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College Voice Vol. 96 No. 13

Connecticut College

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Recommended Citation

Connecticut College, "College Voice Vol. 96 No. 13" (2013). *2012-2013*. 6.
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THE COLLEGE VOICE

NEW LONDON, CONNECTICUT

MONDAY, FEBRUARY 25, 2013

VOLUME XCVI • ISSUE 13

Slater 2.0 Takes on Issues of Creative License

ANDREW SHAW
STAFF WRITER

Thomas L. Friedman recently wrote an interesting case study of innovation in India entitled "When E.T. and I.T. meet ID". He focuses on three technologies: Energy technology (E.T.), high-speed Internet access (I.T.), and India's Unique Identification project (ID).

For an E.T. Innovation, Friedman chose Gram Power. Around 400 million people (out of a population of 1.2 billion) don't have access to grid-based power, but instead use the fossil fuel kerosene, which releases a large amount of carbon dioxide into the atmosphere and claims about 1.5 million lives in India every year. Gram Power would like to be the solution to this untenable situation. According to Gram Power's co-founder Yashraj Khaitan: "Our Smart Microgrid system comprises renewable-based generation infrastructure installed locally in the village [typically solar panels on a cellphone tower], and a proprietary smart electricity distribution system that tackles the three main challenges of reliable energy access in India: theft and pilferage that forms the root cause for fifty-eight percent of energy losses on the utility grid, high capital costs to extend the utility grid to remote low population areas and intermittent and unpredictable power supply."

Friedman ends his article with, "Anybody who thinks the age of innovation is over isn't paying attention." I agree, but his energy technology (E.T.) innovation, Gram Power, isn't innovating correctly. Something as fundamental as energy technology shouldn't rely upon a "proprietary...electricity distribution system" — especially in a developing country like India. Using proprietary code is analogous to retrofitting central air in your house a year after you build it instead of installing it while building; another company can't (easily) expand upon Gram Power's infrastructure in the future. Instead, make the code open source. Open source code doesn't infringe upon capitalist values — Gram Power can still sell and install its units — it simply lessens the likelihood that a monopoly develops. While innovating, companies must remember that there's a difference between being a steward and being a dictator.

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Arts Editor Interviews Conn College's New Media Producer, Jeff Puklin



DAVE SHANFIELD

MELANIE THIBEAULT
ARTS EDITOR

This year Connecticut College's social media presence has exploded with the creation of the CC Live Twitter account, a Conn Instagram account and various contests aimed at inviting current students, prospective students and even alumni to participate and interact with the burgeoning digital community. Many of you may have received postcards in your mailboxes, encouraging you to participate in the Camel Photo Contest, in which students snap photos related to the hashtag theme of the week (week one was #CamelPride, week two was #CampusBeauty) and post them on Twitter.

But many of you may be wondering who the man behind the computer is. Last week, *The College Voice* sat down with Conn's New Media Producer, Jeff Puklin,

and talked about his many responsibilities as Conn's social media guru. A 2011 graduate from Muhlenberg College, Puklin has a degree in Media and Communications and has had several internships over the years working for Public Relations offices and with a New Media Specialist. He's had experience creating video content, writing for various websites and managing social media, and has learned that you need a different mindset to manage social media for an institution as opposed to using it for personal reasons. Working for Conn is his first full-time position out of college, and he's done a lot for the campus community in his short time here.

CV: What are your responsibilities as the New Media Producer at Conn?

JP: My position was created because the College wanted someone who could concentrate on the novelty of content

marketing — someone who could figure out how to develop and maintain communities (current and prospective students, alumni and parents), create compelling content and develop online discussions.

I manage the social media for the College, but I work with a lot of departments, clubs and teams to educate them about social media and help develop presences across campus. One of our major goals is to develop a vibrant, digital campus community, and to invite prospective students and outside groups to have a peek into our community.

We created the CC Live Twitter account after looking at analytics and realizing that the audience for our main Twitter and Facebook accounts was primarily comprised of alumni. We wanted to connect prospective and current students to the digital ecosystems. We're still kind of in the building phase, but we've

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definitely made progress with the new strategy. With CC Live, we have a way to document events across campus, and other groups on campus can report and interact with us. It's created a network, a close-knit community. We've also been able to use it for emergency communication, which has been beneficial with the hurricane and blizzard this past year; we were able to get

messages across and answer student questions directly.

CV: How do students use and interact with Conn social media? What are some ways that you strive to get students more involved?

JP: We have a number of contests on campus. With the Student Minute Contest, we asked students to submit up to sixty second video clips of their daily routines, which we used as a way to show an authentic view of campus life to prospective students. Many students are already on social media, and this contest helped to provide a sense of community and structure around content that was already being created by our students. There were a number of prizes, and it was pretty successful. We had twenty-eight videos submitted, and we used Twitter, YouTube and Facebook to decide who would win.

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AMC's Epic Zombie Series, *The Walking Dead*, Resurrects with Third Season

MARK FERREIRA
ARTS EDITOR

Imagine it's one year into a zombie apocalypse. Your wife just died giving birth to your daughter. You weren't there to deliver the baby so your eleven-year-old son had to shoot his mom in the head to prevent her from turning into a zombie.

The safest shelter you found is a prison, and there were still prisoners inside. A couple of members of the group you're leading were kidnapped by another group of survivors. You managed to rescue them. But the leader of their group, "The Governor," decides he wants revenge for the force you used to break into their camp. So

Nobody wants to call

you crazy, but they're all

thinking it.

what does he do? A: sends his own militia out to shoot at you; B: sends a large truck through the prison gates or C: leads a bunch of zombies right to your doorstep. If you guessed all of the above, congratulations! You successfully predicted the actions of a psychopath. The only difference is that the truck he used was essentially

a zombie bomb designed to unload a hoard of "walkers" to attack your group. Due to all of the stress, you've also started to see hallucinations of your dead wife. Nobody wants to call you crazy, but they're all thinking it.

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Reviewing Conn's most recent musical production.

In Defense of Nick Kristof

Kristof's visit to campus was controversial, read one student's defense of his work and views.

Editorials

FEBRUARY 25, 2013

THE COLLEGE VOICE

Editorial

On Student Publications

As an editor for *The College Voice*, I am often frustrated to hear students complain about not having an outlet to voice their frustrations or criticisms other than ConnCol-Confessional, which we all know creates more problems than it solves. Students seem to forget (or perhaps are simply apathetic to the fact) that the student newspaper is a platform that can be used by any student to write about any topic about which they feel passionate or moved to write — whether that be an article praising a certain department, club or school initiative or whether it be a critique of a new college policy or the call for more shared governance between students and administration. The latter, as we know, has been on the minds of many students post-Fishbowlgate. And while many did use the newspaper then to express concern and outrage, it seems that since the hype has fizzled out, students have forgotten to use us as a resource to talk about other issues.

During one class discussion a few weeks ago, a classmate used the word “disempowered” to describe how many students on this campus feel when it comes to administrative decisions. In last week’s article “Whitewashing Tradition,” Liz de Lise ’13 lamented the crumbling social scene and “rapid cultural shift” that is underway at Conn. Her last two lines in particular resonated with me: “The students are poised and ready. It takes two to tango, Admins.” The student body is ready for change and willing to work with the administration to make these

changes — to reach compromises and to have input when it comes to certain decisions and initiatives. But what de Lise has done that most others have not is make her voice heard in a constructive and far-reaching way.

One great thing about being an independent, student-run publication is that we, the students, have the ultimate control over what we write and what we publish.

One great thing about being an independent, student-run publication is that we, the students, have the ultimate control over what we write and what we publish. That means we have the power to critique our superiors and to suggest solutions to problems that we perceive. That doesn’t mean that we can abuse that power and insult or write falsities about any person, department or organization. We are journalists, and as such, we have certain moral and ethical obligations to ourselves and to our readers. But as long as we meet those standards, we have the freedom to write about what we want every week.

When I say that the paper is

“student-run,” that doesn’t just mean the editorial staff. While, yes, we do have the final say on what we publish, we are an inclusive club, and we welcome — nay, encourage — any student to write for us. It doesn’t matter if you were the Editor-in-Chief of your high school newspaper or if this is your first time ever writing an article. If you have something you want to say, say it. Even if you feel that you have no agency or power or any outlet with which to express your concerns, you do. It’s black and white and is sometimes used to clean up spills in Harris. But *The College Voice* is not a Sham Wow (nor does Vince Offer endorse us nor would we want him to). It’s a student publication, and as students at Connecticut College, we all have the power to express our ideas and opinions, and to create a dialogue among students, faculty, staff, the administration and even alumni. All we have to do is write.

Maybe you’ve seen the posters and ads inviting you to check out *The College Voice* or maybe on a Saturday night, I’ve personally tried to coax you into joining the newspaper by bribing you with free pizza. (That has actually worked, for the record.) But if you absolutely detest writing or you’d rather spray-paint your feelings on the walls of the Tunnel, that’s okay, too. My only goal is to offer a solution to anyone who feels voiceless and powerless on this campus. You should never feel like your opinions don’t matter; they do, and we’d like to hear them.

-Melanie

THE COLLEGE VOICE

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(Your opinion goes here).

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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.

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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.

