



ALBERTUS MAGNUS COLLEGE

# Falcon Forum

*A Semesterly Publication of the Honors Program*

Spring 2023



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## STUDENT LEADERSHIP

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<i>Class of 2024</i>	Roxhensa Dilolli
<i>Class of 2025</i>	Tyler Ignazzito
	Jason Martinez
<i>Class of 2025</i>	Christian Brangi
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<i>Editor of the Falcon Forum</i>
Nicoletta Pellegrino
<i>Social Media Director</i>
Krystal Luna

## MESSAGE FROM OUR CO-DIRECTORS



We are pleased to present this new edition of the *Falcon Forum*, showcasing the work of all our 110 members in the spring semester of 2023. This was an eventful semester, as ever! Again our members grew both socially and academically through their work in the Honors Program.

Members completed an impressive total of forty-four honors projects this semester, including research papers, personal essays, presentations, student teaching, and projects in other formats. These projects are the core of the Honors Program. In them, honors students work one-on-one with their professors to carry out a project that joins their individual interests with the themes of a given course. We are proud of our members' initiative in developing these projects and of the excellent final products they produce.

This semester we continued our practice of offering virtual Writing Workshops for all members completing honors projects. These workshops are opportunities for members to practice "pitching" their projects: they learn how to share the core idea of what they are doing with others, who are likely unfamiliar with the field or the project's aims, and show why the work they are doing is important and interesting. Members also continued submitting a progress report midway through the semester, which facilitated the provision of valuable feedback from their professor and attended an appointment at the College's Writing Center (a part of the Germaine Center for Academic Success) to discuss their draft with our student Writing Tutors. In all these ways, our members see how research and writing are activities we undertake together with others, and also to find new ways to enjoy working on these projects.

This edition of the *Falcon Forum* features images from our first General Meetings in February, our social night at a local bowling alley, and our most popular event of the semester: Study and Chill, open to all students at the College. Thanks to all our members and the whole Albertus community for another great semester.

— **Dr. Kristen DeCarli, DBA**  
Sport Management and Business

— **Dr. Jonathan Sozek, PhD**  
Philosophy and Religion



# SEMESTER HIGHLIGHTS

## First General Meeting

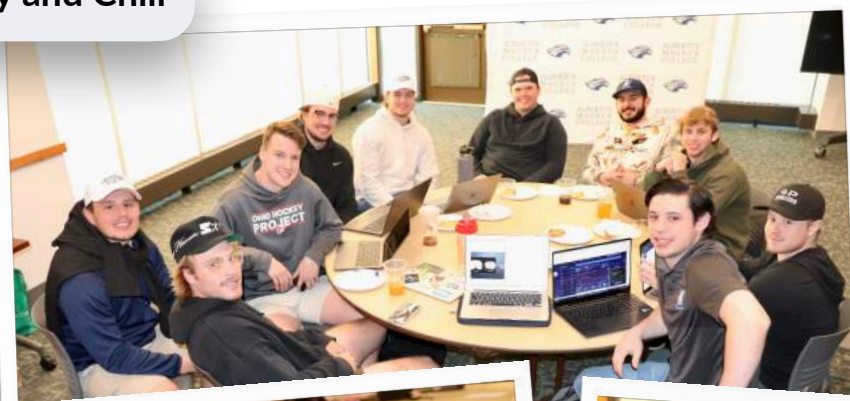
Sarah Barr, the College's Media Communications Specialist, addressed our members



