

ve heard some college campuses where they don't want to have a guest speaker who is too conservative or they don't want to read a book if it has language that is offensive to African-Americans or somehow sends a demeaning signal towards women," Obama said. "I gotta tell you I don't agree with that either. I don't agree that you, when you become students at colleges, have to be coddled and protected from different points of view.-President Barack Obama. ♡



"These are tough days... peoples definitions of respect differ"

in textbooks.

There is so much more to our lives than can be found



Reading should be relaxing.

SUPER!

Trigger warnings are considered to help students to be prepared for their experience.



AMAZING!

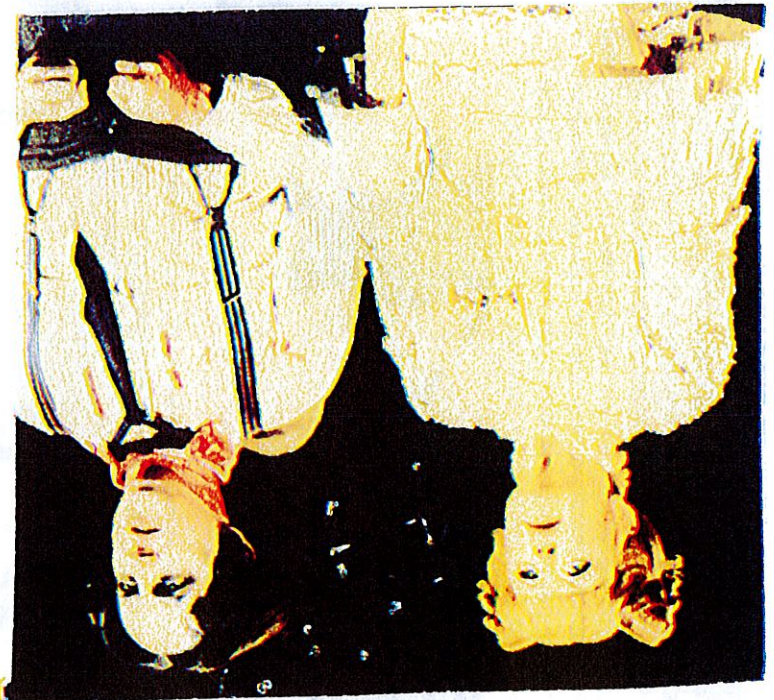
GREAT!

WOW!

Use trigger warnings to have the best possible reading experience - Alexandra Nader
experience when they read things that cause them pain or discomfort. I think we all need trigger warnings. Alexandra Nader



Feel like that!



Don't feel like that after reading!



I don't like trigger warnings. I don't like the term (guns have triggers, not books), and I feel an instinctual aversion to the academic coddling the practice often implies. It too often leads to intellectual infantilization, a sort of "right to ignore" that which makes some uncomfortable. The very notion that discussing ideas can make us feel "unsafe" can slip too easily into a license for ignorance that has no place in the University. It's just too tempting to ignore precisely what we should be paying most attention to.

ROAD MAPS...

OR ROAD BLOCKS ?

UP AHEAD

It's not about censorship. It's about making sure all of your students are prepared to successfully navigate the challenging, potentially hazardous intellectual terrain ahead of them, which is kind of the point of college. Isn't it?

At the same time, however, creating a "safe" classroom environment can come at the expense of a nuanced discussion. It is no easy feat to try and set aside potentially traumatic experiences for discussion's sake, but it is worth trying. The real world is unfair, and while the classroom doesn't have to be, it's a good place to prepare for the harsher realities of the world. We can benefit from a place where people are forced not only to hear opposing arguments but also to think about them critically and analytically.

GO!



YIELD



STOP

FROM THE COLUMBIA DAILY SPECTATOR

Art is often meant to shock. And if we're here, at least in part, to understand what art does and how it works, then we have no business whitewashing either Ovid or Balabanov. At the same time, instructors can be sensitive to the fact that shocking material affects different students differently. Sometimes a warning—or better, a pre-discussion—of potentially distressing material can give context and focus attention. It can lead students to tune in to their own responses, and to what exactly in the text produces those responses.

While an unexamined trigger warning is not worth giving, pre-discussions of certain content, in my experience, can be both psychologically sensitive and intellectually productive.