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News & Features

FEBRUARY 25, 2013

THE COLLEGE VOICE

Following Up on Jazzman's Cafe

STEPHANIE REEVES
STAFF WRITER

Coffee is delicious. Most adults probably have two or three cups a day. They say they aren't addicted, but who knows? And as for the people who don't like coffee, I'm sure they still love coffee shops – who wouldn't love a Dunkin Donuts or Starbucks right by their house? This summer, when I found out where I was living on campus, I immediately checked to see where the nearest coffee shops and cafés were, and to my gleeful surprise, there was one right next to my dorm!

We all know and love Jazzman's Café/Ruane's Den, but the venue has a history that is probably unknown to most; for instance, did you know that Ruane's was originally a dining hall? (Well, maybe you did... I didn't.) In the past two years only, it has transformed into a place for students to work and snack in a

quiet atmosphere. The Sodexo Company, "the largest hospitality company you've never heard of," is responsible for the remarkable transformations that have taken place, as they also sponsor many other Jazzman's cafés around the country at a number of different colleges. These are all very well received.

Students love being able to get quality food – coffee, smoothies, salads, sandwiches and soups – at their convenience. Harris is a long walk for those of us living in South campus, and Ruane's makes for an alternative option when the weather is dreary. However, the opposite is also true: students living in North or Central probably don't visit Ruane's often as it is farther away from them than Oasis and the Blue Camel Café.

Because of this location factor, the café hosts many "regular" customers who are loyal supporters of the business. Joanna Baker,

manager of Ruane's/Jazzman's, agrees that there is a "definite sense of community among workers and customers." She is a mother, an older sister and a counselor for the customers and employees who know her well. She dedicatedly trains incoming workers and makes sure that they are well aware of the rules and standards of the business. Expectations are high, she says, but that's what makes Jazzman's Café such a great place to be.

There has been a recent turnover in employees, says one worker, but with so many students traveling abroad, this is to be expected. The café isn't student-run, and because of this, it feels different from other coffee shops around campus. There is a definite professional atmosphere – perhaps comparable to the likes of Starbucks, which has specific recipes and formulas for its drinks and food. Again, this is just another aspect that makes the

café so unique.

Many people – myself included – wonder about the two names of the one business. Is it Ruane's Den? Jazzman's Café? What is the story here? Apparently, the Ruanes are major benefactors at Connecticut College: they donated money (and continue to do so) in hopes that cafés would be available to students looking to find quality food and meals. The name "Jazzman's" is simply the name of the cafés found at other colleges (all under Sodexo). Baker hopes that one day, the confusing name will merge into "Ruane's Den at Jazzman's Café."

The appearance of the café is pretty and grand, but there do need to be some tweaks and fine-tuning. As the transformation only happened two years ago, there are still loose ends to tie up – recently, a tile ceiling crashed in the middle of the café, spilling grit, dust and water all over customers. Such mishaps are bound



CECILIA BROWN

to occur, as the business is still relatively new and not everything has been figured out.

The future is unclear, but you can be sure it will be bright. There seem to be plans in the

making, but who's to say what they are? When asked about the future, Joanna Baker confidently and smoothly replied, "We will take it one day at a time." •

International Children's Expo Facilitates Language Learning and Cultural Awareness

DANA SORKIN
NEWS EDITOR

Connecticut College students have become an active presence in the New London community, especially with the hundreds of school-aged children in the city. On Friday, February 22, over seventy fifth graders from the Winthrop Magnet Elementary School, along with their teachers and parent chaperones, visited Conn for the third annual International Children's Expo. Organized by Pablo Tutillo '13, the event included over forty Conn language students from languages such as Japanese, Spanish, Chinese, Russian, Hebrew, Italian, German, Arabic and French who volunteered for four hours to teach the students basic elements of another language and culture. The day was just as rewarding for the children from Winthrop as it was for the Conn students, and represented an opportunity for the Connecticut College volunteers (many of them first-year language students)

to share what they have learned so far.

The event began with Tutillo asking the students what they believed to be the importance of learning about other languages and cultures. The answers the students gave ranged from "being able to understand what other people are saying in another language" to "getting to travel to other places." When asked how many of the students already spoke another language, about one-third raised their hands. Personally, I was worried about having to teach Russian to ten- and eleven-year-olds; the thought of them not listening, goofing off and overall not taking our lesson plan seriously were my main concerns. However, I was extremely surprised not only by how well-behaved the students were, but also by how genuinely interested they were in the subject matter and how willing they were to try to pronounce the difficult words we asked of them. Clearly, this was a group of students who had already been exposed to di-

versity in culture and understood not only the importance of it, but also just how enjoyable learning about such diversity can be.

This year, the Expo had another theme besides diversity of language and culture: environmental sustainability. The students were read a story that ultimately stressed how young students like themselves have the ability to create positive change when it comes to the environment, and these changes can be as simple as recycling old class papers or using an entire notebook before buying a new one. On a larger scale, both the story and the setting in which it was read emphasized that protecting the environment is an idea that transcends all languages and cultures, and is something that everyone should take part in and feel strongly about.

The entire Expo event took up three rooms in Cro, and the students were split up into smaller groups that rotated through three of the nine represented languages. At the Russian table, we accentu-

ated the importance of learning the Cyrillic alphabet and common Russian phrases, along with the Russian version of "Head, Shoulders, Knees and Toes," but every group had their own plan; the Hebrew team taught the students how to play Ga-ga (similar to dodgeball) while the Spanish team played music and taught the students how to do the salsa. With the use of handouts and brightly decorated posters, each language team was able to create a lesson plan that got across some basic elements of their language and culture in whatever way they saw fit.

If my biggest worry was how the Winthrop students were going to handle learning Russian from a group of Russian students who are only introductory level ourselves, my second biggest worry was how all seventy students, plus their teachers and parents, would manage to eat lunch in Harris. Like a small and rambunctious army, around 11:00 we made our way towards the Plex. The students were told that while they could eat

as much food from Harris as they wanted, to remember the theme of today: don't waste. Keeping that in mind, the Winthrop students enjoyed what was probably one of the most exciting school lunches they've ever had. The waffle makers were put to good use, and the line for the soda fountain was the longest I've ever seen. On the way back from lunch to Cro, one boy complained that his stomach was hurting – dessert for him consisted of chocolate ice cream first in a bowl and then more in a cone. At this point, I couldn't decide which the students enjoyed more – the learning in Cro or the all-you-can-eat buffet in Harris.

After one more rotation among the stations, the Winthrop students and Conn students were all brought back together to talk about what they had gained from the experience. Winthrop students were able to go on to the stage and speak into the microphone about making origami with the Japanese team and learning how to say different colors in Chinese. The

Conn language volunteers were also able to reflect on their favorite parts of the day. Sara Kohlberg '16 from the Arabic team said "My favorite part of the Expo was during the end of the program when all the kids went up and said their favorite part of the day and one boy went up and introduced himself to everyone in Arabic. I felt like such a proud momma!" Kaitlin Cunningham '16 from the Russian table added that "The most rewarding part was when a boy came up to me after and said he wanted to go to Conn when he was older and learn more Russian."

The International Children's Expo was a huge undertaking that was organized and executed flawlessly. This resulted in a memorable day for both the students of the Winthrop Magnet Elementary School and the many language students from Conn who spent the day working with them. Clearly, all it takes to create a great day of language and cultural learning is a little patience, some great activities and a lot of Harris food. •

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An Interview with New Media Producer Jeff Puklin



CONTINUED FROM FRONT

Now we're in the middle of the Camel Photo Contest. By having current students submit photos, we're looking to show prospective students why Connecticut College is great. We're using the @ConnCollege and the CC Live Twitter accounts, Instagram and the Class of 2017 Facebook group to show examples and post about deadlines and results. One of the main goals with this project is engagement; we want the contest to add to the vibrancy of the campus community — and digital community. It provides a structure for all of the great videos and pictures being talked about on social media.

CV: Last semester Conn was ranked 98 in the Top 100 Social Media Colleges by Student Advisor. How do you feel about that?

JP: That was the first time that Connecticut College made that list, which was pretty exciting. It's definitely nice to get recognized for our social media efforts. In the report they mentioned the Student Minute Contest, and I've since written a blog post for *StudentAdvisor.com* about hurricane

preparedness and social media communication. I've talked with them a lot about the new initiatives that we're doing, such as ramping up CC Live's presence and the photo contest. I'm confident that we'll move up a few spots when the list is announced again this spring.

CV: You have social media office hours now. How have students responded to that?

JP: It hasn't caught on yet, but I show up every Wednesday from 4 to 5 PM in Cro. I want students to come talk to me. Some students are interested in social media and marketing. I would like the office hours to serve a dual purpose. I would like them to be a resource for staff and faculty. They can serve as an extension of the Publicity Fridays that our office runs, in which we invite faculty and staff to learn about social media. I educate them on how to create accounts for specific departments. My office hours are kind of like a genius bar for an Apple Store (not saying that I'm a genius). But I'd also like the office hours to be a time for students to stop by and ask me questions or talk to me about what they're trying out. I've

only been out of school for a year, so I want to be seen as relatable to students. Office hours are a way that I can talk to students about ideas, such as how they could integrate social media into a specific event or associate a hashtag with an event.

CV: How do you feel about some of the parody Twitter accounts like @Larrabee-Catz and @BieberAtConn?

