

GOVERNMENT DEPARTMENT NEWSLETTER

SKIDMORE COLLEGE

Spring 2014

Happy Birthday to You, Happy Birthday to You, Happy 60th Birthday Department of Government, Happy Birthday to You!

The Department, at 60, still young at heart and agile of mind, is a vibrant place of learning about the political world. Once you begin reading the Spring issue of the Department's Newsletter, thanks to student contributors and editor Jane Dowd, you will be unable to put it down. Our students are thriving in the classrooms on campus, where they analyze and write what they learn about government and governance. They are researching and writing major pieces of scholarship for independent studies and honors theses (Brazil's World Cup; Emergency Medical Service Delivery Models; Solar Energy in Rural India and Bangladesh; and a critique of neo-liberalism in Mexico and Argentina). Some are participating in the Undergraduate Scholars Conference on the American Polity, while others are active in important student clubs that grace Skidmore and the Government Department—including, among others, the Franklin Forum, Model UN, Pi Sigma Alpha, the Environmental Action Club, and J Street U.

Our students are also interning for congressional offices and the White House, political campaigns, and humanitarian organizations at home and abroad. And they are giving back to student/college governance and society, including the Saratoga Springs community, by serving in such diverse organizations as SGA, *The Skidmore News*, The Annual Fund, The Duting Club, The Gospel Choir, The Inter-Varsity Christian Fellowship, Skidmore Hillel, and the Saratoga Mentoring Program.

Our students report from world, national, and regional capitals--and from rural and provincial towns--that they are complementing their classroom studies with amazing experiences in politics, society, and government. Their *tour du monde* includes Denmark, France, Guatemala, Poland, Scotland, Spain, and Washington, DC, among other locales. Students are attending and participating in such diverse conferences as those at West Point on US foreign and defense policy and in Twente, The Netherlands, on EU public policy. Model EU faculty advisor Dr. Kate Graney reports that the Department will host the 2015 EU simulation here at Skidmore, so stay tuned for more developments and how you might lend a hand as host to American and European student participants in the conference.

Our alumni are models of accomplishment and are emboldened to do great things with their lives, whether in law, government, graduate school, international and nongovernmental organizations, public policy, education, media, or foreign affairs. Check out the new Skidmore College Government Department web page, the Skidmore Political Alumni Club of DC page on Facebook, and the Skidmore Government Majors group on LinkedIn to network with alumni for internships, jobs, or advice on graduate or law school.

Our circle of Government faculty is widening to include experts on political theory (Dr. Dustin Gish) and international relations/comparative government (Dr. Yelena Biberman-Ocakli), and in Fall 2014 the Department begins a nationwide search to hire a new tenure-track professor in American Political Behavior. At the same time, students and faculty will bid a fond farewell to Dr. Natalie Johnson, who will begin her tenure-track assistant professorship this Fall at South Carolina's Francis Marion University.

Department professors are publishing articles and books that keep them current in the classroom and lend Skidmore the national exposure it deserves. Faculty research projects cover such topics as free speech and the Supreme Court; Islamist parties and non-Islamist voters in Turkey; presidency-press relations during the Clinton years; the political thought of Czech anti-communist dissidents; EU contributions to international crisis management operations; and the work and life of Marian "Clover" Hooper Adams--wife of Henry Adams (grandson of one president and great-grandson of another)--as a symbol of American democracy. Professors thank Judy Carrico '65 and family for their generous grant that has helped finance these projects.

The Department continued its traditions of featuring faculty in talks with majors (this time with Dr. Graney on the Ukraine and Dr. Vacs on Pope Francis) and convening an "outreach" event for majors and prospective majors, when faculty and students talked about their teaching, research, and studies. In that vein, the Department would like to hear from students: what events and activities would you like us to support that bring together all of us who share a passion for government and who want to learn more about timely topics in the American body politic and farther afield? To help you do that, check out the list and descriptions of our exciting Fall 2014 course offerings in the Newsletter. At the same time, tip your baseball cap to the Department as it enters its seventh decade. We've only just begun.

Roy H. Ginsberg

Professor and Chair

FACULTY NEWS

Jesse Shayne '14

Professor Ginsberg: This Fall, my coauthor, Dr. Susan Penksa, and I will release the second edition of our 2012 book with Palgrave Macmillan, *The European Union in Global Security: The Politics of Impact*. The book evaluates EU crisis management deployments in such countries as the Central African Republic, Mali, Somalia, Bosnia-Herzegovina, Georgia, and Kosovo.

During my sabbatical year, beginning in Fall 2014, I will be working on the third edition of my 2010 textbook with Rowman and Littlefield, *Demystifying the European Union: The Enduring Logic of Regional Integration*. During sabbatical, I plan to travel to Europe not only to do research and network, but to experience some big upcoming historical moments, e.g., commemorations for the 1200th anniversary of the death of Charlemagne in Aachen (Charlemagne, the leader of the Franks and Germans, is considered by many to be the "father of Europe") and the run up to and the holding of the Scottish referendum on independence while based in Edinburgh.

I will miss my students but look forward to returning enlivened by the time spent abroad. I aim to be like de Tocqueville in reverse--observing political life in Europe as an American.

Natalie Johnson will present in a paper this April at the Western Political Science Association meeting in Seattle, Washington. The paper examines the removal of gender from the institution of marriage by looking at the realm of adoption laws. The paper will be the basis of Professor Johnson's first post dissertation project.

A note from Professor Johnson: I will be starting a tenure track position at Francis Marion University in South Carolina in the fall. I look forward to the warmer weather; especially after this winter but I will miss all the students, staff and faculty at Skidmore. You've all given me such a warm welcome and I think were a great aid in helping me land a full time position at Francis Marion University. I'll miss you all!

Professor Knowles will spend the summer putting together her first textbook alongside co-editor Steven Lichtman, of Shippensburg University. The book, titled *Judging Free Speech*, will consist of nine original essays; each chapter will examine a Supreme Court Justice's decision in a case regarding free speech. The book looks at the development of free speech over time, from the 1920s to the present day. Knowles hopes to fill the void that currently exists for undergraduate textbooks of this nature. Right now there is no edited collection of essays about justices' free speech decisions.

Feryaz Ocakli continues to advance research on his manuscript entitled *Electing the Pious: Local Politics and Party Strategies in Turkey*. The book manuscript explores how Islamist parties appeal to non-Islamist voters and win elections. Unlike the dominant theories in the field, which emphasize socio-economic factors to explain the popular support behind Islamist parties, his book argues that Islamists are electorally successful when they strategically recruit local elites and build cohesive local party organizations.

Ron Seyb has during past year conducted research in both the Walter Lippmann Papers at Yale University and in various collections at the William J. Clinton Presidential Library in Little Rock, Arkansas. He is currently using the materials he gathered at these locations to write two pieces, the first on Walter Lippmann's "scientific journalism" and the second on presidency-press relations during the Clinton years.

This past January **Flagg Taylor** traveled to Prague and Brno, Czech Republic, to conduct research for his book on the political and philosophical thought of Czech anti-communist dissidents. He conducted six interviews of former dissidents and also traveled to the archives of the Czech security services to visit files kept on dissidents. While in Brno, he went to the archives of the Jan Hus Foundation, which in the 1970s-80s arranged for Western academics to visit underground seminars organized by Czechs who were dissatisfied with the stultifying atmosphere at sanctioned universities.

Natalie Taylor traveled to Boston this winter to do archival research at the Massachusetts Historical Society on her current book project, *Portrait of Democracy: Picturing Clover Adams in the Fiction of Henry Adams and Henry James*. Marian ("Clover") Hooper Adams, the daughter of a Transcendentalist poet and wife of Henry Adams (grandson of one president and great-grandson of another) seemed to draw together in her person the different streams of America's cultural, intellectual, and political history. She is said to be the inspiration for the heroines in her husband's novels *Democracy* (1880) and *Esther* (1884), as well as the heroines in Henry James's fiction, *Daisy Miller* (1878) and *The Portrait of a Lady* (1881, and "Pandora" (1884).

Portrait of Democracy examines Henry Adams's and Henry James's fiction in order to bring the figure of Clover Adams into sharper focus and to distinguish between Adams's and James's views of American democracy. By better understanding the woman that Henry James considered the "incarnation of my native land," we may gain deeper insight into the promises and disappointments of American democracy.

