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# THE COLLEGE VOICE

NEW LONDON, CONNECTICUT

MONDAY, FEBRUARY 11, 2013

VOLUME XCVI • ISSUE 11

## New York Times Columnist Lectures at Conn

MOLLY BANGS  
STAFF WRITER

Tonight from 4:30 to 5:45 PM in Evans Hall, journalist, author and *New York Times* op-ed columnist Nicholas D. Kristof will address Connecticut College students, faculty and staff. The lecture is a part of a semester-long series of events sponsored by the five academic centers. Thus far, the functions have centered on *Half the Sky*, a book written by Kristof and his wife, fellow *New York Times* writer Sheryl WuDunn.

*Half the Sky: Turning Oppression into Opportunity for Women Worldwide*, published in 2009, seeks to tell the stories of women and girls around the world. The book promotes their emancipation from lives dictated by brutal human rights violations, and stresses that these are the greatest issues of our time. The book spotlights individuals and their successful relationships with grassroots organizations, which Kristof and WuDunn portray repeatedly as the most effective level of change.

The Pulitzer Prize-winning couple's *Half the Sky* gained even more acclaim when a documentary, based off its main ideas, was created. The two-part, four-hour documentary began airing on PBS on October 1, 2012. Because the targeted audience of both the book and the documentary is that of privileged Westerners, American celebrity activists such as America Ferrera, Diane Lane, Eva Mendes, Meg Ryan, Gabrielle Union and Olivia Wilde were enlisted to join Kristof in his travels. The documentary took Kristof and the celebrity activists to Somaliland, Kenya, India, Vietnam, Cambodia and Sierra Leone (while WuDunn provided commentary, she notably was not present in the footage of these journeys).

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ISABEL ULATOWSKI

## A Perspective on the Boy Scouts' Ban on Gays

DAKOTA PESCHEL  
STAFF WRITER

The Boy Scouts of America organization has recently come under a lot of scrutiny due to its harsh, but legitimately legal, policy of kicking out gay members. One incident in particular caused a lot of ruckus last year when an Eagle Scout (a scout of the highest rank) was stripped of his award due to his sexual orientation. The Boy Scouts of America is one of the largest youth organizations in the United States and boasts over 2.7 million members.

The organization was set to decide if it would lift the ban this month, but this decision has since been postponed until May due to the multitude of protests that have come about concerning the issue.

The BSA's goal is to educate boys from ages eleven to eighteen in citizenship, self-reliance and character development through outdoorsmanship and community service. Often scouts organize community service projects, hike and camp in the wilderness and are generally thought of as respectful young men who make

a difference in their towns. The Boy Scout Oath is as follows:

On my honor I will do my best  
To do my duty to God and my country  
and to obey the Scout Law;  
To help other people at all times;  
To keep myself physically strong,  
mentally awake, and morally straight.

The Boy Scouts do not explicitly say in this promise that they are anti-gay (and not everyone who is a member is anti-gay) but there seem to be some connota-

tions of homophobia, which is not shocking considering this is an organization full of boys who grow up together. I don't want to analyze this oath in a literary sense, but I have included it to show those who are not familiar with the Boy Scouts that God and religion are clearly important values within the organization, as well as being morally "straight."

The Boy Scouts of America is a private Christian organization, and it technically has the right to kick out anyone who does not abide by the Christian values that are fundamental to the frame-

work of the club. Therefore, the Boy Scouts do not technically have to follow discrimination laws due to their religious affiliation. The Supreme Court ruled in 2000 that this discrimination was legal free speech by a private organization. The BSA is heavily church sponsored, and often troops will open or close meetings with a Christian prayer. With church money flowing through its veins, the organization has to decide whether or not allowing gay scouts is the right thing to do.

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## Sustainability Concerns with SGA's New Mug Share Program

MEREDITH BOYLE  
EDITOR IN CHIEF

White mugs are now omnipresent in the hands of students across campus, the product of a new Reusable Mug Program financed by the new Student Sustainability Fund. The program relies on student responsibility – if you take a mug, you are responsible for returning it to the dining hall or Oasis to be washed. Nonetheless, many

mugs have been thrown on the ground or abandoned in nooks and crannies across campus, raising questions about the sustainability – not of the mugs – but of the program itself.

The concept was conceived years ago, even before the disposable paper cups were removed from the dining halls. Nonetheless, the mug share program was barred from implementation due to dining budget constraints.

Last semester, Molly Conlin '13 noticed that funds were accumulating in the student Renewable Energy Fund, an account that was established eight years ago. The account required that the money be spent towards strictly renewable energy projects.

"While the funds were substantial, they were not enough to cover any meaningful renewable energy projects," Conlin said.

Her solution was to transform the fund into a Student Sustainability Fund, which would allow the money to be put towards a wider variety of projects. The change was voted on by SGA and then by the Environmental Model Committee (EMC), comprised of students, staff and faculty.

Josh Stoffel, Manager of Sustainability, oversees this new fund in addition to the Steel House Sustainability Grants

*The mug share program is important because it really is a great example of a student initiative.*

program, and he played an advisory role throughout the process.

"Almost all of the students that I have talked to about the Reusable Mug Program have had very positive things to say. They like the durability and usefulness of the mugs, and they definitely love the fact that they don't have to wash them when they are done using them," Stoffel said.

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News Editor Helen Rolfe praises the convenience of the Mug Sharing Program, but questions what it says about student responsibility.

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## Editorial

## On Reusable Mugs and Responsibility

Sweatpants, flannel shirt, a two-day five-o'clock shadow, sunglasses attempting to hide the repercussions of a wild night out... We college students can often be spotted a mile away. And now Dining Services, SGA and the Student Sustainability Fund have made it even easier for you to be instantly identified as a beneficiary of higher education. These three have joined forces to create a new campus-wide mug sharing program of which I'm sure you're already aware. Thanks to reusable travel mugs now available at each dining hall, we students are newly able to enjoy hot beverages on the go, whenever and wherever we want them.

Indulge me for a moment as I ponder whether there's more to these mugs than the obvious convenience afforded to us by the program. If you'll oblige me for a few paragraphs, I'd like to hypothesize that the way we use these mugs says more about us as young adults and members of our community than we'd care to admit.

Think for a second about where you've seen these mugs most often. In the hands of fellow students as they walk

to class? Beside stacks of homework in the library, silently offering their service as a much-appreciated boost to study morale?

I don't know about you, but many of my reusable mug sightings have occurred in circumstances such that it's hard to tell who originally borrowed the mug: I've spotted many a mug stranded in my dorm's pantry, deserted for days under a bed or left for dead in remote corners of Cro.

This apparent phenomenon could merely be a case of the absentminded professor—or, rather, student. Clearly, we're so wrapped up in our own intellectual odysseys that locating these mugs (or returning them in a timely manner) seems like a task that doesn't really deserve our focus. After all, we're here at Conn to study, not to go on search parties for beverage containers.

But nonchalantly disclaiming responsibility for our shared possessions carries a whiff of more troublesome implications. Does this apparent pattern of mug abandonment amount to unwillingness or inability to clean up after ourselves? Though we've all moved out of our

in the Opinions section (due to his or her non-student status). Furthermore, the policy at the top right of this page indicates that all content and editorial decisions remain in the hands of my editorial staff and me. Accordingly, we do not notify any individual (student, faculty, staff or administrator) of information prior to publication, because this would compromise our status as an independent newspaper.

Regarding the letter in question, I believed it highlighted an important issue that would be of student interest and although the article was critical of the administration and Dean

childhood homes, are we now just as dependent on Dining Services workers to "do our dishes" as we once were upon our parents? What will we do after graduation, when we'll have to buy our own to-go mugs and actually wash them when they're dirty?

Maybe I'm taking my concern too far. Perhaps, as the mug sharing program loses its novelty and blends with day-to-day life on campus, we'll become used to these hot beverage extensions of ourselves and keep a closer eye on them. In the meantime, though, I hope that the next time you see a lonely, empty mug—regardless of whether or not you were its original borrower—you'll stop for a second and think about returning it to those convenient bins that are always waiting patiently for you outside the dining halls.

Yes, doing so will steal a few minutes of these four years that are apparently the highlight of our lives. But then again, you'll be acting "with integrity, civility, and the utmost respect for the dignity of all human beings." And that's what Conn is supposed to be about, right? Right?!

-Helen

Carolyn Denard in particular, I made the executive decision to publish it. Unfortunately, Dean Denard made the decision not to respond in the newspaper. The LGBTQ community, who was also upset by this particular letter, hopes to respond in the next issue of the newspaper. I encourage anyone else who would like to contribute to this dialogue to respond in the Letters section; this is the ultimate goal of a college newspaper and my personal goal as Editor in Chief: to create and facilitate dialogue. Thanks for reading.

-Meredith

## THE COLLEGE VOICE

"The views and opinions expressed in *The College Voice* are strictly those of student authors, and not of Connecticut College. All content and editorial decisions remain in the hands of the students; neither the College's administration nor its faculty exercise control over the content."

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## Letters to the Editor

(Your opinion goes here).

As always, we welcome letters to the editor. If you're interested in writing a letter, please read below.

**Letters to the Editor:**

Any and all members of the Connecticut College community (including students, faculty and staff) are encouraged to submit articles, letters to the editor, opinion pieces, photographs, cartoons, etc.

All submissions will be given equal consideration.

In particular, letters to the editor are accepted from any member of the college community on a first-come, first-served basis until noon on the Saturday prior to publication. They should run approximately 300 words in length, but may be no longer than 400 words.

All submitted letters must be attributed to an author and include contact information.

No unsigned letters will be published.

The editor-in-chief must contact all authors prior to publication to verify that he/she was indeed the author of the letter.

*The College Voice* reserves the right to edit letters for clarity, length, grammar or libel. No letters deemed to be libelous towards an individual or group will be published.

*The College Voice* cannot guarantee the publication of any submission. These policies must be made public knowledge so that every reader may maintain equal opportunity to have their opinions published.

Please submit your letters by either filling out the form on our site at [www.thecollegevoice.org/contact-us/submitletter](http://www.thecollegevoice.org/contact-us/submitletter) or by emailing it to [eic@thecollegevoice.org](mailto:eic@thecollegevoice.org).

The College Voice seeks ideas for our first ever New London issue!

