



Child of the Revolution

<http://blogs.alternet.org/jacobfreeze/2011/05/16/arab-revolutions/>



I went to the woods because I wished to live deliberately, to front only the essential facts of life, and see if I could not learn what it had to teach, and not, when I came to die, discover that I had not lived.- Henry David Thoreau, *Walden*

Editor's Note

When I first read Thoreau's *Walden*, I had to put down the book after I read its immortal first line. I exited Rutherford Library and sat down in the Arts Quad, and began to try to understand what Thoreau was getting at.

The idea of getting to understand oneself, if I am allowed to briefly pontificate here for a moment, by active engagement with one's surroundings and other people is an incredibly pervasive theme throughout human history. From Socrates' discussions with his students to Orwell casting himself as a journalist in the grimy streets of London, we learn about ourselves through the exploration of the world around us.

The Lyceum's goals depart from this point. Simply put, a great majority of people in the twenty first century are fine with the divide between learning in the Academy, and action in the "real world". At university, carrots are often offered to students who can do verbal gymnastics while reading Derrida and coffee mugs, while simultaneously those who want to "do something" about real issues, like poverty in Mogadishu, for example, often act with relatively little knowledge about the full array of issues that surround something like international aid.

At *The Lyceum*, we are concerned with addressing important global issues that affect us all, and coming up with theoretical and practical ways of dealing with those issues. This does not mean that we are simply concerned with international relations. We at *The Lyceum* believe that understanding important issues is impossible without a multidisciplinary perspective offered from sociology, English, history, law, and the sciences. Most importantly, we try to examine how

power relations structure current arrangements, and that there is an essential need to critique those arrangements to figure out how we can live better.

After all, without the hope of learning to live better, we may as well pack up and head off to the woods right now.

The first issue of *The Lyceum* wishes to look broadly at the issue of intervention within the Middle East after the Arab Revolutions shook the world in 2011. Some of our articles are short discussion pieces that are meant to be taken as long op-eds on the subject, like the article by Nariman Saidane. Spencer Baraki take a more academic perspective, examining the historical development of intervention, with Libya as a particular case study for Baraki. Brent Kelly examines how Canada is moving from its classical position as a "peacekeeper" to being actively involved in military strong-arm tactics on the international stage.

At the same time, we have articles on other issues, like Olivia Bako's excellent piece on the effect of neoliberal policies on impoverished women. Devonn Bradys examines the connection between modern hyper-globalization and the trafficking of women in the developing world. Bradys also examines the ineffectiveness of the UN in dealing with corrupt dictators in the Third World.

We at *The Lyceum* hope you enjoy this issue. We also hope you contribute to our next themed issue on aid and aid regimes worldwide. Please drop us an email at eudaimon@ualberta.ca.

Best,

Mustafa Farooq

Editor-In-Chief of *The Lyceum*