thetech.com

Volume 139, Number 24



WEATHER, p. 2

THU: 66° F | 51° F
Sunny.

FRI: 62° F | 48° F
Partly Sunny.

SAT: 55° F | 48° F
Cloudy.

Thursday, October 24, 2019

# MIT librarians will vote on unionizing

Director of MIT Libraries Bourg says the "administration respects your right to make this decision"

By Kristina Chen
ASSOCIATE NEWS EDITOR

Workers at MIT's libraries are campaigning to unionize with the American Federation of State, County, and Municipal Employees (AFSCME) Council 93. After submitting a petition to the National Labor Relations Board (NLRB) Oct. 15, over 100 eligible library workers will vote on whether to unionize Nov. 6.

Director of MIT Libraries Chris Bourg wrote in a letter to inform library workers about the vote, "The administration respects your right to make this decision and will honor the results of the upcoming election. The decision is yours and we will respect it. I encourage all library employees who are eligible to vote to do so, to ensure that your voice will be heard."

A website outlining unionization goals calls for "A Better MIT" and lists the library workers' demands, including a higher salary for support and administrative staff, promotion paths, and a quicker transition for employees from temporary to long-term status.

In a phone interview with *The Tech*, Margaret Willison, access services assistant at MIT's Dewey Library, said, "The sort of overarching thing that we want is more considered, consistent, and ethical treatment for people at our tier of the library, which is librarians who don't supervise or manage any full time employees or access services staff and basically handle the material running of the library."

Willison, who has been working in the Libraries since 2007, said that her role has evolved in the past 12 years, though the name of her position has stayed the same. Many

long-time employees like her find that "there's no system in place to meaningfully recognize and reward or progress on that." Willison and her colleagues want this trend to change.

If a majority of library workers vote to unionize, AFSCME would become the workers' exclusive bargaining agent for pay, hours, and other conditions of employment. MIT would no longer be able to work with the employees directly to resolve related issues, unless authorized to do so by the union.

In an email to *The Tech*, Bourg wrote, "While the petition was surprising, the decision is for each individual to make and we respect it. Regardless of the outcome of this election, I am committed to continuing to work with library employees on behalf of the health and welfare of our workforce."

Bourg continued, "We have already been working on a number of fronts within Libraries to address the concerns we have heard, including conducting a wide-ranging compensation review and the establishment of working groups devoted to fostering an inclusive and welcoming Libraries culture."

A hack was organized by library workers in Lobby 7 Oct. 16: a large banner printed with the words "The Future of Libraries is UNIONIZED" was hung from the balconies. The hack was taken down within two hours, which Willison described as a "pretty disappointing reaction as far as the Institute is concerned."

Willison said she has received support from students and community members. "When people come into the library, the people that they're interacting with are us. For

Library, Page 2



**Teams move into position** as they begin the course for the Women's Club 4+ race in the Head of the Charles Regatta this weekend.

# Chair of the Faculty and Provost create committees to evaluate MIT's outside engagements, gifts

Committees to present completed reports by spring 2020

By Suleman Thaniana

Chair of the Faculty Rick Danheiser and Provost Martin Schmidt PhD '88 announced the creation of two committees Oct. 15 — the Ad Hoc Faculty Committee on Guidelines for Outside Engagements and the Ad Hoc Committee to Review MIT Gift Processes — to recommend new guidelines for the Institute's relationships with funding sources. According to an MIT News article, the two committees began their work immediately.

Tavneet Suri, associate professor at the Sloan School of Management,

is the chair of the Ad Hoc Faculty Committee on Guidelines for Outside Engagements. The committee has a total of 18 faculty members.

The committee will provide an interim report Jan. 31, 2020, with a complete holistic report due spring 2020. The complete report will include a discussion of MIT's core values that the MIT community must use when determining whether engagements with governments, corporations and private individuals are acceptable.

The committee includes an International Engagements Subcommittee that will provide additional

guidelines specific to engagements involving countries with problematic political, civil, and human rights records.

The committee will gather input through meetings with various departments and through a number of focus groups. These focus groups will be composed of faculty, undergraduate and graduate students, postdoctoral researchers, and alumni.

To further the involvement of students, the Undergraduate Association and the Graduate Student

Committees, Page 2

### **IN SHORT**

Missed the **flu shot** clinics? Make an appointment to get a flu shot by calling MIT Medical's Flu Line at 617-253-4865 any weekday until Nov. 25.

**Family weekend** runs Oct. 25–26.

Second quarter **physical education classes** start Oct. 28.

Interested in **joining** *The Tech*? Stop by for dinner Sundays at 6 p.m. or email *join@tech.mit.edu*.

Send news and tips to *news@ tech.mit.edu*.



VICTORIA DZIECIOL—THE TECH

**MIT community members search for free items** to take home at the monthly Choose to Reuse event in the Stata Center Lobby Thursday.

### Community garden open to visitors

UA Sustain, MIT's Office of Sustainability, and MIT Ground Services collaborated to create The Hive, a sustainability garden located on Saxon Lawn near Walker Memorial. The garden is the product of a 2017 survey conducted by UA Sustain. According to the Office of Sustainability, the survey indicated great student interest in a community garden.

The garden's design, which includes hexagonal cedar planters and an irrigation system, was approved during the summer of 2019. Construction began at the same time. Students helped install planters and tables, build chairs in the Architecture Shop,

and plant flowers and other

In addition to providing a relaxing space for MIT community members, The Hive brings awareness to the important role of pollinators, such as bees, birds, and butterflies, in sustaining food security and environmental health.

Future goals of The Hive include making the garden a home to the local pollinator population as well as a community space for sustainability education.

Those interested in learning more about the garden and its goals can attend the The Hive Garden Open House Friday, Oct. 25 3 p.m.-4 p.m.

–Kristina Chen

### **BLACK COMEDY**

Jojo Rabbit satirizes the Nazis. **ARTS, p. 7** 

### **CRIMES OF INATTENTION**

Seth Lloyd must resign. **OPINION**, **p. 4** 

### DEMOCRATIZE MIT

All of MIT must have a say. **OPINION**, **p. 4** 



### MALEFICENT RETURNS

A feminist take on *Sleeping* Beauty. **ARTS**, **p. 7** 

# THINKING ABOUT THOUGHTS

The Saxe Lab studies social cognition.

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**WEATHER** 

## Looking ahead to winter

By Sarah Weidman
STAFF METEOROLOGIST

In a recent winter outlook, NOAA projected that much of the US will have a warmer-thanaverage winter this year. However, this doesn't mean that you should throw away your winter coats; on average, temperatures may be warmer, but expect large swings in temperature throughout the season. Warmer weather also does not mean less snow; snow often falls at temperatures hovering around freezing, and there will be plenty of below-freezing days in Boston this winter. The winter outlook also projects a wetter-thanaverage winter in the northern part of the country, especially in the Midwest and Northern Rockies. Regardless, keep in mind that the NOAA winter outlook is based off of many uncertainties, so exact temperatures or precipitation totals are unpredictable more than a week in advance.

