood. Older Adults were not brought up that way, rather they were taught to take every situation more seriously and that laughing about something serious and or tough is considered rude. Besides the fact that Noah is a comedian, he is also only 35 years old and understands how the younger generation works.

In each chapter written in *Born A Crime*, Noah has different tones, some more serious than others. When he speaks about his family, he tends

to cut the humor out and stay focused on the point that he is trying to get across. As mentioned above, the chapter “The Second Girl” focuses a lot around him and his mother, someone he obviously cares a lot about and tends to lessen the humor unless he is explaining a real-life situation that was funny. For example, when Noah explains part of their everyday struggles in life, he mentions, “Food, or the access to food was always the measure of how good or bad things were going in our lives. My mom would always say ‘My job is to feed your body, feed your spirit and feed your mind’” (71). Noah discusses how food was more like a reward rather than a necessity for him and his mother. While he talks about this subject and other hard struggles in this chapter, his tone is more serious so he can really get his point across to the reader.

Overall, this chapter, along with many other chapters in this memoir, have many things in

common. While discussing many hard topics for Noah, he keeps the audience of children and young adults the same by using humor to lighten up the hard topics. With that being said, when he mentions family, he tends to harden the tone and keep it more serious. This helps the audience know what life situations were harder than others. Noah himself has gone through a lot and by writing the memoir. He is helping others that may be going through something similar know that there is a way out if you push through each situation and don’t let it define you. I mean look at him now: he’s rich and hosts *The Daily Show*!

Chapter VIII: “Robert”

Yessenia Nieto

In *Born a Crime* by Trevor Noah, the author talks about his life and experiences he had to face with his dad, the opportunities he had and the disadvantages he went through in order to see his dad, and how that affected his relationship with his dad. In the early ‘80s in South Africa, there was racial discrimination that led to apartheid. This made it a crime for white and black people to have any type of relationship or even have a kid. During this time period, Trevor Noah was born and he was part of that crime. His mother Patricia was African and his father Robert was Swiss. Trevor Noah wasn’t given the same rights as any other kid to be seen in public with his dad and mom at the same time or let other people see them, which affected his relationship with his dad.

The chapter that begins on page 103 is “Robert,” and the main idea of this chapter is to give the reader background knowledge of Noah's relationship with his father. The intended audience for this chapter is for the readers who want to know more about his father's relationship with him and the people who are curious to know how his relationship with his dad impacted his life or how it made him into the man he is. The author's tone in this article is sympathetic, curious, and emotional. Noah is curious about finding his father and he is curious about his father's past. He doesn't know much about his father because his father is a very discrete person. The point of view in this chapter is both child and adulthood because he talks about what he remembers when he was 13 and spent time with his dad, and also related to adulthood, because he described how he finally met with his dad again after so many years when he had turned 24. He writes about information he didn't know

about his father as a child, and as an adult, how he still didn't know much. The chapter shows how Robert and Trevor's mom had a lot in common, and how Robert cared truly for Noah and how he showed affection by making time for Noah. It also shows how he had a different mindset about the racial hatred against black people, showing that not everyone thought the same in racial discrimination. The author’s word choice helped readers understand his reasoning and know more about his choices. It also gave a wider vision of how he viewed things.

Noah wasn’t allowed to be seen in public with his dad because he was a colored boy and it was considered a crime in the early ‘80s. People would call the cops and the family could be arrested. Noah was only able to see his dad during certain days and didn’t live with him, which led to the curiosity of knowing more about his father’s past. Noah couldn’t have the same relationship any other

kid had with their father. It affected their relationship, made them distant, and Noah lived with his mother. As he grew up, his relationship with his father was less connected. The relationship they had before was slowly disappearing.

In this chapter, Noah talks about his childhood and adulthood experiences with his father. Noah remembers the things he had to go through and the way his father reacted with him: “My father and I lived on a schedule” (106). Noah visited every Sunday in the afternoon. He had an agreement with his mom to see his dad after mixed church and white church. During this time, apartheid had ended, but his mom didn’t want to get married to Noah’s dad, and she had made the decision to keep the relationship how it always was. Even though apartheid had ended, many people still established the same ways and were used to apartheid.

