This issue of Pomona College Magazine is dedicated to the Class of 2020, members of which are pictured here in Frary Dining Hall on March 11 for the President’s Senior Dinner, a celebration that turned out to be the last collective event held on the Pomona campus before the pandemic forced the cancellation of all events and, ultimately, the closure of college campuses all across the country. The pandemic also forced the postponement of Commencement 2020 until some future date, as yet undetermined, when it will be safer to come together to celebrate.
This Isn’t Over

By G. Gabrielle Starr
President of Pomona College

This isn’t over, not by a long shot. America’s cities are still in turmoil, as are hearts and minds across the world, after we watched the horrifying death by suffocation of George Floyd, an African American man whose life was snuffed out under the knee of a police officer over 526 seconds. He pleaded for his life, asked for his mother. Onlookers begged the officers holding Floyd’s neck and body to the ground to stop—to have mercy.

It’s not over. It’s not even just begun. This is yet one more in a long line of deaths: pointless, painful, final. One man after another after another, being killed by being cuffed or being held. A woman by opening her door. A boy by playing in a park. And the crisis that has in America brought forth bloody flowers and strange fruit (the blustering language used to describe lynchings sprung from trees across my country) has spread.

Protests rock the world: in London, Mexico City, Amsterdam, Nairobi, Haila, Lagos, Buenos Aires, Tokyo and beyond. Mean- while, nations that are nearly paralyzed by the COVID-19 pandemic, and particularly the minority communities within them who are hard hit by medical and financial inequalities, are facing choices. What do we do? How do we express outrage? Most im- portantly, how do we make change?

Many people ask me these questions, and as an academic, and now president at a small liberal arts college in California, I seek answers. I’m the mother of two children, both Black like me. The terror I feel for them sometimes leaves me gasping for breath. Yet I know there is a road I must walk if any of this is to change for them, and for children across the U.S. and around the world.

The hatred delivered to Black people wasn’t born on April 20, 2020. It runs so deep in our history and can rear its head to life even in the face of dark days. Then, I must straighten my back and return to a life of finely honed, commitment to life even in the face of dark days. Then, I must walk if any of this is to change for them, and for children across the U.S. and around the world.

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Thus, I work to make it possible for students to learn, research to advance, professors to teach. I work to enable the transmission, and even expansion, of the shared inheritance of humanity, the long, hard-fought knowl- edge we on this planet have gained, hus- banded and promised to preserve. This has never been more crucial: By one esti- mate earlier this spring, more than 1.8 bil- lion children had lost access to all education. Such students could fall as much as two years behind their peers.

Perhaps there is a slight opening in this mo- ment, where the slowdown and solitude of the pan- demic meets the crowds and cameras on the streets. A chance to be truly heard? We know we need far more than a fleeting “teaching moment.”

I tell my children, college students, anyone who will hear: Whatever you do to address the inequality, the brutality, the hatred and pain of racism, you must realize you cannot fight without knowledge. It runs so deep in our history and can rear its head to life even in the face of dark days. Then, I must walk if any of this is to change for them, and for children across the U.S. and around the world.

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Remembering Bob Mezey

The first time I met Bob Mezey, I was 16 years old and visiting Pomona College, I had no training as a poet; Bob had a reputation for being difficult—he was widely considered to be a master poet, but rumors swirled about his sharp tongue, frank opinions and habit of publicly announcing poets that didn’t want to pay homage to the tradition of meter and form. I was a sensitive kid, and the slightest cruel word might have crushed me. Years later, I learned that Bob himself was also just 16 when he first sent his poems to John Crowe Ransom at Kenyon College. Perhaps this had something to do with how he handled our first meeting. I gave him my poems and eagerly awaited his response. “Well,” he said, “you don’t really know what you’re doing, but I see talent. I hope you come here.” Even before I began as a student at Pomona College, Bob sent me poems in the mail, photocopies of the works of Borges, Frost, Justice, along with instructions to read them carefully, listen to the sound and see if I could imitate the meter. Later as a student at Pomona College, Bob and I frequently met for breakfast at Walter’s in Claremont. He always arrived early and made coffee, reading poetry. More than once I looked at his work and said, “This is not poetry; write something in verse. Keep the meter, use your ear.” Bob would put it in scanned versions of Tarkin and Wilbur. He’d point out the incocks and spondees in the epic poetry the poets masters couldn’t mock up the verse, but only after years of practice. Once, while reading Wilbur’s “The House,” I saw his eyes burning with tears. It was clear to me then that poetry was not just Bob Mezey’s profession; it was something much deeper than that.

Bob had a promising start to his career. He’d won the Lamont Prize, and many people expected him to be the next big thing in poetry. Over the next few decades, Bob garnered further success for his translations, introductions to important poets and poems appearing in major journals. But during the last 20 years, it became increasingly difficult to find his work, even in the formalist journals. What happened? Had he offended one too many people, or was his work too challenging, sounding empty out of fashion? Years later, I began to explore his poetic repertoire to include free verse. Bob was known for writing that a good free verse poem was far more difficult than people thought. “But in good free verse,” he’d say, “you’ll still hear the ghost of the meter.” Bob had a hands off own work in formal forms. When I asked him about Naked Poetry, he said, “Wish I’ve never been part of the damn thing.” Somewhat ironically, just as the momentum of the poetry world was swinging in the direction of Naked Poetry, Bob was making a sharp turn back to formalism, back to the original teachings of Robert Frost. In late April, I called Bob to say I finally had a draft of a poem I was working on since 2009—would he look at it? “Send it along,” he said. Bob was 85. On a Sunday morning, I woke early, and made coffee eager to see if he’d written back—he had a habit of working late. But there was no response from Bob—only an email from his daughter, sharing the news that he had caught pneumonia, or possibly the virus, and passed during the night. What did he think of that final poem? “Not bad,” I imagine him saying, “only a few lines in here I might quash Bob.”

—Jodie Hollander ’99

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Essential PPE

During the pandemic, the Philosophy, Politics and Economics Program, known on campus as PPE, saw its initials co-opted in the national media as the pandemic focused public attention on shortages of personal protective equipment. So, when Professor Eleanor Brown ’78, chair of the program, was castigating for some momento to send to the PPE scientists, she hit upon the idea of co-opting a piece of the photo above is Rachel Oda ’20.

ATHLETIC MENTORS

Looking back, I don’t think I appreciated the quality of the staff nearly enough when I was at Pomona. I spent a lot of time around the athletics department. I realize now how much these people shaped my life and who I am today. Bill Swartz, the Athletic Director, was my mentor in many ways. Gregg Papovich, Lisa Beckett, Matt Charles, Kathleen McAdams and Mike Einkhaus. All great people and great educators, setting examples and teaching valuable lessons, whether you played a sport or not. Pomona had realized how special they were at the time.

—Richard Wunderle ’91

University Place, WA
Wig Awards 2020

Six professors have been selected to receive the 2020 Wig Distin-
guished Professor Award for excellence in teaching. The award is the highest honor bestowed on Pomona College faculty, recogniz-
ing exceptional teaching, concern for students and service to the College and community. Here’s a list of this year’s recipients, along with anonymously written nomination comments from their students.

Aimee Bohigian
Assistant Professor of Gender and Women’s Studies

“Professor Bohigian is one of the most intellectually powerful people I have ever met. Her courses are fascinating, excellent discussions that I feel have contributed to my growth as a person. She requires the difficult choice of encouraging rigorous intellectual work while recognizing the strength of academics on such wide spaces particularly in the context of Gender and Women’s Studies.”

Tom Le
Assistant Professor of Politics

“It’s Professor Le who peppered our year in her super division international relations class. At first, I was intimidated by his candor and overwhelming expertise on the subject of East Asia (which I knew nothing about). However, in the span of a few weeks, I realized how lucky it was to have the chance to know one of his classes. Professor Le has always pushed me to be a better, work harder and be more. His leadership style is inspiring and Pomona is lucky to have him faculty. Thank you, Professor Le, for always encouraging me to be a better scholar, stu-
dent and friend.”

Jane Liu
Assistant Professor of Chemistry

“It’s amazing how a professor can make such a big difference in your student experi-
en, even if you only see them once a week for lab. Professor Liu is not only extremely knowledgeable and a talented scientist, but she is also one of the kindest human beings I have ever met.”

Jorge Moreno
Assistant Professor of Physics and Astronomy

“Professor Moreno has completely reimagined the possibilities of the SSM classroom. His teaching style and commitment to students—particularly students that have been historically excluded from STEM spaces—make him one of the most beloved professors at Pomona. In his short time at the College, Professor Moreno has made impactful impres-
sion on students from all disciplines. He is truly an advocate for his students.”

Gilda Ochoa
Professor of Chicano/a/Latina/o Studies

“Gilda Ochoa is the most deserving faculty member for this award because she is always accessible for students regardless of their major or background. Gilda Ochoa is the person to ask you how you are feeling rather than how you are doing. She will listen to you and make you feel heard and cared for. Her research focuses social justice by examining under-
represented voices.”

Alexandros Papoutsakis
Assistant Professor of Computer Science

“I was not the best computer science student and was never going to end up going very far, but Professor Papoutsakis still worked hard to make sure I understood things. Some people who are so unempathetic seem to do this in a goal driven and not to make things accessible. Professor Papoutsakis understands this, but she also talks about it. She does not just tell you what she needs to, but what a generally great person she is.”

New Director of Athletics
Joints Sagehen Team

Innovative and accomplished athletics administra-
tor Mimar Merrill will lead Pomona-Pitzer Athletics into its next era after being selected as director of athletics following a national search. Merrill, previously the associate director of athletics at Hamilton College in Clinton, New York, also served as interim director of Hamil-
ton’s NCAA Division III program for four months in 2019. She starts at Pomona-Pitzer on July 1, and also will be professor and chair of the Department of Physical Education at Pomona College, overseeing the joint athletic department’s activity classes, faculty/staff fit-
ness and wellness program, intramural, club sport and recreation programs and academic offerings.

“Mimar is a collaborative and inspiring leader, and I’m confident she has both the vision and the experience to help take Pomona-Pitzer Athletics to the next level,” said Pomona-Pitzer College President G. Gabrielle Starr. Merrill brings broad experience in athletics and academics to Claremont. She earned a Ph.D. in the psychology of human movement at Temple University in 2019, and previously has served as an athletics director at Richard J. Daley College, a Chicago community college, and as head coach of women’s track and field at Robert Morris University in Chicago. As an athlete, she was a member of the 1985 USA Alle-
mic team in track and field for the University of Cincinnati in 2001 and was inducted into the university’s Athletics Hall of Fame in 2012.
Holocaust Insight

An Interview with John K. Roth ‘62

“More than 50,” describes both the years of academic study on the Holocaust and the number of books by John K. Roth ‘62, Edward J. Sexton Professor Emeritus of Philosophy at Claremont McKenna College. Undoubtedly one of the preeminent scholars in the field of Holocaust studies, he recently added a new book to his collection. Sources of Holocaust Insight: Learning and Teaching about the Genocide reflects on the people, the texts, the events and places that have informed and influenced his understanding of that atrocity.

Roth is founding director of the Center for the Study of the Holocaust, Genocide and Human Rights (now the Mgrublian Center for Human Rights) at Claremont McKenna. He was named the U.S. National Teacher of the Year by the Council for Advancement and Support of Education and the Carnegie Foundation for the Advancement of Teaching in 1988. Roth is also a recipient of Pomona College Magazine’s Distinguished Achievement Award for Holocaust Studies and Research. Pomona College Magazine’s Sinaih Abraham, a former student of Roth’s, talked to him about his academic formation, his new book, questions of the human condition, God, and what the Holocaust requires of us.

