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## 250th anniversary banners stolen

By **EILEEN BRADY**  
The Dartmouth Staff

Some members of the Dartmouth community have found a different, albeit illegal, way to celebrate Dartmouth's 250th birthday. Since the 250th anniversary festivities began at the start of 2019, a number of commemorative "Dartmouth 250" banners have been stolen in Hanover and on Dartmouth's campus. Three banners were stolen on Main Street between Jan. 17 and Jan. 19, two of which have since been returned,

according to Hanover Police captain Mark Bodanza. At least one more banner was reported taken this last week from near Collis Center, Dartmouth Interim Safety and Security director Keysi Montas said.

On Feb. 4, the Hanover Police posted a photo of two suspected culprits in a Twitter and Facebook post that has since been removed. On Feb. 6, the department's Twitter account announced that the two pictured individuals had been identified.

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MICHAEL LIN/THE DARTMOUTH SENIOR STAFF

Three of Dartmouth's commemorative 250th anniversary banners were stolen in January.

## After lawsuit settlement, Mannella Protocol established

By **ELIZABETH JANOWSKI**  
The Dartmouth Staff

Two-time Paralympic alpine skier Staci Mannella '18, who is accustomed to overcoming challenges stemming from disability, has recently been a driving force behind Dartmouth's policies toward students with disabilities.

Mannella, who suffers from a congenital vision impairment and is legally blind, and her

family recently reached an out-of-court settlement with the College in a lawsuit originally filed against Dartmouth in April 2017. Mannella alleged in the lawsuit that the College failed to adequately provide the accommodations that she was entitled to under the Americans with Disabilities Act. Under the conditions of the settlement, the College has agreed to implement new policies and procedures that

will address the needs of students with disabilities, including a mandatory training program for faculty and staff that will be known as "The Mannella Protocol."

"I'm really excited about what we've agreed upon," Mannella said. "I'm looking forward to seeing these changes made so that in the future, students with disabilities will have much better



COURTESY OF STACI MANNELLA

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Mannella sued the College for its lack of disability support.

## DOC elects new directorate for 2019

By **SAVANNAH ELLER**  
The Dartmouth Staff

Fresh ideas may accompany the impending turnover of the Dartmouth Outing Club directorate. In a campus-wide email on Feb. 12, outgoing DOC president John Brady '19 announced the names of students elected to lead the organization in the coming year. The positions of president,

vice president, treasurer and secretary were up for election and have been filled through the end of winter 2020. The new directorate will take over beginning next term.

The largest student organization on campus with over 1,500 members, the DOC is an umbrella club that encompasses over a dozen outdoor-oriented

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## Freshman start club to promote political discourse

By **HANNAH JINKS**  
The Dartmouth Staff

When the College Republicans welcomed conservative commentator David Horowitz to campus last fall, his talk prompted strong responses from partisan identities at the College. William Reicher '22 and Vlado Vojdanovski '22 said they noticed a lack of engagement between disparate political views, inspiring them to create the Dartmouth Political Union — a

non-partisan group committed to fostering political discourse.

Reicher said he observed animosity between protesters and attendees at the Horowitz talk, but no productive debate.

"The Dartmouth Democrats and the Dartmouth Republicans don't engage with each other," Reicher said. "It's created an atmosphere on campus where people are afraid and

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# Q&A with professor Golnar Nikpour

By MARY WINTERS  
The Dartmouth

One of 32 new faculty members at the College, history professor Golnar Nikpour brings her specialty in modern Iranian political and intellectual history to the department. She has extensively explored questions of power, rights, and incarceration in her interdisciplinary studies, which have focused on Middle Eastern and North African history, Islamic studies, critical prison studies and women and gender studies. Nikpour received her bachelor's degree from Barnard College and her Ph.D. from Columbia University. She is currently teaching a class on gender in the modern Middle East and North Africa, and will teach a history seminar on the global history of human rights.

