



EVERY STEP



WHO

BELONGS

IN THIS

SPACE

2022 - 2023



FROM THE EDITOR

Gabrielle Shell '24



For the past two years, I have had the incredible opportunity to create and edit *Every Step*. This newsletter gives students in Peace and Justice Studies at Wellesley College the freedom and opportunity to make their voices heard about the topics that are most important to them.

At the beginning of this school year, when discussing what to choose as the theme of the publication, we decided to focus on who belongs at Wellesley College. This was meant to center minority students' voices and allow students to envision a utopian ideal for Wellesley's campus.

As the year has progressed, this question has become much more visible on our campus. The question of who belongs on this campus has been discussed, debated, and protested. I hope that this year's edition of *Every Step* gives readers insight into the conversations being held on our campus.

Student Spotlight

The workday starts in the elevator with masks and hand sanitizer and how did you sleep?

The workday doesn't end with the heavy set of our shoulders and the tired creases and mask lines pressed into the skin beneath our eyes and have a good night.

The most important part of the day - of the work - is just beginning.

Stepping from 801 Mass Ave onto the sidewalk is crossing the threshold into the home of people I know whom I've never met.

We convene in the living room across the street and half a block down over tea I brought from the kitchen at work and new needles.

Sometimes we don't say much at all but I can feel my body press back into the spaces where I have caved in on myself since the elevator ride in the morning. I know sometimes they think I have an agenda.

They're right.

I want them to trust me. To tell me things. Like what they want - what they need.

Some of it I know, the way I know them before we meet - the way I have loved them and been their loved one. They way I know that you can only help someone who wants to be helped but everyone needs comfort and safety.

For now I stand in elevators and put on more than one mask and use hand sanitizer that seems to clean my hands in a way that strips all they've held before 801 Mass Ave

and I know that none of it matters if we don't meet in the living room.

An excerpt from "Reflections" - a personal narrative poem that questions expertise and asserts the power of individual truth - by Zoe Miller

INCLUSION IN WELLESLEY ATHLETICS

GABRIELLE SHELL '24

Following a call from the Spring of 2022 for athletes to pull their image from Wellesley Athletics, the Wellesley Varsity Soccer team had many conversations discussing actions they could take as a team to show their support for trans and non-binary (nb) athletes and students on Wellesley's campus. According to Carolyn Prestowitz '24, they "originally wanted to use patches or armbands to signify

that we stood with and supported our trans and nb sibs but administration and uniform regulations made [that] extremely difficult," fortunately they realized that while the administration could regulate their uniforms, they couldn't regulate their actual bodies, so Soccer decided to use face paint to paint on their skin. Prestowitz also mentioned that, "the face paint [was] much more versatile and allowed each player to outwardly show as much or as little support as they wanted."

Michelle Lim '25, a soccer player, noted that having conversations about representation and using inclusive language for trans and nb students was empowering. According to Michelle, it was important to represent such an important matter on their bodies. Additionally, Prestowitz felt that having these conversations helped create a more inclusive team dynamic, and noticed that nb athletes on the team were being misgendered much less frequently, while many other athletes felt safe to explore their gender identity as well.

Prestowitz noted that the movement could be viewed as both successful and unsuccessful. She states "that on the smallest scale, we've made the Wellesley soccer team a safer space to be a nonbinary athlete, and on a slightly larger scale, we've gotten people talking about the gender exclusivity in Wellesley athletics." Lim added that "the trans flag [was] in most, if not all, of the media posts for our team" so that was a success. And, while they didn't accomplish everything they hoped to and both Prestowitz and Lim noted that there is much more still to do, Lim stated that, "being able to step away from the restrictions of the administration and taking matters into our hands as a team was really special."