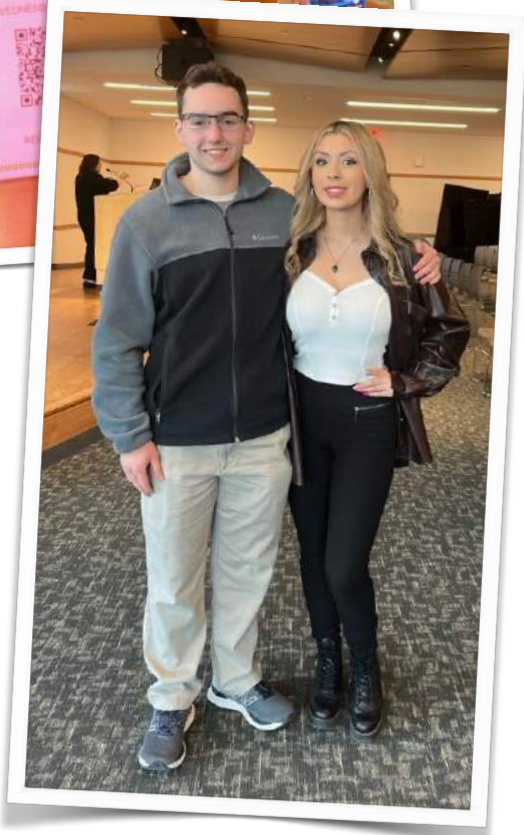
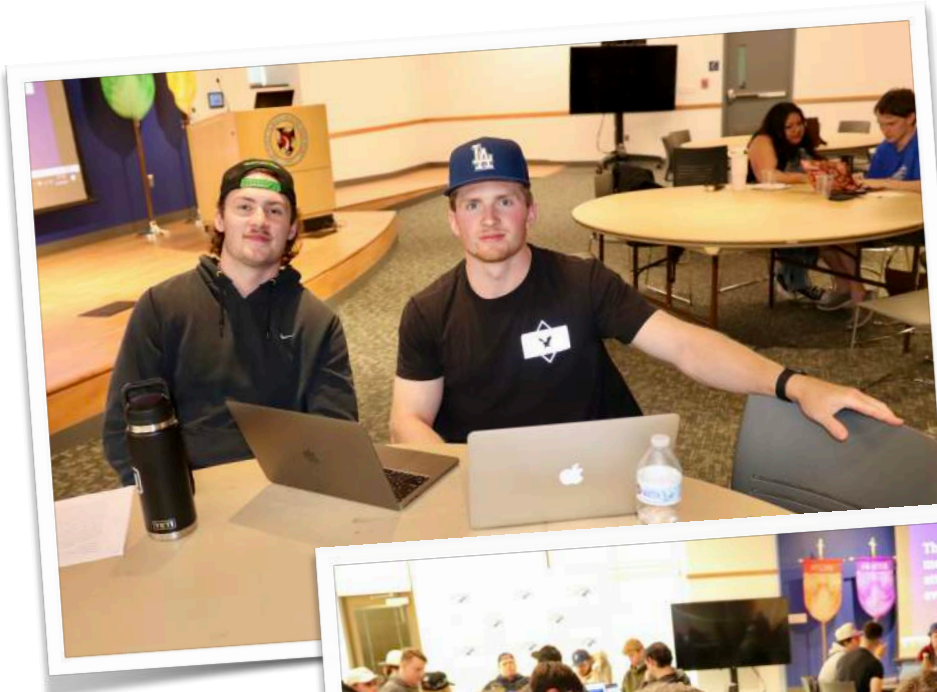
Bowling at AMF Circle Lanes



Study and Chill







# HONORS PROJECTS

## ARTS AND HUMANITIES



**Isabella Antonucci, “Disney’s *Encanto* and the culture of Colombia.”** LC-261, Atkins. In this project, I identify connections between the movie *Encanto* and the culture of Colombia. I explore how various specific aspects of the movie relate to Colombian culture and discuss the movie itself in some depth, “reading between the lines.” A main message of the movie is that no one has to be perfect or have something special ability, and no one needs to “earn” love and care from their family and friends. As I show in the project, this is a feature of Colombian culture as well.

**Robert Arent, “*Viaje a España.*”** LC-112, Atkins. For my honors project, I created a Google Site showcasing what I learned in my Elementary Spanish course this year. On the site, I created a mini “trip” to Spain — *viaje a España*. I review what clothing you need to pack, talk about all the most interesting places to visit, and describe some common foods that are eaten in Spain. The whole site is presented in Spanish to show what I learned in the course — and the site will be helpful, when I’m really able to travel to Spain!

**Carter Brassington, “Something to believe in: Modern replacements for the traditional functions of religion.”** HU-399, Veth. Modern people characteristically question everything, yet this has left little that people can genuinely believe in. This in turn has led to a crisis of meaning. The aim of this paper is to critically examine several contemporary movements that, in one way or another, have been said to replace the traditional functions of religion. From Tik Tok aesthetics to secular churches, the modern world is rife with movements that look and act much like religions. The paper draws extensively on the work of thinkers such as Cornel West and David Foster Wallace.