JP: The way I look at those accounts is that I think they complement what we're trying to do with our social media strategy. We're not sure who these accounts are or who's running them, but they add a more comedic element to the vibrant campus community. For the Bieber account, it almost feels like the CC Live account helped Bieber catapult to his level of exposure. He's developed some kind of following on campus, which is somewhat entertaining. The parody accounts show personality. They're fake accounts, but they add authenticity by showing the creative personalities of our students.

CV: You're not secretly running the Bieber account, are you?

JP: Everybody thinks it's me, but it's not me. We've joked around in our office that we're going to keep an eye out for people carrying around a cardboard cutout. One of the pictures was actually taken in Becker House right under our noses.

CV: Do you think Conn's social media presence has

We're not sure who these accounts are or who's running them, but they add a more comedic element to the vibrant campus community.

had a positive impact on prospective students?

JP: One of the reasons the CC Live account was created was to provide a way to give prospective students a look into our college community. I've seen a good number of prospective students interact-

ing with the social media and following our accounts. When we did the Student Minute Contest, a number of prospective students wrote messages to us and said that they thought this was a great look into college life and what they could expect. For the photo contest, current students will create the content, but prospective students will be the main voters. This keeps them engaged with what's happening on campus.

CV: Conn also has an Instagram account. What function does that serve?

JP: My supervisor, Josh Jensen, has been so knowledgeable and great in helping to build a strategy. We don't want to spread ourselves too thin. We have to figure out what our goal is for each account, who our audience is and how it plays into the strategy. We felt that Instagram was becoming a popular network and saw a lot of people using it on Twitter. We saw this as an opportunity to build a community of students and alumni around a photo sharing network. We've only been in existence for about six months now, but we have close to 800 followers.

CV: What role do the Face-

book groups serve?

JP: I don't manage the Facebook account; I'm more of a consultant. For the Class of 2016, the college decided to develop a page for prospective students rather than letting students create their own page and network. We thought it would be interesting to facilitate relevant content, messages and deadlines. This year, we thought we would try a group instead of a page for the Class of 2017 — something on which we can provide different messages and content, but have students facilitate the discussion.

The main Facebook page is focused more on alumni and building external community. We do something called "Flashback Friday," which is popular with alums and brings back a lot of memories. For current students, we do post emergency communication and breaking news. I post on Twitter about six to ten times a day in addition to responding to comments (it's an ongoing thing), whereas with Facebook, we post about two or three times a week.

Follow the College on Twitter: @ConnCollegeLive •

The Women's Center Addresses Global Health Concerns

HELEN ROLFE
NEWS EDITOR

Much of the on-campus conversation of late among faculty and students has been focused on a certain *New York Times* journalist and the lecture he gave the Wednesday before last in our very own Evans Hall. Mr. Kristof's talk was designed to be the keynote happening in the College's semester-long "Striving for Global Justice" thematic emphasis. However, his visit to campus should by no means be construed to indicate a shortage of expertise right here at Conn on (as the College's website describes them), "the compelling issues of global justice — ... gender, environmental, socioeconomic, digital, and ethnoracial issues."

Just two days after the Kristof event, the Connecticut College Women's Center presented a symposium titled "In Our Hands: Global Women's Health Today and Tomorrow" in order to more closely aim the spot-

light on the specific issues currently affecting women's health and well-being worldwide. The event, which was held in the 1941 Room, featured a team of knowledgeable and passionate speakers gleaned from the ranks of faculty, staff and students.

Attendees could experience the conference either as a day-long whole or individual lecture-by-lecture, the topics of which embraced a wide range of subject areas. Mimi Bangali '13 opened the symposium, presenting both her own research and extensive information from outside sources on Obstetric Fistula and Female Genital Mutilation, the "two epidemics currently affecting African" females. Shannon Kelly '13 was next, discussing the influence of "gender socialization within the animal protection movement" and upon "male dominated meat consumption."

Casey Dillon '14, president of the Slavery Ends Today student initiative here at Conn, addressed the many problematic

facets of human trafficking and of sex trafficking in particular. While the reality of this form of modern slavery may seem alternately unbelievable and hopeless to citizens of the twenty-first century, Dillon emphasized

Our casual, even joking use of terms like "pimp" and "ho" makes light of a mostly illegal industry that is anything but a laughing matter.

that there is hope for improvement of the currently bleak worldwide situation through increased awareness of the facts and alteration of daily habits that may seem harmless. For instance, our casual, even joking, use of terms like "pimp" and "ho" makes light of a mostly illegal industry that is anything

but a laughing matter—the average age of a newcomer to prostitution, Dillon said, is just twelve years old.

The next talk, given by Susan Turley from Health Services, shifted the audience's attention from how best to help others to how they could help themselves. In "The Female International Traveler: How To Be Prepared to Travel Abroad," Turley provided practical health and safety information for women headed overseas. Her talk covered many common-sense considerations—obtaining the proper vaccinations, remembering to plan for any preexisting health problems, and remaining aware of one's surroundings while traveling. Perhaps more unexpected were her shrewd tips on how to blend in (read: not come across unmistakably as an American) in other countries and cultural/religious contexts: avoid logo tee shirts, dress conservatively, research any taboos governing women's behavior or appearance and so

on.

Class of 1943 Professor of Psychology Joan Chrisler spoke next, opening her talk with a timeline of recent gains in reproductive justice for women across the globe. She noted, however, that "rights violations are legion," regardless of whether or not governments sign documents that will supposedly protect women. From there, Professor Chrisler outlined the broad reproductive justice goals for which activists are currently fighting—the right to become pregnant, access to prenatal care and childbirth education, safe birthing options, postpartum care/rest and healthy children.

Next, Colleen Bunn, Advisor to the Women's Center, informed attendees about the #1billionrising campaign, an "uprising" dreamed up by Eve Ensler (of the Vagina Monologues and the V-Day movement) that brings "together all who wish to end violence against women." After Bunn

had finished, Lizzie Kaplan '13 presented the results of her research on "the unique biopsychosocial consequences of infertility in men and women around the world."

The keynote component of the symposium was a screening of "Orgasm, Inc.," a candid and humorous documentary exploring the pharmaceutical industry's attempts to treat a novel disease: Female Sexual Dysfunction. This screening was immediately followed by a question-and-answer session with filmmaker Liz Canner; the conference wrapped up with Colleen Bunn's closing remarks.

"In Our Hands" constituted an informed and informative look at the various issues currently driving the worldwide inequity that stems from gender differences and gender-related concerns. Stay tuned as the semester goes on for other exciting events addressing the struggles of those who are "Striving for Global Justice." •

We're looking for weekly columnists!

Write about: food, local businesses, politics, SGA, technology, international news, beauty, etc.

Email mboyle@conncoll.edu

Sports

THE COLLEGE VOICE

FEBRUARY 25, 2013

Men's Ultimate Frisbee Team Competes in California

Dasein looks to earn legitimacy through strong play on the West Coast



COURTESY PHOTO

The Men's Ultimate Frisbee team competed against some of the top teams in the nation at the DIII Warmup Tournament. The team recently made its first appearance on the national power rankings at #23.

JESSE MOSKOWITZ
STAFF WRITER

Last weekend, the Men's Ultimate Frisbee team travelled to California to participate in the elite Division III tournament, *DIII Warmup*. The team, known as Dasein for a German philosophy term meaning "being and existence," carried fourteen men out to the West Coast to participate in play. With contributions from friends and family members of the team, Dasein was able to limit their costs and make the weekend financially and logistically manageable. The team just missed the blizzard, Nemo, departing on Thursday, February 7 and returning Monday, February 11 before classes. The weekend allowed the team early season action as well as exposure against elite national competition.

The tournament featured twelve of the top teams from around the country, including 2011 and 2012 DIII national champions, the Claremont Consortium and Carleton College respectively. Furthermore, in attendance were six of the top twenty-five teams in the country; prior to play, Conn was not one of them. Nonetheless, the team performed admirably over

the weekend, earning a seventh place finish and notching three quality wins.

Saturday play began with a game against Westmont College, a liberal arts college in Santa Barbara. Westmont came out strong and kept the score close in the first half with an unconventional style of play that kept Dasein on their toes. As the second half wore on Connecticut figured out an approach to defend Westmont's offense and cruised to an 11-5 win.

Conn's second game against Claremont (ranked second overall in the country) may have been their strongest showing of the weekend. As the underdog, the team came out fired up and hung tight with Claremont for the majority of the game. Strong play from Captain Max Weigert '13 and Peter Glennon '13 didn't allow Claremont to force turnovers and Dasein found themselves tied at 10 going into game-point. After two goal-line defensive stops Claremont was finally able to punch in the goal on a backhand break throw to earn the victory. Though upsetting, the loss proved that Conn could play with nearly any Division III school in the country.

Dasein closed out Saturday play with an 11-7 loss to Pacific

Lutheran University (ranked tenth in the country) and an 11-8 loss to NESCAC rival Amherst (ranked seventeenth in the country). Pacific Lutheran was able to beat Dasein with deep throws to their physical players. Often times Conn's defenders found themselves in excellent defensive position but were beaten by sheer athletic plays by their opponent. Playing their fourth game of the day against Amherst, the legs of Dasein players were riddled with fatigue. A few of Amherst's star players were able to get the best of Conn's weary defenders and Amherst came away with the victory.