Michelle Lim '25 (pictured)

SCHUYLER BAILAR



As both a trans individual and an athlete, it was inspiring to hear Schuyler talk. His story not only touches on transness and what it means to be trans in the highly gendered world of sports, but has the ability to resonate with young people everywhere with regards to mental health and what it means to be a part of a community greater than oneself. His contribution to the discussion surrounding transness and his advocacy for the equal rights of LGBTQ+ youth, People of Color, and those who have struggled with their mental health cannot be overlooked.

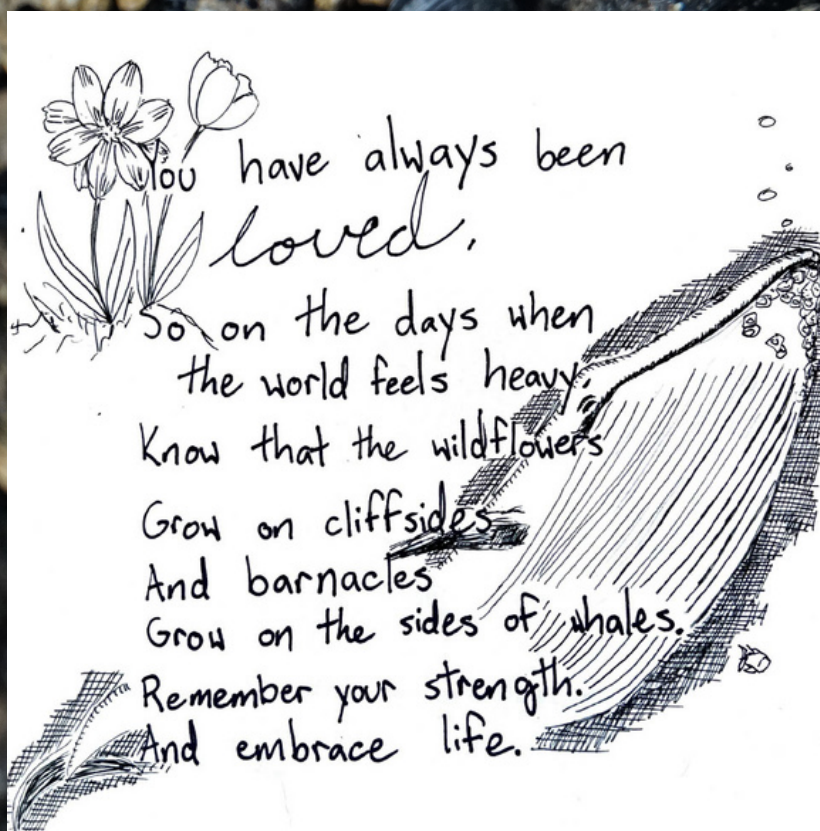
As the College debates what an inclusive environment looks like, Schuyler Bailar's presence on campus was a refreshing acknowledgement of the changing times. However, it is safe to say that there is still plenty of work to be done. I transferred to Wellesley with an understanding of the role of HWC's in creating an environment not marked by the firm gender roles that plague society. I am proud to be a part of a movement alongside Schuyler that breaks down a binary vision of the sports world. We look to something even greater in the future: the joy and pride that participating in a sport brings, regardless of who you are.

By River Schiff

On Monday February 6, 2023, the Athletics Department brought Schuyler Bailar, the first trans athlete to compete on a Division 1 men's team (swimming, Harvard), to speak on his experience. This is accompanied by many recent efforts on the part of Athletics to create a more inclusive environment for trans individuals, especially as anti-trans legislation is on the rise nationwide.

Wellesley, as a historically women's college (HWC), has a unique responsibility in upholding a legacy of support for marginalized genders. Although the conceptualization of gender and what it means to attend an HWC has changed since its founding, Wellesley holds an important role in advocating for those often overlooked within the framework of patriarchal societies.





You have always been
loved.

So on the days when
the world feels heavy,
know that the wildflowers
grow on cliffsides
and barnacles
grow on the sides of whales.

Remember your strength.
And embrace life.