Trevor celebrated his birthday with his dad every year as well as Christmas. Trevor celebrated

differently from black people. He established his father’s tradition. In a black home, the parents would take credit for the gifts the child received because they weren’t going to give credit to a fat, white man, but in Noah’s home, his father gave credit to Santa Claus. Noah received more than one gift. He also received a gift every time he went to his father’s house. His father wouldn’t talk much about his past, and that left Noah curious. Every time his father talked to him or gave little details, it was like watching a show where you would only receive a little bit of information and had to wait until next week to find out more.

As Noah got older, his relationship with his father changed. Noah focused on other things and started seeing his father less and less. Noah started sneaking around again to see his father after his mother got married to her husband, who prohibited her to have communication with Noah’s dad. This also impacted his visitation and made it harder for

Noah to see his father. Noah had to be discrete, but as he got older, his views changed, and he started focusing more on other teenage things like video games. Robert later moved further away and never thought that would affect Trevor because Trevor didn’t pay so much attention to it. However, as he got older, he realized he didn’t know much about his dad, and he only knew *of* him but didn’t know him.

Noah was in his twenties and his mother made him look for his dad to know more about him. Noah didn’t have a relationship with his dad during his teen years. He didn’t know where his dad lived or if his dad thought about him or wondered how he was. During this time, Noah’s career started going well, and he wondered if his dad knew or was proud of him. Noah never thought anything bad about his father thanks to his mom always talking good about Robert and telling Noah how he had some characteristic traits from his dad. This helps

understand how Noah’s characteristics could have been influenced by his mother and father due to how smart they both were, and how both parents had the same thoughts about racial segregation.

Noah is compared with his father and shows how they are similar in some ways. Noah’s dad was very discrete with his life. When Noah found him later on when he was already an adult, he realized that his father cared for him, and was caught up with everything he was doing. He realized that so many questions he had were answered already, but the only thing Noah wanted to know more than anything was to know about his father’s past and life. However, his father didn’t like talking about that.

The point of this passage was to show a little more of Noah’s lifestyle and the relationship with his father. Due to apartheid, it affected his relationship, and after apartheid, it still affected him. Even though that law was no longer in place, it

still contributed a lot in his adulthood. This chapter gives you feedback of how he was raised, points out the different way he had to live, and how maybe if things were different at first, his life could have been changed in so many ways. It also shows how not everybody had the same beliefs about racial discrimination. It shows how Noah's father was Swiss, and he wasn't racist at all. He even created a restaurant for blacks and whites. He didn't believe in apartheid because "Africa is full of black people… So why would you come all the way to Africa if you hate black people? If you hate black people so much, why did you move into their house?" He believed apartheid was the stupidity of others.

This chapter gives a lot of feedback of how there could be other people who thought like Robert. It showed how maybe not everybody was racist, but it affected many people in ways that weren't imaginable. It made Noah not be close to his father,

and didn’t really make his father a role model for him. Noah as a kid had to go through difficulties of relationships due to apartheid.

Tree Branch (2019) by Samantha Treadwell

This was a wood wall relief created with tree branches, bark and scrap pieces all found on campus. I used the corrugated side of the warm cup holder to create a scrapped-up look of with paint that resembles the paint already found on the back panel of the relief.

- *Samantha Treadwell*

About the Humanities Honor Society

Created in 2015 as the History and Philosophy Honor Society, this organization sought to open a space for students with an interest in teaching and researching memory and traditions of thought. As time progressed, it became evident that understanding humans required a broader approach. For that reason, in 2018, we became the Humanities Honor Society.

The Humanities Honor Society engages its members in the art of understanding humans as beings who feel, think, imagine and create. As importantly, members learn about the beauty of teaching others. Members accomplish this by working with a faculty mentor and volunteering at Middlesex College Learning Center under the supervision of the Learning Center Coordinator.

Cristóbal Espinoza-Wulach and Joseph Pascale
Society’s advisers

Sobre la Sociedad Honorífica de Humanidades

Creada en 2015 como Sociedad Honorífica de Historia y Filosofía, la organización buscaba crear un espacio para aquellos alumnos interesados en el arte de enseñar e investigar la memoria y tradiciones de pensamiento. Con el tiempo, se hizo evidente que entendernos requería una perspectiva más amplia. Así en 2018 llegamos a ser Sociedad Honorífica de Humanidades.