In the shorter term, fall continues to bring cool, wet weather to Boston. As the trees turn vibrant colors, the sky remains a steady gray. After a dry Friday morning, expect a few showers on Friday night as a cold front passes through, and then more rain on Sunday as a low pressure system rolls in from the Ohio River Valley. Enjoy the dry outdoors as much as you can on Saturday (especially if your parents are visiting!) before the next storm hits; light showers may continue into the beginning of next week.

### **Extended Forecast**

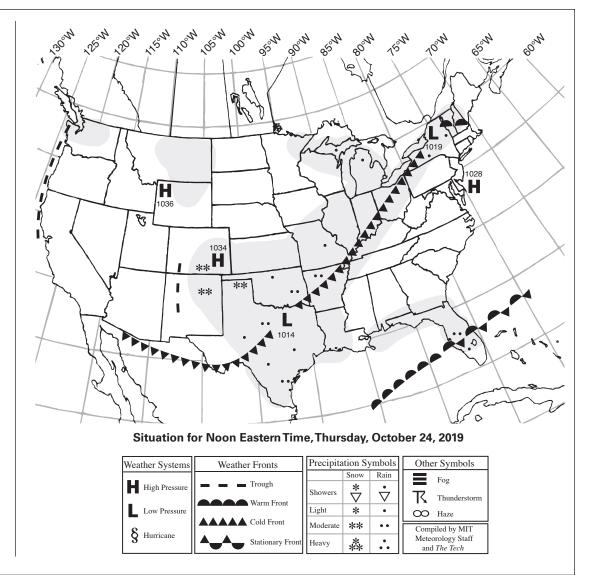
**Today**: Sunny. High around 66°F (19°C). Southwest winds around 10-15 mph, with gusts as high as 23 mph.

**Tonight**: Mostly clear. Low around 51°F (11°C). Southwest winds around 7-12 mph.

**Tomorrow:** Partly sunny, then chance of showers. High around 62°F (17°C) and low around 48°F (9°C). Southeast, becoming northwest winds at 5-8 mph.

**Saturday**: Mostly sunny. High around 55°F (13°C) and low around 48°F (9°C). North winds around 7-10 mph.

Sunday: Rain likely. High around 57°F (14°C).



# Over 100 employees eligible to vote to join AFSCME Nov. 6

Library, from Page 1

the majority of students, I'm the librarian, regardless of whether that's my job title or not."

Willison expects that the workers will be able to unite successfully. "We have this really admirable

goal of figuring out what libraries are going to look like in the future." Under such circumstances, "I really think that it's necessary to have someone at the table with workers of my tier in the Libraries so that our voices are heard effectively," she concluded.

# Student committee formed to advise faculty, create report

Committees, from Page 1

Council will form a Student Committee on Outside Engagements. This student committee will advise the faculty committee and will create their own report. This student-created report will be included in the appendix of the faculty committee's report

Suri told *MIT News*, "This standard compels us to deal with the issues confronting us with the gravity they demand.... We have the chance to create and articulate a set of values and guiding principles, consistent with our mission, that will direct all our outside engagements, grants, gifts, and collaborations."

Peter Fisher, head of the physics department, will chair the Ad Hoc Committee to Review MIT Gift Processes. In a statement to MIT News, Fisher said this committee will "concern itself with how and when, in the process of soliciting, processing, and accepting a gift the principles developed by Professor Suri's committee are applied."

The committee will familiarize itself with MIT's current processes for soliciting, processing and accepting gifts and study peer institutions' approaches to gifts and donations. Using various case studies of the gifts received by the Institute, including Jeffrey Epstein's donations, the committee will identify improvements that need to be made .

The committee's final report is due on June 1, 2020. It will provide an interim report Jan. 15, 2020.

Danheiser and Schmidt have asked the two committees to complete their work by spring 2020, after which their findings and recommendations will be shared with the MIT community for comment.

Schmidt is optimistic about the work of these committees. He said to *MIT News*, "I am confident that by harnessing the wisdom of many members of the MIT community, we will emerge with a robust, and much improved, framework to govern our outside engagements going forward."

# Do you have a question for President Reif?

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Thursday, October 24, 2019

The Tech 3



**Alicja Kwade's Reconstituted Objects collection,** on display now at the MIT List Visual Arts Center.

**Solution to Foxtrot** 

from page 9

1 9 8 6 5 2 3 4 7
4 3 5 1 7 8 9 6 2

### Solution to Waltz

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1	2	9	3	7	5	6	4	8
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3	5	4	2	1	9	8	7	6
9	1	6	8	2	5	7	3	4
7	4	3	9	6	1	2	8	5
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### Solution to Tango from page 10

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7	1	8	2	9	4		6	3
	2	9	3	1	5	6	7	4
1	4	2	5	3	7	8	9	6
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9	3	1			6	7	8	5

### Solution to Quickstep from page 11

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8	9	1	3	2	4	5	6	7
9	1	2	4	3	5	6	7	8
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3	4	5	7	6	8	9	1	2
7	8	9	2	1	3	4	5	6
4	5	6	8	7	9	1	2	3

### **Solution to Needle**

from page 9														
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# MIT Federal Credit Union Seeks Candidates for 2020 Board of Directors Election

Our members own MIT Federal Credit Union. With that in mind, our member-elected, volunteer Board of Directors formulate and support decisions with our members' and the MIT Community's interest at heart.

MIT Federal Credit Union's nominating committee is currently seeking credit union members who are interested in serving on the Board of Directors. Three 3-year terms on the board will be open for the 2020 election in the Spring.

The application deadline is Friday, November 29, 2019. If interested or for more info, visit **mitfcu.org/elections** 



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### **GUEST COLUMN**

# Seth Lloyd should not be teaching at MIT

Seth Lloyd took money from Epstein. When will he be held accountable?

By Eleanor Graham

I often find myself required to make difficult decisions about my schedule. These decisions range from whether to take a light load and focus on research to whether to drop a technical class and explore the arts, among many broader questions about my graduation and future. Until this semester, however, I have never been asked to decide whether or not I am willing to learn from a man who knowingly took donations from a convicted pedophile.

When I saw Seth Lloyd's name on my registration, as the professor for 18.435 (Quantum Computation), I wanted to believe it was a scheduling error. Two weeks prior, the MIT administration had released a statement that the Institute had taken money from Jeffrey Epstein, with the money going to the Media Lab and Seth Lloyd. I knew he had taught the class in previous years, and I knew MIT could be slow with scheduling. Surely it was a holdover, something they hadn't had time to update after finding a last-minute replacement. Still, I stayed up late that night, reading and rereading Seth Lloyd's public apology on Medium. I decided to go to class with the hope that I'd find one of two things in the classroom: either a new professor, or a reformed

The second he used his power as a professor to confine us in that classroom ... any base that his apologies could possibly have rested on was eroded.

We began our first day of class normally, even as Seth Lloyd stood at the front of the room. We went over the syllabus, raising our hands to let him know if we're course 6, course 8, course 18, course 15. Then he turned to us and said that he was about to talk about something that might be upsetting. "How many of you have heard of Jeffrey Epstein?"

One student in the front row didn't raise his hand. Seth Lloyd frowned at him. "I'm sorry. Some of this material may be shocking if you aren't aware of it, but it's important for you to hear."

There was no opportunity to leave the room. Even though Seth Lloyd recognized that this was a difficult conversation, he did not provide a safe way to exit the situation; just an assumption that whatever he had to say was more important than our own mental health and safety.