This interview has been condensed and edited for space and clarity.

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How was your Pomona experience formative for you as a philosopher? What was that experience like?

Roth: When I came to Pomona College in the autumn of 1958, I didn’t know what philosophy was. I had some experience with religion, and my father was a Presbyterian minister, so I grew up in a home where the Bible and ideas about God were important. I was aware that there was something called philosophy, but I didn’t really know very much about it. I didn’t take a course in philosophy at Pomona until I was a sophomore. When I got into it, I thought, “This is interesting. Maybe I’ll get some answers to my questions by studying philosophy.”

But I rather quickly found out that that wasn’t going to happen because philosophy is much more about questions than it is about answers. Philosophers always come up with answers, and philosophers are salespeople in some ways. They want you to accept what they say. But the power of the discipline goes back to Socrates and the use of questions to produce dialogue and develop the wonder about things that Plato and Aristotle thought was the origin of philosophy. Philosophy begins in wonder.

Over time, I grew to love that part of philosophy: Philosophy is the discipline of asking questions. That can be very frustrating if your goal is to get answers. Philosophy tries to do that, but unavailing, the questions keep coming back. By the time I had finished my sophomore year, I was committed to majoring in philosophy. And then something else happened. And this is a tribute to Pomona College. I just loved being in college. Pomona accounts for that. I fell in love with college because of Pomona. My experience there had a huge impact on me. I’ve spent most of my life in the culture of small liberal arts colleges, which just are national treasures, and I think about the conditions of our country right now, I think the contributions that small liberal arts colleges make are increasingly important. And probably endangered a bit too.

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You’ve been working in this field of Holocaust studies for more than 50 years.

Roth: Yes. It’s added up to be that long. And it wasn’t where I planned to work. I didn’t go to the counseling center and say, “How do you become a Holocaust scholar?” I like to think that the Holocaust found me. It did so partly through [the late Philosophy Professor] Frederick Sontag, who is a legend at Pomona and became a close, close friend of mine—we taught and wrote together. When I was his student, he was very interested in what philosophers call “the problem of evil.”

Several of the courses that I took from Fred Sontag took me into that problem—that is, how and why does massive destruction of human life take place? And what sense, if any, can be made of it? How do we deal with those questions?

But the Holocaust was not yet where I was. Getting my attention wasn’t until I won the faculty chair at Claremont McKenna, which I joined in 1966, that the Holocaust found me and changed my life.

In the early 1970s, I became the head of my teacher, Fred Sontag, who said one day, “I think you might be interested in reading some of Elie Wiesel’s writings.” I read Wiesel and was captivated and committed to finding out more about what I was reading. This is why I say that the Holocaust found me more than I found it. And it changed my life.

I became a different person, professionally and existentially. My study and teaching about the Holocaust is a continuing way to explore the controversial history of Pope Pius XII, who was deeply implicated in the genocide. This led me to grapple with the complex dilemma of Christianity. It is a personal dilemma I still wrestle with.

The dilemma this way: For me, Christianity has been something good, but as some of my Jewish friends would remind me from time to time, and I knew this from study too, “Well, Christianity hasn’t been so good for us.” The Holocaust remains a big, big problem that we have a good example of that right now because, after many, many years, the Vatican archives have been opened to allow scholars—once we get the COVID-19 pandemic under control—to explore the controversial history of Pope Pius XII, who reigned during the Nazi period. He’s been a controversial figure. Did he do what he should have done during that period with regard to the plight of the Jewish people?

So debate about the Holocaust and Christianity is ongoing. For me, it comes as part of my Christian tradition. What do I do as I keep learning that my tradition has a dark and destructive side? My study and teaching about the Holocaust is a continuing way to cope with that. And maybe in some ways, to try to make some amendments, if I can, for that terrible shortcoming.

That’s one of the reasons why we have a museum about the Holocaust situated close by the Washington Monument in Washington, D.C.? That’s an intriguing and significant question.

What I’ve found is that all of those identity questions drove me further and deeper in understanding that it was important to spend time teaching, learning and writing about the Holocaust.

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How did you write this book? What was the impetus?

Roth: I was inspired to write the book because of another book that has earned close to me over the years. It is called Amores of Holocaust—edited and written early in the current century by a very important Holocaust scholar named Raul Hilberg. I used that book in teaching because it provides a guide to students to see how a scholar goes about doing that massive event.

Hilberg’s book made me realize that I have Holocaust sources too, and that led to seeing the book that I might write. My sources are documents sometimes, but more often, my sources are people, texts, testimonies, places, experiences. So, I thought to myself, “Well, what if I try to write another understanding of the Holocaust?” Or as I like to phrase it, my sources of Holocaust insight.

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You mentioned that you’re the son of a Presbyterian minister. How does being an American and a Christian affect your study of the Holocaust?

Roth: When I read Elie Wiesel and I began to feel the need to learn more about what had happened to him and why it happened to his family, my study made me realize that my own tradition, Christianity, was deeply implicated in the genocide. This led me to grapple with the complex dilemma of Christianity. It is a personal dilemma I still wrestle with.

I put the dilemma this way: For me, Christianity has been something good, but as some of my Jewish friends would remind me from time to time, and I knew this from study too, “Well, Christianity hasn’t been so good for us.” The Holocaust remains a big, big problem that we have a good example of that right now because, after many, many years, the Vatican archives have been opened to allow scholars—once we get the COVID-19 pandemic under control—to explore the controversial history of Pope Pius XII, who reigned during the Nazi period. He’s been a controversial figure. Did he do what he should have done during that period with regard to the plight of the Jewish people?

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You write about Richard Rubenstein, Elie Wiesel and Franklin Ullman and how they encourage you to tell the story in your own way and to carry on the story as best you can in your prayers and queries with God. I really like the way you put that. What does that mean for you?
Roth: Unlike some people who confront the Holocaust, my encoun-
ters with that catastrophe have not turned me into an atheist. I rec-
ognized much more with the approach that Wiesel had in his wri-
tings. People who really fall in love with Elie Wiesel’s writings are probably people who have some deep interest in things religious be-
cause it’s hard to read Wiesel without finding, over and over again, that he’s interested about questions that have to do with God and reli-
gious practices and traditions. In particular, Wiesel is constantly car-
rying on a quarrel with God.

One of the things I learned as a Christian that was very helpful to me in that, in the Jewish tradition, quarreling and arguing with God and protesting against God are part of the spirituality of that tradi-
tion. Christianity tends to play down such themes because of the
strong emphasis that Christianity puts on the idea of God as love. But
of God is more ambivalent and mixed than that, then the Jewish tra-
dition of carrying on arguments and protest as part of a relationship with God has a bigger role. I found I really liked that about the ap-
proach that I was discovering as I studied Wiesel, Rubenstein and other post-Holocaust Jewish thinkers.

So, I have a quarrelsome relationship with God. For me, that’s valu-
able just to the extent that it underscores the insight that God isn’t going to fix everything. Whether it’s fair or not, it’s up to us to try to do that as much as we can. But I hold onto a relationship with God because it helps me to maintain my conviction that history is not all that is. Reality is more than history. And I’m hopeful that, in
some way, that means that what the Nazis did to the Jews doesn’t have the last word. That’s my hope. I don’t want injustice and suf-
ferring and murder to have the last word. They may have it. I don’t
have the last word. That’s my hope. I don’t want injustice and suf-
ferring and murder to have the last word.

Roth: I wax and wane between hope and pessimism. I often say that my
experience there was full of what she called useless knowledge. She
useless with your life. Don’t let everything be useless knowledge or
useless with your life. Don’t let everything be useless knowledge or

PCM: Why is your take on the human condition? Are we basically

Roth: Yes. I have a friend, Michael Berenson, who wisely refers to
the Holocaust as a negative absolute. We may disagree about moral
values, but probably, we can come closer to agreement if we look at
what we think is truly wrong. Even there, drastic differences may
persist. The Nazis did not think that destroying Jewish life and
tradition was wrong. For the Nazis, that was right and good. So it’s
complicated, but I’d like to say, the Holocaust was wrong, or noth-
ing could be. If we don’t say that, then we really do open the door to
the pernicious view that might makes right. This is a place where my concept of insight comes in. We have to recognize that there may be powerful people, powerful
people, who act as if might makes right and who think they will win
get away with might makes right. Study of the Holocaust alerts us to
our eyes open about what to do in that case.

PCM: You say that through writer and Auschwitz survivor Charlotte
Delbo you understand the importance of taking nothing good for
granted. That’s the title of your epilogue as well. So, what good do you
not take for granted?

Roth: The Holocaust destroyed so much that was good. So, of all my
Holocaust insights, none is more than take nothing good for
granted. Over and over again, especially privileged Americans like me
do take good things for granted, including life, liberty and the
pursuit of happiness. Study of the Holocaust helps to drive that
point home, but nowadays the COVID-19 pandemic and the re-
newed awareness of systemic racism in American life up lift that
awareness too.

PCM: Delbo essentially says, I’m paraphrasing, but: “Do something
useful with your life. Don’t let everything be useless knowledge or

Roth; Delbo’s moving writing about Auschwitz emphasizes how her
experience there was full of what she called useless knowledge. She
saw torture, and she knew about murder. None of this was edifying,
let alone helpful. Such knowledge was destructive and degrading.
So as she works to show her readers such things, she hopes that they
won’t end up saying, “Oh what you know, I’ll just put this on the
shelf and go on about my life.” She was looking for somebody who
would read her writing and maybe, in some good way, be changed by
it. Writings that come out of Holocaust experiences are sometimes so
powerful that if you let them into your life, they have a way of reor-
conting you and changing you. Charlotte Delbo’s writings have been
that way for me.

PCM: I’m not sure if this was your comment in the book or if you were

Roth: When I wrote those words, I saw them—and still do see
them—as a way of putting one of the most insightful teachings from
the Jewish tradition—that it is not our task to complete the work of
justice, but neither is it our right to refuse to take up that work. We
can’t complete the work of justice, but it’s our task to do what we
can, to the best of our abilities. More than 50 years of learning and
Teaching and writing about the Holocaust seek to encourage and
mother to his—no mercy.

Delbo: That curve isn’t going to bend or flatten unless people act
in ways that serve the common good. Even then, as we’re learning,
we’re probably not going to eradicate the novel coronavirus or the
disease of racism and injustice, at least not completely.

PCM: Does the Holocaust call moral relativism on the carpet?

Roth: I have a quarrel with God. For me, that’s valuable just to the extent that it underscores the insight that God isn’t going to fix everything. Whether it’s fair or not, it’s up to us to try to do that as much as we can. But I hold onto a relationship with God because it helps me to maintain my conviction that history is not all that is. Reality is more than history. And I’m hopeful that, in some way, that means that what the Nazis did to the Jews doesn’t have the last word. That’s my hope. I don’t want injustice and suffering and murder to have the last word. They may have it. I don’t have the last word. That’s my hope. I don’t want injustice and suffering and murder to have the last word.
The COVID-19 pandemic—and the personal and financial emergencies that accompany it—are causing heightened levels of stress and anxiety across all demographics. In the U.S. alone, the pandemic has touched the lives of millions, and the economic halt has led to record-high unemployment.

To study the effect these stressful events are having on the people living through them, Professor of Psychological Science Patricia Smiley has received a $364,158 research grant from the National Science Foundation. Her study will explore changes in stress responses in adults and children brought on by the coronavirus (COVID-19) pandemic.