**Emily Brenes, “Ceramics from the Aztec Empire.”** AH-231, Gangwisch. My project offers a short description of Aztec ceramics and explores how it connects to the art world today. The practice of ceramics can be traced back thousands of years and of course has advanced tremendously. The Aztecs created and used many hand-building, glazing, and firing techniques that either are still used or have greatly influenced modern-day ceramics. The Yale Art Gallery features many pieces from this period, and in preparation for this project I visited and photographed many of the pieces referenced in the project.

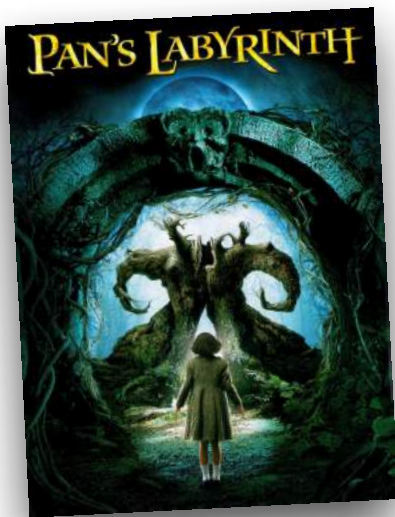
**Cassandra Bute, “Curating ‘Thought Carnival,’ an art exhibition.”** AR-312, Gangwisch. My project was to coordinate and host an art exhibition during the spring 2023



semester, working together with another student. To accomplish this, I needed to reserve a space, arrange for refreshments, design and publish promotional materials, gather the works, physically display them and prepare statements about them, and more. After all this, hosting the exhibition itself was relatively easy, yet it required attentiveness, curiosity, and a good balance between hosting and socializing. After the exhibition, I wrote a reflection piece on my experience describing what it was like, how I feel it went, and more.

**Colin Campbell, “The monster within ourselves.”** *EN-107, Wallman*. Michael Czyzniejewski’s short story, “Monster,” showcases parental instincts as well as what one might regard as jealousy. Our world is littered with atrocities, and specifically atrocities that endanger children. A parent’s job is to provide for and protect their children no matter what. In Czyzniejewski’s story, however, Cal, the father of two boys, is portrayed as a monster for being “jealous” of another man, Eugene, who is full of energy and plays with kids at the park, but doesn’t himself have any children. Cal is suspicious of Eugene, as every normal parent would be, and worried for the safety of his children.

**Caden Cloutier, “Scapegoating: Who’s to blame?”** *HI-111, Singh*. Looking at the history of pandemics, both recent and distant, one can discern an underlying theme: scapegoating. In times of trouble, people are often quick to place blame on members of minority groups, and pandemics are no different. My project explores the unfair treatment of three different minority groups during three pandemics: of Jewish communities during the time of the bubonic plague, of the Spanish during the Spanish Flu, and of Asian Americans during the COVID-19 pandemic. I hope that my work will raise awareness about these groups and their unjust treatment.



**Arle Cruceta García, “The limits of human imagination and the purpose of mythological creatures expressed through the Faun and Pan.”** *EN-250, Robichaud*. This paper explores the depiction of the Faun in the film *Pan's Labyrinth* and its similarities to the Greek god Pan. The paper interprets the Faun through the lenses of Romanticism and the Decadent movement, where Pan symbolized a rejection of industrialization. It also explores similarities between Ofelia’s imagination in *Pan's Labyrinth* and Pan’s psychology in Arthur Machen’s *The Great God Pan* (1894), as both explore the consequences of encountering these mythical beings. This comparison supports the conclusion that the multiple interpretations of Pan as a myth go hand-in-hand with the human drive to explain the unknown, which is also exhibited by the Faun in the film.

**Arle Cruceta García, “Reevaluating America’s history of immigration.”** *EN-361, Frattini*. This paper reevaluates America’s history of immigration, exploring its complex dimensions by examining the history of the Pilgrims and contrasting it with contemporary immigration. The paper highlights differences between the Pilgrims and present-day immigrants through the experiences of Nigerian refugees, a Palestinian couple, Dominican baseball players, and Richard Rodríguez in the documentary *The New Americans* and the book *Hunger for Memory*. All of these cases shed light on the sacrifices and the challenges that immigrants today face in pursuit of a better life. It concludes by emphasizing the costs associated with immigration and the need to analyze the American dream critically.