We want to dedicate an entire newspaper issue to our host city - exploring everything from architecture to music to high school football.

email  
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# News & Features

FEBRUARY 11, 2013

THE COLLEGE VOICE

## Camels Abroad



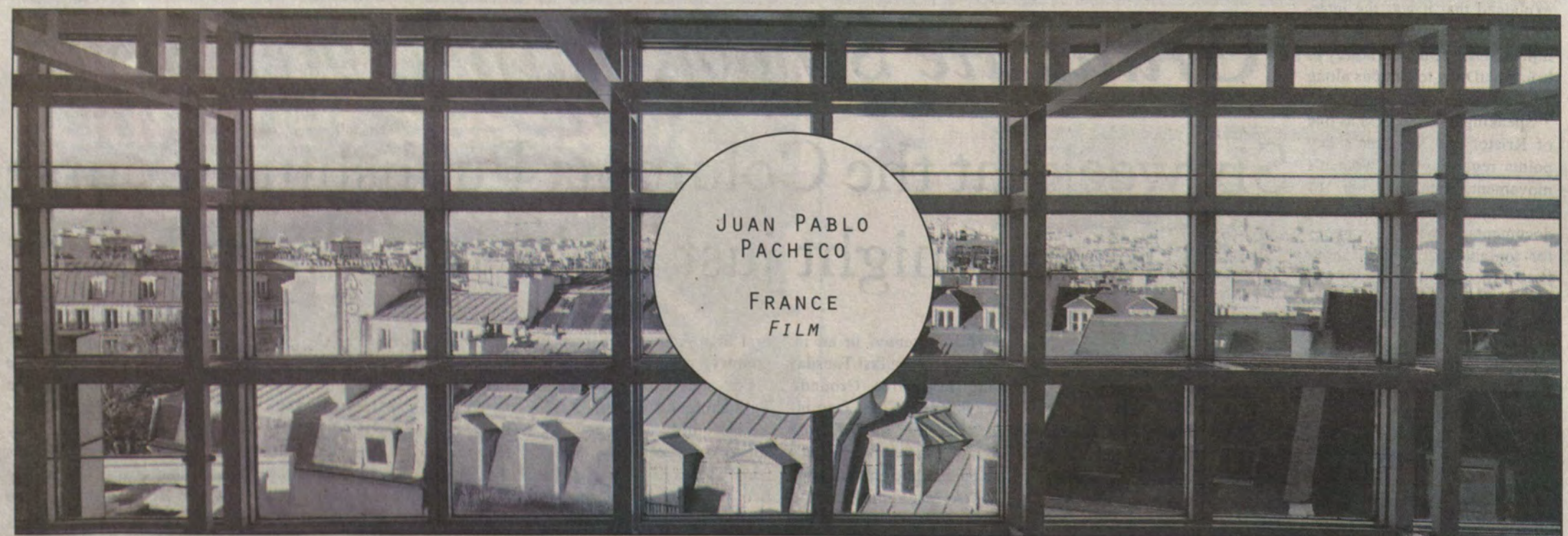
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PHOTOGRAPHY



THE COLLEGE VOICE

**Nick  
Kristof  
Comes to  
Campus**

CONTINUED FROM FRONT

The documentary covers many of the same themes as the book: the economic empowerment of women — often through microfinance organizations, the education of women and girls, forced prostitution, gender-based violence, shockingly low maternal mortality rates and their connection to female genital mutilation and, finally, sex trafficking. These human rights issues and solutions are some of Kristof's most passionate topics, and we should expect to hear him speak in detail about them tonight. With various classes reading and discussing Kristof and WuDunn's work, as well as three screenings of *Half the Sky* in Blaustein throughout the past week, Kristof's upcoming lecture has been highly anticipated by the student body and faculty alike. Said Amanda Klay '13 of Kristof, "His work is accessible, moving, and has the power to inspire people to become informed and act accordingly... Indeed, we now have a campus buzzing about many of the issue areas outline[d] in the *Half the Sky* book and documentary."

Klay continued, "When he comes to campus, I hope he addresses his choice of celebrity inclusion in the film. I found this aspect rather distasteful and do not see, beyond increased publicity, the real value of selecting the range of featured celebrities in his work. Regarding *Half the Sky*, the book, where is Sheryl WuDunn's place in the hype surrounding publication? Why is her voice largely absent from the discussion surrounding the book, so often referred to as 'Kristof's work,' without inclusion of his co-author in wife in such discussion[?] Was Sheryl WuDunn invited to come to campus along with Kristof?"

Upon investigation of this last query, Professor Jane Dawson explained that it was the intervention of budgetary reality that hindered the College's ability to bring WuDunn to campus along with Kristof.

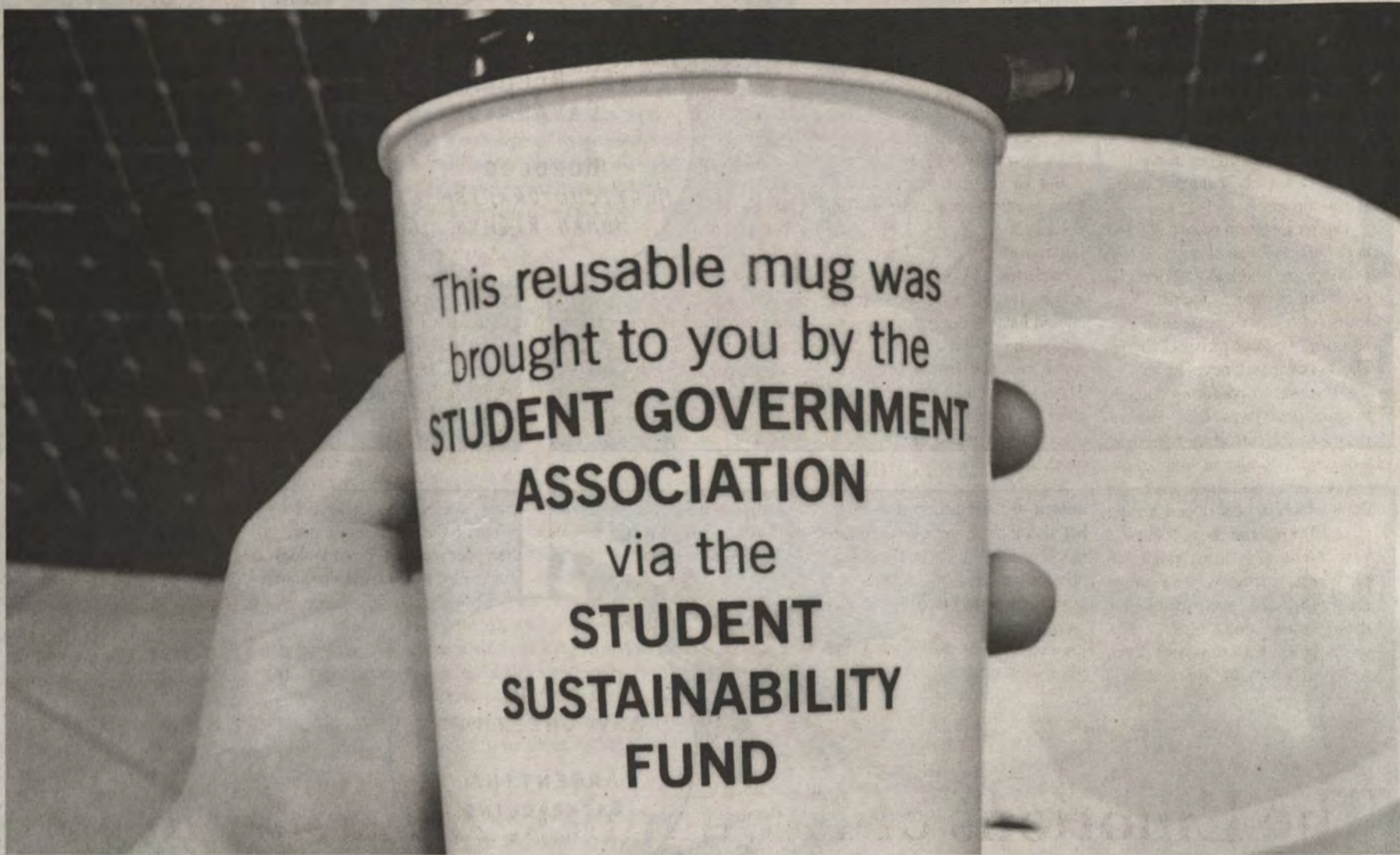
Speaking to awareness as one of Kristof and WuDunn's key points regarding this women's movement, Natalie Liener '14 commented after viewing the documentary with her hopes for tonight's lecture: "I think Kristof does a great job of exposing human rights issues women have to face around the world, but I would like to hear him talk more about how we can enact and sustain necessary change as individuals."

"Kristof will be speaking to a Connecticut College crowd that is widely supportive of his body of work. I will be most impressed if he chooses to elaborate on his more controversial claims, such as his stance on sweatshops, and if he responds openly to criticisms that his publication of certain war imagery has been exploitative of the individuals photographed," stated Andrew Greaves '13 on Kristof's career as a journalist.

Toward the end of the documentary *Half the Sky*, Kristof leaves his viewers digesting a powerful statement that underscores the importance of his and WuDunn's quest for change through the empowerment of women: "Talent is universal. Opportunity is not."

Tonight, the student body — as beneficiaries of this institution of higher education — will be given the opportunity to further process, question and act on his message. •

## Mug Share Program Met with Enthusiasm but Fears Own Sustainability



PAIGE MILLER

CONTINUED FROM FRONT

While many students have voiced similar ideas in the past, the most recent student to take on this mug share initiative was Sarah Huckins '15. "The mug share program is important because it really is a great example of a student initiative.

Dining Services was and continues to be instrumental in implementing this program, so they deserve just as much credit, but I think it is significant that it was organized by students, voted on by students and paid for with student funds," she said.

Students involved in the planning of the program collaborated with Dining Services to devise a design for the mugs.

"We considered opening up the design to the rest of the student body but as this project was organized and executed during the finals weeks of the fall semester, there was not enough time for such a contest," Conlin said.

Huckins and Conlin also worked with Dining Services to draft various budgets for purchasing the mugs. SGA allocated \$5,000 from the Student Sustainability Fund for the mugs and the equipment needed to collect and wash them.

While the program has been met with great enthusiasm, there are evident challenges ahead.

"As it stands, there is no intention of allocating any more

money into this project. In other words, what we have is what we get and if the program is abused, it will inevitably be cancelled," Conlin said.

This means that if large numbers of mugs are stolen, broken or lost, the program will not continue. It has been suggested that the program should put bins in all residence halls, but when debating this question, the SGA assembly felt that laziness (in a program that already offers convenience) should not be rewarded.