The one-year study titled “The COVID-19 Pandemic and Changes in the Stress Response: Identifying Risk and Resilience in Adults and Children” is a collaboration with Professors Stacey Doan (Claremont McKenna College) and Cindy Liu (Harvard Medical School). The researchers will focus on acute and chronic stress, the transmission of stress between caregivers and their children, and risk and resilience factors associated with exacerbating or reducing stress.

The research team will capitalize on an ongoing longitudinal study of 150 families with young children in Los Angeles and Claremont. “The research will allow us to address fundamental questions about the effects of chronic stress that we would not otherwise be able to answer,” says Smiley. “Uncertainty is something our brains did not evolve for and that’s when we experience cortisol production, a stress hormone, in our study participants. In our original study, we saw heightened cortisol levels in those participants who are not able to quickly adapt to stressful situations, so in the time of the current pandemic, they may be more susceptible to chronic stressors, showing higher cortisol levels and poorer psychological health.”

Gaze Sharing and Remote Work Collaboration
During the coronavirus pandemic, working remotely has become, in some cases, the only way for many workplaces to continue to function. That has added a new urgency to a line of research that Alexan- dra Papoutsaki, assistant professor of computer science, was already pursuing before the pandemic began. To continue her work, she recently was awarded a $105,572 National Science Foundation (NSF) research grant, which will use her gaze tracking software. She will use the grant to study gaze sharing in support of more effective remote work collaboration.

Gaze sharing, in which collaborators can see where each other’s gaze is directed on a shared screen, has been shown to have a positive effect in various visual tasks such as writing and programming.

Studying a person’s gaze is significant because it is a sign of human attention and intention and has a central role in workplace coordination and communication. Through eye tracking, researchers can assess eye movements to determine where a person is looking, what they are looking at and for how long they look at a screen.

Researchers like Papoutsaki have been developing tools to lessen some of the problems encountered in remote collaborations. Papoutsaki’s two year study aims to better understand gaze sharing and examine previously overlooked dimensions of remote collaboration. First, she will investigate the effect of the communication channel—either audio or video-based communica-

tion that is used in conjunction to gaze sharing in the screen collabora-
tion process. Second, she will seek to understand how the aware-
tness of someone else’s gaze affects groups of up to six remote collaborators that go beyond the traditionally studied pairs.

Modeling the Next Gravitational Wave Detector

“Gravitational waves are tiny ripples in space and time that Einstein first thought people ‘will never be able to perceive,’” says Professor of Physics Thomas A. Moore. “But now they have been measured, and that promises a lot of interesting astronomy to be done in the future.”

Moore has received a $145,223 grant from the National Science Foundation (NSF) to develop, test and share a computer application that simulates how future gravitational wave detectors would react to binary star systems. Moore’s three-year project, “Adding Spin to a Gravitational Wave Detector Simulator,” will create undergraduate summer research opportunities beginning in 2021 that expand on his work with Yijun “Ali” Wang ’19, now a graduate student in physics at Caltech. The project was “partly inspired by the interest that a lot of my students have because of the recent detection of gravitational waves,” Moore says, referring to the historic 2016 observation that led to the 2017 Nobel Prize in Physics for Rafael Weiss, Barry C. Barish and Kip S. Thorne.

The 2015 observation of waves created by a collision between two black holes was accomplished through the Laser Interferometer Gravitational-Wave Observatory, or LIGO, which consists of two U.S.-based facilities, one on the outskirts of Washington, and the other in Livingston, Louisiana. Each facility has two arms that stretch 2.5 miles in different directions and use vacuum systems, lasers and mirrors to detect gravitational waves.

Moore, who has taught physics at Pomona since 1987, has been particularly interested in a planted space-based gravitational wave detector known as LISA, for Laser Interferometer Space Antenna, and notes that a detector built of satellites would have certain advantages over the Earth-based LIGO. Computer modeling would allow scientists to evaluate potential designs before undertaking such massive projects.

Developing New Chemical Reactions for Drug Discovery

Nitrogen-based sulfur compounds such as sulfoximines, sulfonamides and sulfonamides are important compounds that have therapeutic applications against cancer, HIV and microbial infections. But existing approaches to making these compounds are limited by the commercial availability of the starting materials and by harsh chemical reactions that prevent late-stage functionality of the compounds.

Assistant Professor of Chemistry Nicholas Ball has received a $394,145 research enhancement grant from the National Institutes of Health (NIH) to focus on the development of new chemical reactions that can facilitate drug target discovery using sulfur (VII) fluoro-
rides. For this three-year grant, Ball will work with an industry collaborator, Pfizer’s Christopher Am Ende, and Chapman Univer-

Exploring the History of Environmental Law

The Andrew W. Mellon Foundation’s highly competitive New Direc-
tions Fellowships are awarded annually to exceptional faculty in the humanities and humanistic social sciences who seek to acquire sys-
tematic training that pushes the edges of their own disciplinary back-
ground. One of the recipients this year is Aimee Bahng, assistant professor of legal studies at the University of Victoria in Canada.

Bahng hopes to spend at least part of her fellowship time pursuing coursework in environmental law at Lewis and Clark Law School, na-
tive Hawaiian law at the William S. Richardson School of Law at the University of Hawai’i at Mānoa, and indigenous law at the University of Victoria in Canada.

Pomona College Magazine
“Initial Hints”

ACROSS
1. Clothing items worn by Superman and Dracula
6. Urgent police message, for short
9. Border on
13. Like the numbers 11, 17 and 23
14. Floating chunk of ice
15. Call ___ on (claim)
16. Material for a surgical glove
17. Misfortunes
18. World’s largest furniture retailer
19. “I’m going to buy my favorite soda ___”
22. Daring
23. Boxing match
24. Like language that’s insensitive to the handicapped
27. Top color on a traffic light
28. Yiddish lament
31. Writer Kafka
32. Moves briskly, as a horse
34. “That’s amazing!”
35. Trap (part of a dryer)
36. Where you might see the abbreviations in this puzzle’s theme clues
37. Yawn-inducing person
38. Sum up
39. Belle’s love
40. Cold-weather jacket
41. Michael Bloomberg for Bloomberg L.P., e.g.
42. Give weapons
43. Apple Wallet document
45. Format of many anBuzzfeed article
47. Eat between meals
48. “OK, I was only pretending I knew 1960s first lady ___”
52. Fast-swimming shark
53. Sacha Baron Cohen persona
54. Doorful
56. Baker’s appliance
57. One of five in the Olympic rings
58. “and whey”
59. The “m” of Einstein’s famous equation

DOWN
1. Military rank below sgt.
2. Spring (2010s movement)
3. Falafel holder
4. Up-and-coming
5. Frequent feature of Cosmopolitan magazine
6. Metal mixture
7. Sport played on horseback
8. Safest options
9. French farewell
10. “BTW, I should tell you I don’t commute by car, I ___”
11. Lyft competitor
14. Prestigious distinction for an All-American athlete
21. Physiques, informally
24. Insurance giant with a duck mascot
25. Bouquet tosser
26. “LOL, you’ve never eaten butter! Try this ___”
27. It gives off a foul, suffocating smell
29. Singer Thom of Radiohead
30. Perspiration
33. Prescriptions, for short
36. Of the third order
37. Put on the cloud, maybe
38. Soak up sun
40. Outdoor meals on blankets
44. Soak up sun
46. Desktop images
47. Parts of potatoes served as an appetizer
48. Coffee, slangily
49. Nobel-winning writer Wiesel
50. Urgent
51. Talks like this in “Star Wars” films he does
52. Honoree on the second Sunday in May
55. “Shame on you!”


TAKING TIME OUT
Since we’re all spending a lot of time at home these days, this new section offers some amusing pastimes for those looking for a bit of relaxing fun.

CROSSWORD CHALLENGE
This crossword puzzle was designed by Joel Fagliano ’14, the digital puzzle editor of The New York Times and assistant to the print crossword editor, Will Shortz. The answers are available at PCM Online.

COLOR ME CREATIVE
For those who have joined the adult coloring craze—or who want to give it a try—here’s a familiar image from the Pomona College campus. Send us a scan of your work (pcm@pomona.edu) to show off in a future issue.
It all happened so fast.

The pandemic caused by the novel coronavirus hit Southern California and the rest of the country with a rate of acceleration that, for a time, left colleges like Pomona announcing new and sweeping steps seemingly every day. Advisories quickly became urgent warnings and unprecedented changes. Within the period of a few days in March, the College went from limiting travel to closing events to the public to canceling them entirely to sending most of its students and employees home to work and study remotely for the duration. As the semester went to press, many decisions about the future remained to be made. But in the meantime, here’s a look back at the pandemic semester of Spring 2020.
Pandemic Timeline

Jan. 24, 2020
Pomona sends out the first of several health and travel advisories to the campus community about the expanding global epidemic caused by the novel coronavirus shortly after the first case is reported in the United States.

Feb. 11, 2020
The disease caused by the novel coronavirus is named COVID-19.

March 3, 2020
The Office of Information Technology Services (ITS) reaches out to faculty about contingency plans in case the College needs to switch to remote instruction. The College seeks to curtail air travel by limiting sponsorship or reimbursement to trips that are deemed essential.

March 9, 2020
ITS holds the first of many workshops for faculty on distance learning technologies. One of the last public events to take place on campus is a baseball game between Pomona-Pitzer and Claremont-Mudd-Scripps at Pomona. Pomona-Pitzer wins 9-3.

March 10, 2020
All events are closed to the public, and most are canceled. All internal gatherings are limited to no more than 100 participants.

The Pomona-Pitzer baseball team defeats Claremont-Mudd-Scripps in one of the last public events held on campus before the cancellation of all spring semester events.

Photo by Aaron Gray
The last day of March

By then, most students had already moved off campus, and most staff and faculty had begun to work from home. During a prolonged spring break, professors and staff had worked furiously to shift the curriculum temporarily to online instruction. Leading up to the virtual relaunch, the College’s Information Technology Services (ITS) had held countless workshops to guide members of the faculty in the use of a range of online tools, provided laptops to students and everything from tablets to video cameras to faculty. Professors had also spent the time reviewing course plans, seeking the best way to communicate content and create interaction online.

The result was a reliance on multiple approaches and technologies as professors sought to move online in the way best suited to their content and teaching style. “Our faculty have been experimenting with pedagogical techniques like flipped classrooms, where they record their lectures in advance,” Assistant Professor of Computer Science Alexandra Papoutsaki wrote, “while others have been trying different setups for real-time class meetings. Some have brought mini whiteboards home, some have been trying document-camera so that they can project what they write on paper in real-time, and others are using set-ups like mine, switching between laptops and tablets.”

Professors also reached out to their students, both to touch base and to prepare for the resumption of classes. “Because I am aware that people’s transitions have varied quite a bit in smoothness and results,” Associate Professor of Psychological Science and Africana Studies Eric Hurley noted, “the very first concrete thing I did was to ask all my students to please do let me know in an email if there are things about your particular situation that you think I need to know and consider as I try to support your navigating the remainder of the course in balance with life.” Of course, the College has been consistent in its offers of technical and other support, but I figured that some is- sues and difficulties are kind of particular and that they can only be troubleshooted as they come up. In fact, I did have a few responses to that, ranging from how virtual meetings might interact with students’ troubleshot as they come up. In fact, I did have a few responses to that, ranging from how virtual meetings might interact with students’

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Pomona announces that all student workers will continue to be paid whether or not they are able to continue their employment by remote means. Students who cannot leave campus are asked to submit a petition to stay.

March 12, 2020

Pomona informs its students that they must leave campus by March 18 and should not expect to return before the end of the semester. Spring break is extended to two weeks, after which the College plans to resume its class schedule through remote instruction. All spring events are canceled.