OCT. 8TH 2015

Content warnings

There are many nouns that apply to our students (and their teachers, for that matter): orphans and survivors, activists and depressives, conservatives and optimists, ethnographers and believers, future-thinkers and keepers-of-the-flame. There are also a fantastic array of adjectives, both proudly blazoned and held in secret, that marshal those nouns into being and doing: sober and disordered, traumatized and anxious, skeptical and keen, contentions and conciliatory, guarded and open, righteous and quiet and curious. But mostly we get to do verbs: read, think, talk, listen, debate, experiment, hypothesize, create, try, rethink, reconsider. Despite his deep love for books, Milton was much less interested in books than in verbs: "Whatever thing we hear or see," he wrote in *Areopagitica*, "Sitting, walking, travelling, or conversing may be fitly call'd our book, and is of the same effect that writings are." Classrooms are part of this ground-y approach to the world, not separate from it, and what happens in them is wholly unpredictable—even with books and ideas that are thousands of years old.

"DO TRIGGER WARNINGS BELONG IN THE CORE?"

War on Campus

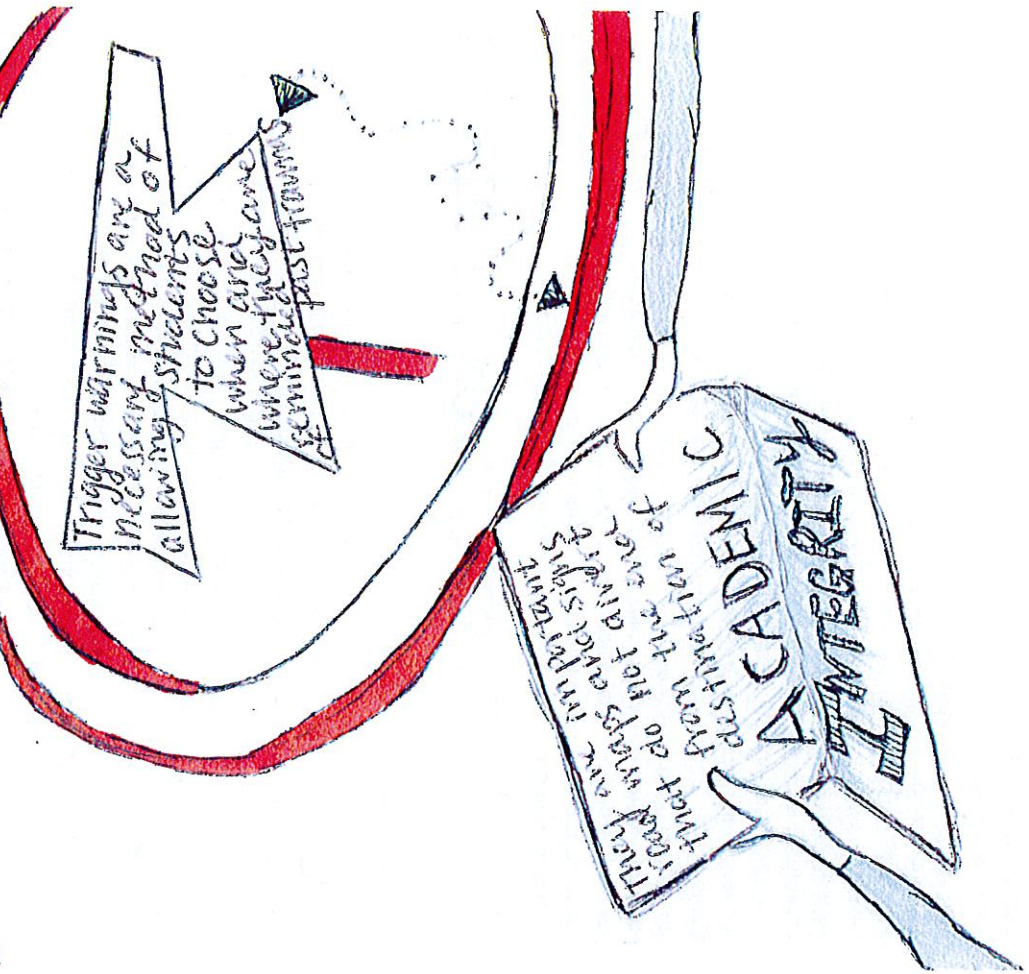
Bullshit

controversial

University of
s Coleridge, including W
Reconsideration of Photog
as modern and contempor
he is associate professor
author of *The Artwork*
Press, 2007). For th
Flash of My pr

ama, time-
rd University Pr
at work on *The Mir*
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Department of Art
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Clivern

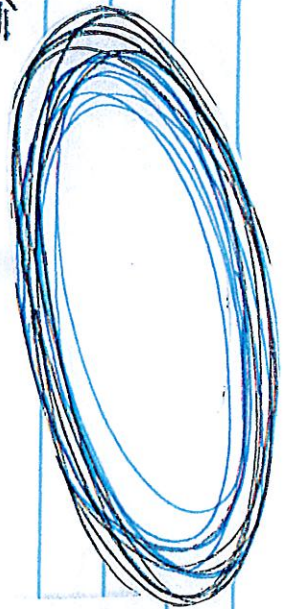
TRIGGER



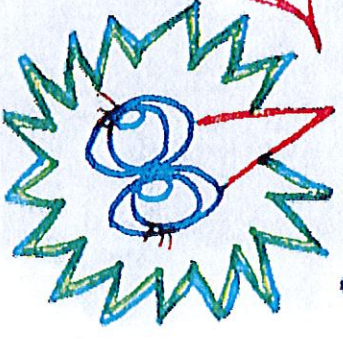
What are TRIGGER WARNINGS to you?