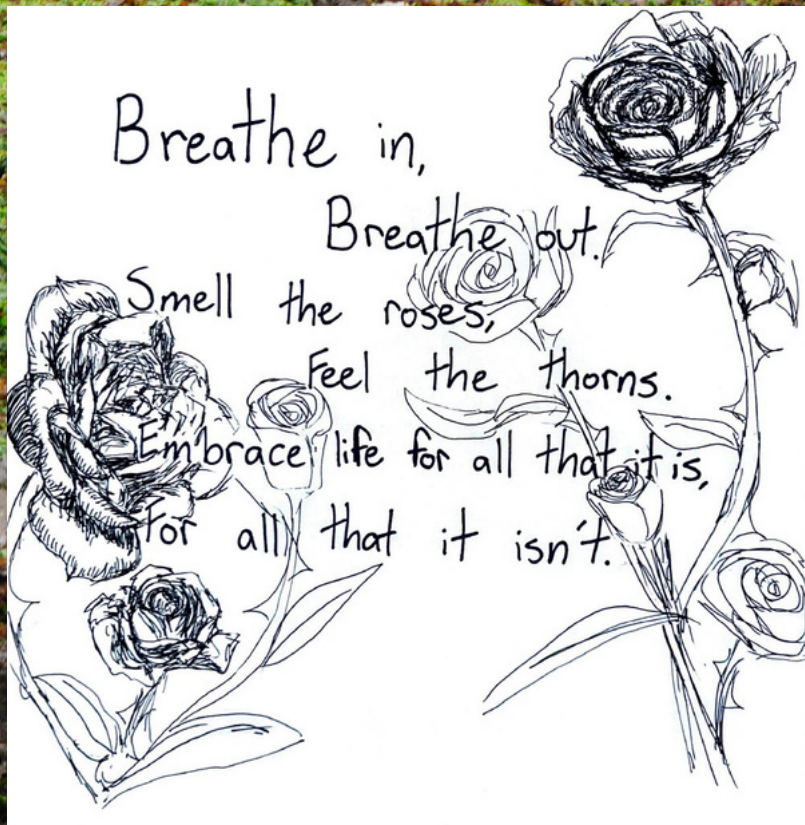
Breathe in,

Breathe out.

Smell the roses,

Feel the thorns.

Embrace life for all that it is,
for all that it isn't.



Submitted by Suzanna
Schofield
and Kazu Shimada

A reflection on my time

I was originally an International Relations Major. While I never got far enough to declare it, I came to Wellesley fully prepared to girl-boss my way through the 14.5 credit major, while also completing a double major or minor in Peace and Justice Studies. However ill-advised this plan was, I did end up sticking with the Peace and Justice Major. P&J is practically the only thing that has stayed with me throughout my time at Wellesley. The courses I have taken and am currently taking continue to push me toward personal and academic growth. Additionally, the emphasis on experiential learning through the Peace and Justice Major is incredibly important as it directed me toward my work at the Jewish Vocational Service this summer. Throughout the action-reflection course, PEAC 250H, I have worked to reflect on my time in the P&J program and my experiences outside of it.



The Jewish Vocational Service (JVS) is a non-profit organization based in Boston. While JVS works with many communities in need, I worked with the refugee services team which was composed of coaches and interns that worked with clients in a multitude of ways. The clients were made up of refugees and immigrants from around the world, but I mostly met clients from Afghanistan and Haiti. JVS gives work-related assistance through English classes, vocational training courses, and home wifi setups and computers for clients' coursework, job applications, and eventually, their jobs.

As an intern, I primarily worked one-on-one with clients. I helped with resumes, cover letters, and job applications. I also did interview preparation with clients one-on-one and in groups. I worked under a specific coach, and I helped her with day-to-day tasks such as weekly "free events" posters. Finally, I had the opportunity to work both in an English class and a food service course as an assistant teacher.