Taylor Gould '13, SGA President, said, "We ordered 2,500 mugs hoping it would last us a few years, but so far we have already gone through half the mugs. Frankly, we are all disap-

*Frankly, we are all disappointed. We have seen mugs in parking lots, trashcans and in bathrooms. This program will not continue if we cannot return the mugs to the mug return bins.*

pointed; we have seen mugs in parking lots, trash cans and in bathrooms. This program will not continue if we cannot return the mugs to the mug return bins."

Stoffel echoes these sentiments.

"To me, this is about the easi-

est system that we could provide the campus community for transporting foods and beverages. However, the true success of this program will be whether or not people return the mugs. If people do not return the mugs, the program will be put into certain jeopardy," he said.

"My request to students would be this: Sustainability will never be achieved if we don't do our part. We have specifically designed the Reusable Mug Program to be as simple for the campus community to use. All we ask for those who participate in the program is to return their dirty mugs consistently, so that we can keep this program going into perpetuity."

## Graduate School, CliffsNotes Style Six weeks at the Columbia Publishing Course and you might just make it in New York

HELEN ROLFE  
NEWS EDITOR

As graduation day slowly but surely approaches, many seniors (along with those more farsighted juniors — and the bigger worriers of grades below, too) are faced with the age-old conundrum that has plagued the minds of fresh-faced liberal arts graduates ever since the dawn of time: "Shall I apply to graduate school so I can spend a few more years with pencils and books, or will I boldly go forth to seek a 'grown-up' job out there in 'the real world'?"

But if your career interests lie in publishing — of magazines, books or online — you might not have to make that choice after all. The Columbia Publishing Course is a six-week summer program covering all the ins and outs of the publishing industry that is, according to the course's official pamphlet, "aimed primarily at recent college graduates." Calling all members of the class of 2013!

As she recounted in an information session last Tuesday evening in Coffee Grounds, former Editor in Chief Jazmine Hughes '12 was one of those brand new graduates when she was accepted into and attended the course last summer. Now, less than a year later, she's living the quintessential New York life that so many college students eagerly dream of — she works at *New York Magazine* as a fact-checker and lives in Brooklyn: an incredibly hip combination of life circumstances, as David Shanfield '14 was quick to point out. And, she says, her success story is not unusual: "I would say about ninety-seven percent of my friends from the course have a job or internship."

That statistic, however approximated, can sound dangerously close to a dream come true in the context of this recession, when young job-seekers' qualifications strongly outweigh their immediate job prospects. So why aren't visions of copy editing dancing in the heads of soon-to-be lib-

eral arts graduates across the country?

For starters, the Columbia Publishing Course makes for an incredibly intense way to spend six weeks of your summer. The course is split into two three-week sections, the first focused on book publishing and the second geared towards magazines and online publications. Both of these sections are further divided into, first, two weeks of thrice-daily lectures by guest speakers, followed by a seven-day "workshop" during which, as the pamphlet describes, students form small groups and assume individual roles (think editor, public relations guru, illustrator, et cetera) to undertake the real-life workload and deadlines of a publishing house, magazine or website: "giving students a chance to apply what they've learned and to gain hands-on experience."

While this all sounds basically innocuous and beneficial, Hughes says participants in the course will get their money's

worth, as measured by the professional criticism that faculty members constantly, erm, *offer* to students. Hughes recalls that she "did cry once. Everybody cries. It's intense!" Still, these high expectations may be a boon to highly motivated students, especially considering the program's impressive reputation for job placements. Besides, criticism, even of the constructive kind, may hurt — but when that harsh truth comes from a publishing-world celebrity like David Remnick (Editor-in-Chief of *The New Yorker* magazine and the magazine workshop's keynote speaker the summer that Hughes took the course), it might just behoove you to listen up and take note.

On a few different levels, Hughes feels that Connecticut College was instrumental in preparing her for the Columbia Publishing Course and her ultimate goal — to get a job in publishing. She jokingly described the particularly grueling evenings of the course as "the longest days of

my entire life — not including days spent in the *Voice* office." Coincidentally, the food at Columbia was "Harris-level." But Hughes had only glowing words for Conn's faculty members, especially Professor Blanche Boyd of the English department, advising attendees of the information session to take "any class with Blanche" that they could.

In fact, Hughes had first learned about the course from Professor Boyd, who is good friends with its director. Ah, yet another example of the ancient cliché: In the world of work, it's all about whom you know. Well, if Hughes is any example, the contacts you gain at Connecticut College plus those accrued in a quick sojourn to graduate school with the Columbia Publishing Course can create a winning combination — and, hey, the all-nighters you pull as an undergrad will be great practice for the times when, like Hughes, you're in the office "until four in the morning." •

# News & Features

FEBRUARY 11, 2013

THE COLLEGE VOICE

## Brian Miller Captivates Audience with the Philosophy of Magic

ANNA LINK  
STAFF WRITER

Last Thursday, Blaustein 210 was bursting at the seams. At 6:55 PM, the classroom's entrance was bustling with students slicing off pieces of free cake, munching on free donuts and grabbing a free cup of joe. But these students were in for a treat much bigger than a few sweets and cider. That night, magic was in the air.

The presentation started at 7 PM with three pieces of rope, which at one point magically turned into one piece of rope... and then back to three. Or was it one piece of rope all along? Or three pieces all along? The audience will never know.

If that wasn't confusing enough, the audience was then flabbergasted as the performer ripped off a piece of a dollar in front of everyone's eyes and made the dollar from which it was ripped appear in a Tupperware box that was wrapped securely in wrapping paper. There was no way the dollar had been placed there before the show. I saw the dollar after the trick was over and trust me—that dollar fit perfectly with the ripped corner.

If these occurrences don't make sense to you, you're not alone. Many of us who were at the show left a bit disturbed because even the mathematics major in the back row, the philosophy major in the second row and our very own Professor Turner just couldn't put a finger on how these things happened. I guess that means the magician really knew how to do his job...

But Brian Miller is more than your average magician. Working not just at colleges but also at corporate events, Miller has developed a name for himself in the field of magic. If you don't believe me, all you have to do is check out the videos and reviews on his website, [www.brianmillermagic.com](http://www.brianmillermagic.com). There's a reason, though, why Brian only performs for colleges and corporate events, steering clear of children's shows.

Miller's performances are not limited to dumbfounding tricks, but also include very thought-provoking mini-lectures on the philosophy of magic. This comedic and quirky magician has been honored with two national amateur philosopher awards. Also included in his arsenal of things many people

wish they had is his dual Bachelor of Science in philosophy and mathematics.

Eager to discuss his passions with us further, Brian stayed after his show so students could ask him anything that they wanted to about magic and philosophy. One student cut right to the chase and asked Brian about the morality of magic. Are magicians liars? What about fortune-tellers? Brian responded eloquently: "You are being lied to when you go into something thinking that you will be hearing the truth, but then the truth is not given to you. I assume that all of you came into this show knowing that I was going to trick you, so I haven't lied to you. But with fortune-tellers, you go in thinking that you're going to hear your future or thinking that you're going to talk to your deceased grandmother, so in that case, I'd say you're being lied to."

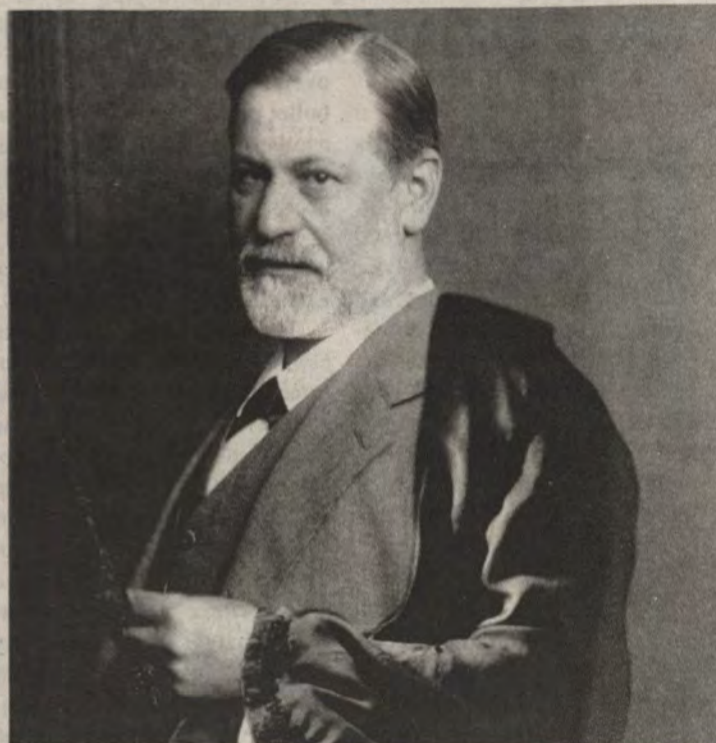
People believe that fortune-tellers have a special power because if they predict something for our future and it does happen, we'll remember it because we remember coincidences. But if it doesn't happen, we won't remember what the fortune-teller said because it's

no longer noteworthy. More often than not, these fortune-tellers have told us something false. We simply don't remember what was false, only the vague prediction that may have come true.

There was one thing, though, that students weren't allowed to ask: "How did you do that?!" But here are a few things Brian did tell us. He filled us in on a few secrets that can make a good magician a great magician. First off, great magicians allow members of their audience to *examine* the props being used. In our case, Brian let three students touch each strand of rope that he used for his first trick so they could physically see that there were three separate pieces of rope, confusing them when he then made the rope look like it was all of one piece.

Secondly, great magicians emphasize *open-handedness*. Many times, audiences assume that magicians have something hidden up their sleeves, but Brian's sleeves were rolled up. He was also sure to open his hands before he somehow made an object disappear.

The third trick Brian told us is that "*repetition* creates the psy-



Dr. Sigmund Freud in Dumbledore's cloak

chological impression of maximum info." The audience saw the rope trick more than once. The first time, the audience didn't really know what to expect, but the second time, we were able to really look and try to figure out what

he was doing. When left confused after a second demonstration, it is much easier to think that your eyes couldn't have missed anything and that it must have just been the power of magic. •

## The Emotions of Economics: A Lecture by Robert Johnson

HARRISON THOMPSON  
CONTRIBUTOR

On Wednesday, February 6, economist Robert Johnson gave a talk in Shain Library's Charles Chu Room to kick off a series of lectures organized by the economics department. Robert Johnson is currently the Executive Director of Economic Policy at the Institute for New Economic Thinking, a nonprofit think tank backed by American business magnate George Soros.