RESPECT
responsibility

[YOUR ANSWER(S) HERE ↑ ↓]



MGTWAL

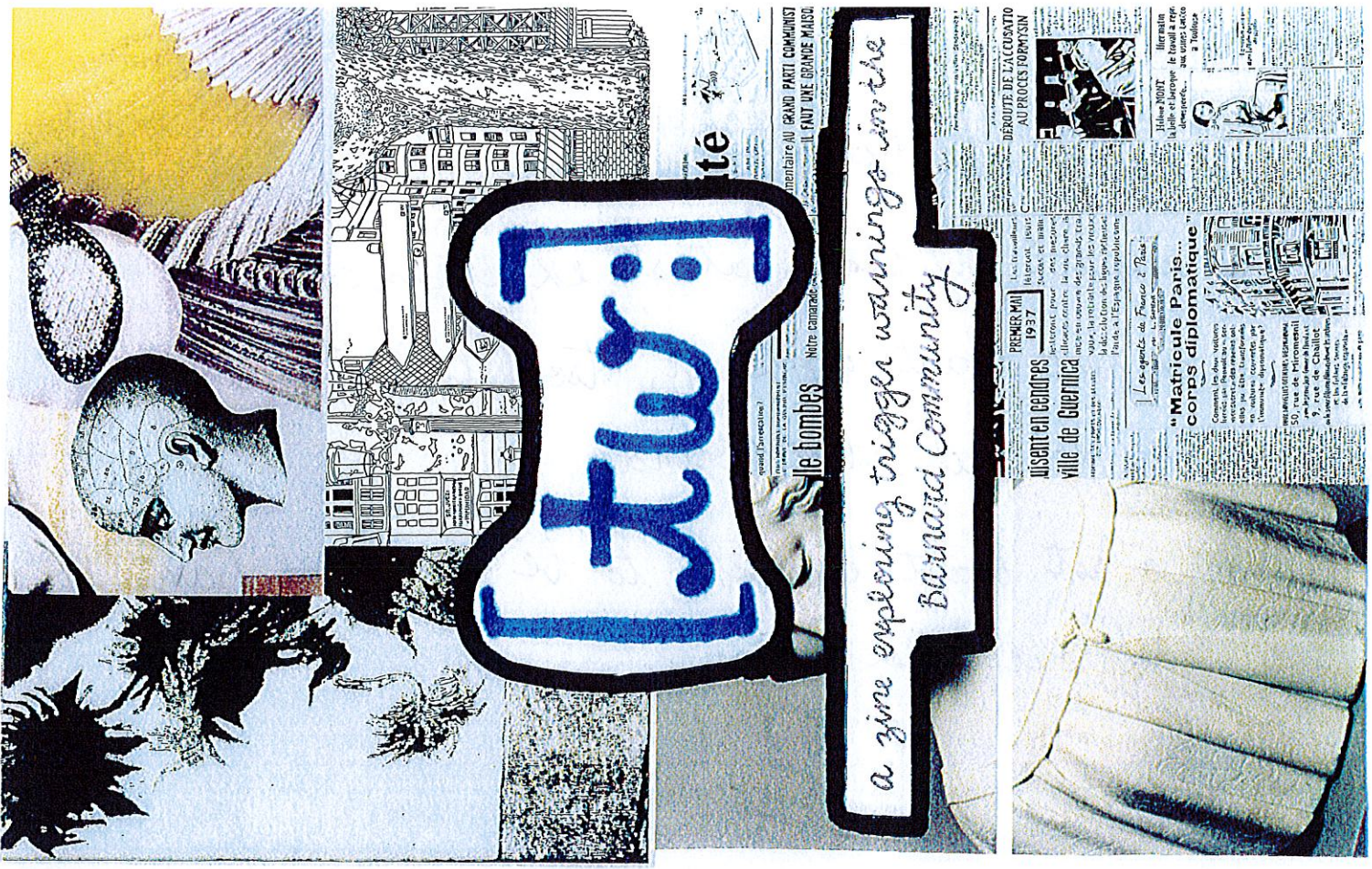


So... how would you like your professors to introduce difficult topics and material?