Let me be perfectly clear: there was nothing that Seth Lloyd could possibly have had to say that would be more important, not least of all what he ended up saying. The second he used his power as a professor to confine us in that classroom while he monologued for half an hour about his experiences with Jeffrey Epstein, any base that his apologies could possibly have rested on was eroded. There was no information that couldn't have been sent in an optional email to the class. This was a power play, pure and simple.

Everything that Seth Lloyd said in that classroom has remained private, even though much of it is shocking and informative. Seth Lloyd asked us not to share one small section near the end of the monologue, a section that I would characterize as vaguely positive and non-incriminating. I have followed this request. The rest of the speech was fair game, though nobody has taken him up on this until now.

"How many of you have read my apology on *Medium?*" Thinking of my sleepless night, I raised my hand. Most of the room kept their hands down. Seth Lloyd looked at us, bemused. "In my freshman advising seminar, everyone looked it up beforehand."

Seth Lloyd is advising freshmen. I don't think this fact has been widely publicized: Seth Lloyd is advising freshmen. The MIT administration has professed its supposed commitment to protecting freshmen from difficult situations. When it came to letting freshmen walk into a room during orientation and receive advice — yes, advice — from a man who visited Jeffrey Epstein in prison, they did nothing. They left incoming freshmen to anxiously read Seth Lloyd's apology on Medium, every last one of them.

No more polls of the class. It was time for the apology, the monologue, the narrative, whatever you want to call it. Like so many others implicated in this scandal inside and outside MIT, Seth Lloyd first met Epstein through his agent, John Brockman. Epstein became Seth Lloyd's research donor and then his friend.

When Epstein was first convicted in 2008, Seth Lloyd reached out to the women in his life for advice on what to do. His wife advised him not to take the money. He looked for a second opinion. His mother worked with at-risk youth in the prison system. Seth Lloyd said that of the students she worked with, the ones who received support were least likely to reoffend. It was unclear to me whether Seth Lloyd actually asked his mother about Epstein's specific case here. I'm assuming not. The idea that a multimillionaire was engaging in pedophilia because he was unsupported by society is laughable.

Still, with this advice in hand, Seth Lloyd decided to visit Epstein in prison to see if he had any intentions of reforming. He noted that by the time he visited Epstein, Epstein was already on partial house arrest, having used his power and status to talk his way out of staying in the prison proper. Seth Lloyd asked the question that he came to ask, and says that Epstein said the following: "I am going to do whatever I have to do not to go back to prison."

At the time, Seth Lloyd interpreted this as a statement of reform from a man that had been scared straight. Now, judging from the meaningful looks he gave the class and the resulting gasps, Seth Lloyd saw it as a harbinger of Epstein's eventual suicide in prison, a decade later. There's a simpler interpretation too: these were the words of a man who was determined to use his power in order to get away with his crimes.

After his release from prison, Epstein slowly returned to hosting conferences and making philanthropic donations. Seth Lloyd claimed that he was happy to see Epstein reintegrate with society and saw this philanthropy as Epstein paying his debt to

society. He took Epstein's money, on two separate instances since Epstein's conviction, for two reasons. First, he was still funded by a grant from before Epstein's conviction, so he reasoned that his name was already associated with Epstein. Second, he wanted to do Epstein a favor and support his continued reform by allowing him to pursue philanthropy. He claimed that he was well-funded by existing grants and did not need the money for research, but did use it to take a sabbatical.

### Seth Lloyd continued to perform crimes of inattention throughout the entire class ... What does this say about his capacity to reform?

Let me reiterate: Seth Lloyd claims that he took money from a "reformed" pedophile as a personal favor to said pedophile. A simple internet search, as Seth Lloyd acknowledges, would have revealed that said pedophile was in fact not "reformed" at all.

Seth Lloyd admitted that he ignored all of the warning signs. He characterized his own mistakes as "crimes of inattention" and acknowledged that he had the privilege to not pay attention while many others had no choice. He said that as soon as he heard the allegations, he cut off ties with Epstein and began trying to make amends with everyone harmed by the situation. He said that he always believes sexual assault survivors, on principle. He drew from examples of students he's worked with as an advisor. He detailed the attempts that he's made to return Epstein's money and support assault survivors. This part is the apology, much of it familiar from the public Medium post.

I don't think Seth Lloyd's apology was any better or worse than the dozens of apologies that we've seen in the past few months from others involved in the Epstein scandal. However, it was directly invalidated by everything else that I saw in that classroom. If Seth Lloyd had quietly directed the class to the online apology, made an anonymous form for comments, and not subjected us to this performance, I don't think I would be writing this article. By not providing a safe way for students to opt out of listening to the apology, by continuing to require mandatory attendance for this semester's class (enforced by only providing the problem sets in lecture), by constantly saying "victims" instead of "survivors" and then loudly correcting himself, Seth Lloyd continued to perform crimes of inattention throughout the entire class, albeit on a smaller scale. What does this say about his capacity to reform?

In his final remark, after the apology, Seth Lloyd returned to the subject of Epstein himself. He said that "Jeffrey Epstein was a charming friend, likeable. I was taken in by it. Nobody should have died like that. He needed to go to trial."

Then Seth Lloyd turned to us, the students. He looked across the room, contemplating us. Few people seemed to meet his eyes.

**Lloyd,** Page 5

### **OPINION POLICY**

**Editorials** are the official opinion of *The Tech*. They are written by the Editorial Board, which consists of Publisher Áron Ricardo Perez-Lopez, Editor in Chief Jessica Shi, Managing Editor Ivana Alardin, Executive Editor Nathan Liang, and Opinion

**Dissents** are the signed opinions of editorial board members choosing to publish their disagreement with the editorial.

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### **TO REACH US**

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Thursday, October 24, 2019

# Seth Lloyd's in-class apology demonstrates his inattention towards students' mental health and safety

Lloyd, from Page 4

"What should I do now?" he asked, met with silence. An idea occurred to him, as if he suddenly understood why we were quiet.

"If you have concerns that you want to share in private, you can set up a meeting in my office." He seemed surprised, even disappointed, when the silence intensified. As if he was waiting for us to tell him what to do.

One person asked a question about the broader ethics of research funding, without touching on the particulars of the Epstein case. After answering this and receiving no more questions, Seth Lloyd took our silence as permission to return to business as usual. He made jokes for the rest of class, shared rambling personal anecdotes about the academic hiring process, and ended with a tenminute discussion on the basics of information theory (the only academic content in the entire lecture). I staggered out of the room an hour later, contemplating my options.

I did not speak up in that classroom. I did not meet Seth Lloyd privately in his office. The comments to my advisor in the add/drop form I submitted that afternoon were profoundly bland: "The teaching style of 18.435 didn't work well for me so I'm dropping it." I assumed that if I kept my head down, someone else would confront him, someone who would be taking less of a risk with their future career. Maybe, just maybe, one of the people whose job it was to deal with this.

Over and over again, the pattern that emerged in Seth Lloyd's apology is inattention — that he needs to be explicitly told when he has done wrong.