To list every position Dr. Johnson has ever held would be a long process, but he was most notably the Chief Economist on the U.S. Senate Banking Committee, also serving as Executive Producer of the Academy

Award-winning documentary *Taxi to the Dark Side*. Before these successes, he received both a Ph.D and an M.A. in economics from Princeton University, as well as a B.S. in electrical engineering and economics from the Massachusetts Institute of Technology.

Johnson began the lecture by stating the question he would later explore: "How do we deal with our fears?" He argued his belief that economics revolves around emotion far more than most people care to realize, and that this social science "hides behind a wooden disguise, while it is actually a very emotionally linked science."

Johnson would then go on to state his disagreement with how

the financial meltdown of 2008 was handled, affirming that "the people who made the pollution did not pay for the cleanup." This statement alluded to the fact that the banks who were to blame for the crisis were bailed out.

He would then say that economists could learn far more from history than what any model tells them. Johnson firmly believes that if the United States had just looked at the Austrian Banking Crisis of 1931, they would be in much better shape. He feels that the manner in which the banks were bailed out would cause a skeptical taxpayer to "trust the government less." He stated that he believes the government's, or any economist's, overreliance on

models as opposed to actual fact is what's drilling a hole into the economy.

Johnson then took a step back and proclaimed that there are three corruptions in economics today: the Corruption by Commission, made by the sophists of the economic world who will say whatever is most profitable; the Corruption of Omission, perpetrated by those who refuse to express themselves out of fear; and the Corruption of Projection of False Certainty, those who create hypothetical models and claim stability that is not there.

To illustrate how uncertain the current state of economics is, Johnson drew allusion to the Horatio Alger myth, which states that if one simply works

hard, one will have nothing to worry about. Johnson then confided in the audience that he saw some of the hardest-working men he knows lose their homes in the financial crisis.

Interestingly enough, but given his original question, very fitting, Johnson ended his talk with a Bob Marley quote: "It's this love that I'm feeling." He explained, "Make sure you are feeling love in every process that you are involved in."

Johnson then opened the floor to questions. In one answer, he said he believes the Dodd-Frank Act was a real disappointment, feeling that "it turned into freedom for the regulators to trip up anyone in a lawsuit." Another audience member won-

dered what Johnson thought was the one thing truly wrong with economics today, to which he replied, "A lack of empathy." Johnson feels that a lack of empathy for economic growth with too much focus on individual growth has led the economy down a dark path. This statement comes to mind when one thinks of hedge fund managers yelling at their employees, "Sell it, it's just a stock."

Benedikt Immanuel '15 replied to this edict by saying, "But do you think too much empathy could lead to a lack of critical thinking in society?" This surprised and delighted Johnson, and he replied, "That's a very good point, we'll have a talk after." •

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# The Citadel: Bastion of Nonsense

CORY SCAROLA  
STAFF WRITER

Would you like to live in a walled community full of several thousand gun owners focused on guns, gun use and their misconceptions about what constitutes freedom and equality? Well, if that's something that interests you, then the Citadel may be right for you! The Citadel is a community that may be built in the hills of Idaho later this year. Now, I know what you're thinking: this is simply too good to be true! The bad news is, it's real. I took a self-guided tour of the Citadel's website, [iicitadel.com](http://iicitadel.com), to see just what this place is all about, and I'm here to report that it's even more horrible than it sounds.

The first thing you see upon reaching the site's homepage is a big advertisement prompting you to buy an AR-15 rifle "before it's too late." I can only assume they added "before it's too late" because they fear that Congress will actually do something right and pass an assault weapons ban. That assumption is the first of many mistakes this website – and this organization as a whole – makes.

A little further down the home page the creators of the website have summed up the founding principles of their community in four very manageable bullet points, evidently deciding that complete expla-

nations for these principles are overrated. The first of these bullet points simply reads: "Patriotism." Rather vague, but I suppose that's all one really needs to say to attract the kind of people who would actually invest their hard-earned money into this farce.

The second bullet point voices pride in American exceptionalism. The fact that these people – whoever they are (the website does not give a list of names of founders or financial backers, which is very suspect) – take pride in American exceptionalism tells me one of two things: either they don't understand what that concept actually means, or the definition of irony is completely lost on them. Neither is very flattering with respect to their intelligence.

American exceptionalism is the false belief that Americans, simply by virtue of being American, can build it bigger and better and have a duty to spread democracy and freedom. It's not looked on very favorably in the international community and with good reason; it's not really a sound philosophy. It's little more than overzealous, nationalistic fervor. That being the case, pride in American exceptionalism is best avoided.

The third bullet point claims loyalty to America's history of liberty won by our founding fathers, which suggests that all Americans aren't glad to have our freedoms and don't appre-

ciate what the founding fathers tried to do. Of course I admire the men who founded the United States, and I appreciate their vision. That being said, I still reserve the right to criticize certain things about them without being struck by lightning or some other form of divine retribution. To say that only people who live in the Citadel or who share similar values appreciate the founding fathers is pretentious and just dead wrong.

The fourth and final bullet point explains that residents will be, by mandate, physically prepared to respond to a natural disaster (Hurricanes Sandy and Katrina are cited as examples) or a man-made disaster such as the failure of a power grid. Given that the location of this community is cited as "the mountains of Idaho," I doubt devastating hurricanes will be much of an issue. Also, I'm not sure how much of a power grid there will be to fail out there, either. But those are semantics, and the minds behind the Citadel are clearly not concerned with finer details.

But that's because the Citadel is not founded on details; it's founded on Thomas Jefferson's idea of rightful liberty, to be more exact. Rightful liberty, for those who don't know, is, according to Jefferson, "...unobstructed action according to our will within the limits drawn around us by the equal rights of others...". Contrary to what

Citadel people might like to think, there are still limits that can and should be placed on this kind of liberty. Jefferson said so himself. Those limits should be restricted when exercising our liberty robs someone else of their rights. I'm sure my view of where that threshold is would be very different from the views of the people behind the Citadel, but that's another story.

The introduction concludes by saying that Marxists, Socialists, Liberals and Establishment Republicans would find that life in the Citadel is not compatible with their viewpoints and lifestyles. That's code for: "you're not welcome here." This essentially creates a hyper-conservative organization, as if there was ever any doubt about that.

In addition to the exclusion of those various political groups, I would be curious to know Citadel policy on admitting minority groups or people of non-Christian faiths. Judging by the sheer conservatism of the thing, I would doubt that there would be many, if any, admitted, if any even apply that is. If this absurdity ever comes to fruition, I would be very interested to see the percentages of the demographics that are admitted. I think they would be skewed very far in one direction.

If, after such a charming and attractive introduction, you aren't yet convinced that the

Citadel is the place for you, they have more to say. Most of the rest of the site revolves around what they refer to as the "American icon of Liberty." This icon appears to be the impetus behind the entire idea. Every "able bodied Patriot" within the Citadel will be required to own them, learn about them and practice with them regularly. The giant ad at the top of the page kind of gives away what that icon is, but if you haven't figured it out yet, it's rifles! More specifically, the AR-15 assault rifle. You know, a variant of the one Adam Lanza used to kill twenty-six people in the unspeakable tragedy at Sandy Hook Elementary. That icon of liberty.

You see, in the Citadel everyone is required to own, maintain and know how to use an AR-15 assault rifle. And what's more, it is mandatory that residents carry a loaded sidearm with them at all times when they visit the town center. Because that's what the Citadel is at its very core; a town based entirely on a gun obsession. According to the website, guns will also hold a central role in their school's curriculum. At age thirteen, kids will be required to pass a firearms proficiency test as a rite of passage into adulthood.

In this article I have only covered a fraction of the nonsense and insanity present on this website and in the ideology

of the Citadel, and I urge each and every one of you to go there yourself and see the rest of the ludicrous content. I laughed a lot and you will too; it's very obviously a scam.

But after I finished laughing I thought about something. This website is not a hyperbolic parody of an extreme viewpoint, created strictly to poke fun at the pro-gun ideology. This is a serious proposal that, if the website is to be believed, a few hundred people have already bought into, and as such it is seriously disturbing. To think that a group of people, no matter how small, no matter how remote, could devote themselves fully to a radical society that is built around the preservation and proliferation of instruments of violence is frightening.

Now I'm not saying that I think these people will rise up and take over our country; far from it, I think that's impossible. What I think this should call attention to, though, is the raw susceptibility of widespread ignorance to manipulation and pressure, which can move this quickly from the realm of irrationality to the realm of dangerous delusion. Because there are people out there who truly believe that without their guns all of their freedoms would be taken away from them and they would be living under a government that resembled Fascist Italy or National Socialist Germany. •