try putting it into words:

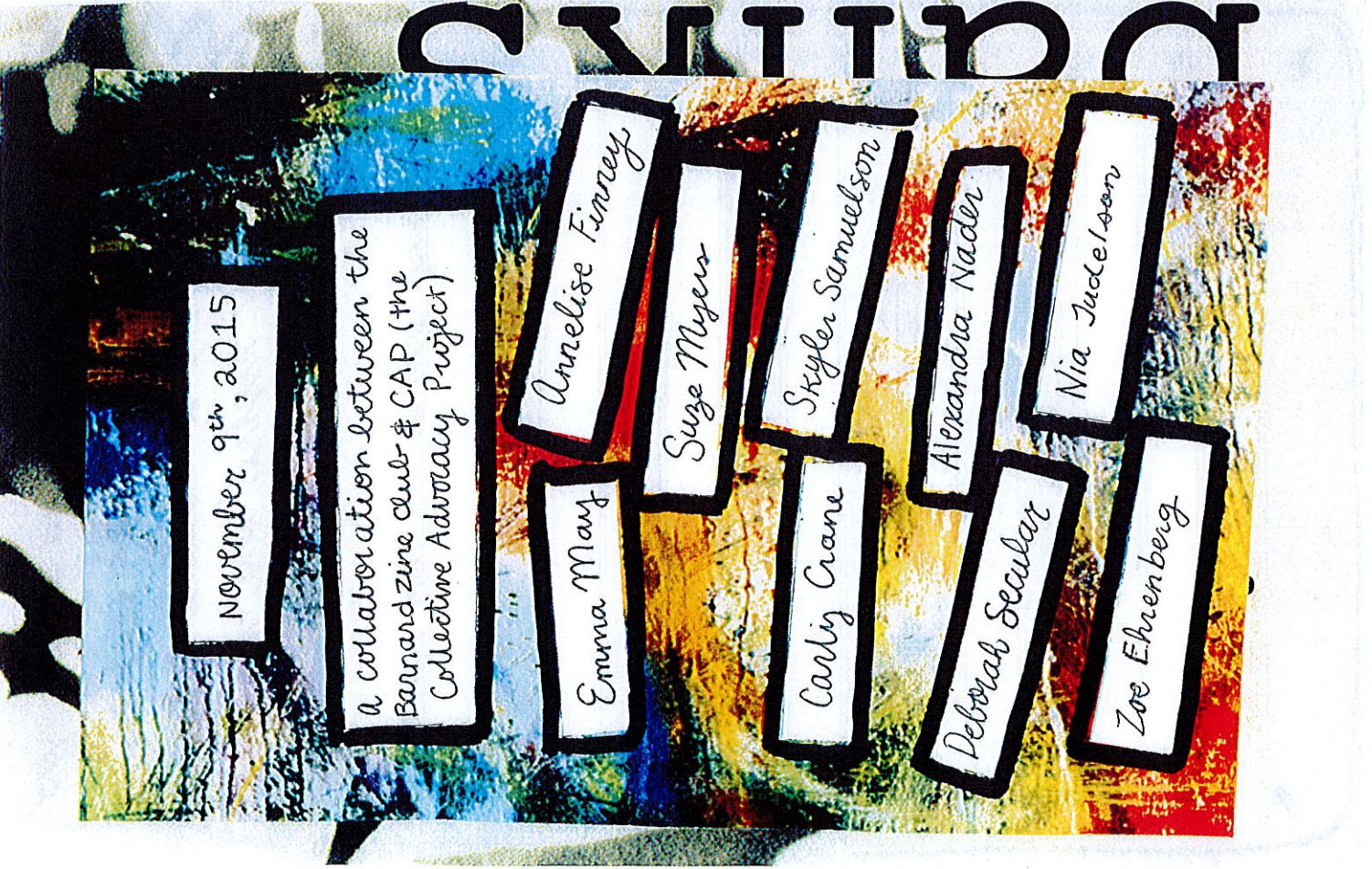
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↑	↑	↑	↑	↑	↑	↑	↑	↑	↑	↑	↑

- appreciate being warned.
- respect my classmates' experiences.
- do not want difficult, troubling issues to be put out of bounds.
- do not want everyone to be afraid of having difficult discussions.



twa

a zine exploring triggers warnings invite
Barnard Community



November 9th, 2015
a collaboration between the
Barnard zine club & CAP (the
Collective Advocacy Project)

- Emma May
- Annelise Finney
- Suze Myers
- Skyler Samuelson
- Carly Crane
- Deborah Secular
- Alexandra Nader
- Nia Judelson
- Zoe Ehrenberg