The next day, *The New Yorker* broke its story about Joi Ito's concealment of the true scope of Epstein's donations to MIT. Amid calls for Ito's resignation and questions about the Media Lab's future, Seth Lloyd slipped under the radar. President Reif announced an

investigation into Epstein's involvement with MIT, claiming that Goodwin Procter would look for additional evidence and hidden donations. But we already know that Seth Lloyd has taken money from Epstein. We've known that for months. What about the promised investigation into him?

Nobody else is going to tell Seth Lloyd what he should do. Nobody besides the students. He was wrong to look to us for advice, but that's not going to keep me from answering.

As long as Seth Lloyd teaches at MIT, our institution suffers. The opportunity to study quantum computation should not be restricted by how easily you can put aside your moral discomfort regarding a man who takes money from pedophiles as a supposed act of charity. This is a barrier to learning for survivors of sexual assault, for women (after all, Epstein's survivors are women), and for others upon others. The next generation of scientists depends on precisely the people who are excluded by Seth Lloyd's class.

I hold no resentment towards anyone who continues to take classes from Seth Lloyd. As

students, we have been put in a difficult position, forced to choose between our morals and our professional development. We should not have been placed in this situation. MIT should have put its foot down at the start of the semester. I cannot fault anyone for deciding not to take on this burden for themselves, except the MIT administration.

Over and over again, the pattern that emerged in Seth Lloyd's apology is inattention — that he needs to be explicitly told when he has done wrong. This inattention is wildly incompatible with the responsibilities of a teacher and an advisor. It is unacceptable to expect Seth Lloyd's students and advisees to spend their own time and effort reforming him by pointing out every new crime of inattention. If Seth Lloyd is looking to be told by students where he has done wrong, here it is: by continuing to teach, by continuing to advise undergraduate and graduate students, by continuing to be a part of our scientific community, Seth Lloyd is continuing to do harm. Seth Lloyd should not remain at MIT.

Eleanor Graham is a member of the MIT Class of 2020 studying physics.

### **GUEST COLUMN**

# The struggle to democratize MIT

### Undemocratic committees won't stop unethical financial partnerships

The MIT administration's cultivation of a financial partnership with Jeffrey Epstein at the time, a convicted sex offender was not simply a "mistake of judgment" by a few individuals as claimed. It was the logical consequence of a plutocratic system working as intended. This system, which has allowed at least two faculty members to cultivate partnerships with Epstein, burnishing his reputation within elite academia in exchange for at least \$7.5 million in gifts, continues to work unabated. Those who made unethical decisions for personal and institutional gain continue to do so without accountability, enabled by MIT's entrenched system of top-down, closed-door decisionmaking. Under this system, top administrators have repeatedly approved unethical funding from numerous sources - not only Epstein, but also the benefactor of climate change denial David Koch, the authoritarian Kingdom of Saudi Arabia, and many more. Now, the same administrators want to create the appearance of reform while holding onto their uncontested authority.

On Tuesday, Oct. 15, the MIT administration announced its plan to create two ad hoc committees that "will examine MIT's external engagements and review its policies and processes on soliciting and accepting gifts." But this plan does not create the possibility of meaningful accountability or structural change. All of the committees' members are selected by the provost and the chair of the faculty, both of whom work closely with President L. Rafael Reif and other top administrators. Like all other faculty committees, they are merely consultative, i.e., the faculty appointees can only make recommendations, but not any final decisions. And although funding decisions also impact the students and staff who perform research, the committees are comosed exclusively of faculty and administra tors. Through this plan, top administrators retain final say over all funding decisions, and there is no reason to expect they will change the system that brought Jeffrey Epstein onto MIT's campus.

Before this plan was announced, a coalition of concerned students, staff, faculty, and alumni presented an alternative proposal called Democratize MIT. We propose a deliberative body that has three fundamental differences from the administration's appointed committees. Democratize MIT calls for a body that is:

Democratically elected, not appointed. Representatives should be chosen through a fair and open process that is independent of the MIT Corporation, the President, and other administrators. The elections must be regular and open to all faculty, students, staff, and alumni.

Deliberative and binding, not merely consultative. Usually, appointed committees are tasked with making recommendations or producing reports, which may then be accepted or rejected by the administration. Democratize MIT calls for a deliberative body with the binding power to make final decisions regarding the ethics of funding. The elected body is intended to complement, rather than sub-

stitute, other bodies of financial review and oversight. The body's main task should be to decide particularly controversial cases involving large amounts of money.

Inclusive of students, staff, and alumni; not exclusive to faculty and administrators. All constituencies should have voting power in the election and representation in the elected body. The body should have access to information about all donors, funding sources, gifts, and research contracts at the Institute — whether sponsored or nonsponsored, existing or proposed. Any MIT affiliate should be able to observe the meetings, express concerns, or propose that the elected body consider a particular gift, research contract, donor, or funding source.

All of the committees' members are selected by the Provost and the Chair of the Faculty, both of whom work closely with President L. Rafael Reif and other top administrators.

On Friday, Oct. 11, a group of students and staff organizers met with President Reif and formally presented the Democratize MIT proposal. We urged Reif to consider the proposal before moving forward with plans for appointed, consultative, exclusive committees. At the meeting, Reif agreed to consider and respond to the proposal. Shortly after, the administration officially announced the Ad Hoc Faculty Committee on Guidelines for Outside Engagements and the Ad Hoc Committee to Review MIT Gift Processes These nounced committees are unlikely to produce meaningful institutional change, because they will operate within MIT's unusually undemocratic structure of governance. At most universities, democratic governance is conducted through a faculty senate, an elected body that advocates for faculty perspectives and creates academic policy independently of the administration. MIT is unusual in that it lacks such a body. Instead, MIT faculty participate in governance through multiple standing, ad hoc, and presidential committees, composed of both faculty and administrators, and sometimes a few students.

A former chair of the faculty, Rafael L. Bras, outlined the problems with MIT's committee system in 2004. Less than 10 percent of MIT faculty serve on standing committees, and fewer still consistently influence academic policy through them. The President appoints all members of a committee tasked with nominating faculty members to serve on standing committees or as faculty officers. Then, the officers and standing committee members are elected, from the nominees, in a monthly meeting of the faculty at large. This faculty meeting is chaired by the president, who also

sets the agenda. The meeting is poorly attended, partly because many faculty believe that "all decisions are effectively made before they reach the floor of the faculty meeting and hence their influence is very limited." An MIT Faculty Newsletter editorial described the faculty meetingas "one of the weakest forms of democratic governance." Apart from standing committees, important policy recommendations are made through presidential and ad hoc committees, which are generally appointed directly by the administration. This patchwork of committees creates the appearance of a faculty governing body, ostensibly performing a governance role similar to that of a faculty senate. But unlike a faculty senate, these committees are closely tied to the MIT administration, both in their creation and their ability to influence academic policy.

At the faculty meeting on Wednesday, Oct. 16, nine faculty members presented a motion to establish a more democratic ad hoc committee, which would be elected, include representation of students and staff, and operate independently of the administration. The stated goal of this committee was to "draft a statement of MIT values and standards ... and the procedures to be followed by the Institute in receiving outside funding." The motion had commonalities with the Democratize MIT proposal, but did not include the provision of binding power because this would require a change to the bylaws of the MIT Corporation, which the faculty meeting cannot make. The motion had been on the agenda for a month, since the previous faculty meeting on Sept. 18. Thus, when the administration unilaterally announced its plan for appointed, consultative, exclusive committees without any deliberation or vote, it was fully aware of the more democratic alternative proposed in the faculty motion and by the Democratize MIT coalition. The motion was defeated by a wide margin, after the mostly senior faculty in attendance voted to cut the discussion short. One of the arguments against the motion was that its elected committee would overlap and potentially conflict with the appointed committees that the administration had just announced.