BEHIND THE PH.D. WITH PROFESSOR BOB TURNER

Beal St. George '14

As the Government Department prepares to set free another batch of majors into the world beyond, we turn to professors for sage advice. Never mind the “Top Cities for College Graduates” lists that litter the Internet—the best advice comes from Skidmore’s very own professors. I sat down with Professor Turner last week to discuss his trajectory after college and to ask what advice he would offer to graduating seniors.

“I graduated in 1989, and I studied my whole junior year at the London School of Economics,” Professor Turner told me. After college, Turner moved to trendy Washington, D.C., and worked on Capitol Hill. Turner left D.C. in order to earn his Ph.D. in political science from the University of Wisconsin-Madison. “I moved there from living in Dupont Circle in Adams Morgan [in D.C.], which was very racially and ethnically diverse, and had a . . . bohemian lifestyle. So, when my wife and I moved to Wisconsin, we felt like we had driven off the edge of the earth.”

Madison itself, though not as diverse as Washington, offered a “big 1960s vibe.” It was also, according to *Kiplinger Magazine*, the best city for young adults, and, from *Parenting*, a great place to raise a family. But after establishing himself in such a desirable Midwest place, “in a beautiful apartment on one of the lakes,” Turner still had to study. “Make no mistake about it” said he of the process, “it’s hard. Graduate school’s a grind.”

But what exactly did graduate school entail for Professor Turner? Most importantly, it defined his expertise in American politics. “The roots of [my dissertation] were in my senior honors thesis,” said Prof. Turner. He had been trying to parse out the disproportionate success of the Swedish Socialist Party in comparison to other left-leaning parties in Europe. And so, ever understanding the essentiality of the quantitative, Turner looked to Sweden’s economic policies. “They were very focused on generating economic growth in an equitable fashion. And they had adopted a number of regressive policies, but they wanted to ensure sufficient investment and innovation and labor market training.” This seemed to be a good direction for a dissertation topic, but a few barriers stood in the way. “I realized that I did not speak languages, and the lifestyle of an international comparativist is [one in which] you have to do field work for a year . . . and I didn’t see how I could do that and balance a family.”

So, Professor Turner became a domestic comparativist instead, turning toward state economic development policies. “I studied Wisconsin, Kansas and Minnesota,” he told me. How did he choose these states? “They were all places I could drive to, which was important because my wife was six months preg-

nant at the time. I didn’t have any money. And they were all places where the Yankees were playing.” They were also all states that had vibrant small manufacturing sectors, and this was the topic of import to Professor Turner. Small manufacturing firms provide lots of employment opportunities and are essential to the competitiveness of the manufacturing sector.

Why small companies? Because they tend not to be as well-run or technologically innovative as the larger ones.

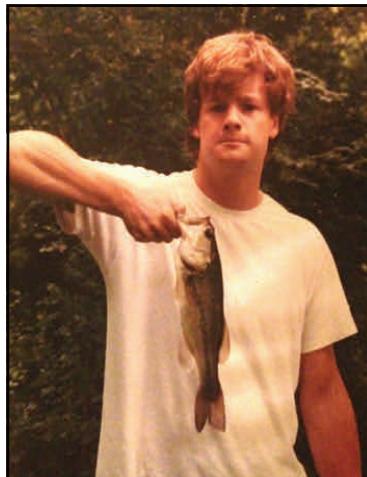
“The question became, ‘how can you help these sorts of firms? How do we provide new ideas, practices, or expertise to make them better?’” The industries he studied were, in Kansas, metal extraction for aeronautics and farming equipment; in Minnesota, high-technology development; in Wisconsin, automobile and motorcycle production. If this doesn’t sound time-consuming enough, keep in mind that Professor Turner had other things to fill his days. He said, “I taught a course, The State Legislative Internship, it met once a week for three hours, so I had time to do my own research and work on my racquetball game.”

Beyond political research, Turner was immersed in politics, as well. He taught a course on the American Presidency at Wisconsin. I asked him if it was anything like Professor Seyb’s well-known course at Skidmore; he told me, “It was better, because it was the year of Monica Lewinsky. And so, in some ways, it was the hardest class I ever had to teach, current events threatened to swamp everything that I was doing, and the nuances of the incident were delicate.”

I asked Professor Turner if, considering his background, he had any advice to impart upon graduating seniors. He said, “I worked for four years before going back to school. I thought it gave me a tremendous advantage in the graduate program because I really knew how to balance work and life and I also had a set of real-life experiences with which to contextualize the theories about which I was reading. I’d be reading about congressional politics, and, having worked on the Hill, I knew how things worked. I’d say that I had time to really figure out where I wanted to be the right choice.”

Prof. Turner told me that, when it comes to post-graduation plans, we should make our decisions based on one of three things: a person, a place, or a job. “You can’t have all three,” he said. And so, it is up to each of us to determine where our priorities lie—a hopeful message, because it means that there are no required courses, there is no mandatory reading, no correct path.

Onward, graduates! Where to? It seems that answer is varied and variable.



WELCOMING NEW FACULTY

INTRODUCING PROFESSOR YELENA BIBERMAN-OCAKLI



I was born in Babruysk, a city in Belarus. As a child, I experienced the chaotic dissolution of the Soviet Union, after which my family and I moved to Albany. While growing up in the Soviet Union, I was discouraged from thinking and talking about politics because it was not safe to do so. I would never have guessed that, one day, I would become a political scientist.

I majored in International Relations at Wellesley College, and studied politics and philosophy during my year abroad in the United Kingdom at Oxford University. After completing my Master's degree at Harvard University, I was awarded the Fulbright Fellowship to study the first post-Soviet generation of Russian diplomats. Among the most memorable experiences of my life was presenting my research at the U.S. Embassy in Moscow. This was the very same U.S. Embassy where, a decade earlier, I was granted asylum.

After completing my research, I stayed in Moscow and worked as a journalist. The experience made me want to "dig deeper," to better understand the issues I was covering. I decided to get better equipped with the tools and methods of the social sciences, which led to my doctoral studies at Brown University.

The sharp contrast between my old life in Belarus and new life in the United States instilled in me deep appreciation and curiosity about why, as Johannes Kepler eloquently put it, *things are as they are and not otherwise*. Over the course of my dissertation research, I discovered that contexts that are very different historically and culturally can display remarkably similar patterns of human behavior. For example, what my interviewees in Kashmir and Bangladesh told me about their experiences with conflict and violence was eerily similar to what I had witnessed as a child in Belarus.

My passion for understanding the causes of insecurity inspired my research on "state outsourcing of violence." I study the illicit practice of states using civilians, ex-rebels, and criminals in military operations rather than, or in addition to, regular soldiers. My region of expertise is South Asia, more specifically Pakistan, India, Afghanistan, and Bangladesh. However, state outsourcing of violence to nonstate actors is widespread around the world, from Colombia and Guatemala, to Iran and Iraq, to the United Kingdom and the United States. My work addresses the questions of *why* and *how* it happens.

I am thrilled to be teaching at Skidmore during the 2014-15 academic year!

***Thank you to the following students who have contributed
to this edition of the newsletter:***

Matt Choi, Britt Dorfman, Jane Dowd, Wilson Gibbons, David Goroff, Connor Grant-Knight, Marcella Jewell, Andrew Lowy, Jack Mallory, Matt Marani, Megan Pini, Ben Polsky, Abby Silverman, Jimmy Stanitz, Beal St. George, Adam Troy, Roger Wieand

WELCOMING NEW FACULTY

INTRODUCING PROFESSOR DUSTIN GISH

"I cannot live without books..." — Thomas Jefferson

This comment by an American philosopher-statesman (and one of my favorite authors) conveys a passion that I share—not only with Jefferson, but also, I think, with students and faculty engaged in the pursuit of a liberal education: the desire to “live” with books. Reading and discussing the ideas that have been perpetuated through time in great books constitutes an essential aspect of a liberal arts education and the intellectual life. Teaching is thus a privilege, as well as a vocation, insofar as it allows me to share this passion and pursuit with others.

So I’m very excited to be coming to Skidmore in the next academic year. Over the years, I’ve had the opportunity to teach a wide range of courses in political theory, the history of political thought, and American government, as well as interdisciplinary seminars on classical rhetoric, democratic theory, constitutional studies, the American founding, and Shakespeare’s political thought. In the fall semester, I’ll be teaching three courses for the Government Department: “Introduction to Political Philosophy,” “Constitutionalism, Ancient and Modern,” and “Politics and Literature.” All three courses correspond to my own research interests and publications.