## Just In Time For Valentines Day

### Love is Really Just Science

STEPHANIE REEVES  
CONTRIBUTOR

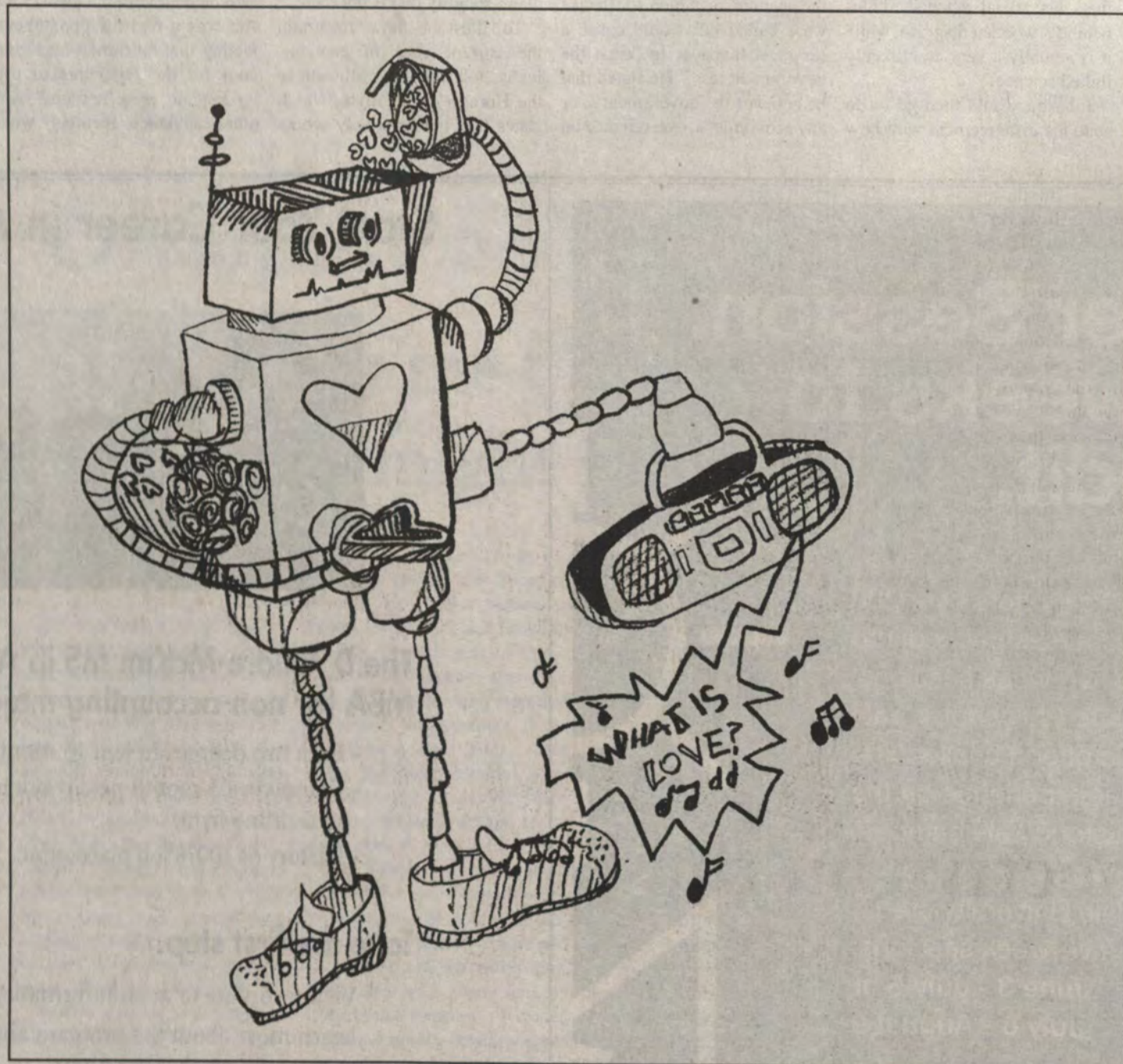
What is love? Ahh, what a refreshing question. It's one that's been debated for decades, centuries and probably even millennia, one that seems to have endless arguments without resolve, and one that we hate to address because of our own sad "love lives."

According to Barbara Fredrickson, author of *Love 2.0: How Our Supreme Emotion Affects Everything We Feel, Think, Do, and Become*, love is an emotion. And like any other emotion, love visits us in waves – it is a micro-moment of warmth and connection that you share with another living being which can last somewhere between a few seconds and five minutes. She argues that it is neither everlasting nor unconditional, and that it happens in brief moments of eye contact across the room, or in animated conversations over coffee.

Apparently it is also a necessity that can be compared to the likes of food, water and oxygen. With it, you feel well and happy; without it, your DNA can change the way it is expressed within your cells and thus cause degradation in your health, vitality and "overall well-being". Sounds scary.

What I don't understand is this: if love comes in brief spurts, what would the rest of the time in a relationship (for example) be called? When you say, "I love you" to someone, what are you saying? For me, it's an all-encompassing term, also used to describe your feelings of desire, loyalty and trust. Love should be all of those things.

Fredrickson suggests that love leads to "positive resonance" which happens when



AUDREY MADOFF

two minds/bodies interact in the same line of positive emotions (for example, when two people go for a walk, eat a picnic lunch, watch a movie, tell stories together etc.). This way, she says, love is the starting point from which all other emotions (trust, devotion, etc.) follow.

She continues to say that this positive resonance and connection requires physicality – when people experience micro-moments of love, they are both "in sync" and are physically/emotionally attuned to each other. They each have to be smiling, or looking into each other's eyes, or laughing,

or touching...

But what about couples who cannot physically be together, and who are in those awful things we call "long distance relationships"? If love requires a connection and a connection requires physicality, then, logically, people who cannot see each other are in loveless

relationships. That certainly doesn't seem right, but Fredrickson's reasoning is valid. She doesn't spend much time addressing new technologies like Skype or Snapchat (or even the old fashioned letter-writing) but I doubt she'd be too keen on the idea that a computer or phone could sub-

stitute for a relationship.

Being in a long-distance relationship myself, I can tell you that I do agree with Fredrickson in some regards – that there is nothing better than being face-to-face and that there are moments in which I feel completely attuned and connected during the times when we are together. However, for me, love encompasses feelings of compassion, trust, desire and loyalty; such words are not separate entities, but rather, interdependent on one another.

I suppose everyone has his or her own definitions of "what love is" – Fredrickson's is certainly one to consider and keep in mind. She's qualified to make such assertions as she's been studying emotions for decades and is a well-known professor, director and psychologist, complete with a Ph.D. The only wisdom I have about love is from my own accounts – I don't have any scientific facts to woo you with, and my knowledge from experience is limited at best.

Although, even after reading her book, studying her research and listening to her speak, I don't think everyone would necessarily buy into her ideas. It has been ingrained in our minds since the day we were born that "love is romantic" and "love is a fairy tale" and "love is unconditional"... Would people be so easily swayed to go for science rather than their own beliefs or experiences?

It's a compelling argument, but one that I, personally, must take with a grain of salt. Love certainly is one of the most powerful feelings in existence, but what those feelings mean to you is up to you. Alas, we can not all be omniscient Ph.D researchers and experts on love. Some of us are only human. •

## Zimbabwe's Problem Becomes Yours

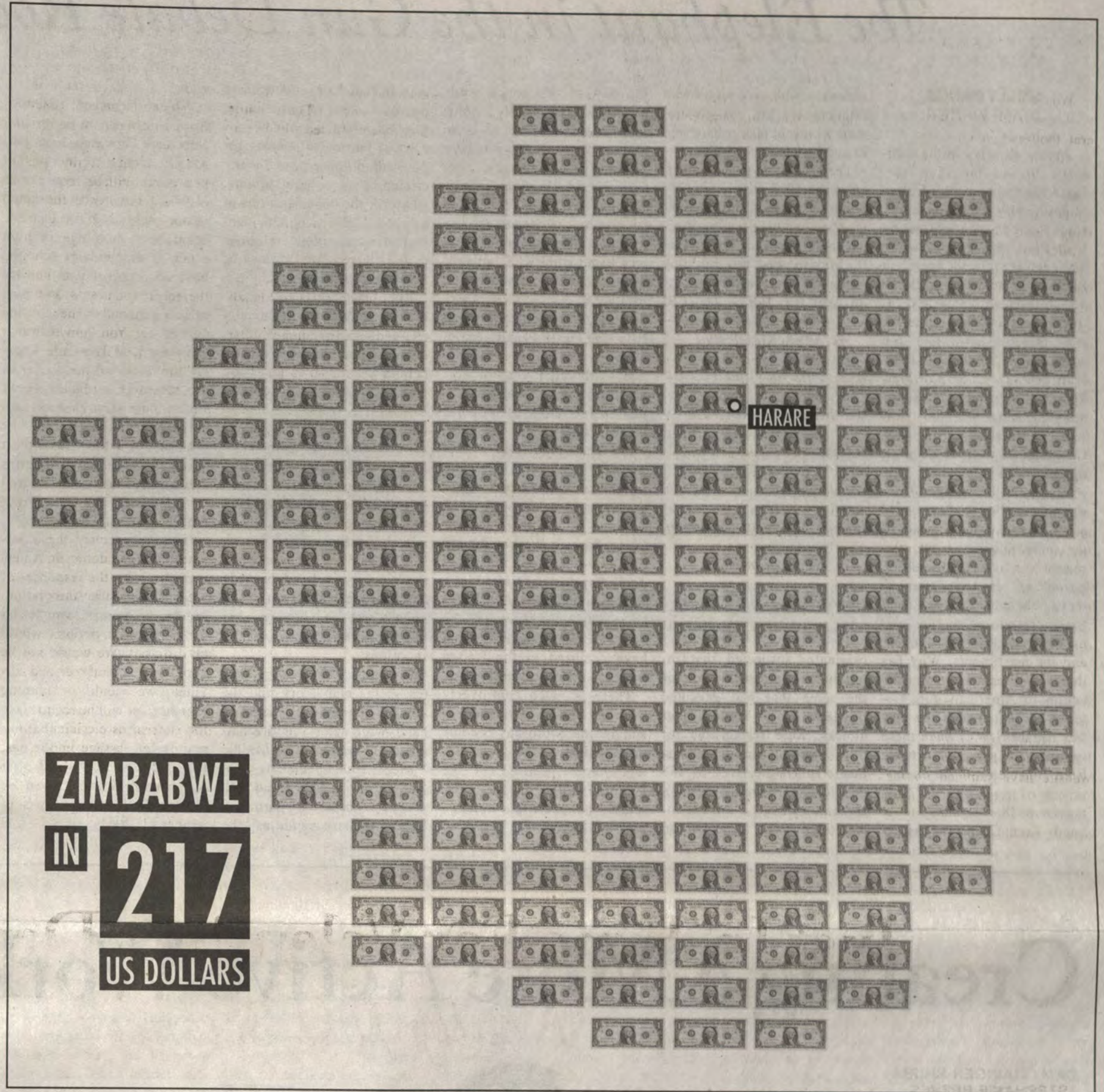
MIKE AMATO  
STAFF WRITER

The Zimbabwean government is strapped for cash with a current bank balance of \$217. Along with the majority of our country, who has more than this in my bank account. After reaching an inflation rate of 500 billion percent in 2008, the country abandoned its currency and began to use American dollars. Apparently, using twenty trillion dollars to buy a loaf of bread seemed a bit excessive so the country looked for an easier, lighter bank note. Debt from switching to the new currency has left the coffers dry. Paying the salaries of corrupt government officials and a president who refuses to give up control makes up approximately seventy-three percent of the government's budget, and now close to nothing is left. This issue brings up one very different topic that I would like to discuss.

Firstly, the concept of money and the quantity of it is an issue that concerns many people. The first reaction to hearing Zimbabwe's bank account statement generally warrants a collective shock response. What many people forget, however, is that the sum of money means nothing whatsoever—it is simply a denomination for counting it. Money is a human construct and the actual wealth it represents is what's important. A pair of shoes costs one hundred dollars today but cost one dollar many years ago. The power of the dollar has changed. In the case of Zimbabwe, where the majority of people make one to two dollars a day, \$217 is actually quite a lot for a single person. However, for the national government, this is pretty sad. Now that this has been understood the major question needs to be asked: What do we do about it?

