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OUTLOOK

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University Community Reacts to Recent Travel Ban



In response to President Donald Trump's travel ban, the University plans to continue keeping the gates open in an effort to remain inclusive to all qualified students regardless of their nationality.

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University President Paul R. Brown Ph.D. released a statement to students and faculty on Jan. 30 in response to President Donald Trump's travel ban. According to Brown, the University is committed towards maintaining a climate of inclusiveness despite the exclusive nature of the ban.

"In this period of immigration uncertainty, by far my biggest concern is the support and safety of our community members. Monmouth University will do everything possible within the limits of the law to protect those who will be affected by this order and to support our current stu-

dents, faculty and staff regarding their immigration concerns," said Brown.

The ban was established through an executive order on Jan. 27. It suspended the entire U.S. refugee admissions system for 120 days, Syrian refugees indefinitely, and banned entry from seven majority-Muslim countries – Iran, Iraq, Libya, Somalia, Sudan, Syria and Yemen – for 90 days following the signing of the order.

The ban has affected the travel of international students and professors at universities across the nation, including Monmouth. An Iranian student, who would like to remain anonymous given the current political situation, was unsettled when they saw their country's name on the list. "Trump is not like (former President Barack) Obama; nobody can forecast what he is going to do next," they said.

"The ban might end up being longer than he says. It is confusing, because I can't plan my life. I don't know if after I graduate school if any employers will want someone like me. They might have this bad impression about hiring someone who was on the ban list, so they might decide to hire somebody normal."

Originally the ban included all visa holders, including permanent residents, but was updated by the White House to include green card holders. According to various news outlets such as the *New York Times* and the *Boston Globe*, the order has caused unending confusion for many foreigners trying to reach the United States, prompted protests across the United States, and led to multiple court challenges.

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Students Notice Decrease in Black History Month Events on Campus

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The annual commemoration of Black History Month has commenced with a noticeable decrease in events co-hosted by the African American Student Union (AASU), the National Council of Negro Women (NCNW), and the Office of Student Activities in comparison to past years.

According to a flyer released to the student body on Jan. 26, there will be four main events throughout the month of February: a flag ceremony, a forum, a trivia night, and a jeopardy game.

Comparing emails from past years, events for Black History month established with the sponsorship of the Office of Student Activities have dwindled significantly. In 2015 for example, an email was sent to all students and faculty by the Office of Student Activities, detailing more than a dozen events ranging from speeches by activists, film screenings, and more. Another email sent by Student Activities in 2016, listed eight events that they co-sponsored for the month. This Black History Month, however, the office co-sponsored only one event.

According to Joseph Johnson, a junior criminal justice student and Vice President of AASU, the University hosted two events for Martin Luther King, Jr. Day, but left the ma-

jority of February's planning to AASU and NCNW.

"As an African American who goes to a predominantly white institution, Black History Month should be a main priority for the University. Due to the lack of diversity and minority clubs on campus, it becomes difficult for members of clubs like the African American Student Union to organize events, plan gatherings and prepare forums with little to no assistance from the University," said Johnson.

According to Mary Anne Nagy, Vice President of Student Life and Leadership, a committee had existed around the time of the "more organized emails" that oversaw the larger-scale events for the commemoration of Black History Month. According to her, the committee has since dissolved. This may be a contributing factor to the decrease in reported centralized programming.

She said, "I don't think there's any particular reason [for the organizing committee dissolving]," said Nagy, citing that time and personnel fluctuations may have caused it. She advocated for a more widespread approach that integrates diversity and racial integration into all parts of the Monmouth community, both academic and extracurricular.

"In order for us to be the best version of ourselves as a Uni-

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The Impact of Growing up Exposed to Disability

LAUREN NIESZ
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"That's so retarded."

Every time I hear the word 'retarded,' I cringe; what do people really know about the use of the word and why is it used as an insult so frequently?

Growing up with a mother who worked with special needs high school students and growing up with a cousin that had severe cerebral palsy, I knew that the use of the word 'retarded' was completely inappropriate.

However, the word is still spewed from mouths of those who just don't understand the connotation of it or why it is so inappropriate.

For many, disability isn't something that is prevalent in everyday life. Furthermore, many people didn't grow up with a stark exposure to dis-

ability and therefore, don't know the proper way to act around those who have disabilities.

The exposure to disability at a young age, whether it is mental or physical, affects children positively because they see people with disability as equal to themselves. To them, there is no disability at all, just another possible friend.

Skip Carey, Director of Disability Services, stated, "Such exposure [at a young age] allows for an opportunity to 'see ability, not disability' in an atmosphere of understanding and acceptance."

If one grows up with an understanding of disability, it makes it easier to have a more open mind to acceptance for those who are different than us.

"Living and working with people with disabilities promotes a sense of inclusion rather than isolation, and helps to level the playing field when it comes to



IMAGE COMPILED by Courtney Buell

Early exposure to disability allows for the opportunity to 'see ability, not disability', according to Skip Carey, Director of Disability Services.

equal access to opportunities that should be available to everyone – including people with disabilities," Carey continued.

Many people gawk at those with disabilities—not necessarily in a negative view, but in confusion. They don't know how to treat them or how to speak to them, when, in reality,

they should be treated with the same courtesy and in the same way as you would treat anyone else.

Nowadays, it seems that working with disability is more integrated in the classroom. Carey commented, "Classrooms have become more inclusive, and students with dis-

abilities are being educated in mainstream settings. That has resulted in early exposure and opportunities for children of all ages and abilities to interact with each other, both in and out of the classroom."

Brittany Cote, a junior Eng-

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