Classical political philosophy first attracted me to the study of political theory, in particular the writings of Plato and Xenophon. Although the former tends to be the more famous of these two ancient authors, my work has contributed to a renaissance in the study of the latter—the first student of Socrates, an accomplished Athenian general, a prolific author, and a political thinker of the highest order, whose writings were well known and revered for centuries when most of the Platonic dialogues had yet to be rediscovered. The astute founder of modern political thought, Machiavelli, for example, rejected Plato’s account of imaginary republics and recommended reading Xenophon instead. Jefferson and John Adams agreed that Xenophon’s Socrates rather than Plato’s Socrates should be considered the true portrait of the man and his life.

This rivalry between Socratic students, Xenophon and Plato, as well as the more radical differences between ancient and modern political thought, remind us of the intensity and importance of the dialogue across the ages that occurs between and among thinkers within the tradition of political philosophy—a dialogue that I hope we can attend to and join in on in our conversations, both during and outside of class.

For many years at the College of the Holy Cross I taught courses on the political thought of Shakespeare and the Quest for Justice. Both of these courses drew upon seminal texts in literature and philosophy that raise and examine questions and concepts which are at the core of political life—the meaning of liberty, equality, sovereignty, and justice; rights and the rule of law; nature versus convention as a standard for political life; rival claims to rule by individuals and the question of the best regime. I look forward to talking with Government students about a few of these literary texts outside of the traditional canon in political theory that can broaden and deepen our understanding of politics.

Lately, constitutionalism has been the theme of my teaching, research, and publication. The historical and philosophical origin of our American constitutional heritage is rooted in classical antiquity, but its practical impact is upon world affairs today—for better or for worse. To understand American constitutionalism, it is necessary to see how the idea of modern constitutional governance differs from the classical idea of a regime (*politeia*) and how it was first defined at the time of the American founding. This is the subject of one of my courses and directly related to my current research and publications on one of the most comprehensive accounts of republican constitutionalism in America presented in Jefferson’s only book, *Notes on the State of Virginia*—a work whose significance to American political thought has been hitherto largely neglected by political theorists.

Finally, on a personal note, whenever possible, I like to augment my passion for reading great books with another passion—for enjoying the beauty of nature and of art through hiking and travel. Since I’ll be new to the area, I’d love to hear your recommendations about the trails, lakes, mountains, museums, churches, or other locations around either the campus or the state that I should explore (or avoid!) while I am here at Skidmore.

Best of luck with the spring semester, and have a wonderful summer!

REFLECTIONS ON CADET LIFE AT WEST POINT

Matt Choi '14



The Student Conference on US affairs (SCUSA for short) is an annual conference held at the US Military Academy at West Point. The conference allows for future military leaders to work with students from top colleges on contemporary and future issues. My trip to West Point with fellow government major Wilson Gibbons was transformative in many ways. The level of discourse at our student roundtables and at the conference in general was very high, but simply observing military life for the first time was the highlight.

The nature of West Point was apparent when we first set foot on the campus. Cadets in gray streamed out of equally gray buildings, built in an impressive and imposing gothic style. People in camouflage jogged to a waiting helicopter in front of the library, before flying off over the Hudson River.

Military connections at Skidmore are few and far between. A small liberal arts school with no ROTC program and an enrollment body drawn overwhelmingly from the east coast middle class is not where

you would expect to find a student with military family. Being at West Point made me realize that although I was dully aware of military life, my impression of it came overwhelmingly from the news, movies, and secondary sources. I had never picked the brain of someone who was actually in the military (or to be technical about West Point cadets, at least ostensibly pledged to being in the military). My interactions with cadets helped fill some of the knowledge gaps.

Two cadets hosted me in their barracks. One night I got back to find a group of cadets socializing in my room, this was an interesting chance to see them in down time. The banter wasn't that different from what I heard in our dorms: girls, jobs, teachers—it all came up. It was difficult at times to look at these guys as soldiers and not kids in costumes. My most frequent question was "why did you pick West Point?" to which I got a variety of answers. Some students came from military families and felt the need to continue their tradition, and pretty much everyone I talked to appreciated the free education, and the array of technical degrees. One female cadet noted the strict hierarchy of the military that put her in charge of men based on her merits not her gender. All spoke to some degree about serving their country, but the answers struck me as pragmatic and logical, rather than ideological. These moments contributed to a sense of familiarity with a group of kids, who—uniforms aside—I had a lot in common with. We were the same age, came from the same places, and had a number of post-college hopes and dreams, although through drastically different organizations. Other times, however, the differences between us were stark.

The workload is incredible. All-nighters are fairly commonplace for a cadet, and I woke up one night to my hosts asleep at their computer, dressed in full camo and boots. One woke up an hour later to go to football practice. In addition to academic and athletic requirements, there are fitness regulations to meet, airborne certifications to get, drills, parades—the list goes on.

The level of student involvement in the running of the school is unique. Our entire conference was planned and executed by cadets as if it was a military operation, complete with operational names, military acronyms and radios. We were ferried from building to building in a carefully coordinated manner, and our baggage was processed and delivered by cadets. It makes sense that future military leaders would be tasked with large-scale organizational projects, no matter how un-military they may seem, during their education. I think Skidmore could learn something from the way West Point makes its cadets apply their schooling to real life situations beyond the classroom.

Of course, the biggest difference between a Skidmore Student and a West Point Cadet is not our education, but where we are headed after school. The names of alums recently killed in action are regularly read out during dinner. In times of conflict, West Point seniors are told their combat deployment towards the end of the school year. During dinner I asked a cadet on my roundtable where he figured he would be deployed, to which he responded he may not be. By the time he graduates we will be largely out of Afghanistan, his immediate future likely lay in a base in Texas or North Carolina. I asked how he felt about this and his response was striking. "My training is in war, I think war is a last resort always. I hope I never have to use my training." In a sentence, he captured the magnitude of his training. I struggled to think of a Skidmore major saying "I hope I never use my college education," but therein lay the difference in our educations. It would be naïve to think all cadets share this sentiment, but that was one of the most mature things I have ever heard.

This interaction reminded me of the Thomas Jefferson quote embossed on the stairway of the West Point Library. It hangs above the Spartan helmet mosaic laid out on the lower floor, and you read it as you walk up into the reference area. It reads: "I hope our wisdom will grow with our power, and teach us, that the less we use our power, the greater it will be." Walking into the lobby of the library, standing on that helmet mosaic and looking up at the grey cadets hurrying by, books in hand, I was filled with a sense of hope and reassurance rarely felt in my study of political science.

MY SCUSA EXPERIENCE

Wilson Gibbons '14

Upon arrival at West Point neither I, nor my colleague Matt Choi '14, had any idea what to expect. We had already been immediately wowed by the Army's showmanship. As soon as we set foot on West Point's campus, we had seen a helicopter land in the middle of a grassy lawn, similar to a president disembarking on his way to the West Wing. That casual yet impressive display was but a taste of what was to come during West Point's 65th annual Student Conference on United States Affairs.

Fortunately, my SCUSA experience was and is greatly relevant to my studies. As I finish up my time here at Skidmore, I am in the process of writing an honors thesis regarding the political, social, and economic implications of Brazil hosting FIFA's 2014 World Cup. The roundtable discussion I elected to participate in, as the hallmark activity of the conference, was entitled *Lula's Legacy* - a nod to the former Brazilian President of the same name. Lula was a union leader and a leftist who presided over the office for two full terms, and the changes that Brazil experienced under Lula's administration were tremendous. He lifted thousands of Brazilians out of poverty through his redistributive social welfare policies. In the process his administration created the largest middle class in South America, irrevocably changing the nation's demographic makeup. These demographic shifts were the basis of the roundtable discussion, which culminated with an essay detailing the potential implications of such changes.

The SCUSA experience was particularly enriching because I did not have a chance to study abroad, despite my disposition towards international studies, and this conference gave me an opportunity to meet people from places such as the Dominican Republic, Venezuela, and Puerto Rico. It also gave me a chance to meet people from all over the United States, including Florida, Michigan, and Minnesota. It was an inspiring experience in terms of encouraging risk taking, making new friends, and most importantly affirming the intellectual capacity of my generation to tackle pressing global issues of our time. Additionally, it allowed me to hear about experiences others have had travelling around South America—something I hope do after graduation.



The conference was also an opportunity for many to bridge the gap between civilians and the military. This was perhaps the most valuable lesson learned because typically the military—or army in this instance—is portrayed in mainstream media as a monolithic actor with a great deal of agency, while in reality the Army deploys where the president tells them to. As a result, support for our troops can be conditional, based on public opinion of a conflict. This conference humanized the Army. It is not a monolith; it is made up of extremely dedicated young men and women. I was really able to identify with many of the cadets, most of whom are my age or younger. The two cadets who I roomed with were just about to receive their five-year assignments. When I asked them if they had any idea where they would spend the next five years of their lives, they calmly replied, "No, but that's what I signed up for."