Despite the 1-3 day, Weigert was happy with the way the team played. "Saturday was a pleasant surprise for us. We weren't sure how we were going to match-up with the top teams in the country but I think we turned some heads. Our record today definitely isn't indicative of the quality of our play," he noted.

Though out of contention to qualify for the Championship Bracket, Dasein faced another three tough games on Sunday. The day started off against the large roster that is Carleton College (third in the country). While

Conn played lines of about thirteen men this weekend, Carleton was able to run twenty-six strong. Dasein hung close in the first half but Carleton's legs pulled away in the second half and came away with an 11-6 win, Dasein's worst loss of the weekend.

The team was determined to finish the weekend on a high note and did so in their final two games. Their next game, against Occidental College, did not start off how they would have hoped. The team forced errant throws and played lazy defense allowing Occidental to climb to an 8-4 lead. As the second half rolled on, the game got increasingly contentious, with Occidental making argumentative foul calls and exhibiting other unsportsmanlike behavior. With Occidental leading 11-8 and needing only one goal to win, Dasein turned up their level of play and began mounting a tremendous comeback. After rattling off two goals to make the score 11-10, Occidental called a timeout and Dasein regrouped to keep their intensity up. "At the point, I was sure we were going to win the game. We were the better team and we started playing like it" said Jake Schwartz '14. On the next point, Schwartz

would throw a goal to Colin Munson '16 to make the score 11-11 and set up game-point. After a miscommunication throwaway by Occidental, Dasein marched the disc down the field and Weigert found a receiver in the front of the end-zone to complete the comeback bid. Weigert said of the win: "Those last few points were the best I've seen us play in a while. The hostility between the two teams really fired us up and we came out gritty. That's Dasein Ultimate."

Dasein would close out their weekend beating regional rival Rensselaer Polytechnic Institute, the team that knocked Dasein out of contention to make Nationals last season. The squad won the game 13-10, but the game never felt that close. Conn let RPI hang around deep into the second half but flipped the switch near the end of the contest, closing on a 5-2 run.

The weekend was a big step for the squad as they look to establish themselves as one of the best DIII teams in New England if not the country. "Our goal every season is to make Nationals and that means using these early chances to become a better team. We all think we did that this weekend.

We showed other teams as well as ourselves that when we play our best we can play with anybody," Weigert explained.

The team also hopes to earn legitimacy around campus with their travel and performance. Schwartz noted, "A lot of people have laughed at the idea of going to a Frisbee tournament on the other side of the country. I don't think they realize the amount of time and effort we put in to being great." Schwartz compares to the commitment to that of an NCAA varsity team, noting the ten or more hours of weekly practice, weightlifting schedule, and ample tournament play throughout the spring. "We also just got a coach, John Korber. He's the coach and general manager of the Connecticut Constitution (of the professional American Ultimate Disc League). He's shaping our team into a program that can hopefully be successful for years." Schwartz added.

With the strong weekend, Connecticut College has jumped into the upper ranks of DIII Ultimate. Dasein currently ranks twenty-third nationally, making their first appearance on the weekly power rankings of premier ultimate resource, Ultiworld. •

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	4	3	1	2	2	1	2.17	1 ↔
WILLIAMS	2	7	2	3	1	2	2.83	2 ↔
MIDDLEBURY	5	1	3	4	7	3	3.83	3 ↔
TUFTS	10	-	4	1	4	4	4.6	4 ↓
BOWDOIN	1	2	5	8	5	7	4.67	5 ↑
BATES	-	-	7	5	6	5	5.75	6 ↑
CONN COLL	9	5	11	9	3	6	7.17	7 ↓
WESLEYAN	6	9	6	6	9	8	7.33	8 ↑
TRINITY	3	4	10	7	11	11	7.67	9 ↓
HAMILTON	8	6	9	10	8	9	8.33	10 ↓
COLBY	7	8	8	11	10	10	9	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

Women's Swim and Dive:

NESCAC Championship
@ Bowdoin
6th out of 11 teams

Men's Squash:

CSA Nationals
@ Yale University
Conn 4 - 5 Amherst

Women's Ice Hockey:

Conn 1 - 0 Trinity
Conn 4 - 2 Williams
Conn 2 - 3 Williams

Men's Ice Hockey:

Conn 1 - 2 Colby
Conn 1 - 2 Bowdoin

SO YOU DON'T MISS IT

Men's & Women's Track and Field:
NEICAAA Championship
@ Boston University
2/23

Men's Swim and Dive:

NESCAC Championship
@ Wesleyan
2/22 - 2/24

SPRING SPORTS ARE COMING!

THE COLLEGE VOICE

The Grammys Relies on Same Rhythm for 55th Show



DAVE SHANFIELD

MOLLIE REID
STAFF WRITER

Music award shows always seem to follow the same recipe: collect a handful of novice and veteran celebrities, showcase a few of them through live performances, highlight their fashion choices and, of course, have more celebrities tag team to present various awards to musicians. Arguably the most entertaining aspects of the night are not scheduled into the program, but rather occur in between acceptance speeches or after the show ends. In true award show fashion, the Fifty-Fifth Grammy Awards, held on February 10, 2013 at the Staples Center in Los Angeles hosted by LL Cool J, presented audiences with many predictable wins, celebrity tiffs and red-carpet style.

Attracting 28.12 million viewers, 29.5 percent less than last year, the Grammys provided audiences with performances from forty-three artists including Frank Ocean (Best Urban Contemporary Album for *Channel Orange*), Fun (Song of the Year for "We Are Young" and

Best New Artist), Gotye (Record of the Year for "Somebody That I Used To Know"), Jack White and Wiz Khalifa with Miguel (Best R&B Song for "Adorn"). The Black Keys, who won Best Rock Album for *El Camino* and Best Rock Performance for "Lonely Boy," performed alongside the Preservation Hall Jazz Band and Dr. John. In a questionable circus meets *Alice in Wonderland*-inspired performance, Taylor Swift (Best Song Written For Visual Media for "Safe and Sound") not so subtly targeted British pop star (and onetime fling), Harry Styles as she mockingly sang, "I still love you," in a slow British accent.

Mumford & Sons won Album of the Year for *Babel*, beating out the Black Keys, Fun, Frank Ocean and Jack White. Upon winning their award, lead man Marcus Mumford humbly acknowledged fellow nominee the Black Keys by saying, "We figured we wouldn't win anything because The Black Keys have been sweeping up all day and deservedly so."

Although The Black Keys received many positive responses

in regards to their successful night, they faced some negative virtual criticism from Justin Bieber. After TMZ asked Patrick Carney, the band's drummer, why he believed that Bieber's popularity at the Grammys decreased significantly from last year, Carney said, "I dunno, he's rich, right? Grammys are for, like, music, not for money... He's making a lot of money. He should be happy." Bieber responded to Carney's comment through Twitter, writing: "the black keys drummer should be slapped around haha." Carney turned the ensuing juvenile fight between himself and Justin Bieber's millions of Twitter followers into a platform to express his deadpan humor. In response to, "@GomezIsShining: @patrickcarney just die... DIE," Carney replied, "I will and so will you one day. It's kinda scary to think about isn't it?" Another angry Bieber fan wrote, "@_callmeavey: lamo you're literally a piece of sh** @patrickcarney," to which he quipped, "Trust me i [sic] literally am not. i literally would not be able to type."

As expected, the Patrick Carney versus Justin Bieber-Internet-community feud was not the only celebrity mishap to occur at the Grammys. During the show, Chris Brown once again drew attention to himself by remaining seated while the rest of the audience congratulated Frank Ocean with a standing ovation as he accepted the award for Best Urban Contemporary Album for *Channel Orange*. Brown's on-again girlfriend Rihanna also attended and the two sat next to each other during the awards, which was questionable in and of itself.

Unlike past Grammys, this year's show offered celebrities little to no room for fashion "experimentation," due to a recent network ban on nudity. The CBS Program Practices team told attending celebrities that showing a great deal of skin was strictly prohibited. In its own words, CBS advised celebrities and stylists to also "please avoid sheer see-through clothing that could possibly expose female breast nipples...please avoid commercial identification of actual brand name products on t-shirts. Foreign language on wardrobe

will need to be cleared." In other words, as the network wrote in all capitals, "Obscenity or partially seen obscenity on wardrobe is unacceptable for broadcast."

As a result of this arguably positive, or perhaps negative, constraint on Red Carpet style, female celebrities wore a parade of very pretty somewhat ordinary-looking dresses. For viewers at home, it might have been more exciting to see the normally adventurous, slightly avant-garde looks that catch people's attention, for better or for worse.

Although award show after award show follows the same trite blueprint, people will always continue to watch them. It seems that the mindlessness of watching the same thank you speech or seeing what appears to be a very similar performance from the "it" pop icon of the year is what attracts people to award shows. This is not a negative criticism of a genuine affinity for music awards shows, but rather an indication that people have developed a stronger obsession with American celebrity culture. It seems that as long as people

are interested in who wins what or who wears whom, that fascination will most likely persist well into the future of music award shows.