The creation of temporary ad hoc committees has long been an administrative tactic to avoid more permanent forms of accountability. In 1975, MIT arranged with the Shah of Iran to provide graduate training in nuclear engineering for 54 Iranian students sent by the Shah's government in exchange for \$1.4 million. The Tech reported that students were "concerned about nuclear proliferation, repression in Iran, and the nature of the Iranian government," while faculty "expressed serious concern with the issues of selling or degrading MIT degrees or academic admission slots." Despite much opposition from students and faculty, the administration moved forward. A faculty motion, which proposed to create a standing committee to review guidelines for international commitments, was defeated by another to create an ad hoc committee to

consider "the possibility of a standing [faculty] committee."

This ad hoc committee was appointed by President Jerome Wiesner. Months later, its chairman proposed the creation of "a standing committee with broad powers to investigate and review international research, education, and service agreements," but the faculty voted against the proposal, instead creating yet another ad hoc committee "with curtailed authority to review projects for a year before reporting again to the faculty." When the administration announced faculty appointees, a graduate student noted that "the committee is already loaded with people with strong viewpoints - pro-US government and pro-MIT's international programs viewpoints." The second ad hoc committee, like the first, did not establish a permanent mechanism of review and oversight.

When the faculty has taken bolder policy positions, the top administration has chosen to appoint committees on its own. In 1986, as campus mobilizations called on MIT to divest from the apartheid regime in South Africa, the faculty voted to urge the MIT Corporation "to take every step possible to [end apartheid], including the divestment of holdings in those firms doing business in or lending to South Africa." But the Corporation kept the decision entirely under its own auspices. The "Advisory Committee on Shareholder Responsibility," appointed and led by Corporation members, rejected the divestment call and claimed to have "not seen any evidence that the MIT divestment will hasten the ending of apartheid." Even by 1990, President Paul Gray still maintained the Corporation line. The MIT administration's position clashed with that of Nelson Mandela, who later credited the successful divestment efforts at other universities - including the University of California in 1986 — with helping to end apartheid. MIT's role in this history is clearly shameful today.

Any MIT affiliate should be able to observe the meetings, express concerns, or propose that the elected body consider a particular gift, research contract, donor, or funding source.

More recently, there have been multiple cases of appointed, consultative, exclusive committees that have failed to produce meaningful change. In 2015, after faculty, students, and staff mobilized for divestment from fossil fuel companies, the administration appointed a "Climate Change Conversation Committee." According to an editorial in the MIT Faculty Newsletter, "substantial debate was relegated to spe-

Democratize, Page 6

### MIT administration's decision avoids a more democratic process

Democratize, from Page 5

cial forums where the faculty had no power to move a resolution, censor a position, or take any other form of effective action." The committee issued some important recommendations, including one in favor of divestment from coal and tar sands. However, the administration's Climate Action Plan chose to ignore these recommendations, "instead focusing on a repackaging of largely pre-existing programs and a close relationship with the fossil fuel industry."

In 2018, after the state-sponsored assassination of journalist Jamal Khashoggi, President Reif solicited input from the MIT community on the Institute's engagements with the Kingdom of Saudi Arabia. A subsequent report by Associate Provost Richard Lester states that 74 percent of MIT faculty who submitted comments — alongside 76

percent of non-faculty commenters — either strongly objected to or leaned against continuing engagements with Saudi Arabia. Reif appointed an ad hoc committee to consider international engagements and to "report to the MIT administration by this coming September." No report has been published so far, and the administration has decided to continue to accept funding from the Saudi Arabian government and government-controlled sources at the level of \$7.2 million per year.

In 2019, as the MIT community debated various ethical issues regarding the Schwarzman College of Computing, the administration appointed a consultative working group on the "Social Implications and Responsibilities of Computing." Although the group's report offered some helpful recommendations on pedagogy and curriculum, it sidestepped the most pressing moral

and political questions about the college, namely those regarding MIT's corporate and military ties. The group's appointees included Joi Ito, who later resigned from MIT due to the revelation of his financial partnership with Epstein.

Yet again, the MIT administration's latest announcement of appointed, consultative, exclusive committees serves only to avoid a more democratic process. Little will change so long as the administration continues to keep decision-making power away from the rest of the MIT community. Students, staff, faculty, and alumni cannot let the administration continue to repeat its history of complicity. We must democratize MIT.

Join us: democratizemit.org

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THURSDAY, OCTOBER 24, 2019 THE TECH 7

### **MOVIE REVIEW**

# Taika Waititi's *Jojo Rabbit* is worth a watch

Marketed as an 'anti-hate' satire, the film expertly balances the sensitive nature of Nazism with the classic Waititi comedy

By Erika Yang

On paper, Jojo Rabbit seems like a questionable concept for a film: Ten year old Nazi fanatic, Johannes "Jojo" Betzler (Roman Griffin Davis) is living in Nazi Germany during World War II with his imaginary friend Adolf Hitler (Taika Waititi). Jojo is discharged from his Nazi summer camp after being blown up by a grenade, relegating him to hanging up Nazi propaganda back home instead. During this period, he discovers that his mother, Rosie (Scarlett Johansson), has been harboring a Jewish girl, Elsa (Thomasin McKenzie), in his sister's old room.

Marketed as an "anti-hate" satire, the film expertly balances the sensitive nature of the topic with Waititi's classic comedic style. It carefully handles the Nazi topic and makes it clear that it is not trying to offend anyone (except Nazi fanatics). All the negative comments are made in such an exaggerated and comical way that the satirical aspect is evident. The satire serves as a cushion for the more unpleasant events, providing comedic relief with the light Nazi portrayals. Throughout the course of the story, however, the tone becomes less satirical and more sincere in its narrative, diving into more serious themes. As a result, when the tonal shift occurs, it comes almost as a surprise. The shift occurs when the Betzler household is subjected to a search by some Nazi authorities. With Elsa attempting to masquerade as Jojo's older sister, Rosie absent, and Jojo trying to decide between what's wrong and right, this particular scene's tension is palpable as the audience wonders whether or not the Betzlers will be alright and where they will go from this

The film juxtaposes the repercussions of blind fanaticism against the hope of a better future and the preservation of childhood. Jojo's entire belief system is challenged when he befriends Elsa and learns that Jews are not in fact bloodthirsty demons who can read minds as he had been taught all throughout his life. Elsa recognizes that he is not as set in his ways as he thinks he is - after all, he is only a ten year old child who at that point hadn't had any real exposure to the war, and yet he embod-

rent status as a refugee. To Jojo, Elsa is like a whole new species, and he thinks she really is. Everything he knows has been taught to him by prejudiced characters. Given their vastly different backgrounds, it takes some time for the two to trust each other. From threats of murder to dancing on the street, they eventually become close friends and confidants, each learning from the other. At the same time, Rosie is attempting to help Jojo live as a normal ten year old boy

ies everything that has led her to her cur-

while she herself is doing whatever she can to fight against the Nazi powers. It is interesting to note that despite Rosie clearly being against the Nazi regime, her son is as big of a Hitler fan as they come, indicating that perhaps Rosie saw it safer to let Jojo carry those ideas in their Nazi-populated town than to let him into her world that is fraught with graver danger. And even though each half of the mother-son duo has their stark differences, the scenes between the two provide a nice heartwarming break from the war troubles when they're not discussing politics. As the other soldier boys are riding in a caravan, returning broken and bruised from a battle, Rosie and Jojo are serenely biking alongside them, returning from an outdoor jaunt in the countryside.