In addition to the tasks I listed above, a much-valued part of my experience was the relationships I built with the coaches. Not only did I build career opportunities, but I gained mentorship relationships that will be invaluable as I continue to grow and learn. One of the most valuable parts of my experience were the relationships I built with the clients themselves. In both the English class and the food service class there was an Afghan family with whom I was able to spend much time. I especially connected with the mother, who had the least amount of English, helping her understand the most difficult content in the class. I even was introduced over Facetime to her extended family still living in Afghanistan.

continued...

PEAC 250H has allowed me to reflect on my time at Wellesley and how it relates to my experience at JVS and my career aspirations. My goal in the second half of this essay is to relate some of the things that I learned at JVS to classes I have taken at Wellesley and how they have strengthened one another.

Firstly, I learned the importance of non-verbal communication, as I was in situations with little to no language shared. I worked in multiple classes where I was asked to help the students understand high-level concepts, which forced me and the other teachers to use multiple examples, some verbal and some non-verbal, to get our point across. While I hadn't taken the class at that time, in the conflict transformation course (PEAC 204) I am taking this semester we learned about the importance of non-verbal communication in conflict negotiation. I am sure that this skill will be helpful in my future career.

Also, I continued my understanding of peacemaking and peacekeeping processes throughout the summer at JVS. As I learned in PEAC 104, peace is not simply the absence of physical violence, but we must use a much fuller definition to truly discuss it. Violence, defined as any intentional limit to a person's full potential, was on my mind as I worked this summer. At JVS, we worked to limit the obstacles facing our clients in the context of their ability to work and make a living. This work is aiming to reduce the violence these refugees and immigrants face each day in their lives.

In addition to my P&J classes, I have taken other classes that were equally important in the formation of my understanding of peace and justice and were of use in my experience at JVS this summer. I took Arabic for two years at Wellesley, and the grasp of the language helped me communicate a bit more effectively with the clients who spoke Farsi. Additionally, my history and religion classes gave me an understanding of many regions of the world and why individuals and families are forced to flee their homes. All of these classes have helped me develop empathy for all people, no matter their situation.

Gabrielle Shell '24

Who is the ideal Wellesley student?

Izzy Torkornoo (she/her)



"I think [the ideal Wellesley student] is ever changing. I feel very grateful, and not just grateful but maybe the word is excited and elated that I'm attending Wellesley at a time where we have incoming classes with the class of 2025 and 2026 that I believe have the largest Black student population in Wellesley's history, so I love to see Black sibs on this campus doing their thing and being absolutely brilliant in their own ways. Something I've learned here is that **everyone here is brilliant in their own specific ways**. I know people who are studying chemistry but then maybe they also love climbing, but maybe they're also a part of the comedy group. They also go to flea markets on the weekends, but they also crochet, like that cool top that they're wearing that they made in a week. So, I think that **the ideal Wellesley student is deeply passionate about something, it's just a matter of figuring out what it is that makes that person unique and special**. [...] I think that is to say that Wellesley students are very creative people and such a sense of self. I'd also say that **Wellesley is a community where the people really make up so much of the place**."

"I literally could not draw you a Wellesley student. I have traveled all over the world and gotten my education all over the world and **never has my education ever had so much diversity**, saying this as a white woman. If I had to draw a Wellesley student, I wouldn't draw you that white, skinny, excruciatingly American girl. On the other side, I think it's someone who does a lot of things—a lot of extracurriculars, clubs, etc. I think we all literally have insane resumes. **All of our friends are literally changing the world and meeting all of these amazing people**. It's so thrilling to be a part of these people because I know they're going to push me to **get out of my comfort zone and to do insane things**."

Celeste Deudon (she/they)



Who Belongs?

WHO IS HERE?

"I would generally describe myself as someone who is very **outgoing and accepting**, or at least I try to be and I don't take my studies too seriously, though I always try to make myself proud and my interests definitely shine through my work...During the semester, I **work a job** to support myself while pursuing my education. This is hard because it is **really difficult to balance my education, work, and social activities**. I feel that this tension really limits my ability to join certain communities at Wellesley. I feel like I'm not a part of so many societies or clubs because of my commitment to working and just trying to stay afloat. But, I definitely have my core group of friends and I definitely enjoy the academics at Wellesley."