## How did you become interested in Iranian history?

**GN:** My interests began as an undergraduate at Barnard College. I took an introductory class to Islamic history my first year and was just blown away by how interesting the topic was. When I first started college and I was 17 or 18 years old, I was interested in literature and kind of thought history was a little bit on the dull side. I was more interested in the humanities and the arts, but then taking a college level class really just opened my eyes to how much more lively history is than it seems like it is in high school. I was drawn to the idea of taking Iranian history, Middle East history and Islamic history because my own family background is Iranian. I was born in Tehran and moved here when I was small, so I had some sort of personal investment in it. But then the topic itself actually just really came to life as I started to study it more and more, and at that point and became an intellectual investment as well as a personal one.

## What do you think is the most common or problematic misconception Americans have about Iran?

**GN:** That's a great question. It's difficult to pick just one to be honest. The baseline is that there's this conception that folks, not only in Iran but across the Middle East or the Muslim majority, have a uniformity of life and thought, and that everybody's sort of dominated and driven by a very doctrinal idea of Islam that is very conservative. That's really not the case. The entirety of the Muslim majority world is incredibly diverse in terms of languages, ethnic backgrounds, social backgrounds and religious backgrounds. Iran is a place where there's something like 50 different linguistic groups. It's one of the most

linguistically diverse countries in the world. It's quite religiously diverse for the Middle East — almost as much so as the United States. There's a lot of different kinds of people, and they're folks who are working to make their lives livable and happy in ways that people all over the world are striving to do. I think on a very basic level, I would say that the diversity across the Middle East is often misunderstood here. And then there's just a basic lack of knowledge of Iranian or Middle East history. For instance, most Americans don't know that the United States organized a coup in Iran in 1953 and overthrew a democratically elected prime minister for an authoritarian king, and that this is something that is a very raw wound in the Iranian political consciousness. The average American today wonders why there's animus coming from Iran towards the United States, and don't have much of a sense of that backstory. I would say that that's generally the case across the Middle East, that there's a lack of appreciation for how hands on the United States government has been, and a lack of knowledge of that history, which is hopefully something that I can fill out if people take my classes.

## Are you currently conducting any research and if so, on what?

**GN:** I'm working on my first book, which is a history of the modern prison in Iran starting in the late 19th century and running until the current day. The book is about prisons as an institutional history, but more than that, it is about all of the public effects that the transformation of the penal code and the emergence of modern prisons in Iran has had — all of the ways that this big transformation has changed the way people live. The penal code in Iran was centralized in the 1920s and '30s, and that's when the modern prison system was really pushed into overdrive. Tens of new prisons were built and many new laws were put off the books. And so Iranians had to learn en masse what it meant to be possibly surveilled or policed in modern ways and then possibly incarcerated. So I look at things like criminology texts, state archives, crime novels, all sorts of different ways of tracking how Iranians have thought about crime and punishment and how they live in a modern carceral state.

## What have you found to be the most interesting or exciting work that you've done?

**GN:** I've been working on this book for several years now and I'm still routinely interested in what I'm doing. Sometimes it's kind of dark because I read about torture and violence and relatively grim topics, but at the same

time doing this research has given me the opportunity to spend a great deal of time in Iran and in archives across the Middle East and across Europe and the U.S. and I just really enjoy that process.

I really enjoy the process of being a historian, of doing research, of having a kind of half formed question, and not really even totally knowing what I'm looking for always, and finding things that constantly surprise me. I really love that. And beyond that, I've really come to enjoy teaching here at Dartmouth, too. The last few months of being here and getting to know the students have been a real pleasure.

## What drew you to Dartmouth?

**GN:** Dartmouth is obviously one of the top schools in the country. I don't think that there are many better opportunities in terms of the sort of perfect marriage that scholars are looking for between having all of the support that we need as researchers and a place that really supports and encourages cutting edge research, but at the same time very good and motivated students and small classrooms where you can really engage with your students and get to know them. All of the things that bring students here are similar things to what brings faculty here — you're getting something like a small liberal arts education in a big research university that has the kind of resources at its disposal to bring that intellectual world to life for everybody.

## Do you have any advice for students interested in pursuing Iranian history?

**GN:** If you're in a Dartmouth student interested in history in general, Middle East history or Iranian history in particular take classes in the history department, come find me — I'm your person if that's your interest. Start taking classes in history and talking to those of us in the department about the different options you have for career paths. For instance, if you're interested in history, Middle East history or any history, there are so many things you can do with that beyond being a historian. That's one of the things that sometimes worries students. They're interested in the topic, but they're not totally sure yet how they can make that practicable. And there's actually a lot of different paths, and those of us in the department are pretty good at finding ways to plug our students into some of the bigger picture things, ways that they can both learn about their interests and find ways to make those part of their lives. Come talk to me. Read a lot of books and don't believe everything you read in the press.