Even for a cynical New York City born and raised liberal who despises Ronald Reagan and finds the military industrial complex more outdated than typewriters, the cadet's commitment to solidarity and protecting our freedom was incredibly moving. As cliché as it sounds, their willingness to sacrifice everything made me proud to be an American. Ultimately my SCUSA experience was immensely positive.

ATTENTION JUNIOR GOVERNMENT MAJORS!

ARE YOU ELIGIBLE TO AND INTERESTED IN WRITING A SENIOR HONORS THESIS?
IF SO, READ OUR GUIDELINES AND TIMELINE FOR THIS YEARLONG PROCESS ON THE WEB AT

<http://www.skidmore.edu/government/senior-thesis.php>

EUROSIM 2014

From January 4-7, eight Skidmore students and Prof. Kate Graney represented Skidmore at the annual EUROSIM (Model EU) conference, held this year at the University of Twente, in Enschede, the Netherlands. Students Claire Beihl (2014), Taiwo Eshinlokun (2016), Corinna Goodman (2016), Allison Hein (2015), Dorothy Parsons (2017), Roz Rothwell (2014), Meghan Schachter (2017) and Jimmy Stanitz (2015) engaged in four days of intense negotiations focused on crafting a universal minimum income standard across the EU. While the negotiations ultimately "failed," the Skidmore EUROSIM team had a wonder-



The Skidmore EUROSIM delegation at the podium at the University of Twente.



Taiwo Eshinlokun, Corinna Goodman, and Roz Rothwell at the FC Twente stadium



The Skidmore EUROSIM delegation in the luxury box at the FC Twente stadium



Jimmy Stanitz and Anya Hein at FC Twente stadium



Prof. Graney on the pitch at the FC Twente stadium, being photobombed by Prof. Chris Lee of Niagara University



Meghan Schachter, Taiwo Eshinlokun, and Dorothy Parsons critiquing the Skidmore EUROSIM performance at FC Twente stadium

The LEVINE INTERNSHIP AWARDS IN AMERICAN GOVERNMENT, POLITICS, AND LAW

Deadline for Summer 2014 is March 28th

PROFESSORS GRANEY AND VACS TALK CURRENT EVENTS

Adam Troy '14

At the beginning of each semester, the Government Department hosts an evening event with one, and in this case two, of our faculty members leading a discussion on current national or world events. On February 6th, all students of government were invited to hear Professors Graney and Vacs share their insights on two important issues; I'd like to share some of what I learned during the two talks.

The Ukraine Between Brussels and Moscow

Professor Graney started the event by laying out the nature of the Ukrainian political situation, which has become a remarkably divisive issue for not just the Ukrainian people, but for all of Europe. According to Professor Graney, the civil unrest that has erupted across Ukraine underlines prominent fractures between the European and Russian styles of governance. As the conditions in Kiev have boiled over, Professor Graney suggested that conflicting responses from Brussels and Moscow seem like strong possibilities. Ukraine has transformed into an arena for an ideological conflict, which juxtaposes the traditionalist and autocratic views that Russia endorses with the liberal and democratic values that the European Union sponsors. The polarized and tense backdrop of the situation begs the question, what kind of government will emerge from the unrest?

Although many impactful successes have occurred in Ukraine since the Gov. Dept. held the event, the ideological rift that Professor Graney indicated remains undeniably intact, and at the forefront of EU and Russian foreign policy concerns.

The ascendant opposition, which has pitted itself against the government of former President Viktor Yanukovych (and inadvertently that of Putin), encompasses an eclectic array of political groups. Though the opposition is unified in its views on pro-European integration, political extremes that range from ultra-conservative, anarchic, and communist groups have all rallied against the hegemony of the Russian influence and the leadership of Yanukovych. Yanukovych did much to push back Ukraine's integration into the EU, and bolstered Ukrainian ties with Russia. Although there remains a great deal of skepticism regarding the EU, which was recently found guilty of corruption allegations, Ukrainians generally endorse a Western minded route towards future development. In Kiev, Ukrainians gathered and demonstrated in droves, demanding that Yanukovych maintain the country's European integration plans. The demands eventually escalated into a full-blown revolution.

Russia's recent military advances into the Crimean Peninsula highlight the geopolitical significance of Ukraine. What initially appeared to be popular hostility towards the regime of Yanukovych is now a global conflict between

two contrasting political paradigms. Ukraine is not just entangled in a political upheaval, but an identity crisis. Political fractures, military maneuvers and economic sanctions will likely cause further dissension within the already battered Ukrainian population. Will the country be evenly divided among the Russians and the EU, resulting in the secession of Crimea? Will the central government in Kiev revive itself and its plans to join the EU? The only clear certainty is that the Ukrainian situation is far from resolution.



Pope Francis: A Political View from Argentina

Pope Francis is an anomaly in the Vatican; he is the first Pope from the Western Hemisphere and from the Jesuit Society. To many Catholics and non-Catholics alike Francis is a refreshing change in direction. Dr. Aldo Vacs presented a political, cultural and religious perspective of the Argentine Pope Francis (Jorge Mario Bergoglio) to shed light on the context in which the Pope ascended to power. The social, political and family circumstances of Bergoglio explain many of the characteristic features of his tenure in the Vatican.

Bergoglio was born into a lower-middle class home in Buenos Aires on December 17, 1936. Bergoglio's father was an immigrant from Northern Italy, while his mother was born in Argentina from Italian parents. Like many other Italians at the Turn of the 20th Century, Bergoglio's father moved to Argentina for political and economic reasons; he desired to escape the fascist atmosphere of the industrialized and overpopulated Northern Italian cities. Before becoming a student of religion, Bergoglio dabbled in various political groups and occupations; at different points in his youth Bergoglio was a chemistry student, a lab assistant, a bouncer for a local bar, and a janitor. In his young adulthood Bergoglio was involved in a wing of the Peronist movement known as the 'Iron Guard,' which was a center-right faction of the movement that focused on the youth and college students.

Not long after Perón's excommunication and overthrow in 1955, Bergoglio joined

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The Franklin Forum

Matthew Marani '16

Continuing with the study of the Western tradition and more specifically the American political soul, the Franklin Forum has hit the ground running this spring semester by delving into Robert Penn Warren's masterpiece, *All The King's Men*. While in the last academic year we focused on short essays and stories by the likes of William F Buckley Jr, Robert Frost and Samuel P. Huntington, the club's avid participation and intrigue in Herman Melville's herculean *Moby Dick* encouraged the Franklin Forum's leaders to continue with the study of large seminal works.

Meeting every Sunday night, the group's members come to discuss the week's assigned reading, a chapter of *All The King's Men*. Analyzing its text and relating it to modern political dilemmas, the members of the Franklin Forum share both opinions and discourse within a comfortable environment in which all translations of the text are taken seriously and each member's opinion respected. Though focusing on the reading, the weekly meetings are also a time to relax amongst like-minded students who seek intellectual growth outside of the classroom within an atmosphere that encourages the exploration of ideas.

While the Franklin Forum has so far read the first four chapters of *All The King's Men*, we encourage interested students to check out the novel from the library and to catch up with the group. In addition to being open to new members, the Franklin Forum will host Joseph Lane on April 10th at 5p.m. in the Pohndorff Room for a discussion on *All The King's Men*, we will also be screening Robert Rossen's adaptation of *All The King's Men* on April 20th. We would also like to thank the Government Department, in particular Professor Taylor, and the Hamilton Institute for their continued support in the Franklin Forum.



EXPLOREMORE: GOVERNMENT

The Government Department's *Exploremore Pizza Open House* was held on Wednesday, March 6th in the ICC.
(Photos continued on page 11.)



UNDERGRADUATE SCHOLARS CONFERENCE ON THE AMERICAN POLITY

The 2014 Undergraduate Scholars Conference on the American Polity features student presentations of noteworthy research relevant to the shared intellectual missions of the participating programs. Papers will address the principles and practice of American political life, and their roots in the Western tradition, from a variety of disciplinary perspectives, including philosophical and moral, historical, legal and constitutional, and religious and cultural inquiries. The conference will feature the work of students from Baylor University, Colgate University (Center for Freedom and Western Civilization), City University of New York (Macaulay Honors College, The Hertog Scholars Program), Emory University (Program in Democracy and Citizenship), Hamilton College (The Alexander Hamilton Institute), Princeton University (James Madison Program in American Ideals and Institutions), and Skidmore College. The public is welcome to attend the lecture in Davis Auditorium that will open the conference on Friday evening at 8pm, as well as the to attend the student panels on Saturday on the second floor of Murray-Aikins Dining Hall.