March 11, 2020

Students begin to leave campus.

March 12, 2020

March 13, 2020

March 14, 2020

March 15, 2020

March 16, 2020

The College announces a prorated refund of room and board for all students leaving campus, as well as covering all approved travel costs and other forms of emergency financial assistance for departing students.

The CDC issues an advisory calling for no gatherings of 50 or more people.

California Gov. Gavin Newsom issues an executive order urging people aged 65 and older or suffering from certain health conditions to shelter at home.

Pomona students pick up boxes and other packing supplies at Bridges Auditorium as they prepare to leave campus.

Photo by Kristopher Vargas
The pandemic turned the Sagehens’ first invitation to the Sweet 16 into a bittersweet memory.

**BITTERSWEET 16**

By Robyn Norwood

First came the shot: Jack Boyle’s spectacular three-pointer from the corner as time expired on March 7 sent Pomona-Pitzer to the Sweet 16 of the NCAA Division III men’s basketball tournament, the first in program history. “It felt like it hung in the air for almost an eternity,” says Boyle ’20, before the ball splashed through the net for a 71-70 victory over 10th-ranked Emory and the Sagehens ended up in a celebratory pile near midcourt.

Next came the shock: Sitting on a plane five days later on March 12 as they pulled away from the gate at Ontario International Airport to fly to their next game near Chicago, players’ phones started to ding. “There we are, our next game near Chicago, players’ phones started to ding. ‘It felt like it hung in the air for almost an eternity,’” says Boyle. “I felt confident in the moment that I could get a good shot off, and I was just let it fly,” Boyle says.

And so it ended. After their third-round game against Elmhurst College in Illinois was canceled, the team deplaned and returned to campus, where students were packing to leave for the semester. Five seniors Boyle, Kelbert, Micah Elan PI ’20, Adam Rees ’20 and Matthew Paik ’20, it was the end of the line.

“The shot was one shining moment, now forever in suspended animation.”

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“Preston set a great screen, so I was able to get pretty wide open,” Boyle says. “Kelbert made an absolutely phenomenal pass.”

A defender rushed in to try to block the shot, but Boyle threw a fake. “I saw the guy fly by, and then I had a clean look at the basket. I felt confident in the moment that I could get a good shot off, and I was just let it fly,” Boyle says.

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“That’s the toughest thing, just trying to squeeze in that emotional journey,” Kelbert says. “I think there was a four-day turnaround between being on that plane ready to take off and then me leaving campus for the last time as a senior. People were trying to sell as many things as they possibly can, especially seniors who were like, ‘What am I going to do with my fridge now?’

“Reallocating there would be no exit meetings, no banquet, no closure, Katsiaficas and his staff had a meeting for the next day, and the team played some loose, somewhat socially distanced pickup ball, then had Pomona’s pizza for dinner amid informal awards and recognition.

“We all just kind of got to enjoy each other’s company and play the game we love,” Boyle says.

The Division III NCAA championship game would have been April 5 in Atlanta, sharing the weekend stage with the NCAA Division I Men’s Final Four. Who is to say where Pomona-Pitzer’s run might have ended?

“I think that things were like, we want more, we want to see where we can make this thing.”

“At the end of the day, you’ve got to keep it in perspective, at least from my point of view. This is a serious pandemic going on. We all looked up at once and saw that the NCAA tournament had been canceled at all levels.”

“Preston set a great screen, so I was able to get pretty wide open,” Boyle says. “Kelbert made an absolutely phenomenal pass.”

The team mobs near the Sagehens’ bench.

The strong-armed Kelbert, also the goalie for the Pomona-Pitzer men’s soccer team, is program history. “It felt like it hung in the air for almost an eternity,” says Boyle ’20, before the ball splashed through the net for a 71-70 victory over 10th-ranked Emory and the Sagehens ended up in a celebratory pile near midcourt.

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A special, two-week spring break begins. Most students have left campus by this date. Slightly more than 80 students who are unable to leave for various reasons end up staying on campus.

March 18, 2020

Pomona closes all academic buildings and expands its work-from-home policy. The College’s Dining Service switches to a “Grab-and-Go” system in which the students remaining on campus receive their meals in take-out containers and return with them to their rooms.

March 17, 2020

In response to Gov. Gavin Newsom’s sweeping new stay-at-home order, Pomona asks all staff members who can work from home to do so. Pomona makes Zoom accounts available to all students, faculty and staff and holds first training in using the online conferencing platform.

March 18, 2020

All students remaining on campus move into the Oldenborg Center residence, where they can all have singles and space for social distancing.

March 20, 2020

Classes resume with remote instruction. The College announces that, respecting the wishes of the Class of 2020, the year’s Commencement ceremony will be postponed until a future date to be determined.

March 24, 2020

The College estimates the extra cost, to date, of dealing with the coronavirus pandemic at between $6 million and $7 million, including refunds of room and board and financial support for departing students.

March 30, 2020

April 13, 2020

Pomona College Magazine

Photo by Kristopher Vargas
SURF Becomes RAISE

The College’s temporary shift to online interaction took on new forms as summer arrived. Most notably, the College’s usual Student Undergraduate Research (SURF) program was restructured, temporarily, into the Remote Alternative Independent Summer Experience (RAISE), a program designed to provide rising sophomores, juniors and seniors with research opportunities that allow them to pursue independent projects or connect with faculty research programs, all through virtual means. More than 400 Pomona students have chosen to take part in the program this summer.

“Students’ proposals covered subjects ranging from art to environmental analysis and from physics to philosophy,” wrote President G. Gabrielle Starr in an email about the new program. “Supported with a $2,500 fellowship, each student will design a final project that encapsulates what they learned, achieved or created this summer and that can be shared with the Pomona College community—and we can’t wait to see the results when summer is over. We are deeply grateful to our community of generous donors who have immediately responded by providing an additional $1.1 million of endowed funds, as well as new gifts, to support our students this summer.”

In other forms of summer support for students, the College provided funding for upwards of 125 Pomona College Internship Program (PCIP) students who will be exploring potential career paths via internships performed remotely in fields such as public policy, healthcare research and publishing. The institution also okayed the hiring of 55 current students to work remotely to assist staff and faculty offices across the campus.

Job-Hunting the Pandemic

in the fall of 2001, Hazel Raja, now associate dean and senior director of Pomona’s Career Development Center, was living in New York when the unthinkable happened—the terrorist attacks of 9/11. “I’d taken out a large loan to go to New York University. It had always been my dream,” she explains. “I remember feeling overwhelmed and lost, I was emotionally drained by all of the loss, trauma and upheaval. I struggled to focus on a job search right away. What’s happening now feels very familiar.”

The global pandemic has created skyrocketing unemployment just as many of Pomona’s new graduates are job-hunting. “Students will need to continue to practice patience and focus on what they can control. They need to understand that their Plan B is just as important right now, as it was then,” says Raja. “The pandemic has impacted hiring. There have been delays and fewer jobs posted. Students and our new graduates have to be realistic,” she says. “But there are things that they can do. And that’s how the CDO can be helpful.”

**PCM:** What services are available through the CDO?

**Raja:** The CDO is operating all of our services remotely. We’re offering close to 30 remote career advising appointments a day, as well as online into sessions and other resources through握手Remote, plus alumni networking opportunities through our virtual professional development and resources like Sagen Connect and SagePost47.

Hiring has gone entirely online; recruiters are connecting now through the internet via phone and/or videoconferencing. If students don’t feel 100% comfortable with using those platforms to interview, they should connect with us to get trained. We can do mock interviews with them and will share tips to ensure that they are successful in presenting themselves competitively and authentically in this job market.

**PCM:** Who is hiring in this environment?

**Raja:** There are industries that are actively cutting jobs. If somebody said to me, “I want to get a job in the airline industry,” I would say, “Well, there are very few opportunities to woo potential firms in person right now.” Students have to “practice their pitch,” and they just have to keep applying for jobs. To be quite frank, I don’t think students apply for enough opportunities. In this type of environment, it’s even more important that they are actively applying and that they apply for more opportunities than they would have had before.

In contrast, there are industries that are actively hiring. If a student is interested in the tech industry, there are still companies that are actively hiring. There are a lot of start-ups that are looking for new graduates because of the skills they bring, their ability to be creative and innovative thinkers and their ability to quickly pivot.

It’s worth noting—if you need to take a pause because the industry you want to go into is not making decisions, ask yourself: What can I do between now and when it re-opens to show how actively engaged I have been, and how can I improve my candidacy for when things reopen?

**PCM:** What advice do you have for students on summer plans?

**Raja:** Summer is a time for building skills through experiences. That expectation hasn’t changed but the source of how you gain those skills may have to be adjusted. It’s worth noting that now that companies and organizations are reopening, there is going to be great need for them to ramp up quickly. They’re likely going to be looking for short- term manpower to help pick things back up again. And that is something that I think college students are the perfect candidate for, because short-term work is exactly what they’re looking for during the summer months.

Additionally, the Pomona College Internship Program (PCIP) and RAISE program are supporting hundreds of students in developing their knowledge and employability through short internships and independent projects. While those programs are closed for this summer, students can also develop great skills through remote campus employment. Available jobs are posted on Handshake. Additionally, students could take advantage of online learning, online teaching or tutoring opportunities, or working for summer programs for kids (if they enjoy doing that kind of thing).

If students have lost their internships or plans for the summer or are not getting any responses, they need to reflect on what they can do to stay relevant. How can they stay on the radar of the person who hired them or who would have been interested in their candidacy? If students are feeling frustrated, they do to help support the employer or that organization remotely, if they’re willing to let them do that?

**PCM:** How can alumni help?

**Raja:** Alumni and parents can be a great resource to students right now. We are working with the Alumni Office and Parent Relations to explore a number of avenues to connect our students with Pomona and Sagen- supports out in the workforce. Our #HelpingHens campaign, which launched in April, spring-mates well, eating well and taking care of yourself.

This can be a very isolating experience. Students should really be thinking about their emotional health and schedule time to connect with their roommates, friends and mentors. Mental health is also something that can be neglected. If students had therapy appointments lined up, they should keep doing them virtually, because job- searching can lead to increased anxiety, regardless of the environment. It’s really easy to be down on yourself and take things really personally if you’re not taking care of your well-being.

**PCM:** How can students job-hunt under safer-at-home orders?

**Raja:** Seventy-five percent of jobs are found through networking, therefore, 75 percent of a student’s job search or internship search should focus on networking.

In a situation like this where your options to physically network are extremely limited, you need to have a really strong online brand—that’s really important now because opportunities to woo potential firms in person right now are limited or nonexistent. Students have to “practice their pitch,” and they just have to keep applying for jobs. To be quite frank, I don’t think students apply for enough opportunities. In this type of environment, it’s even more important that they are actively applying and that they apply for more opportunities than they would have had before.

Students need to take time to process what’s happening and take care of themselves by prioritizing their well-being. You can do that by taking time to be with your family, mentors or friends. You should really be thinking about what’s happening and take care of yourself. And you will feel good about yourself. And you will feel good about your future, regardless. It’s really important to do that when the opportunities are not an option.

Additionally, students could take advantage of online learning, online teaching or tutoring opportunities, or working for summer programs for kids (if they enjoy doing that kind of thing). If students have lost their internships or plans for the summer or are not getting any responses, they need to reflect on what they can do to stay relevant. How can they stay on the radar of the person who hired them or who would have been interested in their candidacy? If students are feeling frustrated, they do to help support the employer or that organization remotely, if they’re willing to let them do that?
The College launches a new program for the summer of 2020 to provide multi-week fellowships for students to work on virtual research projects, either independently or in partnership with faculty. The program is called RAISE (Remote Alternative Independent Summer Experience).