Unfortunately, the Grammys seem to focus on the glamour and potential excitement of celebrities and live performances rather than the actual music itself. In the case of the Fifty-fifth Grammy awards, the media has generated more feed about the drama of the night instead of why certain artists won certain awards. By the end of the night, it seemed as if more people were talking about the possibility that Adele reacted to Chris Brown in a hostile manner after Ocean's win, or that Taylor Swift brought along a pedestrian, "mystery" guest to the show in place of a possible new fling. The Grammys would be more enjoyable if the show included a broader range of artists and genres, and if the drama of the night did not take away from the actual music being recognized. For people who enjoy the familiar pattern of the Grammys, fear not since it seems like they are here to stay. •

Not Your Grandmother's Fairytale

ALEXANDER VANCIL
CONTRIBUTOR

You may have seen trailers for *Hansel and Gretel: Witch Hunters* and thought to yourself: "Golly gee. That movie is going to be horrible. It doesn't look like it has anything to do with the Hansel and Gretel fairytale that my grandmother told me when I was a young lass growing up in the German countryside. Plus, Jeremy Renner is just the less rad, American version of Daniel Craig." While all of these observations are completely accurate, they should by no means keep you from enjoying the delightfully lowbrow train wreck that is *Witch Hunters*.

The film does begin with a brief rendition of the classic Brothers Grimm story, replete with ineffectively placed breadcrumbs and a wicked witch who looks like a moldy Sean Penn. Once this opening sequence is finished, however, we are launched into a laughably anachronistic steam-punk world inhabited by hair-metal bounty hunters, morally conflicted trolls and tons of really gross, mean witches. After a slew of action-packed action scenes, the "plot" ends up focusing on Hansel and Gretel trying to stop a particularly mean witch from doing something extra-mean to their beloved town. I think it has something to do with stolen

children. It is not explained at length, which is great.

Perhaps the crowning achievement of American cinema is the tremendous variety of ways in which good guys kill bad guys. *Witch Hunters* respectfully acknowledges this tradition, but also builds on it in an exciting and refreshing way. Witches get shot, shoot each other and sometimes even blow up from being shot especially well or hard. One sequence features a witch who slows down time to dodge bullets, which was something I had never seen before and found to be visually impressive. There were enough awesome methods used to neutralize witches that

the film evoked a similar emotive response (mainly reverence) as I recall watching *300* for the first and second times — not a hollow comparison.

Before you go thinking that *Witch Hunters* is an emotionally shallow film, allow me to explore the ways in which it is not. First, there is heartfelt and meaningful romance. Hansel meets a pretty girl and totally makes out with her in a mystical garden pool. The scene is shot really well, and they even sort of French kiss (the movie is rated R). Plus, you get to see most of Renner's slamin' Hollywood bod. Second, the film references emotional content such as being brother and sister and having parents,

Perhaps the crowning achievement of American cinema is the tremendous variety of ways in which good guys kill bad guys.

which is something a lot of us can relate to. Third, many of the battle scenes have to do with teamwork and cooperation with friends. As you can see, there is a lot more to it

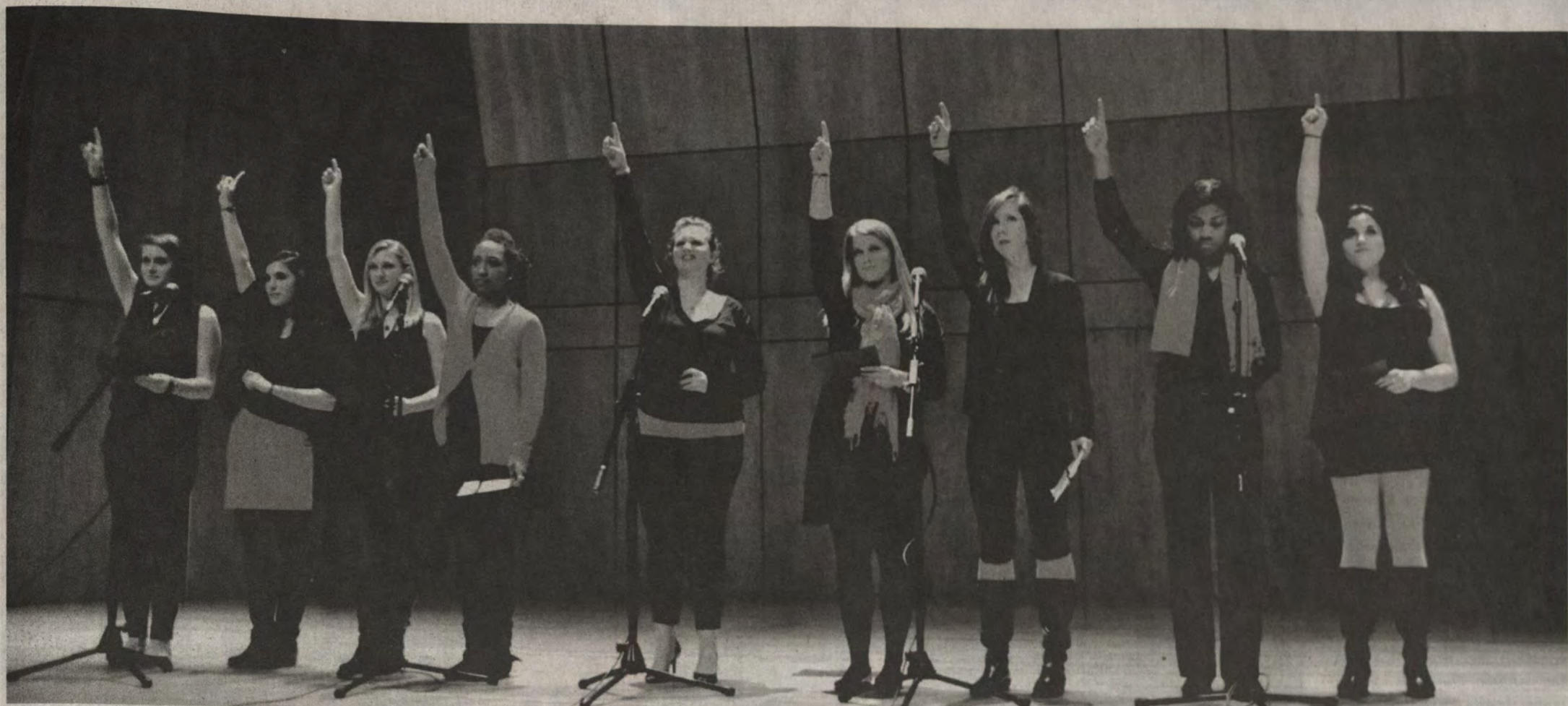
than meets the eye.

My favorite moment in the film comes when Hansel finishes killing a witch and drops a one-liner so forgettable that I genuinely forgot it right after it happened. This process actually repeats itself every few minutes, so I suppose I had several favorite moments. Hansel and Gretel have a lot of interesting, original gadgets such as a crossbow and a large gun. Making the witches' broomsticks sound like speeder-bikes from *Return of the Jedi* was a good touch. I found it funny that Hansel takes insulin as a result of candy-induced diabetes. I found it slightly less funny that Gretel has an eating disorder. •

Arts & Entertainment

THE COLLEGE VOICE

FEBRUARY 25, 2013



ALL PHOTOS BY CONOR MCCORMICK-CAVANAUGH

THE 2013 VAGINA MONOLOGUES



Arts & Entertainment

FEBRUARY 25, 2013

THE COLLEGE VOICE

The Walking Dead Rise Again

CONTINUED FROM FRONT

This is currently Rick Grimes's world on AMC's *The Walking Dead*, which is currently in its third season. Although the idea of a zombie takeover seems cliché and overdone, *The Walking Dead*, more than any other zombie movie or book — with maybe the exception of Max Brooks' *World War Z* and the original *The Walking Dead* comic books — immerses you into such a gruesome, apocalyptic landscape. The show, like nothing else before it, has created a prolonged and eventful plotline centered on a core group of survivors. Where most zombie movies merely focus on the threat of the undead, conflict with other survivors becomes the main concern for Rick and friends. The walkers are still a huge part of the series, but the social dynamics of the way groups and people act when faced with such horror becomes much more interesting than just the existence of zombies. In the third season, the show delves deep into the psychology of the survivors, as they now have to face a threat that can think and strategize as opposed to an enemy that grunts and wanders blindly toward them. Two unique characters are also introduced in the third season — Mishone, a kiltanna-wielding, zombie-killing machine, and The Governor, the leader (or sometimes dictator) of a survivor town. The conflict between The Governor and Rick has brought the *The Walking Dead* from a melodramatic and soap-opera-like second season into an excellent action/thriller third season that only continues to get better.

Any commentary on *The Walking Dead* would be incomplete if it failed to mention how the show reaches levels of gore not seen since the *Saw* movies. The show, without a doubt, surpasses all other TV shows and most movies when it comes to portraying death and blood. The creators strive to portray the grim reality as genuinely as possible. Toward the end of the second season, a walker ripped open the abdomen of a survivor with its bare hands. And if you didn't think The Governor was crazy already, in the earlier portion of the season he chained up his zombie daughter, fed her raw meat and proceeded to brush her hair. In the same room, he kept fish tanks full of decapitated human and zombie heads mindlessly gnawing away at the water.