**Chris D'Agostino, "How to start a revolution." HI-341, Singh.** This paper is a rallying cry for future revolutionaries. It explores revolutionary politics of the past and how revolutionaries challenged their oppressive governments. For example, in the American Revolution, the thirteen colonies put aside their differences and came together to fight against Great Britain. In any given revolution, victory depends on making friends with powerful allies and figuring out what to do with your enemies, even within your own revolutionary movement. You also need to decide how the new revolutionary country will be established and rebuilt once the revolution is completed.

**Nathaly Duchimaza, "Curating 'Thought Carnival,' an art exhibition." AR-312, Gangwisch.** I curated an art exhibition with another honors student for my honors project this semester. We met several times and had to work together to split tasks. This experience was helpful because I had to approach things from the perspective of someone who works in the art world, which is different from what I am used to. Usually, I am the person making the painting, but here I had managerial duties. This helped strengthen my skills in the areas of time management, flexibility, and communication.



**Alexandre Gagnon, "Marx, Freud, and the evolution of art." PH-321W, Waggoner.** In my project, I study the evolution of art in the twentieth century by considering the culture and politics of that period. Specifically, I investigate how works of Karl Marx and Sigmund Freud affected Dadaism and Surrealism, focusing especially on *The Communist Manifesto* and *The Future of an Illusion*. The means of economic production in shaping social activities also influenced artistic expression, and new discoveries in psychology, especially concerning the subconscious, enabled artists to transcend the limits of traditional art forms.

**Nayelli Garcia, "Puerto Rican discrimination, on and off the island." LC-360, Atkins.** My honors project explores the discrimination that members of the Puerto Rican community face both on and off the island. I discuss colorism, discrimination based on appearance, and stereotypes that Puerto Ricans face in the US. To supplement my presentation, I also draw on the work of Puerto Rican authors we have read in class, including both short stories and poems. I believe this project is important for shedding light on topics such as discrimination and the effects it has on individuals for many generations.



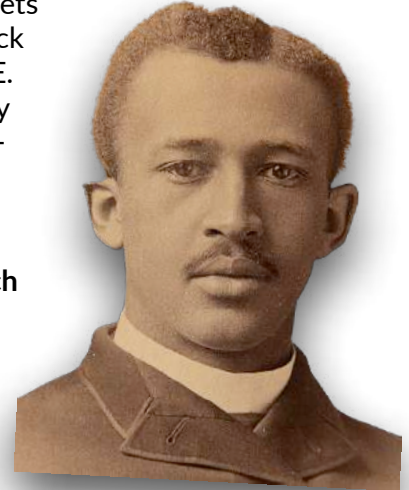
**Camila Gordillo, "The Immigrant: Migrant Workers in America." EN-361, Frattini.** Though we often hear people talk about immigration, it is rarely discussed in a concrete and specific way. I aim to do this in my project, which focuses on two questions: in what states do immigrants prefer to live, and why? and what types of jobs do they tend to work? I chose these questions because the answers can make clear how immigrants support the country and how many places in the US have been changed by immigration. By learning more about what the immigrants have to go through, many people might be led to change their minds about immigration.

**Olivia Hauer, "Effects of Picasso's adolescence on his later career." PH-321, Waggoner.** For this project, I wrote a review of Patrick O'Brian's biography of the artist Pablo Picasso, called simply *Picasso*. In my review, I highlight moments from the book that I thought were important to show

their impact on Picasso's life, focusing especially on how Picasso's early life affected his later career. It is important, I argue, to know about Picasso's childhood in order to understand any of his works, and O'Brian's biography can be useful to that end for any art student.

**Sharaya Keele, "The Radicalization of Black Movements In America."**

*PH-235, Waggoner.* My project is about how and why black activism gets labeled as "radical" by society. This has been a common response to black activists and movements across history. I focus on the examples of W. E. B. DuBois and the Black Lives Matter Movement and explore how they came to be regarded as radical, and why. Through examining these particular cases, I aim to pinpoint the reason why society views black activists and movements in this way and how this can be changed.