What do we do, as Americans—as humans—to address those around us who are less fortunate? Are we morally obliged to help those in need? Moreover, being in America, the world's supposed protector, do we use our money to help countries unable to function on their own? There are well-developed arguments for both sides; it is Darwinism against humanism, socialism versus capitalism and a free market approach next to controlled markets.

Economically, we have much to gain from helping the country with its debt. Providing large loans to the nation would hopefully secure trade and strong business ties to the country. Zimbabwe's large platinum reserves and the Marange Diamond Fields



DAVE SHANFIELD

are some of the largest in the world. By helping them, we could hopefully reap the benefits of potentially lower prices on these luxury products. However, our country has enough fiscal problems of its own. How often have you heard of the United States making out a loan or sending millions of dollars worth of aid to some other country in the recent past? Excuse me, but I was under the impression that we were verging on bankruptcy and hanging on the edge of a fiscal cliff. Do we simply borrow money from China just to funnel it to another part of the world? As nice as this is to other people, it doesn't seem like the best idea to lend out money that doesn't exist.

It is actually impossible to come to the correct answer

in this situation. In the end it is a nominal judgment that is theoretical and pertains to morals. There is no definitively solid approach. Why should we give money to people whom we will most likely never see in our lives?

Furthermore, money given to an African country could end up in the hands of some extremist group, or line the pockets of a corrupt leader. On the other hand, we are all people. It seems prudent enough to pass on a favor to somebody; it may come back to you someday. It may be survival of the fittest, but if your parents never helped you then you would not be alive. There are two sides to this but what every person seems to forget is the multitude of shades of grey in between.

Opinions rooted only in

*Though Zimbabwe's problems are distant from our lives in New London, we are still connected and can help them. Keeping up to date with the problems of the world is just as important to some as following the problems of an individual's life.*

facts remove the element of empathy that is crucial for decision-making. Aligning yourself with a group, idea or opinion makes you feel much better but also robs you of speaking your own mind. I bring this up because problem-solving, from choosing lunch to reducing Zimbabwe's debt, is consistently partisan

in teenaged and college-aged people. Fashion styles that seem ridiculous to me persist because they are followed by everyone and it 'seems' to fit the mold of the norm. What ever happened to individual thought? An idea should not be followed because it is accepted; it should be followed because it is truly believed by

its proponents. Strangely enough, this all spawned from Zimbabwe's money crisis. As tangential as my point is, it is a necessary leap in my eyes. Though Zimbabwe's problems are distant from our lives in New London, we are still connected to and can help them. Keeping up to date with the problems of the world is just as important to some as following the problems of an individual's life. Furthermore, the suggestions for improvements these problems are even more focused upon and debated over. These problems are everywhere: gun control, taxes, abortion and the fiscal cliff, just to name a few. So, what do we do with Zimbabwe? If you got this far then you know that I have no idea. •

## A Perspective on the Boy Scouts Ban on Gays

CONTINUED FROM FRONT

The Boy Scouts have faced a lot of criticism both from inside and outside of the organization regarding this decision. Much of this tumult started in October of last year when an Eagle Scout was denied his badge because of his sexual preference. Because this scout did not fulfill his "Duty to God" he could not receive the honor that he had worked so hard to achieve. Does denying gay scouts

their badges coincide with the Boy Scouts' values as an organization? I don't believe it does. Nowhere in the Boy Scout oath does it say that Scouts must be open-minded or accepting. One's duty to God comes before one's duty to country, so it seems that the scouts are even more rooted in Christian principles than they appear to be on the outside. This fundamentalist Christian approach is important when it comes to dis-

criminating towards scouts based on their sexual orientation, although the organization does not ban members of other faiths from joining their ranks. This specific targeting of the LGBT community can definitely be seen as discrimination, although this bias is protected under the law.

As someone who was once a member of the Boy Scouts until the sixth grade when I realized that they were anti-gay, and as someone who

self-identifies as gay (and also as an atheist), I think it is amazing that they are even thinking about lifting the policy of banishing gay scouts. I can only imagine the hardship that many scouts have faced and continue to face from being closeted due to the strict code of conduct within the organization. If scouts were allowed to be anything other than straight, it might increase membership, as more liberal people who did not

believe in the organization might start to see that they actually teach children decent values.

Due to the vast divide between different religious faiths and sects, it is hard to say whether or not the Boy Scouts of America should change its view on members of the gay community. It seems, also, to be a vast cultural divide, much like the issue of gay marriage. The more conservative areas of

the country definitely do not want scouts involving themselves in "immoral" practices, although many chapters in more liberal areas are more likely to welcome those of the LGBT community with open arms. Acceptance is never something that should be shied away from, and it would be a big step for the gay rights movement if this organization were to allow these kids, who already feel like outcasts, a place of solace. •



# The Domestic Terrorism Discussion

## *The Elephant in the Gun Debate Room*

MOLLY BANGS  
STAFF WRITER

We are all privy to the enormous impact that gun violence has had on recent United States history. Presently, a task force on gun control led by Vice President Joe Biden has just been completed, President Barack Obama has declared his willingness to use executive orders on the matter, a shift towards new state gun control laws like those of Governor Andrew Cuomo of New York has occurred and the renewed debate has substantiated conversations in the U.S. Congress as well as amongst the American populace and the entire world. In the age of terrorism's arrival to the world stage, we are equally aware of the incredible detriments terrorism has likewise forced on our society. However, the latter has had united, forceful and timely responses on the part of the American government and its constituents. Why has this lack of responsiveness and action to American gun violence continued over the past few decades? Why have these instances of gun violence not been considered to be domestic acts of terrorism? Defining massacres like the slaughter at Sandy Hook Elementary as ter-

rorism would have significant implications for our government's current task at hand and in our society as a whole.

The Wikipedia page dedicated to the 1995 Oklahoma City bombing reads, "The Oklahoma City bombing was a terrorist bomb attack on the Alfred P. Murrah Federal Building in downtown Oklahoma City on April 19, 1995." The FBI

*We have utterly and hypocritically failed, as we have so many times before in our history, to recognize our own deeply rooted problem of American domestic terrorism.*

originally suspected that international terrorists, perhaps the same that had executed the 1993 World Trade Center attacks, were responsible for this bombing in Oklahoma that claimed the lives of 168 people and injured over 680. Ibrahim Ahmad, a Jordanian-American, was arrested on

the day of the attack while traveling to his family's home in what was referred to as an "initial dragnet." He was later cleared of all charges, after Timothy McVeigh and Terry Nichols were deemed the main perpetrators of the attack. The response to Oklahoma City was harsh – the U.S. government had no problem recognizing the massacre as terrorism, passing the Antiterrorism and Effective Death Penalty Act of 1996.

But McVeigh and Nichols are not the only American militant perpetrators of violence to target American civilians in our history. In 1994, former Airman Dean Allen Mellberg injured or killed twenty-eight people inside a hospital in the shooting at the Fairchild Air Force Base in Washington. In the 2009 Fort Hood massacre, Army Psychiatrist Nidal Malik Hasan injured or killed forty-three. These are just two of the sixty-two mass shootings that have occurred in the United States in the past twenty years.

There is much controversy over the definition of "terrorism" as the word has become so politically and emotionally charged. Since 1994, the United Nations General Assembly has used this description of terrorism: "Criminal

acts intended or calculated to provoke a state of terror in the general public, a group of persons or particular persons for political purposes are in any circumstance unjustifiable, whatever the considerations of a political, philosophical, ideological, racial, ethnic, religious or any other nature that may be invoked to justify them."

But must acts of terrorism be defined as politically charged? And who is to determine whether the motivations behind an act of violence are legitimate or not? Where is the fine line between dismissing perpetrators as crazy products of America's mental health failings and recognizing their motivations as somewhat political, as though these acts are therefore sickly justified by an arbitrary definition?

In defining terrorist attacks, the weapons used and the scale of the attack should not determine whether or not we label them as terrorism or domestic shootings.

In a post 9/11 world, it often seems mandatory that the word "terrorist" go hand in hand with actors such as Al Qaeda, or other largely Middle Eastern fundamentalists that are part of a society filled with people constantly portrayed by the Western media as "the

other".

Why is "terrorism" so taboo? Born and raised in the greater New York City area, I can personally testify to the unspoken paranoia that the events of 9/11 permanently ingrained in our everyday lives. I understand how shootings in high schools, elementary schools, hospitals, universities, movie theaters, restaurants and post offices generate the exact same sort of paranoia and fear that the American populace knew all too well in the wake of the massacre at Sandy Hook Elementary. Can't American perpetrators of violence – the majority of whom have been white males in their twenties and thirties – be considered terrorists with the same vigor that international agents are?

If we did declare these perpetrators to be domestic American terrorists, the responses of the National Rifle Association, the American government and the American people would be different. We would not be hopelessly polarized and divided; we would be coming together as a nation to face the state of dire crisis that has manifested itself over the past two decades, as we did after our country was attacked by international terrorists on September 11, 2001.

In December, ABC News released statistics of the annual rates of gun homicides in seven of the eight G-8 countries (excluding Russia). In Japan, there is an average of zero gun homicides each year. In France and the United Kingdom, there are 10,000. In Germany, there are 20,000; in Canada, 50,000; and in Italy, 71,000. In the United States of America, there are 320,000 gun homicides on average each year. If the reality of this statistic does not qualify as provoking a state of terror – in the words of the UN General Assembly – then I am at a loss for what truly does.

The United States is a country that has declared a War on Terror, a country that vocally condemns international terrorism and has put everything on the line in the name of combat-

ing it from our troops overseas to human rights violations in Guantanamo Bay. We have utterly and hypocritically failed, as we have so many times before in our history, to recognize our own deeply rooted problem of American domestic terrorism. Only when we are able to admit that many facets of our society that are fueling the sort of environment in which domestic terrorism is bred will we actually see a change. •

# Creating a More Active Workplace

SAM GRAINGER-SHUBA  
STAFF WRITER

In 2007, the Endocrine Research Unit in Rochester, Minnesota came out with a study showing the effects of treadmill desks on things like obesity as well as overall work performance. The result? An apparent boycott of the chair. Goodbye to carpal tunnel and hello to more energy and better posture.