The cast gave laudable performances all around; the child actors in particular were very memorable. Davis delivers an exemplary performance as a young boy watching his world crumble, while McKenzie is an excellent foil as a young girl who has already seen her world crumble due to the likes of Joio's role models. Waititi himself played Hitler, and it was as comical as one would expect from the same person who played Korg in the Marvel Cinematic Universe - his portrayal was not at all historically accurate (apart from the mustache), nor was it intended to be, playing into the satirical nature of the film.

Aesthetically, the film is remarkable. Instead of the typical grim color palettes of **★★★☆** 

Jojo Rabbit

**Directed by Taika Waititi** 

Screenplay by Taika Waititi

**Starring Roman Griffin** Davis, Thomasin McKenzie, Scarlett Johansson, Sam Rockwell, Rebel Wilson

Rated PG-13, Playing Oct.

World War II movies, Jojo Rabbit went the opposite direction and indulged in a more pleasing pastel tone for the tailends of the movie, signifying the more light-hearted parts. Once more serious events began to unfold, however, there was a distinctive shift to the aforementioned grim colors. Gone were the pretty pastels and humorous incompetencies; in their places were duller colors and imminent threats. The sudden bleakness of the narrative parallels Jojo's realization of how flawed his previous beliefs were. In that way, the color palette throughout the movie matches Jojo's state of mind as he goes from a blissfully ignorant follower to a confused and conflicted child to finally, a boy who has lost yet is still striving to be a good person.

Waititi masterfully crafts a surprisingly heartwarming yet comedic film. While more risks could have been taken with the direction of the narrative, Jojo Rabbit loses none of its poignancy and is an admirable entry into this season's award contenders.



Roman Griffin Davis and Taika Waititi star in Jojo Rabbit.

### **MOVIE REVIEW**

# The sequel to *Maleficent*: not so evil after all

Maleficent and Aurora's relationship is challenged by drama surrounding Aurora's upcoming wedding

**★★★☆** 

### Maleficent: Mistress of Evil

**Directed by Joachim** Rønning

Screenplay by Micah Fitzerman-Blue, Noan Harpster, and Linda Woolverton

Starring Angelina Jolie, Elle Fanning, Harris Dickinson, Michelle Pfeiffer, Sam Riley

Rated PG, Now Playing

### By Vaishnavi Phadnis

Five years after Maleficent first revealed the backstory of our favorite villain, Angelina Jolie and Elle Fanning return to the big screen as Maleficent and Aurora in Disney's Maleficent: Mistress of Evil. The sequel continues to explore the peculiar relationship between Princess Aurora (Elle Fanning) and her dark fairy godmother (Angelina Jolie) as Aurora prepares to marry Prince Philip (Harris Dickinson) in spite of the cunning queen's icy hatred for Maleficent and Maleficent's deep-seated distrust in true love. As the queen's loathing for Maleficent evolves into full-fledged warfare

between the humans and the magical creatures called Moors, the movie's overall predictability is offset by a few surprises.

While the title and trailer paint Maleficent as formidable and ominous music accompanies Maleficent's entries, it's always clear that the queen (Michelle Pfeiffer) is the real villain. We sympathize with Maleficent as she reveals her vulnerabilities, covers up her horns for her daughter's sake at dinner with the future in-laws, and even occasionally sheds a tear. It's obvious that Maleficent's trust issues and protective motherly instincts underlie her violent opposition to the marriage. The film starkly delineates good versus evil, humanizing Maleficent while portraying the queen as one-dimensionally wicked and despotic.

Despite a largely predictable storyline, Henry Braham's immersive cinematography makes this live-action film breathtaking. From the beginning, dizzying camera work and frequently zoomed-in shots of the miniature Moors draw viewers into their world. Many extreme close-ups of Maleficent and the queen set up dramatic confrontations. Montages of distinct color palettes and lighting highlight the contrast between various settings: the sunlit bedrooms of the castle, the nauseatingly rainbow-colored Moor kingdom, the faded, black-and-white cave refuge of the fairies, and the fiery dungeons of the queen's covert operations. The film certainly capti-

Thematically, Maleficent: Mistress of *Evil* somewhat reverses the meek portrayal of women in the original Sleeping Beauty: here, all the prominent characters are women with strong personalities, masterfully played by high-profile actors Angelina Jolie and Michelle Pfeiffer. Aurora, on the

other hand, while more traditionally feminine in her blush pink floral dresses and less aggressive mannerisms, still counteracts stereotypes. Her strong-headedness manifests as she explores the queen's secret dungeons and leaps through windows to rescue her Moor subjects from the queen's attack. This, in turn, enriches the feminist message of the film: femininity and will power are not mutually exclusive. Men are side characters — the king is asleep for most of the film, and the prince hardly does anything significant. In fact, men's roles in the film are so diminished that the character of the prince remains raw and undevel-

oped. Although the movie revolves around a wedding on its surface, it is really about the unconditional love between mother

and daughter. As an engrossing and entertaining film that challenges gender stereotypes, Maleficent: Mistress of Evil contributes to discourse on the modern fairytale spinoff genre. For its target audience of impressionable children, it attempts to combat harmful fairytale patterns of women being helpless and weak. So, while it may not be a rollercoaster of emotions or unexpected events, it is a well-intentioned family film that is nevertheless interesting to watch.



Elle Fanning, Angelina Jolie, and Sam Riley play Aurora, Maleficent, and Diaval in Maleficent: Mistress of Evil.

THURSDAY, OCTOBER 24, 2019

# Thinking about other people's thoughts

The Saxe Lab studies the mechanisms of social cognition and their development in the human brain

By Laura Schmidt-Hong

LAB SPOTLIGHT

Consider the following thought experiment: Person A and Person B, on a tour of a chemical factory, stop to take a coffee break. Person A finds a pot containing white powder — a powder which is actually sugar, but is labeled "deadly poison." Person A put some of this powder into Person B's coffee; Person B drinks it and remains perfectly

How morally permissible was it for Person A to put the powder into Person B's coffee? Should they be blamed for this failed attempt to harm?

Questions like these and more drive professor Rebecca Saxe's research in the McGovern Institute for Brain Research. Saxe, also the associate head of the Brain and Cognitive Sciences Department, posed this "deadly poison" hypothetical to the audience of her 2009 TED talk, "How we read each other's minds." Her lab focuses on understanding social cognition and the development of the human brain. As Saxe explained in her TED talk, the job of a cognitive neuroscience researcher is "to understand how you can put together simple units simple messages over space and time in a network and get this amazing human capacity to think about minds."