Sponsored by Skidmore College, The Franklin Forum and The Alexander Hamilton Institute for Western Civilization

Friday, March 28, 2014

8:00pm: Lecture, Davis Auditorium

“Five Fundamental Ideas of American Liberty”

Professor Carl Scott, Visiting Assistant Professor of American Studies, Christopher Newport University

Panel 2: 11am-12:30pm

Liberalism, Economics and Progress

Panelists: Tyler Wiegert '16, Emory University
 “Elements of Classical Liberalism in the New Testament”
 Max Schnidman '14, Hamilton College
 “Economic Epistemology & Naturalized Economics”
 Daniel Pecoraro '14, CUNY, Macaulay Honors College
 “The Erie Canal: A Brief History of American Progress”
 Discussant: Robert Kraynak, Professor of Political Science, Colgate

Saturday, March 29, 2014

Banquet rooms 1 & 2, 2nd floor, Murray-Aikins Dining Hall

Panel 1: 9:00am-10:30am

Understanding and Freedom in American Literature

Panelists: Marcella Jewell '15, Skidmore College
 “Tocqueville, Henry James, and the American Woman”
 Thomas Flynn, CUNY, '14, Macaulay Honors College
 “Cetology and the Limits of Human Understanding in Melville’s *Moby Dick*”
 Agnieszka Gugala '14, CUNY, Macaulay Honors College
 “Authority Issues” in Thoreau’s *Civil Disobedience*”
 Discussant: Flagg Taylor, Associate Professor of Government, Skidmore College

Panel 3: 2:30pm-4:15pm

Political Obligation and Freedom, an American Dilemma

Panelists: Matthew Saunders '15, Princeton University
 “The American Establishment Clause: Dissecting Original Intent from Federalism and Confusion”
 David Poortinga '14 Colgate University
 “Lincoln’s Political Ideals”
 Roz Rothwell '14, Skidmore College
 “Henry Knox, General of Cincinnati: Patriotism and British Tradition, 1765-1787”
 Discussant: Douglas Ambrose, Professor of History, Hamilton

Discussion: 7:45pm-9:00pm (Banquet 4 Murray-Aikens)

Professor Scott; David Frisk, Resident Fellow, Alexander Hamilton Institute for Western Civilization; Connor Mighell, Baylor; Dean Ball, Hamilton; Will Clark, Skidmore College



GO 375 THESIS DESCRIPTIONS: FOUR SENIOR GOVERNMENT MAJORS SHARE BRIEF DESCRIPTIONS OF THEIR RESEARCH

Wilson R. Gibbons '14: *The World's Most Expensive Party: An Examination of the Political, Social, and Economic implications of Brazil hosting the 2014 FIFA World Cup*

This summer, the World will turn its eyes to Brazil. The country that has won the trophy more than any other now hosts the tournament for the first time since 1950. My thesis focuses on analyzing the effects and potential legacy of the World's largest sporting event. Ultimately I reach the conclusion that for a developing nation, with large portions of its population still living below the poverty line; it is difficult to justify spending billions of Reals on soccer stadiums. Perhaps Brazil will improve its image abroad, but it is just as likely to appear as a chaotic country characterized by passionate extremes.

David Goroff '14: *Busting the delivery model myth: The relationship between quality, efficiency, and Emergency Medical Service delivery models*

In the last decade, as budgets have been tightened and federal funding has dried up, municipalities cut their spending on emergency services. Emergency Medical Services (EMS) have been hit particularly hard, with many cities cutting their ambulance programs all together, and either contracting with commercial services or combining EMS responsibilities into their fire departments. My thesis looks at what, if any, affect this will have on service quality and economic efficiency using survey methods, and by interviewing key policy stakeholders in the REMO region.

Megan Pini '14: *Two Different Paths to Power: Analyzing the Efforts of Solar Energy NGOs in Developing Rural Communities in India and Bangladesh*

The Barefoot College of Rajasthan, India, and Grameen Shakti of Bangladesh both seek to fill the gap between government and the rural poor by providing solar electricity to villages without hope of connecting to the electric grid. But why do some NGOs, like Grameen Shakti, choose to focus on building the market capabilities of villagers while others, like the Barefoot College, choose to shape their member communities into self-sufficient, cooperative entities? In my thesis, I explore why different local NGOs in developing countries choose to nurture different kinds of capabilities. I argue that the type of civil society organization that is active determines the development process and outcome.

Adam Troy '14: *The Emergence and Reaction against Neoliberalism in Latin America: How the Crisis-Wrecked Economies of Argentina and Mexico Demonstrate Key Deficiencies in the Neoliberal Model and Provide Alternative Remedies for its Nonfulfillment*

The last quarter of the 20th Century heralded a general economic shift towards deregulation and liberalization in Latin America. Through the 'neoliberal' reforms that began in the 1980s, most Latin American countries not only managed to expand their involvement in the international financial and commercial marketplace, but also furthered their economic integration with the developed centers of the globe. However, despite manifest economic growth and increased earnings from exports, stark disproportions persist between the social, environmental and structural costs of implementing the neoliberal model and the benefit of having the region dependent on foreign institutional and state lenders. My thesis focuses on the meteoric expansion of neoliberalism in Latin America and the Mexican and Argentine attempts to reverse the negative ramifications of neoliberal reform.

GO 371: INDEPENDENT STUDY

Robyn Baird '14: *After taking the U.S. Presidency course Fall 2013, I was inspired to further explore the usage and impact of executive power. While we studied several American Presidents in Professor Seyb's U.S. Presidency course, I wanted my independent study to concentrate solely on Abraham Lincoln and his specific execution of executive power (analyzing The Emancipation Proclamation as a specific case study). Professor Taylor and I divided the course into several units. These units included studying the general origins of executive power, analyzing several of Lincoln's speeches and rise to political power, and reading several historians outlook of President Lincoln's 1863 Emancipation Proclamation. Pertaining to President Lincoln's delivery of the 1863 Emancipation Proclamation, I argue that he acted within his vested executive powers, namely protecting national security and adhering to his 'commander-in-chief' duties.*

POLITICAL PHILOSOPHY FUELS PROBLEM SOLVING

Marcella Jewell '15

"You're studying government and computer science? That's a strange combination." "You know how to code? I would never have guessed." Yes, I frequently fend off these questions. Depending on who asks, I give them a long-winded answer or smile, say yes, and move on with what I'm doing. Here, I will give you the long answer.

I read a piece on liberal education by Eva Braun last semester. She asserts that reading old works of literature, such as philosophy, and discussing their complex themes allows us to poke holes in society. A liberal education prepares students to fill these holes with their own solutions. She writes "philosophy is an activity by which we get a better grasp of existence and understand the conditions under which we live and are active." The combination of my studies is not exotic; in fact, I can't imagine a more suitable combination of skills to acquire in college. The study of political philosophy challenges me to solve the problems with my technical skills. The purpose of this op-ed is to communicate how my government major, and my study of political philosophy in particular, fuels my trust in technology to solve problems. Creating a piece of technology informed by an understanding of human nature has the potential to make an exponential impact, which is something I value. Therefore, I asked myself: whose nature do I really understand? The answer is obvious. I understand the nature of college students. What do we love? Gaining knowledge and getting rewarded for working hard. What do we hate? Unpaid internships.

Like most liberal arts students, I, too, have fallen victim to the unpaid internship. Unpaid internships exploit well-educated, hardworking college students whose value cannot be compensated with free coffee. Students blindly engage with the phenomenon as if no other option existed. How can we blame them? Humans are social, rational beings. But, sometimes our instinct supersedes reason. If the nonprofit down the street accepts our shamelessly padded resumes, we're thrilled. We say, "They accepted me!" not "They accepted me, now I must decide if I accept them." Humans want to be wanted, and when desire presents itself to us, irrationality surfaces.

Instead of seeing one more student succumb to this, I built a piece of technology that relies on this fallibility. My company was founded upon the most powerful aspect, in my opinion, of human nature: humans desire to be desired. I designed and built a web application that connects students to real-world projects that seek their specific skill set. The application allows students to create profiles tagged with two skills of expertise and the college they attend. Anyone in the community—entrepreneurs, small business owners, non-profit admin, and even other students—can post a project looking for a student with a detailed skill set. The project proposal is then shot out to all students whose skills match that of the projects. Students peruse and apply to projects that want them. It's hard to say no to someone who wants you, right?