For most, the words "treadmill" and "desk" are not usually seen together. This object has been invented to reverse the obesity rates that have become an epidemic in this country. The study by the Endocrine Research Unit showed that a sedentary career (one that involves sitting at a desk for extended periods of time) decreases the likelihood of exercising at all by making you more tired at the end of the day. The desire to combine exercise and productivity spawned the treadmill desk. Contrary to the conclusion most people jumped to right away, a person is not running on the treadmill while typing. The treadmill only goes up to 1.2 miles per hour. It is a gentle walk, nothing strenuous, but it is burning more calories than he or she would be sitting down.

In an interview, a New York attorney who wishes to remain anonymous for the purpose of this article, states that even just standing while he works has changed the way he functions on a daily basis.

"I find that I feel more alert and energetic throughout the day. If I sit for a long time, I can begin to feel tired. When I'm standing, I seldom feel tired. Even if I stand for hours, I don't feel trapped at a desk," he said. "Moving around during the day makes me feel re-



CAROLINE DYLAG

freshed, and I think it helps me think better."

This attorney does not use a treadmill desk, but he is a firm believer in standing while

working. Along with the energy boost, he has noticed some physical changes in his body as a result of standing more.

"I think my posture is better

when I'm standing, because it's easier to stand up straight than to sit up straight, even if you have a comfortable, supportive chair."

Like many critics of treadmill desks, the attorney worries that while using one it would be hard to focus on writing and a computer screen.

The 2007 study showed that it took only two to three minutes for people using the treadmill desks to adjust to reading while walking and showed no complaints after that. Seeing as the treadmill only goes from 0.8 to 1.2 miles per hour, there really should not be too much of an issue.

Personally, I think it would be an excellent idea for Conn to perhaps invest in something like these desks. Though college students have plenty of opportunities to be active in their daily lives, we underestimate how much time we spend sitting in front of a screen, either in our dorm room or in class. We are constantly sitting, and are encouraged to do so, as most of our homework is online or at least digitized. Let's do the math, shall we? The average student is taking four classes. Say those four classes are not movement classes (dance classes, etc.), and they all meet twice per week for seventy-five minutes. Let us also assume that each class assigns roughly ninety minutes of homework per class. That is twenty-two hours per week we spend sitting in class and doing homework. If we take into account eight hours of sleep per night (perhaps a little optimistic...) that is seventy-eight hours per week spent sitting still. That cannot be healthy. Treadmill desks may not move fast, but using them burns 100-150 calories per hour. That does not sound like many calories, but studying on a treadmill desk would burn a thousand calories in a week just from having them in classes. Burning 1,000 calories per week during class, along with feeling more energized; what more could a college student ask for? •

# Arts & Entertainment

FEBRUARY 11, 2013

THE COLLEGE VOICE

## From France to Russia and Back Again, with Love

ANDREW SHAW  
STAFF WRITER

On Friday, February 1, the Conn music faculty (and some guests) performed their second "Faculty Showcase" concert of the year, titled "Masterpieces of the Romantic and Modern Eras." It was a wonderful opportunity to hear some very capable musicians, including: Thomas Brown, trumpet; Gary Buttery, tuba; Patricia Harper, flute; Peter Jarvis, percussion; Victor Johnson, trombone; Thomas Labadorf, clarinet; Daniel Lee, violin; Mark McCormick, bass; Patrice Newman, piano; Megan Sesma, harp; and Samantha Lane Talmadge, soprano. Mark Seto conducted the final piece. Guest performers included: Theodore Arm, violin; Joseph Gottesman, viola; Christopher Lane, trumpet; and Ezra Seltzer, cello.

The selections were all small ensemble works composed by French, Russian and Mexican composers between 1890 and 1936. The concert began with Claude Debussy's "Dances Sacrée et Profane" (1904) for harp and string quintet and continued with Pyotr Il'yich Tchaikovsky's "Souvenir de Florence" (1890) for string sextet. Olivier Messiaen composed the third piece, a song cycle for soprano and

*It was my first time hearing a harp concerto, and the experience gave me a (much-needed) reminder that the instrument can do more than play the dreamy opening broken chords in Disney movies.*

piano titled "Poèmes pour Mi" in 1936. (Messiaen wrote the cycle during his marriage to his first wife, the violinist and composer Claire Delbos, whom he nicknamed "Mi.") Mexican composer Silvestre Revueltas' "Homenaje a Federico García Lorca" closed the concert. As the title suggests, it was written for the well-known Spanish poet upon his death in 1936 at the hands of Francisco Franco's forces during the Spanish Civil War.

The Debussy work: was



JAMES ROBINSON

essentially a harp concerto with two violins, a viola, a cello and a bass playing the accompanying role that in a concerto is played by a full orchestra (which is comprised of strings, woodwinds, brass and percussion). Instead of the overpowering (albeit awesome) sound of a full orchestra, the audience could enjoy an ensconcing one. It was my first time hearing a harp concerto, and the experience gave me a (much-needed) reminder that the instrument can do more than just play the dreamy opening broken chords in Disney movies. The piece also reminded me of another Debussy work, his *Première Rhapsodie for Clarinet and Orchestra* — particularly in the accompaniment's harmonies; "Dances" is unmistakably Debussy. Though Debussy's compositions do take some getting used to, it's worth it in the end because they're beautiful.

The Tchaikovsky offers the audience a string sextet (two violins, two violas, cello and bass) in all its full-throated lyrical glory. The composer offers the performers a chance to play (or rather demands that they play) with a musicality — basically, an innate sense of the music — that is extremely difficult to obtain. With this in mind, the performers played with great dynamic contrast (in volume), moving from very soft to very loud all in

the span of a few seconds. Also present in the sextet is a rather formidable amount of technical work — that is, a lot of quick notes shared among all the instruments in a sort of conversation. The fast notes on their own are difficult, but throw in playing together with other people and you've got a much more difficult proposition. However, the performers pulled it off splendidly.

Talmadge sang the Messiaen beautifully with inspiring lyrical ease. Her performance was an audience favorite. Programming-wise, the piece was a pleasant break-up of the intense instrumental works.

Revueltas' "Homenaje" was my favorite piece due to its trumpet parts throughout, but especially in the first movement, "Baile" (Spanish for "dance"). Exciting trumpet playing is so much fun to listen to. As a clarinetist, the inclusion of my instrument in its very high, wicked-hard-to-play E-flat variant (played very well, by the way), didn't hurt, either. But the trumpet remains my favorite part.

All in all, the concert was a terrific chance to hear some able musicians. I'd certainly suggest checking out the pieces and composers on YouTube or in the online Naxos Music Library, which is free to access through the Conn library webpage. And keep an eye out for future concerts: they're free

BEN ZACHARIA  
STAFF WRITER

Having attended the Music Faculty Showcase last fall, I have to say that I came to this performance with very high expectations. Last semester's performance featured a truly spectacular night of works ranging, as the title suggested, from "Bach to Stravinsky." So if I have one gripe with this semester's concert, it is that there was not quite enough contrast. The first two pieces, a Debussy for five string players and harp and a Tchaikovsky for six string players, bore a large resemblance to each other simply in instrumentation. These were followed by selections from a striking Messiaen song cycle for piano and voice, and the program culminated in a piece by Mexican composer Silvestre Revueltas featuring eleven performers, conducted by Professor Mark Seto.

That being said, it was a wonderful concert by an extremely talented group of faculty and guest performers. "Dances Sacrée et Profane," the Debussy, was the first time I had ever seen our harp teacher here at Conn, and she made quite the image on stage. As she took her seat, her red dress seemed particularly striking next to the five men around her in black and white tuxedos. Right from the beginning, it was clear that she was topnotch, and having seen very few harp performances in my

life, I was enthralled. The harp has a wonderful way of cutting through the rest of the texture when it wants to, and then when the violins do soar over everything else and grab our attention, it is even more exciting.

The other string piece, "Souvenir de Florence," was saved only by the amount of contrast it was able to provide. A much fiercer piece, "Florence" is comprised of two rollicking *allegro* movements split by a slow *adagio* in the middle. The *allegros* were so passionate that we, as listeners, could not refrain from clapping between movements (which is usually considered terrible manners within music circles). It was fun to watch the two violinists sway together with the music. It was even more powerful when the entire ensemble started to sway during the bigger sections, almost as if the tempo were forcing their bodies to move and to live the music.

I will admit that I found the Messiaen, "Poèmes pour Mi", the hardest to enjoy, though not for lack of talent. Both Samantha Talmadge and Patrice Newman gave wonderful performances. Talmadge's wonderful vocal control and seemingly endless breath support had me in awe, and Newman's interpretation of the unmeasured rhythms and unconventional harmonies was really spectacular. However, there is something in this style of vocal music that can be very difficult to grasp in an emo-

tional way.

The culmination, "Homenaje a Federico García Lorca," is a piece written to mourn the playwright and poet named in the title — Lorca was killed by the Spanish government in 1936 during the Spanish Civil War. It encapsulates not only sadness, but also the pure joy and celebration that can characterize Spanish and Mexican cultures. Not only did the piece feature our wonderful faculty member and USCG trumpeter Tom Brown, but it also gave Professor Seto a chance to strut his stuff with a professional ensemble. After seeing this concert's percussionist, Professor Peter Jarvis, conduct last semester it was great to see Professor Seto conducting his peers. I won't even try and compare the two as they are very different and both excellent. Professor Seto's sharp gestures and fun little movements allowed you to almost forget that this was a piece to honor the death of a fellow artist. It made me realize that the piece isn't so much a lament of Lorca; it is much more of a celebration of him.

And this performance was a celebration, too — a celebration of a talented faculty at a small music department at a small liberal arts college in a small state on the Eastern Seaboard. I hope that they will continue this tradition in semesters to come, as it is wonderful to see your professors getting up and doing what they love to do. •

## When Technology and Art Collide

DANA SORKIN  
NEWS EDITOR

"Technology is never subtle," Jennifer McCoy explained during my Monday morning Video Installation class. Before that class, I thought that, typically, artists who included technology in their installations would want to hide all the cameras and switches and wires, as if they were mistakes that needed to be covered up in order for the final product to be aesthetically pleasing. Kevin and Jennifer McCoy, however, do just the opposite. On Monday, The Ammerman Center for Arts and Technology hosted the McCoy's of New York City (Jennifer McCoy is

an art professor at Brooklyn College, and Kevin McCoy at New York University) to lecture on their work as part of the New Media Colloquia Series. Their work, according to the McCoy's themselves, includes aspects from cinematic filmmaking, language and human memory. Besides speaking in front of a large student and faculty audience, the McCoy's worked with students in the Video Installation class, including myself; this was a rare treat and an immensely rewarding experience. The lecture was equally interesting and enjoyable, and the McCoy's brought their art even more to life by sharing their personal interpretations of their work

and the background of how they came to be.