**Dallas Ortiz, "The Heart Grows Fonder: How Love Poems Listen to Each Other."**

*EN-391, Cole.* For my project, I worked with Dr. Cole to create an anthology of poetry themed around Love and Devotion. I ordered the poems in a way that allows the reader to understand each poem. This anthology is important to me, as I adore the idea of someone being devoted to their partner to the point of writing a poem about it. Love poetry is one of the most basic forms of expression of devotion. Even if cultural influences do change how the author expresses it, I found, the expression of devotion was the same.

**Samantha Otranto, "Social media versus reality."**

*CO-362, Verma.* The beauty industry today advertises heavily on social media. I focus on this in my project, both because I am extremely interested in the world of beauty, but also because I am a consumer and want to understand how I might be influenced by this advertising. I focus on two influencers, one who generally has a good reputation and one who does not. What is the difference? It lies in their personality and ability to convince the audience that they are trustworthy. When it comes to influencer advertising, the ability to gain the trust of one's audience is the most important thing.



**Da'Veona Parker, "The impact of climate change on human beings."**

*HU-109, Benigno.* My project is about the impact of climate change on human beings. Climate change is indeed a very current problem, and very real. Spreading awareness about it is important, since we as human beings still have the power to do something about it. We need to keep the conversation going and work together, so there will still be a world for us to live in.

**Stephanie Santiago, "Marketing plan for 'Santiago Financial Services, LLC.'"**

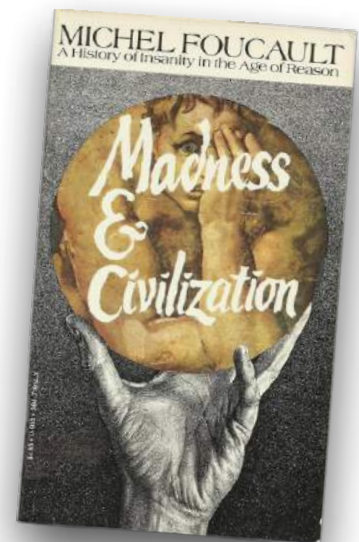
*MG-231, DeCarli.* For my project, I developed a marketing plan for my own company: Santiago Financial Services, LLC. According to the plan, my company is a financial services company that prides itself on bringing financial services, technology, and financial literacy to those who need it most. It is dedicated to serving the public through many different services. These include but are not limited to learning money management skills, investing, retirement funds, savings funds, life insurance, understanding your bills and where your money is going, saving for college or an emergency, and more.



**Jennifer Smith, “Teaching Tennyson and Rossetti.”** EN-228, Cole. For my project, I taught two class sessions, each on a different poet: Alfred Tennyson and Christina Rossetti. I provided study questions to stimulate discussion and delivered some remarks to provide students with context concerning what the poem is about. These discussions were helpful for students as opportunities to listen to each others’ thoughts and also share their own, so they can more effectively develop ideas shared in class in their essays. The discussions were a valuable experience for myself as well. To prepare, I needed to critically analyze the poems both in order to be able to offer my own insights and to plan an effective discussion that will benefit my classmates.

**Jennifer Smith, “Workshop facilitation.”** EN-345, Cole. For this project, I led multiple workshops to demonstrate questions that other students could ask in their own workshops. I also participated in workshops led by other students by responding to their questions about their writing and offered feedback and ideas that may be helpful to them when they revise their work. One of our writing days is a “music day,” when we listen to music and write something based on the songs that are shared. I curated the second music day, collecting one song from each of my classmates, then compiling everyone’s music into a presentation for delivery to the class.

**Jennifer Smith, “We all want to be mad: Exploring madness in film.”** HI-112, Singh. My project explores the history of madness through reading of Michel Foucault’s *Madness and Civilization*. My argument is the perhaps surprising claim that everyone wants to be mad. I explore the portrayal of madness in films such as *Black Swan* and *Midsummer* to analyze the different types of madness they portray, and how each fascinates us. For my analyses, I refer back to Foucault to explain the symbols of madness and how the characters are affected. In turn, I analyze how the films’ portrayal of madness affects us – and how it can inspire us to want to be mad as well.