While I don't think that anyone would argue that the plot or acting for *The Walking Dead* surpasses the likes of *Mad Men*, *Homeland* or *Breaking Bad*, the show has come into its own as a series and continues to improve with every season. •



The New American Horror Movie and Musical Standard

Friday the 13th opens with machete choreography featuring from left to right: Spencer Lutbak '16, Tory Gordon '13, Andrew Marco '15, Grant Jacoby '13, Hailey Fyfe '13 and Matt Burns '16

ANDREW NATHANSON

TALIA CURTIN
CONTRIBUTOR

In a world stricken with violence, hate, insincerity and *Glee*, it is refreshing to see the plagues of our time revamped and used for good. Andrew Marco '15 has done just that in his musical reimagining of the classic horror film *Friday the 13th*. This satirical retelling of the murderous Jason Voorhees was first workshopped a year ago at Connecticut College, and made its fully staged premiere this past weekend.

This year's production was directed by Alex Marz '13, choreographed by Grant Jacoby '13 and featured cast members from the original staged reading and a few fresh faces. Audiences enjoyed a full-fledged musical experience complete with show-stopping numbers, dance breaks, and of course, campy murders that left us wanting more.

All three performances of this original musical were packed, and it was amazing to hear the buzz of impressed audiences. Theater scholars and novices alike were thoroughly engaged by this performance, and much of the credit lies in the words of Andrew Marco, the visionary of *Friday the 13th*. This show, years in the making, is clearly the result of limitless passion, hard work, dedication and faith. Not only is it admirable that a sophomore in college could write such an entertaining, full-length musical, but beyond its surface value of

a silly spoof lies evidence of a true theatrical mind. While audiences guffawed over the spectacle of stock characters and overdramatic slaughters, they were also exposed, perhaps unknowingly, to elements of Brecht, Sondheim, Fosse and more, as Marco infused his writing with sophisticated theatrical techniques and concepts. Lines like "There's no room for logic in a foggy cemetery" and "There's always room for more exposition" successfully familiarized audiences with the conventions of the piece, seamlessly informing viewers that what they were about to witness would be a self-referential, almost meta-theatrical piece of work that was by no means to be taken too seriously. This notion was furthered by Marz's creative directing choices, which enhanced the feeling of transparency and self-aware comedy. The iconic black door that doubled as a coffin allowed for fluid transitions and humorous juxtapositions, while acclimating audiences to the eccentricities of space and time necessary for the successful execution of this piece. Moments of clever puns rewarded the attentive viewer, like when poor, virginal Alice tried to escape death. We are informed that "being chaste won't save her now," and avoided the potential pitfall of allowing the show to become too mindlessly campy. An inherent danger in a piece like this is the ultimately mind-numbing effect of excessive spectacle and shallow humor,



Grant Jacoby '13 and Hailey Fyfe '13 discuss marijuana use

but Marco's wit and dedication to true satire kept this musical afloat and allowed for a truly entertaining and smart piece of theater.

Beyond Marco's literary and musical talents, the show itself was so successful because of the energetic performance. Marz's direction and Jacoby's choreography created a lively, entertaining piece befitting the world created through the writing, and the cast filled out this vision perfectly. Matt Rolin '13, Hailey Fyfe '13, Victoria Gordon '13, Grant Jacoby '13 and Leila Teitelman '15 did not disappoint in their return to the stage after last year's workshop, and the addition of Tim Swan '13, Matt Burns '16, Spencer Lutvak '16 and Bailey

Bennett '14 created a new, exciting dynamic at Camp Crystal Lake. Each actor brought an essential skill and energy into the show, and it was clear that the quality and connection of the cast was essential to the successful execution of this ambitious project. Despite the undeniable talents of the performers, what is exceptionally impressive about this work is the wide range of backgrounds and experiences of the cast. The fact that some of the actors are seasoned veterans, that others specialize in other areas of performance and that still others seldom appear on stage made for a refreshing evening that was less about perfect intellectualism and Tony-caliber work, but rather sheer hell-raising joy.

In the high stakes, highly critical world of theater that often takes itself far too seriously, it is a tremendous pleasure to be able to sit back, relax and laugh. This show represents the paragon of the possibilities of student theater, and is something that the Theater Department and all interested parties at Connecticut College should appreciate and foster.

No discussion of this musical would be complete without a standing ovation to the song that has been stuck in everyone's head since *Friday the 13th* of April, 2012. "Bitch, Don't Go In There" is the essence of perfection and possibly the last remaining hope for the happiness of humanity. Look out, Stephen Sondheim. •

FREE FUNDRAISING
TRIP TO NBC
STUDIOS!
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Email: jkelekay@conncoll.edu

SOAR will be participating as a studio audience for the Trisha Show at NBC Studios in Stamford, CT. Free lunch and transportation will be provided. Afternoon includes information on upcoming NBC internship opportunities.

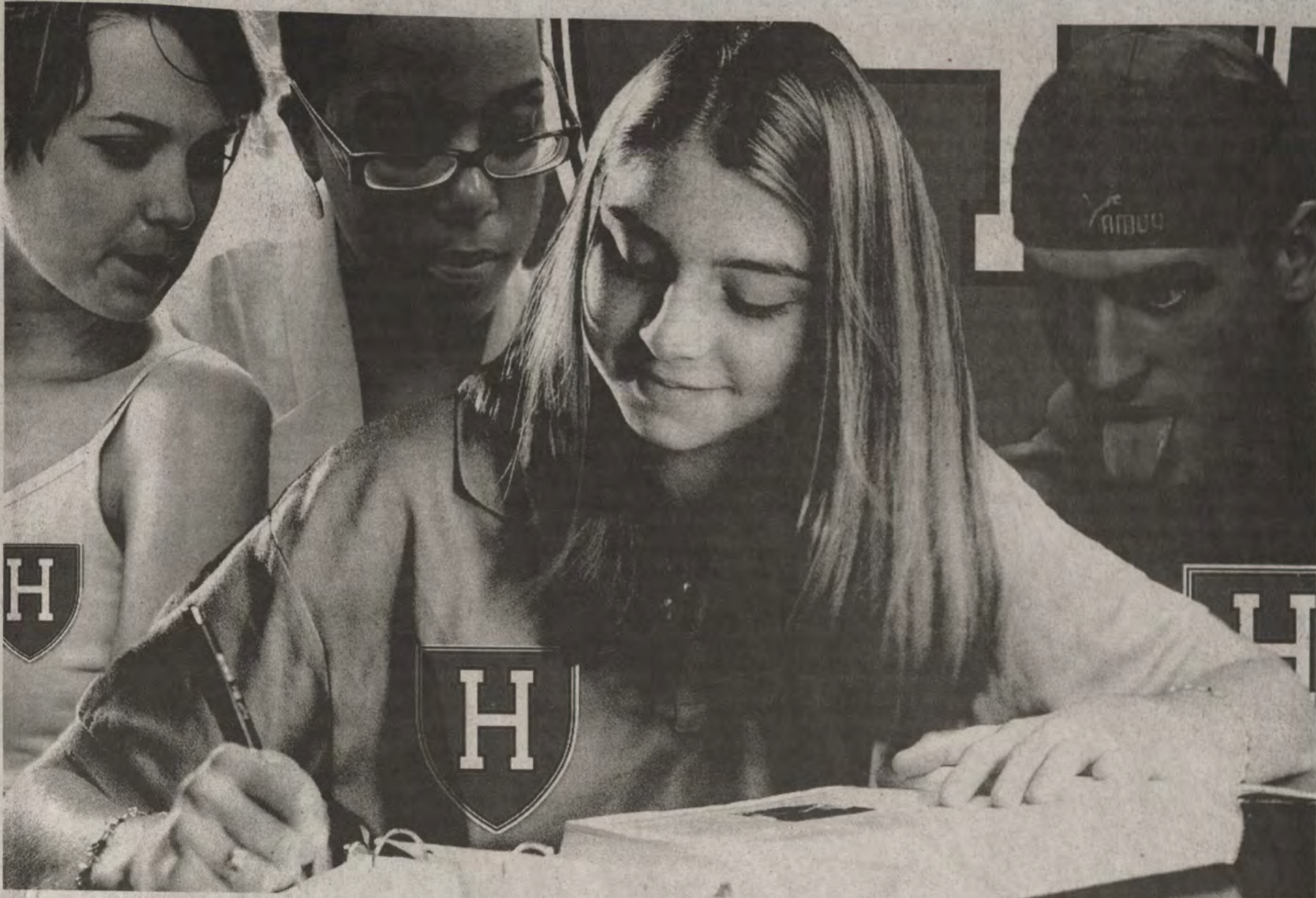
Fundraising goes towards the Annual SOAR Dinner in April. The dinner will unite alumni, faculty, staff and students around a talk titled "On Race and Higher Education: Connecticut College and Beyond".

If you are interested in attending or have questions please contact Jasmine at jkelekay@conncoll.edu. Sign up soon because space is limited!

Opinions

THE COLLEGE VOICE

FEBRUARY 25, 2013



ISABEL ULATOWSKI

In Defense of Nicholas Kristof

SAM GRAINGER-SHUBA
STAFF WRITER

I may not have been impressed with Kristof's presentation at Connecticut College, but there is no doubt that he is trying to make a change. Unlike countless masses of men sympathetic to the cause of educating and empowering women who stay silent, he is actually trying to do something. And though he may not have all of the answers, he is at least leading the conversation and trying to get people involved. Critics obsess over the idea of Kristof as this perceived "white angel" trying to "fix" the social state of developing countries. Sure, I get it. However, as the face of this cause, Nicholas Kristof makes it okay for men and

Nicholas Kristof makes it okay for men and boys to support women's success. It sounds unfortunate and makes one wonder why women have to rely on men to get their voices heard, but it is a reality in many cases.

boys to support women's success. It sounds unfortunate, and makes one wonder why women have to rely on men to get their voices heard, but it is a reality in many cases.