Tristen Wallace (she/they)



Izzy Torkornoo (she/her)

"I would say I'm average height, I'm like 5'5" and ¾...I'm Black, **very proudly a Black Woman**. I currently have a short but growing Afro and I usually use a curl sponge on it, so these days it has a little bit of extra curl. I would say that I am **always kind of settling into myself**...whenever I walk past my friends or loved ones, **I usually wear a smile**. Who I am as a person, I'm a very proud **first generation American**, a child of immigrants from **Ghana and West Africa**. Our ethnic group is **Ewe**...I live with my maternal grandparents and my mom. They've been some of my biggest teachers in my life. I grew up in **Manhattan**, mainly on a small island in between Manhattan and Queens called Roosevelt Island. I am a **younger sister**. I would also say **I'm ambitious**, I love Black community, I love the people in my life and I feel so sustained by the friendships and care that I have in my life. I would say that **I am just constantly trying to grow and be better**. I love learning, I am a **self-identified nerd** and I am an Africana Studies and Education student, so that's a bit about me."

WELLESLEY COLLEGE



A HOME AWAY FROM HOME

What it could be:

Laughter filling the halls,
As students, professors, and staff bond
over shared interests
Support is known,
People are cherished, and loved.

Birds go by names, so do the raccoons
and squirrels,
Discourse is encouraged,
Political thought is diverse and
embraced
Wellesley is active in its community.

Sustainability is pursued,
A community farm provides produce,
People celebrate during festivals,
The environment is protected.

There is access and encouragement of
health,
Energy is high,
And low when it needs to be.
Dichotomies exist.

Students' concerns are voiced,
Heard.
Acted upon,
And people are supportive of the
efforts, and the goals.

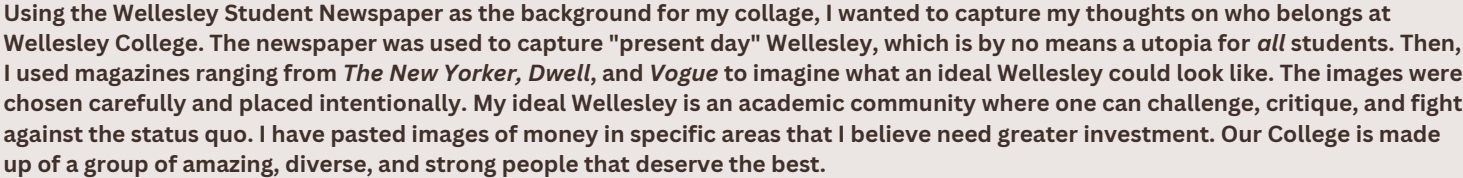
There is dancing, singing, crocheting,
People pursue their hobbies,
They have time to explore-
Themselves, each other, the world.

Love is felt,
Loneliness is less pervasive,
Compassion resounds,
People are hopeful.

Wellesley becomes a community.
Home.



Written by: Suzanna Schofield



Maddie Weatherfield '24

Congratulations!

Thesis Writers



Clara Shanabrook

Precedent Setting in
International Climate Change
Migration Pathways



Maren Frye

Narrating Conflict: A
Comparison of Narrative
Outcomes in Criminal Court
and Transformative Justice
Settings

Congratulations!

Majors & Minors



Clara
Shanabrook



Eshika
Kaul



Hazar
Ghaith



Julia
Thyfault



Macy
Lipkin



Maddie
Evans



Maren
Frye



Michaela
Abrams



Mimi Diaz-
Salgado



Courtney
Culver



Shantha
Venugopal



Thayer
Wilson



Uvin Ko



Victoria
von Stein



Zoe
Miller