Nuestra organización desarrolla en sus miembros el arte de entendernos como seres que sienten, piensan, imaginan y crean. Los miembros desarrollan esas habilidades bajo la guía de un profesor/mentor. Además, miembros trabajan en el Centro de Tutoría bajo la supervisión de su director.

Cristóbal Espinoza-Wulach and Joseph Pascale
Mentores y Consejeros

Winner of the 2020-2021 Essay Contest.

2020-2021 Essay Contest: Do we have a right to free public education?

Savleen Kaur: After graduating from Middlesex College with an associate's degree in Business Administration, I am pursuing my bachelor's degree in Human Resource Management from Rutgers University-New Brunswick. I plan to become a human resource manager in a Fortune 500 business entity. Currently, I am seeking an internship for the upcoming Summer, wherein I can exhibit the practical application of the theoretical knowledge that I have learned in my classes

Members for Academic Year 2020– 2021

Members worked with a faculty mentor and Joseph Pascale learning the arts of teaching and researching different topics associated with humanities.

Matthew Dias is a Liberal Arts major at Middlesex College. He is striving to be a freelance writer and be able to support himself through writing. He enjoys everything from philosophy to science and art, and he hopes to incorporate these themes as much as possible in his work.

Rachel Calvert is at her second semester studying psychology at MC. “Sexist Demagoguery” refers to the blatant sexism against women that has been normalized in our everyday vocabulary. A demagoguery is explained by a corrupt democracy —a society constructed by false statements that are only meant to sound good to a select few, but will actually cause mass damage. Going to school, she would always hear derogatory statements against women (“I hate it when females…”), that

seemed humorous to most. She believes this phenomenon has a much deeper meaning, with very sexist undertones.

Jordan Gallagher. After graduating from MC in May 2020, Jordan Gallagher plans to transfer to Rider University to continue her studies in elementary education. With her major, she also plans to have a minor in special education and a minor in integrated sciences and math. She plans to become a special education teacher for young children.

Evy Guzmán is completing her first year at Middlesex College. She is majoring in psychology and plans on transferring to Rutgers School of Arts and Sciences. Her story describes the moment Misa, a teenage girl, escapes the challenges she struggles with everyday.

Krista Johanneson grew up in Staten Island, NY and currently resides in New Jersey. She recently returned to school to complete her associates degree at Middlesex College. She works as a

teacher aid at an early learning center. In her words: “As I left the restaurant business to return to school and continue working with children, the start of the Covid-19 shutdowns began to take effect, causing a swirl of emotions world-wide. In this article I will be examining the impact of Covid-19 pandemic and shutdowns on youth and young adults, including mental health and substance use.”

Gabrielle McLean graduated from Middlesex College in May 2020 with her Associate of Arts in Liberal Arts and transferred to The College of New Jersey where she is completing her Bachelor of Arts in Psychology and Women's, Gender, and Sexuality Studies and earning a certificate in Women in Learning and Leadership. Ms. McLean is serving as the Graduating Class Representative to the Board of Trustees. While at MCC, Ms. McLean was a member of Phi Theta Kappa Honor Society and Psi Beta Honor Society, wrote for Quo Vadis, the college newspaper, served as President of the MCC Feminist Collective, and tutored at the College's Learning Center.

Adithya Venkateswaran is a sophomore at Middlesex College majoring in Liberal Arts - History. He is also membership historian for *Phi Theta Kappa*'s *Upsilon Gamma* Chapter, a Student Representative for the College Assembly's Steering Committee, a Staff writer for *Quo Vadis*, Secretary for the Hindu Student Council, and a member of the Humanities Honor Society. His goal is to get a Ph.D. in History and become a professor.

Transnational Voices Biographies

Shaimaa Azzam is Egyptian but was born in Saudi Arabia. She went back to Alexandria, Egypt, when she was in first grade. She was married in 2007 and has three children, two boys and one girl. She came to the United States in 2018 and is a full-time student at Middlesex College. She hopes to join the dental hygiene program and get her associate's degree.

Edward Cevallos is a Spanish writer. He was born in New York in 2002, but he moved to live in Ecuador when he was five years old. At the age of 13 he came back to the United States, and he saw the reality of life. He started to write when he was 15 years old, and his writing talks about things that he experienced in his life or just thoughts. When he finishes ESL, he wants to study nursing.