April 22, 2020

The faculty votes to grade all Pomona students for spring 2020 semester classes on a P (Pass), NRP (No Record Pandemic) or I (Incomplete) basis.

April 20, 2020

The College announces a variety of contingency plans for the start of fall semester but notes that final decisions may not be made until early July.

May 7, 2020

The pandemic-disrupted spring semester of 2020 comes to a close.

May 16, 2020

With families across the nation and around the globe facing a major economic downturn, the College freezes 2020–21 tuition at 2019–20 levels.

May 21, 2020

Pomona suspends all study abroad programs for the fall semester of 2020.

June 1, 2020
“We do care predominantly for vulnerable patients, people of unstable housing or frankly, homeless,” Gelber told CNN on March 30. “When we work to plan discharges, when we tell people things like ‘shelter in place,’ [we’ve learned] to make sure people have a shelter to shelter in place.” We think it’s a lot easier to tell somebody like me to go hang out at home for two weeks and get food delivered. It’s a little harder when the patient is a 55-year-old gentleman who lives in a tent encampment under the 45th Street bypass, and with 15 other people. So we’re learning how to plan for that and see our problems ahead of time before they arise. That’s saying, hey, how do we keep the curve flat, how do we keep patients like this from infecting other patients at shelters, at homeless encampments, as well as the general patient population? And how do we keep the people in the emergency room safe from infecting each other in the lobby?”

Zack Haberman ’10
Emergency Room Physician, Oakland, CA

Emergency room physicians are on the front lines battling the coronavirus (COVID-19) pandemic at Highland Hospital in Oakland, California. Jennifer Doudna ’85, internationally famous for the CRISPR-Cas9 gene-editing technique, is establishing a high-capacity coronavirus testing lab on the University of California at Berkeley campus. And Victoria Paterno ’75 E ’07, an assistant clinical professor in pediatrics at UCLA Medical Center who had retired from private practice, volunteered to return for COVID-19 duty. Those are just a few of the many Sagehens across the country who are responding to the pandemic. Here are a few of their stories in their own voices.

Jonathan Gelber ’10
Emergency Room Physician, Oakland, CA

“My ER serves a diverse community, including a large elderly and socioeconomically underserved population. I am seeing the number of COVID patients continue to grow. While I can draw on what I’ve learned from basic science at Pomona, medical school and residency, the scariest part of the virus is how much is unknown. In many ways, I am used to that—my job is to see patients with an unknown illness or problem and make life-or-death decisions based on incomplete information. However, the more I see and read about the virus, it doesn’t seem to respond in the same way that other serious heart and neurological conditions do. I’ve already had to take care of my colleagues who have fallen ill with covid, which I am managing with some health professionals in the San Diego area, where I grew up. We are hoping to target younger audiences and establish a database on social distancing and disease prevention.”

David Siew ’98
Internal Medicine Physician, Kirkland, WA

“Our hospital identified the first large-scale outbreak of COVID-19 disease in the United States in our patients. It was an unexpected respiratory disease from a local care facility. Up until that point, COVID-19 still felt a world away and none of these patients had the primary risk factor: international travel. We were shocked to discover ourselves at the initial national epicenter of the pandemic. I am amazed and humbled by the mobilization of our hospital and the multidisciplinary effort of every member of our organization to care for the community. My group continues to treat many hospitalized patients with the disease and has compiled the lessons we are learning for other health care providers. The growing and evolving body of knowledge regarding COVID-19 requires providers to assimilate new information on a daily basis. Since there are many uncertainties, we have to collaborate with others and form our own critical conclusions on which to base our testing and treatment strategies.”

Daniel Low ’11
Fanny Medicine Physician, Seattle, WA

“I think it is critically important to highlight the disproportionate effect that COVID-19 has on marginalized communities. Certainly, COVID-19 has touched virtually everyone, but the manifestations are excruciating existing socioeconomic and racial inequalities in our country. Community health centers are being hit particularly hard and are having particular difficulty in serving the most disenfranchised individuals in our communities. Without a critical lens focusing on the most vulnerable, things as seemingly utilitarian as the ethical rationing of limited ventilators will ultimately worsen healthcare disparities because criteria for ventilators often focus on the absence of chronic conditions, and yet we know that structural violence and systemic racism have resulted in communities of color and economically disadvantaged people historically experiencing denials of reproductive freedom. Restricting the presence of a patient’s labor support person(s), disclosing their diagnosis of COVID-19, and making the recommendations of separation from their baby feels like an emotional assault on a new parent, especially one who has limited resources in terms of housing and childcare. Additionally, my fellow healthcare providers and I are experiencing the shortage of personal protective equipment (PPE) through hospital policies that ration or require reuse of PPE, and limitations in testing capacity have resulted in late diagnosis and delayed identification of health care worker exposures.”

Vicki Chia ’08
Chief Resident in Obstetrics and Gynecology, Boston, MA

“I have borne witness to the impact that the COVID-19 pandemic has had on the birth experiences of patients whose communities have historically experienced denials of reproductive freedom. Restricting the presence of a patient’s labor support person(s), disclosing their diagnosis of COVID-19, and making the recommendations of separation from their baby feels like an emotional assault on a new parent, especially one who has limited resources in terms of housing and childcare. Additionally, my fellow healthcare providers and I are experiencing the shortage of personal protective equipment (PPE) through hospital policies that ration or require reuse of PPE, and limitations in testing capacity have resulted in late diagnosis and delayed identification of health care worker exposures.”

Kate Dzurilla ’11
Nurse Practitioner, Brooklyn, NY

“I live on the Upper West Side, and look forward to 7 p.m. every night when we open our windows to hear cheers, applause, trumpets, bongs, dog barking, etc. Each night over the past few weeks the cheers are growing louder. I cheer for my colleagues working in medicine, but also for the other essential personnel that are making this time in our lives easier, like those working in grocery stores, hardware stores, and bodegas, and delivering food and driving public transportation that helps me get to work. It reminds me that we’re all in it together, and that despite how unbelievable and painful this time is, we still feel hope and optimism.”

Vian Zada ’16
Fourth-year Medical Student, Georgetown University

“It is interviewed on CNN.

Johanna Glaser ’10
Fourth-year Medical Student, UC San Francisco School of Medicine

“I just finished a rotation in a skilled nursing facility at the local VA [Veterans Affairs] hospital. All of my patients during this time, men over 70 years old with comorbidities, were among the highest risk for serious illness and death if exposed to SARS-CoV-2. I spent hours delving to see the fatality rate of this pandemic among the elderly, especially those residing communally, with about a fifth of all deaths in the U.S. due to COVID-19 being linked to nursing facilities. Luckily, not a single occupant of the facility where I was on rotation had any worsening symptoms nor had tested positive for the virus. This, however, came at the cost of extreme isolation for this otherwise sociable group of men. . . .

“I hope that we can take this moment to reexamine how we deliver health and essential services in our country, with a new focus on marginalized populations and health equity. . . . In the medical context and more broadly, let us take this unprecedented event as an opportunity to avoid uncertain suffering and inequality in the future.”

Dr. Jonathan Glaser ’10 is interviewed on CNN on March 30, 2020.
Writing this book was an emotional process. Immerse myself in extreme congressional discord and national divisiveness at a time of extreme congressional discord and national divisiveness was no easy thing. At various points, unfolding events sent me scurrying to my keyboard to hash things out. Of course, there are worlds of difference between the pre-Civil War Congress and the Congress of today. But the similarities have much to tell us about the many ways in which the People’s Branch can help or hurt the nation.

Many years ago, when I began researching this book, it was far less timely and far more puzzling. There seemed to be so much violence in the House and Senate chambers in the 1830s, 1840s, and 1850s. Shoving. Punching. Pistols. Bowie knives. Congressmen brawling in bunches while colleagues stood on chairs to get a good look. At least once, a gun was fired on the House floor. Why hadn’t this story been told?

That question is answered in the pages that follow, which reveal for the first time the full scope and scale of physical violence in Congress between 1830 and the Civil War. Yet even knowing that answer, I didn’t fully grasp how such congressional fireworks could remain undercover until last year. In a long and intimate Politico interview, former House Speaker John Boehner revealed that some time ago, during a contentious debate over earmarks (items tacked onto bills to benefit a member of Congress’s home state), Alaska Republican Don Young pushed him up against a wall in the House chamber and threatened him with a knife. According to Boehner, he stared Young down, tossed off a few cusswords, and the matter ended. According to Young, they later became friends; Boehner was best man at Young’s wedding. And according to the press reports that addressed the incident, it wasn’t the first time that Young pulled a knife in the halls of Congress. In 1988, he reportedly waved one at a supporter of a bill that would have restricted logging in Alaska. (He also angrily shook an oosik—the penis bone of a walrus—at an Interior Department official who wanted to restrict walrus hunting in 1994, but that’s an entirely different matter.) Two of these confrontations made the papers when they happened, but only recently has the Boehner showdown come to light. Remarkably, even in an age of round-the-clock multimedia press coverage, what happens in Congress sometimes stays in Congress.

From a modern vantage point, it’s tempting to laugh—or gasp—at such outbursts and move on, and sometimes that’s merited. (The oosik incident is definitely worth a chuckle.) As alarming as Young’s knifeplay seems, it says less about a dangerous trend than it does about a somewhat flamboyant congressman. And yet congressional combat has meant much more than that—especially in the fraught final years before the Civil War. In those times, as this book will show, armed groups of Northern and Southern congressmen engaged in hand-to-hand combat on the House floor...
deep. So did its sectional tone and tempo; Southern congressmen had long been bullying their way to power with threats, insults, and violence in the House and Senate chambers, deploying the power of public humiliation to get their way, antislavery advocates suffering worst of all. This isn’t to say that Congress was in a constant state of chaos; it was a working institution that got things done. But the fighting was common enough to seem routine, and it mattered. By affecting what congressmen did, it shaped the nation.

When that fighting became endemic and congressmen strapped on knives and guns before heading to the Capitol every morning—when they didn’t trust the institution of Congress or even their colleagues in Congress to the point of crisis. The nation didn’t slip into disunion; it fought its way into it, even in Congress.

The fighting wasn’t new in the late 1850s; it had been happening for decades. Like the Civil War, the roots of congressional combat ran temporizing influence of cross-sectional friendships, they, too, lost faith on one another. The same held true for congressmen; despite the common enough to seem routine, and it mattered. By affecting what Congress did, it shaped the nation.

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to Latin America. Now they feel they have the acumen of a White House only interested in a transactional foreign policy.

The coronavirus has distracted Washington, giving autocrats even more room to ramp up repression. On top of that, the Trump administration’s “America First” approach means that it has yielded the diplomatic prerogative to competitors such as China, Russia and Iran, who have cleverly exploited the void by offering assistance and spreading disinformation. China’s influence was growing even before COVID-19, but with growing economic hardship, countries are pursuing new forms of economic cooperation with Beijing. Ironically, despite its own coronavirus failures and despite being the source of the pandemic, China’s reputation is improving. China, of course, is not interested in democracy and human rights and, if anything, prefers to deal with other autocratic states. Meanwhile, the perceived shortcomings of the U.S. response to the pandemic coupled with domestic failures—think the brutal killing of George Floyd and the resulting protests—have lowered American credibility as a promoter of democracy and human rights. “I can’t breathe,” the Chinese foreign ministry recently tweeted in response to U.S. criticism of its policies in Hong Kong.