One brain region in particular is responsible for this task of "thinking about other people's thoughts," as Heather Kosakowski, a graduate student in Saxe's lab, explained. The right temporo-parietal junction (RTPJ), located above and behind the right ear, displays increased activity when individuals think about what others are thinking, but not when they perform other mental tasks. In 2005, Saxe published a paper in Neuropsychologia highlighting the role of the RTPJ in such cognitions. "It's become known as part of the theory-of-mind network," said Kosakowski, and a central question that remains is "how does that [network] develop

This question served as the inspiration for much of the other work produced by the Saxe Lab and, in particular, for Kosakowski's efforts. "I think trying to understand what is going on at the beginning of human life in the brain — what can babies understand? What do they know? What don't they know? - are some of the most fascinating questions there are," she said.

In order to uncover the neural mechanisms underpinning infant cognition, Kosakowski is expanding on a project originally conducted by Saxe and her former graduate student Ben Deen. Using functional magnetic resonance imaging (fMRI), Saxe and Deen measured babies' responses to different visual categories, such as faces and scenes. Although Saxe and Deen discovered similarities between the locations and levels of neural responses in infants and adults, their study only included data from nine

Now, Kosakowski is working to replicate Saxe and Deen's study, expanding it to include data from up to 26 infants and in response to bodies and objects as stimuli. Her ultimate aim is "to figure out: what is the starting state of the infant brain? Can we tease apart some of the developmental theories about the origin of knowledge and competing theories in cognitive development?".

The day-to-day logistics of such infant studies, however, are anything but straightforward. "Something people find surprising about baby research is how much work actually goes into getting a baby through the door," Kosakowski explained. "There's a lot of work that goes into recruiting and scheduling visits with babies." The extensive data analysis that follows is compounded by other complications — babies' movement in the fMRI scanner or falling asleep, for example. "Getting a baby in is a challenge, getting data from a baby is a challenge, and analyzing data is a challenge," Kosakowski

Still, the Saxe Lab remains a trailblazer in the field of infant brain research because unlike most fMRI studies, which analyze data from sleeping babies - Saxe has "really pioneered research with awake babies," Kosakowski said. Her lab and others are starting to "ask interesting questions about what's going on across the infant brain when infants are awake."



In studying social cognition, the Saxe Lab hopes to understand how humans think about each other's minds.

Yet the Saxe Lab is notable for more than just its research. The culture and values of any lab are important factors that shape the direction of its work; according to Kosakowski. "[Saxe] is really unique as a scientist, as a mentor, and as a person," she explained, "in that she works really hard to build a diverse lab group." Many academic scientists follow a "very traditional trajectory" through their careers, ultimately resulting in an increasingly homogenous culture with "brilliant people — but brilliant people who all really think very similarly," said Kosakowski.

"[Saxe] recognizes that quality science requires a diverse type of thinking and does what she can to make that happen," finding individuals for her lab who do not adhere to this typical academic trajectory, Kosakowski added. "She tries to push back at norms and question their validity in attempts to increase inclusiveness and also to increase the quality of her science." Particularly in a field which examines the ways people think and the developmental reasons for that thinking, the decision to choose researchers with diverse sources and lines of thought is critical.

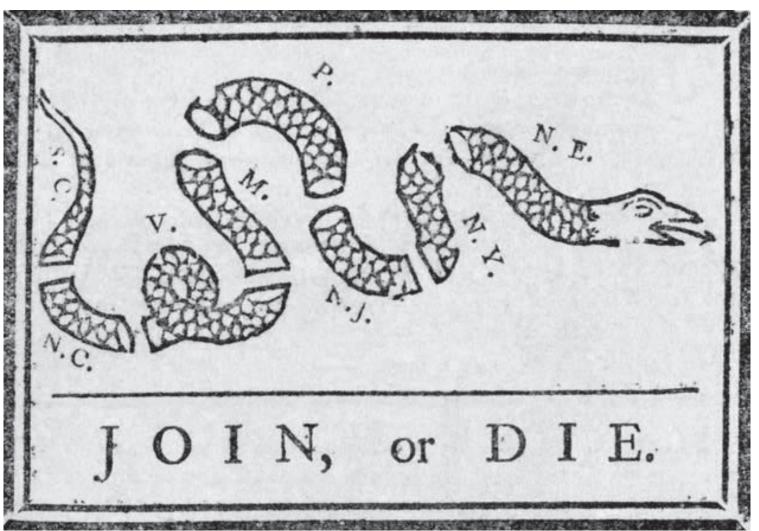
Down the road, the Saxe Lab plans to continue asking and seeking answers to the questions that have always motivated their research: how does the human brain construct thoughts? What is the starting state of the brain? How does experience shape brain responses? According to Kosakowski, studies on the neural basis of navigation, social reward learning, and language learning in infants - as well as Kosakowski's fMRI study on infants' visual preferences - are ongoing in the lab. Ultimately, "there's so much room there to explore more," she said.

As Saxe put it in her TED talk, "The whole project of understanding how brains do the uniquely human things — learn language and abstract concepts, and thinking about other people's thoughts — that's brand new. And we don't know yet what the implications will be of understanding it."

Want to draw graphics that engage, provoke, and speak to the MIT community?

# The Tech is looking for editorial cartoonists.

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### Waltz

Solution, page 3

8 9				5				7
9					2	3		
	1				3	8		
			4			9		
1	2	9	3		5	6	4	8
		7			8			
		6	9				3	
		3	5					1
7				3				6

Instructions: Fill in the grid so that each column, row, and 3 by 3 grid contains exactly one of each of the digits 1 through 9.

### **Foxtrot**

Solution, page 3

1		8						
<b>4 2</b>	3			7			6	
2			4		3	1		8
			7		4			3
	7						2	
3			2		9			
9		6	<b>2</b>		5			4
	4			6			8	5
						6		1

Instructions: Fill in the grid so that each column, row, and 3 by 3 grid contains exactly one of each of the digits 1 through 9.

### **Needle Needers** by Carolyn Stewart

Solution, page 3

### **ACROSS**

- 1 Elementary school support org.
- 4 Nativity trio
- 8 Carried on, as a war
- 13 Cry loudly 14 Apple's tablet
- 15 "Get \_\_ of that!" ("Look!")
- 16 Diabolical
- 17 Give (out) sparingly
- 18 Have a sip of
- 19 Phonographs 22 Hansel's sister
- 23 White weasel 26 Provided dinner for
- 28 Nickname for Katherine
- 29 Baby beagle
- 30 AMA members
- 35 Ocean's rise and fall
- 36 Jumped
- 37 Liquid coloring
- 38 Appliance with an oven
- 39 Mr. 'Iggins of My Fair Lady 40 Gasoline indicators
- 42 "\_\_ that's that!"

- 43 Navigation guide
- 44 Midmorning hour
- 45 Brief track races
- 47 Most docile
- 52 Makers of arm drawings
- 56 Country singer Patsy
- 58 Not doing anything
- 59 Dance movement 60 Interior design
- 61 Capital of Peru
- 62 Golf bag supplies
- 63 Hawaiian carvings
- 64 Close tightly
- 65 Slangy "Sure!"