**Amanda Stetson, “Teaching Stevens and Keats.”** EN-391, Cole. As a future English educator, this honors project afforded me an opportunity to utilize both my pedagogical and content-based knowledge through conducting a teaching day. On this teaching day, I facilitated and guided a discussion of two poems: “Sunday Morning” by Wallace Stevens, and “To Autumn” by John Keats. I provided study questions for my English cohort to guide our discussion in a way that encouraged detailed analysis of these complex texts. I also offered some background knowledge on the life of Stevens and served as a discussion facilitator in all class sessions throughout the course.

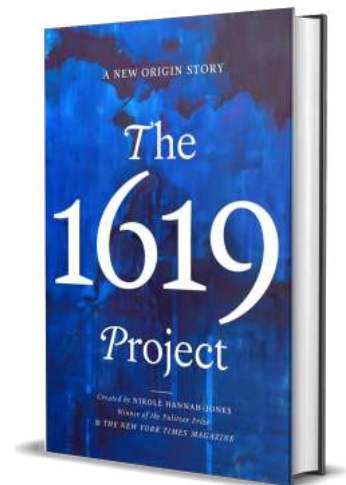
## NATURAL AND SOCIAL SCIENCES

**Angelina Campos, “The history of wealth and class in Connecticut.”** PO-115, *Kendrick*. My project explores how various areas in Connecticut have been shaped by urbanization, leading to changes in the patterns of life in local neighborhoods. It examines in particular the formation of suburbs, the practice of redlining, and how those policies have historically exacerbated income and wealth inequality both in Albertus’s own New Haven and in Bridgeport, Connecticut. By understanding the past and the sources of Connecticut’s reputation as a “wealthy state,” we can more effectively address the problems of wealth and income inequality in these communities.

**Rachael Ciarleglio, “STEAM: The importance of art in STEM education.”** ED-391, *Pallanti*. In my project, I explore the benefits of including art among the STEM fields – science, technology, engineering, and mathematics. This cross-curricular integration, creating STEAM as a new group of fields, benefits students both during their education and after, as they enter the workforce, by combining art with topics that typically follow a more analytical approach. The benefits of STEAM include deeper understanding of content, increased student engagement, and the fostering of life and critical thinking skills. STEAM also provides opportunities both for students that need additional challenges and for struggling learners and accommodates a variety of learning styles.

**Caden Cloutier, “Political cinema through the ages.”** PO-322, *Edwards*. Politics have been both visibility and invisibly present in filmmaking since the beginnings of cinema. In propaganda and social commentary during periods of political unrest, filmmakers have used film to engage with political issues and influence public opinion. Through the various ages in the history of film and across genres, filmmaking with a political agenda has evolved and transformed in many ways to shape the audience’s views on social issues. Many forms of art are made for our own interpretation; in fact most are. Political agendas hidden in film are one way artists hide their ideas.

**Robert Eichelberger, “Abraham Lincoln and the 1619 Project.”** PO-252, *Veth & Payne*. Growing up, I learned that President Abraham Lincoln was the Great Emancipator; the man responsible for ending the Civil War and abolishing slavery. To my surprise, the 1619 Project portrays President Lincoln in a somewhat different light. Specifically, its authors claim that President Lincoln wanted to recolonize Africa with Black Americans because he thought they would not fit in America once they became free. The intent of my project is neither to defend Abraham Lincoln nor to defend the 1619 project, but simply to deliver an accurate account of the words and actions of the 16th President and how he eventually abolished slavery.



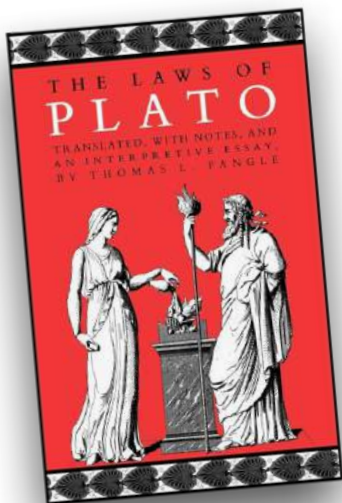
**Robert Eichelberger, “Ancient and Modern: Plato’s Laws and Machiavelli’s Prince.”** Independent study, *Aniskovich*. Through a close reading of Plato’s Laws over two semester, I realized there were some similarities between that text and Machiavelli’s *The Prince*. For my project, I developed a PowerPoint presentation including a brief summary of both works and a survey of their similarities and differences. Having an accurate understanding of both texts is critical to understanding what the law should aim for (Plato) as well as the practical means of ruling (Machiavelli).