Aldo Mario Revilla Gutiérrez es peruano de nacimiento. Por cosas de la vida, no terminó sus estudios superiores debido a que desde muy joven se dedicó a la vida empresarial. Está casado y es

padre de dos hijos. Le encanta practicar deportes, especialmente el fútbol, y su pasatiempo favorito es escribir poemas desde hace mucho tiempo, escritos a los que llamo, la inspiración de su alma.

Aldo Mario Revilla Gutiérrez is Peruvian by birth. Due to life events, he did not complete higher education because he dedicated himself to business from a very young age. He is married and is the father of two sons. He enjoys playing sports, especially soccer, and his favorite long term hobby is writing poems, writing that he calls the inspiration of his soul.

Roi-Abraham Saint-Vil was born in Haiti. At 10 years old, he migrated to America 15 days after the devastating large-scale earthquake that struck the country on Jan 12th, 2010. Abraham is passionate about his education. He is currently studying Computer Information Security, and graduated in May 2020 at Middlesex College. He is currently attending New Jersey Institute of Technology for CyberSecurity. He was involved in numerous extracurricular activities at MCC including organizations like the Caribbean

Connection Club and Work ‘n’ Play. In addition, he was an official candidate to be the MCC school president in 2018. He had multiple original poems published in the official poetry 2018 magazine, book and newsletter at MCC.

Artist Biographies

Angela Aoun is a Fine Arts Major at Middlesex College. She has been making art her whole life and hopes to pursue a career in the Art field after transferring to a four-year school. Angela's career goals include working freelance, as well as alongside diverse artists to help her to expand her creative notions.

Lucas Amaniera is a Gaming and Animation major who is planning to graduate in 2022. After college, he hopes to work or intern at an animation studio or game development studio.

Paschal Okeke grew up drawing super heroes, with muscles and weapons out of this world. As he grew up, took classes and refined skills. Mr. Okeke completed an Associate Degree in Fine Arts and he wants to pursue a Bachelors Degree at the Savannah College of Arts and Design.

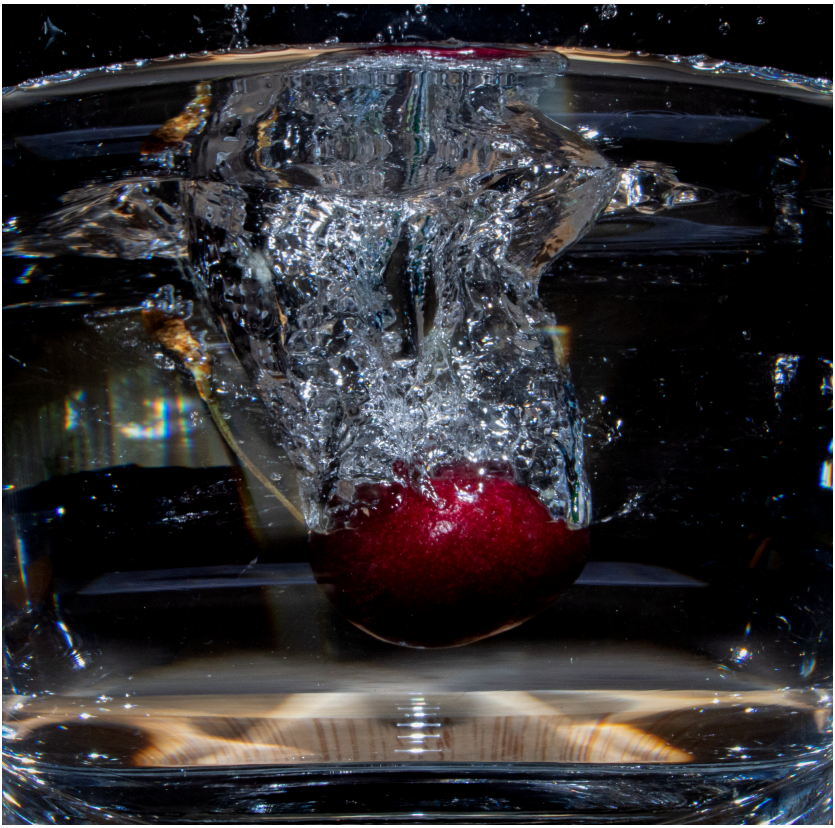
Lisbeth Polanco graduated from Middlesex College with an Associate Degree in History. Although she enjoys history, Ms. Polanco also has a

passion for art. She is especially passionate about depicting energy on her art work.