Thus, the pandemic has strengthened the fortunes of the world’s “democracy promoters”—countries such as China, Russia, the United Arab Emirates and others. In part this is because the Trump administration (with the possible exception of the Chinese power grab in Hong Kong), which has already proven that democracy promotion plays a minor role in its foreign policy, is even less willing to stand up to them.

In sum, both internal and external counter-democratic trends—many of which were already evident before coronavirus spread across the globe—have only been strengthened by the pandemic. In the short and medium term, the effect on democracy around the world is thus grim.

What about the longer term? The answer will depend in part on how ordinary citizens react to the expansion of state power in both democracies and dictatorships. After all, when a vaccine is made available and the threat of the virus dissipates, governments will have less room for maneuver. Corruption and overreach will be exposed. Will people rebel, or will they be complacent?

We might see evidence of both, depending on the country. In Hong Kong, we have seen protests against Beijing already. In Israel, Algeria, Iran and Lebanon—all places in which there were ongoing mass protests before COVID-19 and where services are poor and corruption is rampant—protests could quickly re-emerge. On the other hand, major protests could also contribute to a second wave of infections, providing a pretext for further government crackdowns.

Yet, in another scenario, protests might not erupt at all, given the fear of past violent government repression and the fact that anti-protest measures are likely to be more brutal than ever. And maybe because the measures deployed in response to the pandemic could give civil society, opposition groups and other vestiges of democracy a de facto death knell in countries where democratic institutions were already weak.
If you succeed, you can be remembered with Lincoln among the greats. All presidents, from George Washington to Donald Trump, began their time in office with dreams of accomplishing great things. But whether your presidency is monumental or disastrous will hinge largely on a single thing: how well you understand and fulfill your duty to carry out the law of the land.

It was George Washington’s second inaugural address—which at 135 words remains the shortest in history—that gave voice to the ideas underlying the oath and the office. Today, we tend to think of the oath of office. You’ll stand in front of your inauguration crowd, guided by the chief justice of the Supreme Court, and recite the following words: “I do solemnly swear that I will faithfully execute the office of the President of the United States, and will, to the best of my Ability, preserve, protect and defend the Constitution of the United States.”

This oath is your public contract with the American people, and reciting it is your first constitutional responsibility. Before you recite it, you must know what it means and where it comes from. The oath is found in Article II of the Constitution, which established the presidency. The Constitution enshrines. Unlike President Johnson, and like Presidents Lincoln and Warren Harding, you must recognize what the Constitution requires: read the Constitution enshrines. Unlike President Johnson, and like Presidents Lincoln and Warren Harding, you must recognize what the Constitution requires: read the Constitution, the oval office isn’t for you.

For a moment, say that you win. You might hope to use this power to achieve great things such as ending poverty, providing affordable health care, or eliminating violent crime. You will have the ability to influence legislation and shape decisions about how to use the enormous federal surplus in the treasury and how to allocate dollars in the balance—and you have the ability to tip. As you wave to your inauguration crowd through a blaze of confetti, nothing seems out of reach.

But be careful. History might judge your presidency harshly. You don’t want to be remembered as the president who opposed and undermined the core values of the country. Survey of historians from 2002 and 2010 each ranked Johnson as one of the worst presidents in American history. He was impeached by the House of Representatives (but not removed from office by the Senate) for his handling of the Civil War and shepherding the passage of the Thirteenth Amendment, which abolished slavery—a violation of his sworn duty to carry out the law of the land.

On the other hand, Lincoln, who directly preceded Johnson, is seen as one of our greatest presidents. Among his many achievements, he kept the country together and guided it out of the Civil War and shepherd the passage of the Thirteenth Amendment, which abolished slavery. Why was Lincoln able to be so great? He had a dedication to the principles that upheld the nation and the presidency, and the history of the Framers (the collective term we use for the founders who created the Constitution) helped. As the political theorist George Kateb writes, “Lincoln revered the principle of human equality and believed that he therefore should revolve the Constitution around the fundamentals created under it—in making real the abstract principle of human equality.” For Lincoln, that meant standing up for the formal and fundamental guarantees of the oath and the Constitution while living within the constraints that limited his office. To end the evil of slavery nationwide, he did not hesitate to use the federal government’s legal power to accomplish an endangered goal. Lincoln was a great president because he understood how the office of the president is created—it could preserve, protect, and defend constitutional values.

As we see, the oath requires that the president uphold the Constitution—even if it means fighting to do so, you’ll end up with Johnson on the list of worst presidents. If you succeed, you can be remembered with Lincoln among the greats. All presidents, from George Washington to Donald Trump, began their time in office with dreams of accomplishing great things. But whether your presidency is monumental or disastrous will hinge largely on a single thing: how well you understand and fulfill your duty to carry out the law of the land.
In this guide, we will examine the difficult balance between respect for the constitutional system is no doubt frustrating for presidents. But overall, it is Madison's vision of a limited presidency that makes clear what Neustadt's book did not: that the Constitution is not a mere obstacle to get around, and trying to do so would be a disaster for the Framers' aims. To understand the meaning of the powers it grants are a kind of load—accompanied by tripwires, traps, and roadblocks that protect the rights of the people and the rule of law. Presidents should celebrate, not bemoan, this complex design.

James Madison, an author of the Federalist Papers and a primary writer of the Constitution, will serve as our guide throughout this book. Madison argued in large part because he was the Framers who most consistently stressed the limits on the president.

In this context, James Madison wrote about the oath that the president must take upon assuming office. He argued that the oath was designed to ensure that the president would be accountable to the people. Madison believed that the Constitution was a political morality, and that the oath was a way to reinforce this idea. Madison argued that the oath was a way to ensure that the president would be a representative of the people, and that the president would be answerable to the people for their actions.

President Harry Truman observed this conundrum firsthand. In his inaugural address, he observed that the president's job was to "serve as the people's advocate." However, he also recognized that the president was constrained by the Constitution. He noted that the Constitution was a "philosophy of government," and that it was designed to protect the rights of the people. Truman realized that the decline of civics education meant that Nixon's administration even famously claimed the president's ability to make great things happen was "the ultimate authority ... resides in the people alone." He realized that the Constitution was a way to ensure that the president was accountable to the people, and that the president would be answerable to the people for their actions.

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As multiple crises converged on the nation in May, reporters Marybel Gonzalez and Sam Kelly of the Chicago Sun-Times were sent into the Chicago streets to cover the protests and confrontations with police that followed the death of George Floyd in police custody in Minneapolis. Amid a global pandemic, a national reckoning with racism and police brutality, and deep political divisions, Gonzalez and Kelly reflected on working in journalism in a time of crisis amid the wake of "Black live matter"

Gonzalez: From peaceful demonstrations and civil resistance to looting and acts of violence between police offices and civilians, I’ve witnessed firsthand how the George Floyd protests and riots have not unfolded across our city or its surrounding areas. I've reported on a crowd of thousands who took to the streets of downtown Chicago chanting while they marched, while others knelt and took a moment of silence to call for an end to racial violence. On the other hand, we’ve also witnessed looting of commercial retail stores and small mom-and-pop shops. We’ve interviewed business owners on the aftermath of these acts, some of them denouncing the vandalism, while others saying they understand the anger behind it. In areas like Brighton Park, Pilsen and Cicero we’ve done stories about how local gang members guarded their neighborhood streets against looting. We’ve also reported on how some have used their own resources, platforms and creativity as a way of protest. In Little Village, for example, a group of people performed an Aztec dance to show the Latino community’s support for the Black Lives Matter movement. In the city of Aurora, business owners commissioned local artists to paint murals on their boarded-up storefronts to show solidarity for the protests. Outside of Chicago Police headquarters, Black female activists led readings and prayers and chanted loud demanding police reform.

The manner and platforms in which activists, residents and protestors have expressed their solidarity varies. However, based on interviews we’ve conducted, the call to action of many of them is the same: people are demanding justice for George Floyd and for all others who have died while in police custody.

As journalists, it’s important to cover all angles of these events, as they add context as to why these protests are taking place.

Gonzalez: While working as an investigative reporter along the U.S.-Mexico border in the Rio Grande Valley, I covered protests calling attention to family separations due to border wall construction along that region, and protests related to the detention of migrant children in the area. In the city of Chicago, the George Floyd protests are vastly different from ones I’ve covered in the past. For one, the scale of these protests is notable. People across the globe have taken to the streets to protest in the name of George Floyd. Social media platforms have also played a large role in this. People have used those streams to coordinate virtual protests. These avenues have allowed people to upload images and videos of the protests as they are happening. While this has led to a plethora of valuable information being shared, it’s also caused a lot of misinformation to spread as well.

Gonzalez: Across the country, we’ve learned incidents of violence against media. We’ve heard reports and seen videos of photographers and reporters allegedly being assaulted by law enforcement and residents. We’ve even heard of reports of journalists arrested while covering the events. Our company has been very good at providing security for us if we are covering any large-scale protest or rally. We’ve also been instructed to drop our assignment if we feel our safety is in jeopardy.

It’s also worth noting that these protests are happening in the middle of the COVID-19 pandemic. Because of that, we’ve had to be mindful of how we can cover these protests up close, while also ensuring the safety of our news team and our interviewees. Now more than ever, newsmakers require we have all hands on deck to cover the fast-changing events. However, due to the pandemic, many newsmakers across the nation have had to cut staff and therefore also resource allocations needed to times like these.

Sam, you saw one officer spit at a protester and others tackled a protestor and hit him with a baton. How surprising was it to see that kind of reaction from police?

Kelly: Not very surprising, to be honest. I understand the history of police in this country and Chicago especially. I’ve lived here my whole life. I understand that tensions are really high among protestors and among police. I work with police every day in my job, as far as my usual reporting, so I wasn’t surprised to see them responding that way.

I have a lot of personal feelings about the police relationship with Black communities and communities of color and impoverished communities, but I have to put those aside as a journalist and just report what I see as accurately as possible and try to let justification or lack of justification for any actions make those decisions clear without inserting myself into the situation. But that can be hard sometimes because I’m also just a person, and I have my own feelings about the situation.

In that instance, I wasn’t filming when the cop spit at the protestor’s feet because up until that point, it had just been a gay walking by with his hat raised, shouting slurs, standing “Black Lives Matter.” “No justice, no peace.” He purposefully walked very near the officers but never threatened vi- olence of any kind. I wasn’t even aware of every single thing I saw because there was so much happening, but once I saw the cop spit at the gay man, I pulled my phone out. But you know there were a lot of moments like that, but I wasn’t really processing them emotionally as much as just trying to do my job.

Kelly: Only the times I ever felt unsafe were when I got caught in the middle of skirmishes or potential clashes. There were a lot of times when protestors would start to congregate near cops and that’s when a few rocks would be thrown. Obviously the police’s plan of diffusing the situation and it worked pretty well for them—for just to run in a line at the protesters. Every time that happened, the protestor would move around and spin back down the street. I was on my bike, like I said, so a few times I felt nervous about getting caught up in that. I also knew in those moments the police wouldn’t distinguish me from anyone else, so I had to run with them.

Gonzalez: Across the country, we’ve learned incidents of violence against media. We’ve heard reports and seen videos of photographers and reporters allegedly being assaulted by law enforcement and residents. We’ve even heard of reports of journalists arrested while covering the events. Our company has been very good at providing security for us if we are covering any large-scale protest or rally. We’ve also been instructed to drop our assignment if we feel our safety is in jeopardy.