**Robert Eichelberger, “Constitutional concerns surrounding the Louisiana Purchase.”** *MG-251, Aniskovich*. While the Louisiana Purchase is widely regarded as a pivotal moment in American history, it should not be regarded as immune to constitutional scrutiny. Several factors contribute to the constitutional ambiguity of this historic event that has done so much to shape our nation: the strict interpretation of the Constitution, concerns about the scope of the Necessary and Proper Clause, limitations of the Treaty Power, and the potential infringement of state sovereignty. One needs to critically assess the legality and constitutionality of such actions as the Louisiana Purchase in order to maintain the integrity of the nation's founding principles.

**Ryan Herpy, “The role of precedent in constitutional law.”** *PO-231, Aniskovich*. Precedent is an important part of our governmental system, allowing for consistent rulings to be fairly passed down. However, the notion of precedent is a gray area not mentioned in the U.S. Constitution. My project aims to convey a clear understanding of precedent – its strengths, weaknesses, and overall place in our system. I cite a number of relevant court cases that have incorporated the idea of precedent in recent years and consider how precedent should be used by the courts.

**Joseph Kelly, “Impeachment and the wrongdoings of politicians.”** *PO-231, Aniskovich*. This paper asks and answers the question of whether impeachment is still an effective method and practice in American politics. The main individuals examined are Presidents Nixon, Clinton, and Trump. Six main points are discussed, including an overview of its language (as written in the Constitution), a history of its origins, political partisanship during times of impeachment, how society reacts to these trials, how society is impacted, and examples of impeachment not affecting the executive branch. Despite its consequences, it is argued that impeachment has been and remains an effective and appropriate way of handling the wrongdoings of politicians.

**Sophie Olander, “How to be a nutritionist.”** *SC-114, Sanzone*. My project explores the overarching idea of what nutrition is and how it is applicable to everyone's life. Specifically, I focus on what actually goes into becoming a nutritionist, both with a general focus and with a focus specifically on athletes. I consider how best to define a nutritionist and a sports nutritionist, what classes, degrees, and majors are appropriate for each, a timeline for general nutritionists, and the duties of an athletic nutritionist.



**Chloe Oliver, “Unified sports and exceptional child psychology.”** *PY/ED-229, Pepper*. My project draws on my experience as a Unified Sports volunteer whilst researching exceptional child psychology, specifically down syndrome. It expands upon the details of each practice session, the interactions among teachers, helpers, and players, and the ultimate aims of the tournament. Furthermore, I argue that more students should participate in Unified Sports, and that the four Dominican Pillars at Albertus Magnus College call for us to promote the autonomy of students with special needs. The social and academic lessons learned through this kind of volunteer experience also do much to enrich the liberal arts-based education offered at the College.

**Mia Ramadai, “A Survey of Plato's Laws.”** *PO-390, Aniskovich*. My project explores Plato's *Laws* and the ingredients Plato believes to be necessary to establish a perfect city or regime. Each book of the *Laws* discusses and analyzes a different aspect of the project of creating a city: for example education, the making of laws, activity of governing, selection of political leaders, etc. Throughout the *Laws*,

the reader can see how relevant Plato's work is to the modern world. As I read this text, I became fascinated by how accurate and truthful it is: if our country took Plato's advice, our society would look very different indeed. By undertaking a careful survey of the *Laws*, I aim to share the insights afforded by my own reading of this book.

**Amanda Savinelli, "An experiment in self-management."** PY-210, *Evarts*. For my project, I undertook a kind of experiment in self-management. My goal was to modify my behavior such that I would no longer pick up my phone right away when I wake up in the morning. To achieve this modification, I used both negative punishments and antecedent controls. Every day for six weeks, I recorded the time I woke up, the time I first went on my phone, and how long I spent on it during the first pick-up. In this way, I was able to reduce the amount of time spent on my phone in the mornings and I succeeded in training myself not to go on it right when I wake up.