Samantha Treadwell completed her Associate Degree in Fine Arts on 2020. She will continue her education multiple forms of media. She is inspired by color and design. This can be found in various areas including aspects of nature to architecture styles, and past traditional artists to modern day film. Treadwell in her college life has explored many mediums of art from painting to charcoal to three-dimensional work. She intends to concentrate on using both traditional and digital forms of art in her latest works. She has always found joy in taking on a new and challenging art works through her time here at Middlesex College. Samantha hopes to continue her exploration into the arts in the future.

Sabrina Velez graduated from Middlesex College and currently works as a freelance designer with a passion for evoking emotion and thought through digital design. Sabrina is a member of the Kappa Pi Art Honors Society. She hopes to influence others to think outside of the box.

Julia Weaver graduated from Middlesex College Fall 2020 with an Associates of Fine Arts. I have been making art my whole life and I learned so much during each semester at Middlesex. My favorite mediums are acrylic paint and ballpoint pen, and I love doing portraits.



Cherry In Water (2020) by Lucas Amaniera

Cherry in the Water was created out of pure curiosity and exploration. The beauty of the cherry in the water was captured frozen in time. I tried to show the emotion of refreshment and chaos by having the cherry breach the water. The timing of this scene was rather hard as I had to be able to capture the cherry in mid-motion as it entered the water

- *Lucas Amaniera*

Faculty Mentors for Academic Year 2020-2021:

Susan Altman is a Professor in the Visual, Performing & Media Arts Department. Professor Altman teaches studio courses in the department as well as the Portfolio and Studio Seminar courses, where art majors learn professional practices and prepare for their careers as artists.

Terrence Corrigan Besides teaching Western Civilization II, Professor Corrigan teaches courses on Modern African History and Holocaust and Genocide. He is the director of the Human Rights and Genocide Center at Middlesex College and the faculty adviser for History and Human Rights Club

Charles Dolan is Technical Services Librarian at Middlesex College, where his responsibilities range from collection building and cataloging to reference and instruction. He earned his Master of Library Science at Rutgers University. Mr. Dolan was the designer of Libguide for 2020-2021 Essay Contest.

Cristóbal Espinoza-Wulach teaches History of the United States until and since the Civil War as well as Student Success. He is a co-adviser of the Humanities Honor Society and co-director of the Honors program.

Melissa Luis is an Assistant Professor in the History and Social Sciences Department at Middlesex College, where she teaches courses in education and psychology and Coordinates the Education Program. Previously, Dr. Luis spent close to a decade in the NYC Department of Education as a school psychologist. She earned her Ph.D. in Educational Psychology, her P.D. in School Psychology, and her Master's in Education from Fordham University. She earned her B.A. in Psychology from Syracuse University.

Joseph Patrick Pascale: As the Learning Center Coordinator, Mr. Pascale manages tutoring and academic support programs at Middlesex College. He is a published author of both fiction and nonfiction writing. He is a co-adviser of the Humanities Honor Society.

Denise Rompilla teaches Art History and Women' History at Middlesex College. Her areas of research include art produced in and around World Wars I and II, and the intersection of art and feminism in the second half of the 20th century. Dr. Rompilla is the co-founder and faculty advisor of the MC Feminist Collective. She is the editor of the feminist journal F-Space.

Elizabeth Shaheen is an instructor in the Department of ESL, Languages and Culture at Middlesex College, where she teaches courses in ESL. Previously, she taught at Rutgers University and Rider University in NJ. She earned her M.Ed. in TESOL from Boston University and a B.A. in Spanish from the University of North Carolina at Chapel Hill.

Candy Collage Painting (2018) by Samantha Treadwell

This painting was inspired by a collage previously made where I only collaged pieces that were food or food related theme. The combination of food and wrappers gives the constant juxtaposition of different textures each item had.

- *Samantha Treadwell*

2600 Woodbridge Avenue | Edison, NJ 08837