Jennifer and Kevin McCoy are both a couple and a collaborative team, which can be seen in the two-sided nature of many of their pieces. Reflections on past events contained both Kevin and Jennifer's takes (often running parallel to one another), and one specific piece, *Our Second Date* is literally what the title implies: a look at their second date. In keeping with their cinematic interests, the McCoy's recreated in miniature a scene from the movie they saw on their second date together, and next to the small replica was a model man and woman watching it on a cinema screen.

An automated camera rotates around the remake of the scene, and is transferred live on to the smaller screen that the couple watches. Jennifer described the piece as "[collapsing] time," and that idea definitely rings true, as the viewers are constantly shifting their eyes between the moving camera and what is playing on the screen. What the rotating camera sees in the model version plays directly on the smaller screen, and one of the models is looking over their shoulder, watching the entire scene unfold.

Another interesting piece the McCoy's discussed at length was *High Seas*, in which a New York City museum with an excess of model boats asked the

McCoy's and other NYC artists to do something — anything — with the boats in the basement of the museum. Just as in *Our Second Date* and in many of the McCoy's other pieces, technology takes center stage. They aren't afraid of the impact a moving camera will have on a piece, and instead embrace it wholeheartedly. The McCoy's placed the boat in the center of a specially designed wooden brace (it almost resembles a dry dock) with a wavy wooden track around the edges. A camera traces these edges, and the video is fed live to a projection on the wall. Because of the wavy track, the video image is wavy as well, giving motion to the otherwise still boat. There is no

sound in this piece, unless you include the squeaking that the camera makes as it moves up and down the wavy track. Even that, though, is embraced by the McCoy's as merely what comes along when you mix technology and art.

In their art, the McCoy's have found just the right balance between art and technology; movement and stability; large and small; and past and present. Their lecture Monday night was both fascinating and funny, and will hopefully excite even more students and faculty to attend lectures in the Colloquia Series, and maybe even attempt to view digital media in a more personal and poignant way. •

# Sports

THE COLLEGE VOICE

FEBRUARY 11, 2013

## Athlete Profile: Freshman Bo McKinley

LUCA POWELL  
STAFF WRITER

Tuesday, January 29, saw the Connecticut College Men's basketball team face the Western Connecticut Colonials at the Luce Field House. Both teams scrambled to control the game in the first minutes, but the Camels emerged with the early lead. By half time, the host Camels led by a 12-point margin of 40-28 and would go on to score 51 buckets in the second half. Conn cruised to a rejuvenating victory, leaving the court with 91 points. While every player left all they had on the court, the game was undeniably highlighted by the standout performance of point-guard Bolster McKinley, who pocketed 20 points in his strongest show of the season.

Bolster (Bo) was a menace to the Colonials on Tuesday. The freshman from Westport, NY scored readily 3-points from the edge of the court and mobilized his teammates with a determination that took the score-line tantalizingly close to triple digits. Bo radiated with a love for the game that was evident in the whole team that day, a love epitomized as he dropped a wink to his fans after a jaw-dropping "And-1" shot off a defensive foul. After dropping a 3-point swoosh from the top left corner of the court, he mouthed a screaming

"Let's Go!!!" as he ran through his teammates high fives. His clutch performance got the relatively small, 100-person audience going in a game that stayed contested until the very end.

When asked about the game, the nineteen-year-old attributed his and the entire team's performance to the good vibes on the bench. "I think everyone really had a great day. Harris had been delicious, and we were all feeling really supportive of each other going into warm-up and looking to bring that same energy into the game", and it was undeniable that the team was feeling and playing well as they moved the ball around the court. "In the game," he said, "we were all having a good time, so we pulled it together and we won. Plus I had "Vans", by The Pack stuck in my head all day so I knew it was going to be a good day".

When asked about his own performance Bo had a humble story to tell. "It's been a long season for me, I haven't shot well all year, and I was having a hard time getting good looks. But I knew I would get them in if I kept trying, and today paid off. Twenty points, hopefully that line is all I'll need Saturday night. Oh and a vest. And a bow tie. Damn I feel good. But to be honest, this game belonged to the whole team. We pulled it together in a way that was just waiting to



PHOTO FROM WEB

McKinley '16, driving down the lane in a home contest against 'Cac rival Trinity.

happen."

Off the court, McKinley is anything but a one-sided sport-minded kid, but a dynamic student-athlete with a passion for music. His Facebook page is always crowded with weekly "Throwback Tuesday" status-posts, which just this week was

topped by Juvenile's "Slow Motion." More than a few tears were shed in nostalgia for that one middle school dance when we bumped to that, or wished we did. He is also a fiercely passionate Macklemore fan. "At his concert in New York, I was there, in awe, in the front row.

He turned to me, stared me in my eyes and said 'I trust you'. It was actually the greatest moment of my life."

At home in Westport, Bo is committed heart and soul to Camp Dudley, where he is a camp counselor and aficionado. You may see

him around campus or recognize him by his whip: a deep blue, vintage minivan. If you do, throw him some daps for his game last Tuesday, or hop on his Throwback statuses. "It Wasn't Me", by Shaggy always gets the likes. •

## Remember When We Got a New Camel Logo?

DANIEL MOORIN  
SPORTS EDITOR

We've seen many changes in the last four years at Connecticut College: a new science center, a new interpretation of the honor code and new Steinway pianos! But, if you asked us Sports Editors about change at Conn in recent years, we'd obviously mention the new additions to CSN (Camel Sports Nation): fitness center, locker rooms, soccer field, outdoor lights and, of course, our new Camel logo!

Now, I personally cannot remember the exact details of our athletic site transformation. However, the gist of it was that the ad-

ministration felt it necessary to have a more intense, competitive and athletic Camel. Personally, I didn't see the problem with putting together a new logo. As a fan of sport, I could agree that the old Camel wasn't so much an athletic logo as it was a general stamp of the school.

However, many students were hesitant to accept the change, and, when the new logo was unveiled, threw mini hissy fits about the style of the Camel. Most famously, of course, was the comment that the Camel appears to more closely resemble a Lockness Monster. Why did we need a new logo, they asked, why did we pay lots of money for a sea monster, when we had a kind,

compassionate standing Camel that everyone loved?

For starters, I thought, its not really up to the general student body whether or not we are going to get, for instance, a new logo, or more currently, whether or not we are going to have the college host a pregame in Cro for a naked run across campus. This is a private school; these decisions are made by, oh I don't know, Big Hig, the trustees-Conn's higher-level administrators who run this business.

No surprise that the fuss over the Camel logo fizzled out within a few weeks, just as the noise over Fish-bowls cancellation has all but come to an end. We acted as if we cared a whole bunch about our Camel

logo, but sports aren't really a huge part of this campus, and that is ok. It's great to have good student athletes, its great to have Camel sports fans and its great to have people who aren't into sports whatsoever.

I mention the Camel logo now because I recently read about Bates College's unveiling of its very own new and improved sports logo on the New England Small College Athletic Conference website. Bates rolled out a new, more distinguished Bobcat logo. The logo's creator, Skye Dillon, stated, "Timeless in nature, the new Bobcat icon's confidence is rendered in a clean, one-color graphic that serves as a metaphor to Bates' distinguished reputation, as well

as the simple lifestyle associated with Maine. The Bobcat's head-only pose engages with the viewer, representing the intimate nature of Bates' tight-knit community." (From NESAC news). To think, I never understood the symbolism behind our fierce new Camel!

At the end of the day, Bates and Conn changed their athletic logos because it was a smart marketing decision. Both these schools are on the low end of the NESAC athletic totem. A new logo helps attract athletes, and convinces alumni that the school is making efforts to improve and is thus worthy of generous donation.

This college is a private business, and that's not a bad thing. At

the end of the day there are good and bad companies. Conn needs to look out for its financial standing at all times- when the athletics program isn't pulling its share of the weight, or when certain alcohol fueled events put the school at risk of serious legal ramifications.

Bates College and Connecticut College are two of the strongest liberal arts schools in the country. Both institutions provide highly intellectual faculty and state of the art resources for students to pursue knowledge in a variety of fields. This should be the main focus of the student body, and rest assured, is the primary focus of the administration. •

## NESCAC POWER RANKINGS

Compiled by the College Voice

This is the first installment of the winter NESCAC Power Ranking. The Power Ranking will be posted weekly and will rank the eleven NESCAC schools based on men's and women's hockey, men's and women's basketball and men's and women's swimming and diving.

SCHOOL	MEN'S HOCKEY	WOMEN'S HOCKEY	MEN'S BBALL	WOMEN'S BBALL	MEN'S SWIM & DIVE	WOMEN'S SWIM & DIVE	AVG	LAST WEEK
AMHERST	5	3	1	1	2	2	2.33	1 ↔
WILLIAMS	2	7	2	3	1	1	2.66	2 ↔
MIDDLEBURY	4	1	3	7	6	4	4.16	2 ↑
BOWDOIN	1	2	5	8	5	7	4.66	4 ↓
TUFTS	10	-	4	2	3	5	4.8	5 ↔
CONN COLL	7	5	11	6	4	3	6	6 ↔
BATES	-	-	6	5	7	8	6.5	7 ↑
TRINITY	3	4	10	4	11	11	7.16	8 ↓
HAMILTON	8	6	7	9	8	9	7.83	9 ↑
WESLEYAN	6	9	8	10	9	6	8	10 ↓
COLBY	9	8	9	11	10	10	9.5	11 ↔

The poll was devised as follows: Sports Editor Katie Karlson ranked all NESCAC schools in each sport. These rankings were based on NESCAC standings as well as quality wins and influential losses to NESCAC opponents. These scores were averaged to create a composite overall ranking for each school.

## IN CASE YOU MISSED IT

Get Ready to...

PINK OUT THE RINK

Connecticut College Club Puck

vs

United States Coast Guard Academy

Friday, March 1st

Breast Cancer Awareness Game,  
proceeds benefit cancer research.

Merchandise Available Soon

## SO YOU DON'T MISS IT

Women's Ice Hockey:

vs Williams  
2/15 7:00 PM  
vs Williams  
2/16 3:00 PM  
Dayton Arena

Men's Ice Hockey:

@ Colby  
2/15 7:00 PM  
@ Bowdoin  
2/16 4:00 PM

Men's Swim and Dive:

NESCAC Championship  
@ Wesleyan  
2/14-2/17

Women's Swim and Dive:

NESCAC Championship  
@ Bowdoin  
2/14-2/17