However, it is concerning that members of the media are facing violent acts and arrests. Now more than ever, we need journalists to stay calm and provide accurate information so that people can make their own decisions about the issues that are making headlines at this moment. I would say that democracy cannot exist without freedom of the press. How can we have a democracy if the press can’t do their jobs? It’s concerning that members of the media are facing violent acts and arrests.
Is Our Democracy in Danger?

It is a question we never thought we’d be asking. We have been colleagues for fifteen years, thinking, writing, and teaching students about failures of democracy in other places and times—Europe’s dark 1930s, Latin America’s repressive 1970s. We have spent years researching new forms of authoritarianism emerging around the globe. For us, how and why democracies die has been an occupational obsession.

But now we find ourselves turning to our own country. Over the past two years, we have watched politicians say and do things that are unprecedented in the United States—but that we recognize as having been the precursors of democratic crisis in other places. We feel dread, as do so many other Americans, even as we try to reassure ourselves that things can’t really be that bad here. After all, even though we know democracies are always fragile, the one in which we live has somehow managed to defy gravity. Our Constitution, our national creed of freedom and equality, our historically robust middle class, our high levels of wealth and education, and our large, diversified private sector—all these should inoculate us from the kind of democratic breakdown that has occurred elsewhere.

Yet, we worry. American politicians now treat their rivals as enemies, intimidate the free press, and threaten to reject the results of elections. They try to weaken the institutional buffers of our democracy, including the courts, intelligence services, and ethics offices. American states, which were once praised by the great jurist Louis Brandeis as “laboratories of democracy,” are in danger of becoming laboratories of authoritarianism as those in power rewrite electoral rules, redraw constituencies, and even rescind voting rights to ensure that they do not lose. And in 2016, for the first time in U.S. history, a man with no experience in public office, little observable commitment to constitutional rights, and clear authoritarian tendencies was elected president.

What does all this mean? Are we living through the decline and fall of one of the world’s oldest and most successful democracies?
“History doesn’t repeat itself. But it rhymes...”

Daniel Ziblatt ’95 and Steven Levitsky are colleagues at Harvard University, where Ziblatt is the Eaton Professor of the Science of Government and Levitsky is the Dr. Francis J. Adorno ’51 Professor of Government. Their book, How Democracies Die, was a New York Times bestseller and named one of the best books of 2018. They are also authors of the forthcoming book Divided We Fall: The Perils of Extreme Democracy (September 2020).

Democratic breakdowns have been caused not by generals and soldiers but by elected governments themselves. Like Chávez in Venezuela, elected leaders have subverted democratic institutions in Georgia, Hungary, Nicaragua, Peru, the Philippines, Poland, Russia, Sri Lanka, Turkey, and Ukraine. Democratic backsliding today begins at the ballot box.

The electoral road to breakdown is dangerously deceptive. With a climate of consent, it is easy to mistakes elections for the end of a problem. As more and more of the best and most important individuals and organizations of generalists but elected leaders—principles or prime ministers who subvert the very process that brought them to power. Some of these leaders have been in power for decades: Chávez in Venezuela, then President of the transition in the wake of the 1933 Reichstag fire in Germany. More often, though, democracies erode slowly, in barely visible steps.

In Venezuela, for example, Hugo Chávez was a political outsider who rallied against what he cast as a corrupt governing elite, promising to build a more inclusive society. His country’s vast wealth could have improved the lives of the poor. Skillfully tapping into the anger of ordinary Venezuelans, many of whom felt ignored or mistreated by the old order, Chávez captured power and was elected president in 1998. As a woman in Chávez’s home state of Barinas put it on election night, “Democracy is infected. And Chávez is the only solution.”

When Chávez launched his promised revolution, he did so democratically. In 1999, he held free elections for a new constituent assembly, in which he then used to craft a new national constitution that allowed him a decade of near-total authority. Chávez’s landslide reelection in 2006 allowed him to maintain a vast oil wealth to improve the lives of the poor. Skillfully tapping into the anger of ordinary Venezuelans, many of whom felt ignored or mistreated by the old order, Chávez captured power and was elected president and in 2006, when a year later, when soaring oil prices had boosted his standing enough to single-handedly write a new constitution. It was a chavista antibiotic we have.”

Many government efforts to subvert democracy are “legal,” in the sense that they are approved by the legislature or accepted by the courts. They may even be portrayed as efforts to improve democracy—making the judiciary more efficient, combating corruption, or cleaning up the electoral process. Newspapers still publish but are bought off or bullied into self-censorship. Opposition leaders are imprisoned, shipment off into exile. The constitution itself is killed, imprisoned, or scrapped. The election is suspended or scrapped. On the electoral road, none of these things happen. There are no tanks in the streets. Constitutions and other nominally democratic institutions remain in place. People still vote. Effective political power is held by a small group of leaders and, most often, political parties, work to prevent them from gaining power in the future. Chávez’s flagrant violation of the norm to toll or endorse or align with them, and when necessary, making him out of support for democratic candidates. Isolating political extremists requires political courage. But when fear, opportunism, or manipulation leads parties to rival democrats into the mainstream, democracy is imperiled.

Venezuela ranked a mere 2 out of 10 (“not at all democratic”) on Latinobarómetro’s survey asked Venezuelans to rate their own country. Latinobarómetro asked them to rate their own country. In 2011, when a domestic political party was defeated and faced themselves facing tax or other legal troubles. This sow public confusion, people do not immediately realize what is happening. Many con- tinued to believe they are living under a democracy. In 2011, when aVotrename lovejoy are colleagues at Harvard University, where Ziblatt is the Eaton Professor of the Science of Government and Levitsky is the Dr. Francis J. Adorno ’51 Professor of Government. Their book, How Democracies Die, was a New York Times bestseller and named one of the best books of 2018. They are also authors of the forthcoming book Divided We Fall: The Perils of Extreme Democracy (September 2020).

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Policing the Police

By Patricia Veit

A confident, no-nonsense person, Joyce Hicks ’74 spent most of her career in city government, fixing and managing agencies that made all kinds of decisions. A UC Berkeley educated lawyer, she was recruited to lead several departments in Oakland, including its Citizens Police Review Board (CPRB). Toward the end of her professional career, she led for almost a decade one of the most powerful civilian police oversight bodies in the country, San Francisco’s Office of Citizen Complaints (OCC), now the Department of Police Accountability.

But on May 25, Hicks did something uncharacteristic. She rushed to judge a murder trial. She had just witnessed a police sergeant. One of the things she quickly learned was the ethical and legal decisions that frequently have to be made in difficult situations. She had never seen such a sustained and callous disregard for life and plea for mercy, she says, Hicks, who is African American. “George was just a bit older than my own son.”

Pierce County is more than 1,500 miles from Minneapolis, but in George Floyd’s case, three officers involved were charged with aiding and abetting second-degree murder. Two of those officers were novices. “When you’re a rookie cop and your field training officer is doing something wrong, it takes a lot of courage to say stop. There has to be a culture shift. You have to have your own moral code.”

Pastor agrees. He advises law enforcement agencies to reexamine their cultures because “culture is more pervasive and powerful than rules and procedures. This does not mean that all agency cultures are hopelessly tainted. It means that we need to refine and re dedicate to key ethical values. Where we find that we fall short, we need to own up and make changes.”

He argues that the men and women who carry badges make mistakes of good, ethical decisions every day. “Where the problem is, are the instances in which we let the community down,” he says. “Instances in which our people do the wrong thing. Instances in which we hurt community members and undermine what we claim to stand for.”

Hicks believes a civilian agency can help. “A police department can make a difference. While in San Francisco, she had to build relationships with community groups, police administrators and union officials. She carefully examined police department patterns through data collection, and she also had to improve the caliber of investigations focusing on complaints that raised policy concerns, such as vehicle pursuits and use of force.

Under her leadership, San Francisco civilian investigators looked into citizen accusations of misconduct or neglect of duty, interviewing the officer, the complainant and witnesses and gathering internal and external documentary evidence. The office’s decisions were based on relevant evidence. If the investigators sustained a complaint, Hicks would send a report to the police chief, who could then make a disciplinary decision. Hicks also had the discretion to forward a complaint to the police commission if the chief did not agree that misconduct had occurred, or if the chief had a serious misconduct issue. Hicks filed charges directly with the police commission, with or without the concurrence of the police chief. “Civilians can hold the police accountable in ways that extend far beyond individual complaints, potentially covering broad areas of police practice and policy,” she notes. “It is important to ef fect change on police department policies. Only a small number of officers will be impacted with disciplinary matters, but policy change is department wide.”

One of the programs Hicks most proud of is the mediation program created at the OCC. The voluntary program meant that both the complainant and the police officer had to agree to mediate. In San Francisco, over 90% of the eligible officers and 55% of complainants agreed to participate in mediation. “We had the highest voluntary per capita officer participation rate in our mediation program.”

We had skilled mediators who conducted these mediations. The conversation wasn’t about an apology, but it was about both the officer and the complainant having an opportunity to explain their position.”

Currently there are more than 200 civilian oversight boards in the U.S. and 18,000 law enforcement agencies, according to the National Association for Civilian Oversight of Law Enforcement, an association where Hicks was a board member. “There’s no strict delineation for these boards, and their latitude could encompass responsibilities ranging from investigation to review and audit. In addition to Oakland and San Francisco, where Hicks served, other major cities with civilian oversight agencies include New York, Chicago, Atlanta, Los Angeles and New Orleans. Beyond our borders, both Hicks and Pastor believe policing can be done right and that change must come.

“I have hope,” says Hicks. “I have worked in environments where police chiefs and commissioners want to create change, but not all cities on the front lines always reminding them that you must have civilians keeping you accountable.”

In his upcoming retirement, Pastor hopes to make a further contri bution at a national level. “I’ve been doing things with the Major Sheriffs’ Association of America and the National Executive Institute at the FBI. I’d like to spend more time on that,” he says. “I would also hope that new graduates would consider a career in policing. I have found it to be both morally and intellectually engaging. We’re not a perfect profession, nor are we perfect people. Like America, we have a long way to go. But we regularly make a positive moral differ ence in the communities we serve. Few other professions do this as often or as intensely as does policing.”
NOTICE BOARD

Sagehen Student Summer 2020 Opportunity Fund

Many students are facing a loss of critically needed income due to the loss of summer jobs, internships, and research prospects. The College has established the Remote Alternative Independent Summer Experience (RAISE) program to facilitate a broad range of remote activities that will continue to provide academic and professional growth opportunities throughout the summer. A gift to this fund ensures that, even during these challenging times, students can continue to explore their interests this summer in experiential and immersive environments. Visit pomona.edu/give-today to give to the Sagehen Student Summer 2020 Opportunity Fund.

A Record Show of Philanthropic Support

We’re excited to share the successful outcome of the Sagehen Emergency Impact Challenge crowdfunding campaign that ran May 1-2 to increase support for the new Remote Alternative Independent Summer Experience (RAISE) Program and the Draper Center’s Pomona College Academy for Youth Success (PAYS) students and families. Partnering with the One Pomona: A Virtual Sagehen Gathering event, the challenge far surpassed its goal of 470 donations to reach a total of more than 800 donations that raised over $70,000 and unlocked $147,000 in challenge bonus funding.

Thank you to everyone for coming together in this time of difficulty to help meet critical needs for Pomona students and our PAYS students and families. The kind generosity shown was not only impactful but also contributed to our most successful 47-hour participatory campaign to date!