**Amanda Stetson, "Advice for first-year teachers."** ED-392, *Mannarino*. As my cohort and I wrap up our final semester as student teachers, our sights are set on the next stage of our journey, after graduation: the notoriously difficult first year teaching. Based on research from testimonies of

first-year teachers, I focused on four common areas of struggle: maintaining personal sanity, imposter syndrome, dealing with parents, and classroom management. Based on this research and on my own personal experiences, I created a presentation to convey what I learned to my cohort in a visually engaging and, hopefully, uplifting way.



**Sam Witt, "The value of mental health support for young athletes."** EN-107, *DeVaul-Robichaud*. Youth athletes and their support network of family, friends, coaches, and teachers often overlook the relationship between their mental health and both athletic and academic success. Since the COVID-19 pandemic, however, mental health

has become a more prominent subject of discussion. This essay offers a critical engagement with two poems about young athletes and, in view of them, considers how mental health issues can escalate into stress, anxiety, depression, and even suicidal ideation if not supported in a timely manner. The essay promotes increased awareness about mental health and explores ways to help young athletes who are struggling.

## BUSINESS AND LEADERSHIP

**Sam Anderson, "All demand, no supply: The chip shortage in the EV market."** BE-204, *Elias*. This project addresses recent issues of supply and demand in the electrical vehicle market. It accounts for why these issues have arisen in the way they have, how we may have gotten into them, and what the future of this market may look like. It also considers how the industry and producers can help combat the recent rise in demand for semiconductors.

**Logan Bateman, "The evolution and economic impact of advertisement."** MG-322, *Puskar*. Just about everyone has seen an advertisement that has influenced them to buy a product they prob-

ably do not need. For my project, I delivered a presentation examining why different types of advertising influence consumers along with the economic impact advertisements have on society. Advertisements have taken over the world, people are often influenced by them, and this tends to have a positive impact on the economy. The industry was long dominated by print, radio, and billboard advertisements, but virtual media has now taken over. Companies can now reach more consumers at the click of a button, and this has led consumers to invest more into the economy.

**Alexandre Gagnon, “Interpreting and representing financial statements.”** *CIS-171, Garavanta.* My project focuses on Palantir Technologies, Inc. It offers an analysis of their financial statements by providing financial ratios, including liquidity, asset management, debt management, profitability, market value, and others. These are presented on a spreadsheet based the balance sheet, income statement, and cash flow statements of this publicly traded company. Graphs and tables are provided as visual representations of this financial data. The aim is to bring to light the company’s strengths, while also considering how to improve upon its weaknesses.



**Aidan Patterson, “New uses for old shipping containers.”** *BE-162, DelFavero.* For my project, I developed an idea, designed a product, and then priced out what that product would cost to build. I took old shipping containers and priced out four products: 40- and 20-foot shipping containers converted into portable toilets; a 20-foot open side door container converted into a gym; and a 40-foot container converted into a storage unit. Through the project, I gained experience developing these products from scratch in a real-world scenario.

**Anh Pham, “Edward Snowden: Unethical whistleblower or national hero?”** *CIS-330, Garavanta.* In 2013, Edward Snowden revealed that the U.S. government was spying broadly on its own population. But is Snowden a criminal, or a hero? In this paper, I consider this question and examine what led Snowden to leak such highly classified information to the public, even while knowing he could go to prison for doing so. The essay analyzes moral, ethical, and legal issues related to Snowden’s actions and considers how our data privacy can be more effectively protected.



**Cameron Weitzman, “The Sherman Antitrust Act and the National Hockey League Lockout of 2012.”** *BE-334, Aniskovich.* In 2012-2013, the National Hockey League and The National Hockey Leagues Players Association agreed to a lockout, which saw the half of the season lost. This is because they were unable to settle on a new Collective Bargaining Agreement. This was the first lockout since 2005, when the entire season was lost. In my essay, I consider how the NHL players association used the Sherman Antitrust Law to force a collective bargaining agreement that ended the lockout.



# ALBERTUS MAGNUS COLLEGE

A Catholic College in the Dominican Tradition

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