*This interview has been edited and condensed for clarity and length.*

# Mannella lawsuit leads to ADA compliance

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experiences than I did at this school."

According to the lawsuit, Mannella alleges the College was ill-prepared for her arrival on campus. The lawsuit claims that Student Accessibility Services repeatedly failed to provide Mannella with the resources necessary for her to succeed in her coursework, such as note-takers, test readers and lab assistants. Moreover, many of her professors either failed to provide her with digitized course reading materials or failed to provide them in a timely manner. In one instance, Mannella was not given an answer key to a practice test in an accessible format until after the final examination for the class.

Several times throughout her years at Dartmouth, Mannella and her family reached out to the administration to notify it of Student Accessibility Services shortcomings, according to the lawsuit. When the College did not take action to rectify the situation, the Mannella family opted to take the matter to court.

Sarah Nunan, a paralegal who worked on Mannella's case, noted that the lawsuit was modeled after other cases concerning ADA violations at universities around the country, such as at the University of Miami and the University of California, Berkeley. Nunan added that she was pleased with the outcome of the case, stating that the consent decree settled upon by both parties was "very complete."

The decree stipulates that the College will conduct an external assessment of the accessibility of its facilities and resources and will develop a "corrective action plan" that addresses accommodations for students with disabilities based on the assessment's findings. The results of the assessment and the finalized action plan will both be made available to the public.

According to College spokesperson Diana Lawrence, the College is currently in the process of hiring the external consultant to lead this initiative. Lawrence wrote in an email statement that the College has assembled a "Student Instructional Accessibility Working Group," chaired by government and Latin American, Latino and Caribbean studies professor Lisa Baldez. The group will examine the accessibility services offered across all schools at Dartmouth, after which it will suggest policy improvements to the provost, according to Lawrence.

Additionally, the College will hire a new ADA coordinator, solidify the procedures for requesting and providing disability accommodations

and create a new protocol for responding to the grievances of students with disabilities, according to the consent decree.

Nunan noted that the Mannella Protocol, which will require faculty and staff to receive training on how to properly accommodate students with disabilities, symbolized a particularly significant victory for Mannella.

"For [Mannella], it wasn't just important for people to understand what [the] ADA is and what their responsibilities are under the law," Nunan said. "It was very important that they understand what this means practically. If you have a student who's blind or deaf, you should take the time to understand how that applies to you and your classroom."

Lawrence agreed that the settlement marks an important development in the College administration.

"The College seeks to foster an environment that is seamlessly inclusive of people with disabilities," Lawrence wrote. "Staci Mannella pointed out where we were falling short of that ideal, and for that we are grateful."

Mannella said she hopes that as a result of her case, the College will make lasting changes to the way that it responds to the needs of students with disabilities.

"Part of the reason I fought so hard was so that people coming up after me won't have to," she said.

While Lawrence stated that a time frame for implementing the changes has not yet been finalized, Mannella said that she would like to see them occur as soon as possible.

"My expectation is to see massive changes before I graduate," Mannella said. "I plan to stay involved even after I graduate, so I'm looking to see through that all of these policies are put in place in the very near future."

Nunan emphasized that the greater Dartmouth community should stand behind Mannella in her endeavor to improve the College's student accessibility services.

"I think what's really important is that we don't let [Mannella] do this on her own," Nunan said. "Whether you're a Dartmouth alumni, a current student or a community member, you should be joining [Mannella] and asking the Dartmouth administration not only to do this, but [also] to do it well. It's 2019 — there's no reason for Dartmouth not to get this right."

Student Accessibility Services director Ward Newmeyer said he does not have more information about the Mannella Protocol beyond what had already been made public. Newmeyer declined to comment further.

## CORRECTIONS

We welcome corrections. If you believe there is a factual error in a story, please email [editor@thedartmouth.com](mailto:editor@thedartmouth.com).