In patriarchal societies across the globe, women are relying on men to advocate for them. How do you think women got the right to vote in the United States? It was due to a majority of male voters who ratified the amendment. Nicholas Kristof seems to realize that in the present social environment, there are few women who wouldn't back his cause, but few men who would. Kristof crosses gender barriers and starts a conversation that needs to happen.

Just the fact that he is initiating a conversation is vital. He does not even have to finish it because the issues surrounding the empowerment of women worldwide will not be solved in one presentation, by one man, by one book. His point was to get people talking, acting and trying to make a change for women and for future women. In that he definitely succeeded.

If You Give a Student the Internet... *Examining the widespread cheating scandal at Harvard*

CORY SCAROLA
STAFF WRITER

If you were given a take-home final exam for which you were allowed to use both your notes and the Internet (in case you didn't quite get that the first time, I said *Internet*), would your first instinct be to cheat and collaborate with others on answers? Mine wouldn't be, and I don't even go to Harvard.

Recently, a number of students—a little less than half of a 279-member class—at Harvard were accused of being a part of a massive cheating scandal on a final exam and were set to have their cases meticulously reviewed to ascertain whether or not they really were involved. Of the students accused, about seventy students from the class were forced out and asked to leave Harvard. This event is unfortunate for the students and mars Harvard's otherwise virtually untarnished reputation for academic integrity. At some universities, this might not be such a big story; at Harvard, which typically expels about seventeen students every year for academic dishonesty, it is nothing less than a scandal. And this scandal, in my mind, raises some very important questions.

First, why would they do this? Second, to what extent are the heads of the class, the

professor and the teaching fellows, responsible for the collaboration that occurred? You might think that the answer to that second one is a no brainer: of course the administration isn't responsible. However, when you look a little deeper, the answer starts to gray a bit.

I'll start with my first question. When I initially heard about this incident, I was painfully confused. There was no possible motive, in my mind—and I would hope in everyone's mind—to risk my college education, the culmination of my life's work thus far, just to do a bit better on a final exam. What's more, it was a take-home exam. That means you can take it home with you and use whatever resources you want to use, short of your classmates, to take the test. It's not even as if the professor expected the students to take the exam without any outside help. If that were the case, I might be able to wrap my head around this more easily. But when something is take-home, open notebook and open Internet, there's no logical reason for someone to cheat. But they still did it, they still thought it was worth it. Why?

I think there may be an explanation. From what students reported to news outlets like the *New York Times*, the class in question had a reputation for being a relatively easy class

where attendance was not essential and there was often collaboration. But last year, students said, the class suddenly and inexplicably became markedly more difficult and test questions suddenly became much more challenging to comprehend.

Now, I do not say this in defense of the guilty students' actions, but it is definitely worth noting that the class had developed this particular reputation. There are always those courses that are known for being easy A's or a simple way to fulfill one requirement or another. If a course is branded as such, it will often attract students who are uninterested in the subject or who just want an easy way out. If students taking the class with such a mentality were suddenly confronted with a course that was much harder and intensive than they had imagined, I don't see it as all that surprising that some would cheat. There is an understandable motive, in that respect. That being said, the act of cheating is still wrong, and the right thing to do would have been to tough it out and deal with the difficult workload, but some people aren't willing to do that.

There is a second aspect to this scandal that is important to examine closely. Since the questions on the test were reportedly much harder to comprehend than they had typically,

students often sought help from graduate students, who served as teaching fellows, to clarify the questions. One student who remained unnamed in a *Times* article, claimed that the reason for similarities between his and other papers was simply a result of them being at the same session with a teaching fellow, and he was indeed able to produce notes to back up his story, notes that ultimately saved him and others from being expelled. If that is true, and I do believe that it is for some of the students, that seriously calls into question whether or not what they did can truly be labeled as cheating. The test's directions clearly stated that collaboration was forbidden; however, it did not specify if that applied solely to other students or to faculty as well. Regardless of whom those directions applied to, though, the fact remains that the teaching fellows *did* hold sessions with some students, which *could* conceivably have led to similar answers on the exam. That should mean that the investigators had to take this into account when they were determining if a student actually cheated or not.

I do think this means that the teaching fellows, and maybe the professor (though it remains very unclear whether or not he assisted students in clarifying questions), bear some degree of responsibility here. What that

degree is, I cannot say with any kind of accuracy, since I don't have nearly enough information about the event.

So, is Harvard's administration acting too harshly towards the accused students in this case? I will not give a definitive answer, since, as I've said, I am not privy to the details of the investigation and the university has not released much information about it. What I will say, however, is that it is certainly possible that some students were unfairly—and unluckily—removed from the school as a result of being caught in the wrong place at the wrong time.

We can be sure that there are certainly students who really did cheat: The Harvard administration reported reading answers that were identical but for typographical mistakes in various places, which is clear evidence of either cheating or plagiarism. But those people, the obviously guilty ones, are not those we should be concerned with. The real problem lies in discerning how much of the gray area is white and how much of it is black: which of the possibly guilty ones are guilty and which are innocent.

I will say one thing about the people who were caught sharing exact answers to cheat on their Introduction to Congress final exam: if they keep it up, we may make congressmen of them yet. •

Zombie Apocalypse Decision in Canada

SAM GRAINGER-SHUBA
STAFF WRITER

Must be nice to be a country that has so little on its agenda that they have time during their House of Commons session to discuss a possible zombie invasion! Maybe we should just move to Canada...

On Wednesday, February 13, in the middle of a House of Commons session, Canadian Parliament member Pat Martin stood to address the Speaker of the House. Reading from a note card, he expressed a tongue-in-cheek concern that Canada would be unprepared in the case of a zombie invasion. He seemed especially worried about a zombie apocalypse occurring in the United States and then spreading into

Canada, thus turning into a full on "zombie pandemic," according to Martin.

"So, on behalf of concerned Canadians everywhere, Mister Speaker, I want to ask the Minister for Foreign Affairs, is he working with his American counterparts to develop an international zombie strategy so that a zombie invasion does not turn into a zombie apocalypse?" Martin inquired.

He started his address to the Speaker of the House by complimenting the emergency measures taken by America's Center for Disease Control and Prevention (CDC) in regards to a zombie invasion. Upon further investigation, a page was found on the CDC website detailing how to prepare and what to do during a zombie

invasion. The website also details the plan that the CDC has in case of a zombie apocalypse.

"CDC would provide technical assistance to cities, states, or international partners dealing with a zombie infestation. This assistance might include consultation, lab testing and analysis, patient management and care, tracking of contacts, and infection control (including isolation and quarantine). It's likely that an investigation of this scenario would seek to accomplish several goals: determine the cause of the illness, the source of the infection/virus/toxin, learn how it is transmitted and how readily it is spread, how to break the cycle of transmission and thus prevent further cases, and how patients can best be treated," according to the CDC website.

Perhaps Canada is one step ahead of us. While the U.S Congress bickers about basic human rights, the Keystone XL Pipeline and reviving our decrepit economy, Canada is getting ready for the next big thing: death by zombies.

ing to the CDC website.

The Canadian Foreign Affairs Minister, John Baird, responded to Martin's concern by provid-

ing flippant assurance that he is "dead-icated" to making sure that Canada is never infiltrated by zombies.

As the Beach Boys would say, "Wouldn't it be nice..." and, well, wouldn't it be nice if the United States Congress had time to discuss a zombie invasion like Canada evidently does? Unfortunately, right now, Congress has bigger fish to fry. Though, I would tend to argue, in line with the opinion of the CDC, that if the United States government is prepared for a zombie apocalypse, then it would also be prepared for all number of natural disasters such as hurricanes, earthquakes and terrorist attacks. So perhaps Canada is one step ahead of us. While the United States Congress bick-

ers about basic human rights, the Keystone XL pipeline and reviving our decrepit economy, Canada is getting ready for the next big thing: death by zombies. If only we could be so lucky. Personally, I am of the opinion that global climate change will bring about an "apocalypse" of sorts before zombies get the chance to start taking over the world one human brain at a time. I would hope that governments around the world would take that into account before a zombie apocalypse, but it is definitely not as flashy.

Though a zombie apocalypse is not imminent, it is important to be prepared for anything and everything. It gives more credence to Conn's biannual event of Humans vs. Zombies, huh? •

Slater 2.0 Takes on Issues of Creative License

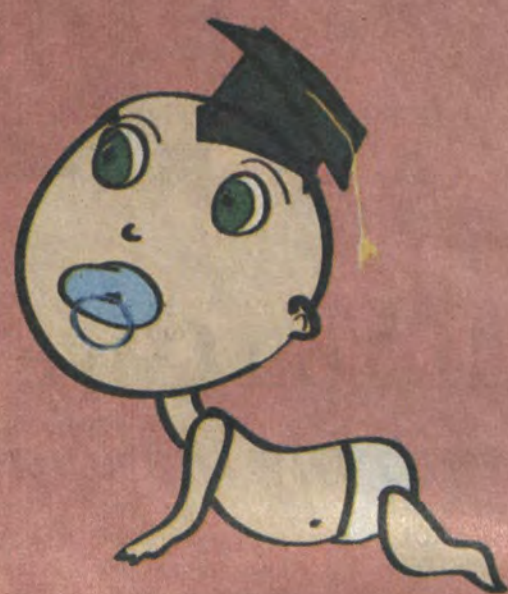
CONTINUED FROM FRONT

New York Times columnist I'm not saying that people shouldn't innovate to solve problems, especially when those innovators are helping people become, as Friedman says, "unpoor." That's a noble goal. I just ask that intellectual property, especially that having to do with software advances, doesn't get locked away. Yes, that's idealistic, but it can be done – probably most easily in a developing country as the precedent for it's-my-work-you-can't-have-it practices isn't as deeply entrenched as it is in developed countries.