Open Campus undercuts the unpaid internship phenomenon and, at the same time, takes advantage of human nature. Is my venture virtuous? Technologists frequently face this question. Growing a web start-up requires extensive research on the nature of your market base and how you can make them utilize your piece technology. Open Campus, however, is more than a piece of technology; it is a rethinking of how students can better make use of their free time. We blindly accept unpaid internships because the market dictates we do so, but we really want to find out what type of work fulfills us. Short-term bursts of experience fulfill this need better than long-term internships. Open Campus empowers students to continually hone their skills, complete real-world projects within reasonable time frames as to not waste anyone's time. Writing copious lines of code for the web application did leave me missing my political theory; if it weren't for one, I wouldn't enjoy the other. I've turned more than ever to my new favorite philosopher: Sartre. You can think all day about theory, but how that theory informs your actions matters more.

Talk about an existential crisis.

GOVERNMENT MAJORS STUDY ABROAD

AN INQUIRY INTO SCOTTISH INDEPENDENCE

Ben Polsky '15

In September, all Scots over the age of 16 will be eligible to vote in a referendum that, if a majority assents, will grant Scotland independence from Britain. With such a seismic event as the backdrop of my spring term in Edinburgh, I expected the debate over Scottish independence to dominate my conversations with locals. That has not been the case. In fact, I had to instigate the discussion. I began an inquiry into Scottish independence by interviewing my homestay family.

I spent one weekend with the Smiths at their home in Silverknowels, a suburb of North Edinburgh. Norman and Barbara both grew up in Edinburgh and have raised their sons on the outskirts of the city. The Smiths' concerns and opinions do not represent the attitudes of the entire country, but they do provide insight into the referendum debate among ordinary Scots.

Norman, 56, an accountant and a self-described conservative, strongly opposes independence. He claimed that independence would not only threaten Scotland's fiscal and military security but would also jeopardize the social programs upon which many Scots have come to rely. Scotland has an extremely generous social safety net, which has provided all three Smith sons with a free university education. All Scots receive four free years of education if they attend a Scottish University. The Smiths also receive free health care through the NHS (National Health Service). Health care is especially important for Barbara who suffers from chronic back pain. Norman fears that he and his family could lose these benefits, along with the pension he plans to receive in four years, should Scotland gain independence.

Norman also expressed astonishment and disgust at the political maneuvering of Alex Salmond, First Minister of Scotland, which is going to allow 16 year olds to vote in the referendum despite a national voting age of 18. "I don't understand why my future should be decided by 16 year olds," Norman said. "For the lot of them, it [independence] is too much for them to understand."

Mikey, 21, the youngest son, although admittedly uninformed as to the details of the referendum vote and the SNP (Scottish Nationalist Party) program, stated that he was sympathetic to the idea of independence. Independence, he contended, could ensure a greater degree of social equality. But, he continued, "I'm a risk taker, so I'm leaning towards 'yes.'" His father retorted, "that's because you're

not worried about paying the bills."

Chris, 24, the eldest son, echoed his father's worries about the independence referendum, stating that he considers himself a citizen of the UK first and foremost. "The SNP are trying to play on the rivalry between the English and Scottish with the vote scheduled on the anniversary of the English-Scot battle," Chris explained. The vote is scheduled in the same year as the 700th anniversary of the Battle of Bannockburn, a Scottish victory over the English. Chris explained, "but the rivalry only really exists in sports." Chris, an avid rugby fan, was wearing a Scottish jersey as he spoke. After I informed him of my intention to write an article on the referendum, he invited me to the rugby club for a screening of the Six Nations rugby match between Scotland and England the following day.

The next day, as Norman drove me through the streets of Edinburgh—packed with fans in rugby jerseys and some in kilts—he warned me not to press the independence issue as the rugby lads had probably been drinking for hours. Chris met me at the front of the club to sign me in. He was wearing a bizarrely patterned button-down on which his rugby team's insignia was sewn. I entered a dark room that reeked of beer and cigarettes. There were about 20 guys in the room wearing the same shirt as Chris. They had beers in hand and eyes transfixed on the television screen. This was an exclusive club, and I was quite possibly the first American to set foot on the premises. Chris told me that this was about half of the typical crew because the other half had scored tickets to the game. The Six Nations is a rugby tournament between England, Scotland, Wales, France, Italy and Ireland that, this year, was held in Edinburgh. I just happened to be at the rugby club for what the Scots considered the most important match: Scotland v. England.

As the game progressed, it became clear that Scotland had no chance of winning, and so I began making small talk and scoping out people to interview. I had definitely heard some derogatory remarks about the English throughout the first quarter of the match, and, perhaps unfairly, I assumed that this crowd would be overwhelmingly in favor of independence. My first interviewee, the bartender named Malcolm Stent or "Stenty," 65, proved me wrong. Stenty was fervently opposed to independence, stating that he saw no foreseeable benefits and characterized Salmond as a "willy." Trevor Kelly, 42, concurred with Stenty. However, when asked whether they considered themselves

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GOVERNMENT MAJORS STUDY ABROAD

HEJ FRA KØBENHAVN

Jimmy Stanitz '15

Greetings from Copenhagen, Denmark! I am having a fantastic time in Copenhagen participating in the Danish Institute for Study Abroad's Global Economics program. My primary focus has been studying transition economies, especially Russia's economy.

In Copenhagen, I live in a very diverse neighborhood called Nordvest. I live on top of a Turkish Bazaar, near the best Pakistani food that I have ever had in my life, and near a large population of Greenlanders who migrated to Denmark. I live in Nordvest in a nice apartment with a Danish roommate who has been extremely helpful as I prepare for my Danish language oral exams!

Coming to Denmark has been such a perfect fit for me. There is something for everyone in Copenhagen! Since the University of Copenhagen has been trying to create its own Model UN team I have even been able to flex my Model EU and Model UN muscles. The University of Copenhagen team would like me to speak in April about how to follow Model UN parliamentary procedure in English language conferences.

My program was kind enough to pay for an educational trip to Moscow, Russia for me this past week. As we left the Moscow airport, our group's bus was immediately stopped by a spontaneous government sponsored pro-Ukrainian invasion rally. The excitement continued to build for the rest of the trip as we visited the Carnegie Moscow Center, The Royal Danish Embassy Moscow, The European Union's Delegation to Russia, and the Russian Central Bank. I met a Pussy Riot member (who was not present at the famous cathedral protest) at an opposition newspaper's headquarters; furthermore, I was able to speak to students my age who are members in President Putin's United Russia youth movement organization. At one point, an adult member of the organization tried to convince all of the American students that an anti-Semitic fascist Nazi regime had taken over the Ukrainian government, and that the regime was a direct threat to ethnic Russians in Ukraine. Using Queen Margrethe of Denmark's royal Russian interpreter, I was able to counter that United Russia member's claim. Witnessing the extreme level of brainwashing in Russia was shocking.

Coming to Denmark has given me the opportunity to experience history first hand as it is being written in Russia. I have met a variety of incredible people in Denmark, including my Global Economics professor who used to be the former head of the UNDP and I've had the opportunity to immerse myself in a culture that I knew next to nothing about prior to arrival. Living in Denmark has been an incredible experience!



Scottish Independence continued from page 14

Scottish or British, both men proudly exclaimed, "Scottish!"

The last person I interviewed at the rugby club, Mark Maden or 'Sparky,' 31, described himself as a member of the SNP. He was the only true supporter of independence I interviewed at the club. Although he recognized that the leap to independence was risky, Sparky said that Scotland's ability to make its own decisions was worth the political uncertainty. An independent Scotland, Sparky asserted, would boost the economy and create new jobs. Specifically, he cited the ability to mine the oil reserves in northern Scotland as an advantage to independence. Scotland has a large quantity of oil that it is prohibited from mining due to restrictions from Westminster. However, Sparky was not unrealistic about the relative advantages of independence. In order to thrive as an independent nation, "Scotland has got to be able to stay on the pound and be a member of the EU," Sparky proclaimed. In the weeks after the Scotland v. England match, George Osborne, Chancellor of the Exchequer, said he would not support an independent Scotland using the pound. And, Jose Manuel Barroso, President of the European Commission, publically doubted whether an independent Scotland could seamlessly gain entry into the EU. Perhaps Sparky changed his mind after hearing about these developments.