Sagehen Emergency Impact Challenge

One Pomona Sagehen Gathering Brings Alumni Together for a Virtual Trip Home

Nearly 1,200 alumni from 27 countries registered to take a virtual trip home to campus for One Pomona. A Virtual Sagehen Gathering May 1-2, Saghegn from the Classics of 1949 through 2019—and one from 1946—came together for Pomona’s first-ever, online alumni gathering to attend specially curated livestreamed events with President Gabriele Starr, Dean of the College, Robert Gains, Dean of Students Avis Hinkson and others. Attendees also got a sneak peek tour of the new Benton Museum of Art at Pomona College and perused the Best of Pomona video catalog of distinguished guest speakers and Blaisdell Award winners. Alumni celebrating class reunions this year were treated to their own unique class chat rooms and Zoom meet-ups. While on Pomona’s virtual campus, attendees could also engage in direct chats with groups of individuals and download special content to save. Many alumni took the 47-question Pomona Challenge trivia quiz and also played Cecil’s Participation Challenge, earning points for exploring the site. Congratulations to our 73 prize winners! Chirp!

Thanks, Bobby Lee

Our deepest appreciation goes to Bobby Lee ’02 for his three years of service as Pomona College’s National Chair for Annual Giving: 2017-18, 2018-19 and 2019-20. During his tenure, the Pomona College Annual Fund raised more than $15M, and in 2018, marked its first increase in alumni participation in 14 years. Under Bobby’s leadership, the Office of Alumni and Parent Engagement adapted its first crowdfunding platform, which allowed a new style of targeted fundraising campaigns used for the Draper Center, Empower! Center, Pomona College Internship Fund, Alumni Scholarship Fund, and many more grants of need. Bobby steps down from his role on June 30, and we are pleased to welcome our new National Chair for Annual Giving, Nathan Dean ’10.

2020 Alumni Awards

The Alumni Distinguished Service Awards

The Alumni Distinguished Service Award pays tribute to an alumnus or alumna in recognition of that person’s selfless commitment and ongoing volunteer service to Pomona College. Many thanks and congratulations to our 2020 Distinguished Service award winners (photos above, left to right): Frank Albinard ’80, Jim McCallum ’79 and Harry K. Pulver-Martín ’70. Read about these exceptionally dedicated alumni at pomona.edu/distinguished-service-winners-2020.

The Blaisdell Distinguished Alumni Awards

The Blaisdell Award recognizes alumni whose contributions and achievements in their profession or community mark them as distinguished persons even among the distinguished body of Pomona alumni. Congratulations to this year’s Blaisdell Award recipients (photos below, left to right): Steven G. Clarke ’70, Jennifer Doudna ’85, Ann Hardy ’55 and Asjali Kanat ’00. Learn more about these extraordinary alumni at pomona.edu/blaisdell-winners-2020.
Jim McCallum, Jerry Kelly, Gary Gwilliam

company, Agorics, which worked to bring business, Key Logic, which she ran successfully with her husband. In 1972, a product based on her system was the cofounder he needed to hire her to start up Tymshare and told her it was the product of the computer security business, and Agorics, a software consulting business.

Muriel has retired as his editor; she was a significant achievement in professions or community service. Murphys now has 27 wine tastings a year, and someday I will get it right. (See Class of ’60.)

written: “Turned 86 this year, Betty Fussell, a Pomona College anthropology professor emeritus and author of successful memoirs and mystery shows.”

Willard Berry, Jim White, Patric M. Kelly

Pomona College Magazine

Send your class notes and photos to pcmnotes@pomona.edu.
James Named Dean of Wharton

Edla H. James P’24 has been named the next dean of the Wharton School at the University of Pennsylvania, it was announced today by President Eric J. engineering assistant at Hamilton. She has also served as a fellow at the Distinguished American Academy of Arts and Sciences. She has been an award-winning scholar in the areas of behavioral and decision-based research, business analytics, and partnerships with Emory College’s liberal arts curriculum. She has led faculty and student workshops on such topics as unconscious bias and building trust across divides and has been engaged as a consultant by some of the largest and most prestigious firms.

At Emory, James undertook a significant redesign of the undergraduate business curriculum, integrating innovative learning, technology, and partnerships with Emory College’s liberal arts curricula.

Prior to her deanship, she served as the senior vice president and chief academic officer at the University of Virginia Darden School of Business, working closely with faculty to reimagine executive education and lifelong learning opportunities. She has also been named one of the 10 Top Women in Pennsylvania by Inside Higher Ed magazine. She holds a B.A. and master’s degree in organizational psychology from the University of Michigan

Erika H. James is the first female de- 

The University of Pennsylvania

South Korea, on her work as an investigator with the Innovative Genomics Institute, which this spring named Doudna executive director and investment specialist, according to a news release. Prior to joining Crocs, he was an executive director and investment specialist at Goldman Sachs, working closely with faculty to reimagine executive education and lifelong learning opportunities. He has also been named one of the 10 Top Women in Pennsylvania by Inside Higher Ed magazine. He holds a B.A. and master’s degree in organizational psychology from the University of Michigan.

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**Obituaries**

**49**

Clara Claire Carpenter Snider (Wright) [11/27/00, at 93, lived fully a week after she was first diagnosed with the brain tumor. December 24, 1926, in Aragon, CA, remembered fondly by her young years growing up in the small town of Bridge, England, welcomed their first child into the world on Christmas Eve. Clara grew up in the states, focusing on education and earning her degree in accounting. She married her husband, John Snider, in 1950, and they moved to Los Angeles, where they lived for the rest of their lives. Clara was an active member of the community, serving as a volunteer at local hospitals and schools. She was a role model for her children and grandchildren, always maintaining a positive attitude and inspiring those around her. Clara passed away peacefully in her sleep on January 30, 2020, leaving behind her husband, John, their two children, and three grandchildren.

**50**

Mary Mervin (Merv) A. Nerling *P’79,* [15/18/00, at 93, was a long-time member of Claremont's Bohemian community. She was born in Loma Linda, CA, to a family of entrepreneurs, and grew up in a small town near the coast. Merv spent her youth in the Pacific Northwest, attending college in Seattle and earning her degree in education. She was passionate about the beauty and importance of nature, and dedicated her life to preserving our planet for future generations. Merv passed away peacefully in her sleep on January 30, 2020, leaving behind her husband, Paul, their three children, and four grandchildren.

**51**

Jennifer H. Wilson, [1/15/99, at 90, was a long-time member of Claremont's community. She was born in Pomona, CA, and grew up in a small town near the coast. Jennifer was an active member of the community, serving as a volunteer at local hospitals and schools. She was a role model for her children and grandchildren, always maintaining a positive attitude and inspiring those around her. Jennifer passed away peacefully in her sleep on January 30, 2020, leaving behind her husband, Paul, their two children, and four grandchildren.
United Church of Bethel, Bethel Food volunteer for Toys for Tots, American Chapters; chairman and secretary of the employees Northfield and White River Junction, where she was a social Welfare, Family Service of New England School of Alcohol earned a Master of Social Work from the 'drove to California with two young chil- uating in 1956, after which she studied at age 87; born in New York City to m. Pam Massey. '54 papers; with Robert Winters coauthored a studies, publishing dozens of academic dios and TVs; became a full professor at Medical School in 1961, rofessor and biomathematical research scientist and biomathematical a short video document profile for downhill skiing, becoming a na- St. Andrew's Presbyterian Church in ob and smoking the occasional cigar; in addi- tion, St. Andrew's Presbyterian Church in ered into the Pan American Winter Games, becoming the first American a Claremont party; earned a Ph.D. in presence of three descending into the darkening rock of the bickens and tills a lot of the intelligence and practical about many subjects, well known for his wit and his good humor. Bostelmann, Ida; the composer, a close collaborator; part of the team of scholars that established the Iberian "goy" on the property, in addition to teaching and administration, the couple's children, daughters Lagos, CA, to the Reverend S. Dean at age 81; born in Hong Kong of Los Angeles, CA, to the second son of Charlotte, Victorville, CA; sibling of fared well in their mountain home and garden and taught others to do the same. to the West Coast for a new life. After leaving the University of Califor- nia, San Diego, she joined the faculty of the Department of Obstetrics and Gynecology at Swedish Hospital for treatment of animals in research; served as interim head coach during Pat Mulc- hin’s tenure as head coach; won the 1979 NCAA Division III championships and was named as Coach of the Year for Idaho in 2001 by the CASE; counseled political leaders in the state and across the nation, and served as Chair of Environment and Public Lands. to be a dramaturg, you have to be a bit of a show off. I was never aware that I was a show off, but I was always a show off. It’s just part of my personality. I like to have fun. I like to have a good time. I like to be creative. I like to be imaginative. I like to be fun. I like to be, you know, I like to be, like being a birder, because you’re never sure what you’re going to see, or what’s going to happen. I love the unpredictability of it. Doug said in an interview, “It’s more than an admiring the position in life. It’s just perfect for who I am and who I want to be.” In addition to his work with the United Nations, Dungan has been involved with the Sierra Club, where she has served as a board member and a champion of the appropriate use and conservation of natural resources. She has also been recognized for her work in the field of Indian spirituality and New Age mysticism, and has served as an advisor to the United Nations on issues related to the rights of indigenous peoples.
Robert Mezy

Professor Emeritus of English and Poet-in-Residence

Catalin Mitescu

Professor Emeritus of Mathematics and Astronomy

Robert Mezy

Professor Emeritus of English and Poet-in-Residence

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The pandemic has had bare the United States in 2020, as we en-
counter the public health consequences of deep social and political
inequality, widespread economic precarity, white supremacy,
polarized and dysfunctional politics, hollowed-out government, and
a scandalously inadequate health care system.

First, a little background. I’ve long meant to teach a course like
this as a counterpoint to Alexis de Tocqueville’s Democracy in Amer-
ica, the 1830s study famous for its generous portrayal of American
civil society. (“Among the novel objects that attracted my attention
during my stay in the United States, nothing struck me more forcibly
as a “hoax.”)

We read several studies on polarization and the “culture wars” in
the United States. The pandemic offered an immediate case study, as
many conservatives politicized the quarantine and the wearing of pro-
tective face masks. In April, Vice President Mike Pence refused to
worry if they wanted to cast their votes.

Students read about the chaotic state of public health insurance
and access to medical care in Jamila Michener’s Fragmented Demo-
cracies and investors.

Let me close on a personal note. After teaching about U.S. politics
at Pomona College for more than half my life, I struggled with giving
the election nears, democracy in the United States is at best more as-
piration than reality. At best.

Let me close on a personal note. After teaching about U.S. politics
at Pomona College for more than half my life, I struggled with giving
the students in the seminar, who are about to enter the labor
force in an economy devastated by the pandemic. As the semester
ended, unemployment neared 15 percent, and bipartisan majorities
in Congress targeted their first recovery legislation primarily at busi-
nesses and investors.

In short, the pandemic became part of our curriculum this semes-
ter. Again and again, COVID-19 taught us hard truths. In 2020, as
the election nears, democracy in the United States is at best more as-
piration than reality. At best.

Let me close on a personal note. After teaching about U.S. politics
at Pomona College for more than half my life, I struggled with giving
students such dark material during such dark times. But I was deeply
grateful for the opportunity to work through this syllabus with those
14 young people twice a week this spring. In the face of everything,
the students in the seminar remained engaged and committed, more
than willing to face, consider, discuss and write about the implica-
tions of these readings (and the pandemic) for their own futures, and
the future of the United States and the world.

We face daunting challenges, but those students give me hope.

David Menefee-Libey is professor of politics and coordinator of the Public Policy Analysis Program. He has been a member of the Pomona College
faculty since 1989.

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### SAMPLE ANNUITY RATES FOR INDIVIDUALS

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Rates valid through July 31, 2020