Look at any of the major open-source software projects around today. Some of my favorites include numerous Linux operating systems (known as distributions, or distros for short), the Wordpress blogging platform (yes, Tumblr is not the only blogging system!), ThinkUp (a platform to analyze information on social networks like Twitter, Facebook and Google+ that even the White House uses), and Mozilla's Firefox web browser. All of these platforms are thriving, enveloped and developed by strong communities, which make some of the biggest contributions to the development of the software. One example is the huge library of extensions for Firefox, much of it developed by community members. According to the Mozilla website "Mozilla is a proudly non-profit organization dedicated to keeping the power of the Web in people's hands. We're a global community of users, contributors and developers working to innovate on your behalf." "Users", that's you and me. Anyone can contribute. That's far superior to having some company dictate how you use a system that is supposed to enable you to be more creative. In the spirit of creativity alone, get rid of proprietary code! In the case of Gram Power, obviously the energy users would not develop the software that runs their village's grid, but the code would be available to other companies to improve upon and utilize – both to extend the energy grid within India and also to install other instances of the energy grid all around the world. Think of it like installing the same WordPress software many different servers across the Internet.

It simply doesn't make sense for us to be reliant upon a closed-source, proprietary tool, when that tool (energy technology) aims to make us more creative. It's hypocritical. Closed in creativity closed in dies. Stop harping about protecting intellectual property that could change the world, and you have something that could rival the Industrial Revolution. Think of Samuel Slater, the guy from your old U.S. History textbook, who secretly emigrated from England in 1789, having memorized the plans needed to build and operate the first textile mills in the United States. The twenty-first century equivalent is going to happen if the code for projects like Gram Power isn't made open source. It's for the greater good. And, honestly, there really is no downside. •

The State of Our Union's Education



CAROLINE DYLAG

MOLLY BANGS
STAFF WRITER

On February 12, 2013, President Obama addressed the American public with the State of the Union address. He dedicated a few minutes to the challenges that lie before us for the American educational system, which has historically lagged behind in international ratings and received less time, effort and funding from both national and state-level governments than it deserves (these characteristics, of course, being anything but mutually exclusive).

The President began his portion on education by stressing the importance of access to preschool education. "Study after study shows that the sooner a child begins learning, the better he or she does down the road. But today, fewer than three in ten four-year-olds are enrolled in a high-quality preschool program. Most middle-class parents can't afford a few hundred bucks a week for private preschool. And for poor kids who need help the most, this lack of access to preschool education can shadow them for the rest of their lives."

He noted that the national government will work with state governments to achieve this goal, but did not elaborate on his specific ideas about how to do so – neither the necessary steps for funding nor implementation. As this was a general address on a magnitude of concerns our nation faces this year, one can only hope we will see precise bipartisan progress on the matter in Congress soon.

President Obama also spoke about working with universities across the country to get our presently sky-high tuition rates down: "Colleges must do their part to keep costs down, and it's our job to make sure they do. Tonight, I ask Congress to change the Higher Education Act, so that affordability and value are included in determining which colleges receive certain types of federal aid. And tomorrow, my Administration will release a new "College Scorecard" that

parents and students can use to compare schools based on a simple criteria: where you can get the most bang for your educational buck."

Government interventions in terms of tuition are next to impossible for private institutions. As students at Connecticut College, which has been targeted as the most expensive private college in the nation by numerous reports including that of the U.S. Department of Education, Business Week and Forbes, we are altogether too familiar with these challenges. I believe the President's recommendations to Congress and his own Administration's actions are good ones; but that more drastic actions – a summit of leaders and educators in higher education to agree on certain tuition caps, for example – will have to be taken so that public and private schools alike can be made more affordable for students and their families.

President Obama continued, "Four years ago, we started Race to the Top – a competition that convinced almost every state to develop smarter curricula and higher standards, for about 1 percent of what we spend on education each year."

However well framed this sentence may be to leave the American public thinking that our country has made leaps and bounds in the field of education over the past few years, it is, in actuality, intensely problematic. For me, the root of the problem – the debate over which has plagued American schools for the past four decades – lies with standardized testing. I am therefore devoting the bulk of this article that lies before you to the matter.

In July of 2009, President Obama and Secretary of Education Arne Duncan announced Race to the Top as a part of the American Recovery and Reinvestment Act of 2009. The criteria of the program are great teachers and leaders, state success factors, standards and assessments, general selection criteria, turning around the lowest-achieving schools, and data systems to support instruction.

Most of the criteria – notably including the most heavily weighted, that of the performance of teachers – are measured by nationwide standards.

For all the arguments of starkly contrasting viewpoints Democrats and Republicans have, is Race to the Top really all that different from George W. Bush's 2001 No Child Left Behind? In the latter, schools' success levels were measured on the basis of state mandated tests rather than the nationally mandated ones of Race to the Top, but the exact same premise of performance based measuring through tests is still present.

This debate divides not only just by party lines, within party lines, but also within families – even the First Family. Washington Post reporter Liza Mundy, in her biography of the first lady, Michelle, wrote: "Michelle frequently deplores the modern reliance on test scores, describing herself as someone who did not test well." Politics Daily published a piece three years ago about a session of Mrs. Obama's mentoring program, held in Denver. One of the high school female students in attendance asked Michelle what her views on standardized testing were. The student explained how many of her classmates do not speak English and therefore do not do well on the tests, as they can't understand them; she questioned the fairness of measuring performance off of them. Mrs. Obama responded by saying, "I was never a great test taker. So from a personal level, I would always get nervous and feel a great deal of anxiety over test-taking."

Race to the Top has sparked much controversy in the field of education. The American Progress Organization released a report written by Ulrich Boser in March of the past year assessing the success of Race to the Top over the past three years. He wrote, "In some states, there's been little collaboration between key stakeholders, and states could do more to communicate reforms. In New York more than 1,000 principals have

signed a petition protesting the new teacher-evaluation system, and a number of districts in the state, including New York City, have not yet been able to reach agreements with their teacher's union on the details of the new teacher evaluations. In other states, teacher's unions and other groups have also taken issue with some of the program's priorities, with teacher evaluation almost always being the most contentious issue."

In his address, President Obama spoke of bringing back the power of the American high school diploma. "At schools like P-Tech in Brooklyn, a collaboration between New York Public Schools, the City University of New York, and IBM, students will graduate with a high school diploma and an associate degree in computers or engineering. Tonight, I'm announcing a new challenge to redesign America's high schools so they better equip graduates for the demands of a high-tech economy. We'll reward schools that develop new partnerships with colleges and employers, and create classes that focus on science, technology, engineering, and math – the skills today's employers are looking for to fill jobs right now and in the future."

The President should realize why it is that the American Progress Organization dubbed teacher evaluation such a contentious issue in evaluating Race to the Top. Teachers have a problem with being evaluated on the basis of their pupils' performances on standardized tests because it often stifles the creative and out-of-the-box thinking that makes such a large impact in the field of education, but cannot be effectively measured by a state or federally mandated exam. Does President Obama really believe that it would be feasible to develop programs like that of Brooklyn's P-Tech while teachers in that school are so busy molding their curriculums to fit the standards determined for them by politicians rather than what they know as educators?

Let me be clear. I believe that

President Obama's efforts in the field of education over the course of his first term – like that of most leaders before him – have had the best intentions. I believe that the ideas he expressed for the future are solid ones, albeit in need of precise planning and legislation. There is no doubt that education, the omnipresent, timeless, great equalizer of the American Dream, is regarded as incredibly important.

But because it is so important, why was it a selling point in this speech that Race to the Top cost our government only 1 percent of the national budget for education – a national budget that is laughably minuscule in comparison to what we spend on higher American priorities like that of the military, at that?

Why is it that programs like Race to the Top insist on subjecting students to tests (and learning curriculums designed accordingly to those tests) that at their core, decrease their motivation, passion, and excitement for learning?

How can it be that we are weeding out teachers with unconventional approaches – the very ones that tend to make a lasting impact on children's lives – because they don't fit inside of the confines of these mandated "smarter curricula" the President spoke of; or that we are discouraging teachers who have dedicated years of their lives to the profession, with tried and true techniques, to the point that they quit?

In sum, the state of the Union, in terms of education, is actually quite low. I – writing this as a product of twelve years of public schooling prior to arriving at Connecticut College – am tired of politicians who largely send their children to private schools starting at age four declaring the public school system a mess and offering inadequate reforms.

We need to see some real change in education. I appeal to leaders of our country and states to ask students and educators – the true experts we should be turning to – for advice on reforming their field. •