Obviously I did not conduct anything close to a national survey on Scottish independence, but based on the sentiments expressed by the individuals I interviewed and on the global reception to the idea of Scottish independence, I doubt very much that the majority of Scots will vote for independence in September. The SNP simply does not have the necessary assurances—from the EU or from the English—that they will be able to maintain fiscal stability. The Scots seem to be aware of these risks, and I expect that in September they will vote with their wallets and not assent to independence.

GOVERNMENT MAJORS STUDY ABROAD

In Paris, Indirectly Studying Government

Connor Grant-Knight '15

I'm in Paris this spring, as one of thirty students in the rigorous-if-one-chooses and surprisingly well coordinated Skidmore in Paris: Advanced Studies program. I live with an occasionally present host family in a comfortable apartment in the 12th arrondissement (or district; there are 20 total in Paris), in the southeastern part of the city.

The Parisians are a free people. Every few weeks there is a demonstration, in which a crowd brews itself around Bastille and tails through the city. A few Sundays ago I watched a rally against the French president François Hollande—a socialist by party, though hardly loved even by the Left. The Parisians criticize him for speaking out of both sides of his mouth and for caring more about his love affair with an actress than about the unemployment rate (11.1%). So unpopular is Hollande (as of Feb. 7th he has only a 19% French approval rating), so much is he a common political enemy in Paris that one finds at these anti-Hollande demonstrations members of both the Front National (a hard-right party) and the Communist Party protesting side-by-side.

Free not only politically, but also intellectually are the Parisians. Here one feels not the yoke of addiction to money: one does not confound the noble with the bourgeois. Despite Benjamin Franklin's popularity in Paris at one time, his elevation of the merely lucrative virtues apparently did not stick. The Parisians do indeed demonstrate a certain vanity, but if one may treat the subject so subtly, I would suggest that accompanying this vanity is also a kind of aristocratic indifference to money, so long as one has some—a pride which adjusts and tempers the expression of their *amour-propre*: although one takes care here to display one's feathers, never is it revealed how they were acquired.

The Parisians are free also in the sense that they allow themselves to be moved more by a love of beauty than by a fear of death. A vivid and common illustration of this is the habit of even the most innocent youth to spend their afternoons in cafés, smoking endless cigarettes while discussing poetry or the latest exposition at the Bibliothèque François Mitterrand. My favorite thing to do is to read in cafés and strike up conversations with people nearby; I like to sit next to the smokers. The other day a girl my age asked me whether I preferred Bourdieu or Foucault; another time a man saw me reading Rousseau's *Emile* and took the time to point out to me his favorite passage.

I've mentioned a book; I suppose I'll describe my courses. There are five—all in French. Three at the Sorbonne (Paris IV): First, a French literature course called "La Littérature des Voyages," for which there are three books: André Thevet's *Les Singularités de la France Antarctique* (1557), which is a French explorer's account of Brazilian natives; Lahontan's *Dialogues avec un Sauvage*; and Diderot's *Supplément au Voyage de Bougainville*. This is my favorite course: as all of these works treat in common the relationship between civilized and pre-civilized, they will inform my Government thesis next year, which I'll write on an early modern French thinker who took seriously the question of the goodness of civilization, and of modernity in particular. The second course that I'm taking at the Sorbonne is one on ancient Greek theatre and Euripides' *Hécube*. Third, I'm taking there an intermediate course in ancient Greek language.

At the Institut Catholique I'm taking one course, in 18th-century French literature (Montesquieu, Voltaire, Rousseau). And finally, at the Skidmore Center in Paris, where the professors are hired from the Sorbonne, I'm in a course called "Méthodologie" with fellow Government student Ramzy Kakhale. In this course we are learning three particularly French forms of writing: the "explication de texte," the "commentaire composé," and the "dissertation," which latter form is an argumentative piece.

I was inspired to study in France because of two courses that I took in Skidmore's Government department: Former Professor Timothy Burns' Modern Political Thought, in which I first discovered the paradoxical, subtle, and prosaically beautiful writing styles of Rousseau and Tocqueville; and Professor Flagg Taylor's The French Liberal Tradition, in which, finding myself also in love with Montesquieu's *The Spirit of the Laws*, I decided that my admiration of these authors of the same homeland was no coincidence.

I would strongly recommend the Skidmore in Paris: Advanced Studies program to any Government major. If you are a Government student and have any questions about my experience, please email me: cgrantkn@skidmore.edu ; I'd be delighted to talk to you.

GOVERNMENT MAJORS STUDY ABROAD

MY SEMESTER IN WARSAW

Andrew Lowy '15

After World War II, Warsaw was left destroyed. Other than the buildings that had housed Nazi officers, little of the city remained. And while communism's rebuilding of Warsaw may not have created a beautiful city on par with Prague, Venice, or Paris, it certainly spawned a unique urban culture. Modern-day Warsaw is clearly a city in transition. City sanctioned street art has begun to transform bleak communist-era building fronts into canvases. The Palace of Culture and Science—a gift from Stalin to Warsaw and a symbol of Poland's once close ties with Moscow—is now surrounded by two malls, a Marriot hotel, western looking skyscrapers, and a Coca-Cola tower. The wide central avenue, the one that you just know used to host military parades, is lined with the logos of big corporations. Volvo, Samsung, and T-Mobile have all marked their territory atop the former government buildings in big neon letters. The irony is one of a kind.

I study at the Warsaw School of Economics, or Szkoła Główna Handlowa w Warszawie as it's called in Polish. Everyday as I walk to class from my dorm, I pass by Mokotow Prison—the prison where enemies of the state used to be held during communist times. One of my professors spent three months in there while he was in college. He told my class that research for his thesis on Andrew Jackson frequently took him to the American library in Warsaw. Unfortunately for him, these library visits and his interest in American history led to the secret police showing up at door, accusing him of colluding with the CIA, and shipping him off to prison without trial. Stories like this are not uncommon. Most of my professors who grew up in communist Poland share their experiences with the class, so much that I'm inclined to think it may be on the final. Either way, the stories add a unique aspect to learning about politics in way that can't be replicated back home.

There are a few cultural differences that I have had a particularly difficult time adjusting to: first, there are no dryers. None. The Polish air-dry their clothes on folding metal racks. Doing laundry takes some planning. I always need to make sure that I give my clothes enough time to dry before I run out of socks. Second: people pretty much park anywhere they want. As if the rows of cars pointing in any direc-



tion didn't give it away, cars driving up onto the sidewalk for a premium parking space certainly did. Parking on the sidewalk seems to be the norm. But too many times have I seen a parked car and had no idea how it could have possibly gotten there. Third: J-walking is taken really seriously here. The police write hefty tickets to anybody they see crossing without the light. No matter how much of a hurry somebody is in, you'll always see them patiently waiting for the pedestrian crossing light even if no cars are coming—not something Americans generally do.

Tension in Ukraine has, not surprisingly, hogged the headlines here in Poland. As Ukraine's neighbor and ally, Poland is particularly on edge about Russia's recent military exercises. Many are following the situation very closely, and developments are a frequent topic of conversation. Yet aside from some street shrines honoring the dead, there has not been much visible impact to daily life. Nevertheless, murmurs of anti-Russian sentiment serve as a reminder of how little the Poles have forgotten about living within the Soviet sphere of influence. It's an interesting time to be spending a semester in Central Europe, to say the least.

Reporting from D.C.

Interning in Washington D.C.

Jack Mallory '15

This semester I have been working at Hamilton Place Strategies, a communications consulting firm in Washington, D.C. We work primarily with financial institutions and various advocacy groups—providing a service that encompasses communications, analysis, and crisis management.

Day-to-day involvement varies depending on the week. However, the day always begins by trolling the Internet in search of rather obscure economic stories for tweeting purposes (I'm slowly coming to appreciate this vigorous, cacophonic world).

Communications, at least a primary object at our firm, is largely about media placement. Subsequently, the interns—there are two of us—write op-eds, press releases, internal and external memos, as well as assist in building various documents and research papers that go to media outlets and clients. The most exciting component is trying get in the head of your particular audience. The placement of these messages is so specific because you're not writing for general consumption; rather, the objective is to target various segments of the population (anyone can design an app or business, but this doesn't necessitate everyone using it).

In terms of life beyond work, D.C. is the quintessential starter-town for the political science, international affairs, public health, public relations, public affairs, and overall liberal arts ("we converse well") types. The type-A personality can be a little overwhelming, especially if you're used to the seclusion and pace that a small school provides. However, the relevance and continuously evolving nature of the work is thrilling.