### **DOWN**

- 1 Highway asphalt worker
- 2 A couple of times
- 4 Piano student's key note
- 6 Audacity
- 7 Creative thought
- 8 Overly diluted
- 3 Parcel out
- 5 Each, informally

- 9 Clock-radio signal

- 10 Exchanging rumors
- 11 Partake of a meal
- 12 President before JFK
- 13 Floating mass of ice 20 Modernize, as a factory
- 21 Affirmative votes
- 24 Gentle push
- 25 Olympic swords
- 27 Adorned
- 28 Posed to propose
- 30 Answer a court charge
- 31 Reddish hair coloring 32 Tailor's measuring device
- 33 Secret agent
- 34 Sailor's assent
- 35 Fraternity "T"
- 38 Charged toward
- 40 Quick
- 41 "Quit your dreaming!"
- 43 Measures for Olympic 45 Across
- 46 Capital of Vietnam
- 48 Teary-eyed
- 49 Lauder of cosmetics
- 50 High-priced
- 14 16 17 18 19 22 24 | 25 26 30 31 32 33 36 39 42 45 48 49 56 57 62 60 61 63
- 51 Sugar amts.
- 53 Portraitist's paints
- 54 Garfield's friend
- 55 \_\_ mater (school song) 56 Chicago summer hrs.

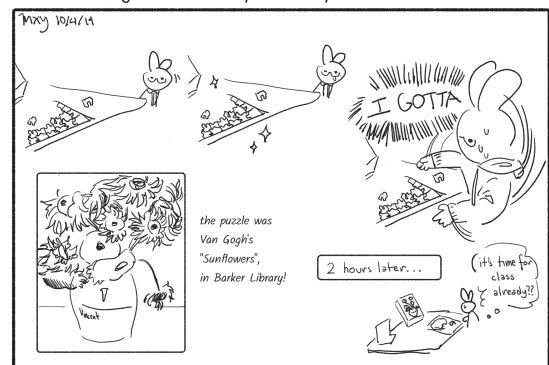
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JNFUNFUNFUNFUN

57 Floral necklace

### miscellany #3: the puzzle pit







a comic about life at the 'tvte

Spill the Tea







Happy B-day Abide!

# **Tango**Solution, page 3

13+ 216× 17+ 2-8× 30+ 6× 6 14× 45× 28+ 42× 20× 2× 32+ 16× 19+ 3 8× 18× 15× 4 216× 28× 126× 6 12× 36× 40× 45× 12× 2

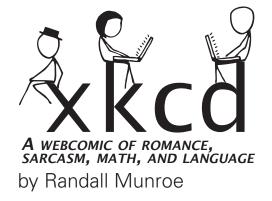
# Quickstep

Solution, page 3

25+	 	 	360×	!	42×	!	 	4
	- 14×	3	<b></b>	36×	3÷	┪	4-	9
		8÷		<b>-</b>		8+	<b></b>	5
72×		<b>-</b>	24×			<del> </del>	28+	
9	<u> </u>	23+		450×		-	<b></b>	
6×					28+		9×	
22+		5	<del>-</del>	48×		<del>-</del>		12×
	-+	27+			3	<b>-</b>	10×	
120×	1		<b>-</b>	; ; ; ; ;	9×		<b></b>	3
	i i			i		i		

Instructions: Fill in the grid so that each column and row contains exactly one of each of the numbers 1–9. Follow the mathematical operations for each box.

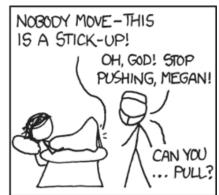
### [746] Birth











12 THE TECH THURSDAY, OCTOBER 24, 2019

**CREW** 

# MIT crew wins various accolades at the Head of the Charles

Men's Heavyweight Collegiate 8+ came first while Women's Lightweight 4 came second overall

By Suleman Thaniana SPORTS WRITER

Various teams from MIT crew took part at the 55th Head of the Charles Regatta, the largest twoday rowing competition in the world. This year the competition consisted of about 11,000 rowers from various colleges, schools, ages, and levels. Amongst all these spheres were the MIT varsity crew

Amongst the most successful crew teams were the Men's Heavyweight Collegiate 8+ team, which captured first position with

a time of 14:25.901, a comfortable 3.219 seconds ahead of the runner-up. The team consisted of Ben Koenig '21, Max von Franque '22, James Greer '22, Cooper Jones '22, Orrie Page '22, Rob Cancio '23, Peter Scott '23, Deniz Sert '23, and cox Alex Meredith '21. The other team with a medal was the Women's Lightweight 4, which finished second overall with a time of 18:06.346, just 8.425 seconds behind British Columbia. The team consisted of Brigid Bane '20, Haley Higginbotham '21, Jaime Cook '22, Kathleen Love '23, and cox Jennifer Nwenyi '20.

Other MIT participants included the Men's Heavyweight Club 4+ Crew, which ranked 18th in their race out of 55 crews; Men's Lightweight 4+ and 8+ Crews, which ranked 14th and 15th place respectively; Women's Openweight Crews, which ranked in the top 10 for both club eights and club singles; and the Women's Lightweight 8s which finished eighth in

This regatta was the 2019-20 debut for most crews who will continue their season at various other regattas, including the Head of the Fish on Oct. 26 in New York.



The Men's Heavyweight Club 8+ departs the start line in the Head of the Charles Regatta Saturday.

### **BALLROOM DANCE**

# **Ballroom Dance Team** shines at UConn Husky Classic 2019

Couples take first in Bronze American Swing, third in Silver International Samba and Jive

By Jessica Bernier

MITBDT had four dancers attend the 2019 UConn Husky Challenge this past Saturday, Oct. 19. The event took place at the Coventry High School in Coventry, Connecticut.

The day began with Smooth and Standard in the morning. Ryan Salazar and Joanna Lin '22 competed together at the Bronze level. They placed sixth in the American Foxtrot and made fi-

nals in all three Standard events, taking home second in Quickstep and fourth in Waltz and Tango. Jerry Bai and Maddie Leone '22 represented MIT at the Silver level. In Smooth, they finaled in all three events, claiming third in the Viennese Waltz and fifth in the Waltz/Tango two-dance. In Standard, Bai and Leone earned sixth in Foxtrot, seventh in the Waltz/ Tango two-dance, and eighth in the syllabus Viennese Waltz against Gold level couples.

The day continued with Rhythm and Latin in the afternoon. In the Bronze Rhythm, Salazar and Lin had a strong performance, winning first place in Swing and earning second in Chacha and Rumba. For Latin, Salazar switched partners and competed in Silver with Leone. They placed third in Samba and Jive and fourth in the Chacha/Rumba two-dance. Bai danced with Lin in Latin as well, and they made semifinals in all Silver events.

### Saturday 26

vs. John Jay and Wentworth 9:00 a.m.

### Coed Sailing

at the NEISA Coed Championship 10:00 a m

### Women's Volleyball vs. Westfield State

11:00 a.m.

Women's Soccer

vs. Springfield 1:00 p.m.

**Field Hockey** 

1:00 p.m.

### Women's Volleyball

vs. Simmons

10:00 a.m.

3:00 p.m.

**Sunday 27** 

**Coed Sailing** at the NEISA Coed Championship

Tuesday 29

Women's Soccer at WPI 4:00 p.m.

Women's Volleyball 7:00 p.m.

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