Communications can sound vague—throw in consultant and it's hard to ascertain exactly what one does (I've come to think this is somewhat purposeful). I would, however, advise anyone that is intrigued by the cross-sections of media, government and business, as well anyone who is interested in shaping the direction of a narrative, to give the realm of communications serious consideration.

Interning in the Presidential Personnel Office

Roger Wieand '14



How did you learn about the White House internship program and what made you apply?

I was looking for an internship in the federal government, and even though the White House seemed like a bit of a moonshot, I decided I would go for it anyway. It was an honor to intern there.

What did the internship program consist of?

I worked in the Presidential Personnel Office, which oversees the selection process for Presidential appointments. The internship program itself is terrific, and goes a long way towards preparing interns for a career. There are lots of speakers, professional development workshops, mentorship programs, resume workshops, interview practices, and the like.

What would you like to do after Skidmore? How do you think this internship could help you?

I would like to continue working in this field, whether that means working directly for the federal government, on the Hill, or on a campaign. I have gained invaluable experience from this internship - experience that won't just help me to find a job, but to excel wherever I end up post-graduation.

Anything else you want people to know about this experience?

It's a once-in-a-lifetime opportunity. Every student who is interested should apply! You work harder than you ever thought you could, and you enjoy doing it. If you're interested in government, nothing beats a hands-on experience at the highest level. The staff is incredibly dedicated. The people were a joy to work with. I know that the relationships I've built will last for far longer than the internship itself.

Skidmore's Alternative Spring Break in Guatemala

This spring break, senior Jane Dowd organized a trip to work with Safe Passage, an NGO in Guatemala City dedicated to providing equal access to education for the community surrounding the Guatemala City Municipal Dump. The group consisted of 12 Skidmore students of various years and majors.



Government major James Rider '16 enjoying the view in Antigua, Guatemala.



Enjoying each other's company!



Story time with the kids



The Skidmore spring break team.

SUMMER SESSION ONE GOVERNMENT COURSES OFFERED!

Professor Natalie Johnson will be teaching two summer classes

GO 101: Introduction to American Government where we will be looking at the main institutions of the U.S. government and also different aspects to how government works including interest groups, media and political parties.

GO 314: Civil Liberties. In this class we will explore the civil liberties guaranteed to us by the Bill of Rights (the first 10 amendments to the Constitution) especially freedom of speech and press in the modern era with the rise of internet based speech and press. We will also look at civil rights and how these have been characterized in the ever changing world of same-sex marriage and what this means for society. We will put all of these civil rights and civil liberties in the broader political and social context in the United States to examine how the enjoyment of these rights change over time.

Student News

Abby Silverman '14

David Goroff: Next year, I am starting a master's degree program at George Washington University in Washington, D.C. in Emergency Management. But first, I need to finish my thesis!

Charles Tetelman: For the upcoming summer, I plan on returning to Israel to coach ultimate frisbee for the non-profit organization Ultimate Peace. I teach ultimate frisbee to Arab and Jewish Israelis and youth from the Palestinian Territories in order to promote peace in the Middle East.

Abby Silverman: In my own personal season 8 of the West Wing, after graduation I will be working on the campaign field staff for Massachusetts Gubernatorial candidate Don Berwick.

Matt Choi: I have been exploring other career options as the color commentator for the Skidmore basketball program, and as a food writer for Skidmore News. I recently published an article on the best Burgers in Saratoga, and will soon be offering up myself as a human Guinea pig for an article on Saratoga Juice Bar by doing one of their four day juice diets.

Leslie Velasquez: I'm going to Guatemala for Spring break as part of a new alternative Spring break trip offered by the Latin American Studies department. Ten other Skidmore students and I are going to work with an organization called Camino Seguro (Safe Passage) that provides free education and other social services to institutionally disadvantaged Guatemalan children and their families in order empower them to build self-sustaining and safe communities.

Beal St. George: My committee in the Environmental Action Club remains hard at work, pushing sustainable initiatives—up next, we're working with high schoolers on sustainability education and helping negotiate a bike share trial period for the summer in Saratoga. This winter break, I went to D.C. to look into job opportunities and to network with alumni. I am appreciating every day at Skidmore as graduation looms on the horizon and looking forward to the future!

Dan Miller: I have been practicing with the Skidmore Baseball team since late January and we are gearing up for our Spring Training trip to Fort Myers, FL, where we will compete against schools from around the country. When we return, we will begin conference matchups and hope to bring home another Liberty League title in May.

Jonathan Rosen: I started and run The Skidmo' Daily - Skidmore's only satirical newspaper. I started the paper to give Skidmore students not only an outlet for humor, but a print newspaper.

Addison Bennett: This summer, I will be working as an intern in Congressman Paul Tonko's office in Washington, DC. Congressman Tonko represents the 20th district of New York, which includes Saratoga Springs. I will be in DC from early June through mid-August.

Anna Graves: I spend most of my time outside scouting for the outing club trying to find the next best place to take people on adventures. My newest hobby is running, and I will tell you that I do run better than the government. And obviously I do like corny jokes. Next year...well, let me know if you have any ideas! Your network is probably bigger than mine.

Chris Hoch: This semester I had the opportunity to really branch out into different disciplines and am taking courses in Economics, French, and Business. For my senior seminar, I am researching violent leftist movements in developing countries, specifically Brazil and India, and what factors shape the relationship between governments and rural populations. Over spring break I am traveling to Tennessee with the crew team to train for our spring season. I was recently accepted into a master's program at NYU and am awaiting news from several other graduate programs and potential employers.

Emma Harris: Outside of classes, I play for the Skidmore Women's lacrosse team and am a member of SAAC (Student Athlete Advisory Committee). This summer I plan to return to South Africa for the third time, to work with children who are being affected by HIV/AIDS. Also, I am hoping to go abroad to Australia this fall!

Student News

Rachel Castellano: I'm spending the semester in Washington, D.C. through the Washington Semester Program at American University. I'm in the International Law and Organizations seminar. So far, it's been an incredible experience. My class has visited and heard speakers from places such as The World Bank, International Monetary Fund, Israeli Embassy, Palestinian Liberation Organization. UN Security Council, Amnesty International, and much more. In March, we will be traveling to Europe, visiting Geneva, Strasbourg, The Hague, and Belgium. I also have an internship with Public Citizen, a national, nonprofit consumer advocacy organization. I've been working specially on their campaign finance reform efforts. This is an amazing program for students who come from all around the world. I highly recommend this off-campus study option!

Jacob Kreier: I spent most of this winter break studying for my pilot's license, which I finally earned on the last day of break. It's taken me a while to get my head out of the clouds and focus back on my schoolwork, but I'm more or less back in the groove, and I've continued thinking about the thesis paper I might be writing next year on Corporation-State relations. Other than studying, I've been playing drums in a band and working on getting a commercial pilots license.

Benjamin Hinks: This year I have started working with the Saratoga Mentoring Program, through which I mentor an at-risk 7th grader from Maple Ave. Middle School. This has been both an eye opening and rewarding experience. I would be happy to have this experience be included in the newsletter.

Elena Veatch: So far this semester, most of my time outside of the classroom has been devoted to leading discussions as President of Skidmore Democrats, begging NGOs for summer internships in NYC, and drinking raspberry hibiscus tea to combat the cold.

James Rider: Right now I'm busy juggling applications for internships with lobby groups and government non-profits, getting ready for a service trip through Skidmore to Guatemala over spring break, planning events with my political Islam class to give the campus insight into Afghanistan, and applying to go off campus next year to study in Washington in the Fall and Argentina, Senegal, and India in the Spring. Phew! Anyways, when I'm not going crazy applying for things, I sing and play sax for Skidmore's Gospel Choir, enjoy hiking with the Outing Club, and playing basketball. Why does this feel like government major speed dating?

Heather Zhang: I've been a part of this organization (InterVarsity Christian Fellowship) that is largely involved on this campus and every Spring break we get to join volunteers from all around America (all college students) to serve in Chinatown and Spanish Harlem in NYC. Our focus on social justice draws the idea to a personal, relational, as well as system understanding of what justice really is and how we really can make a powerful difference because our individual choices contribute to a larger community. We work with the children through existing after school programs (and encourage more to join by visiting public schools), rehabilitation centers for the homeless (we get to cook, serve, eat with, and hang out with men and women of the homeless community) , and learn through workshops and application challenges the injustices that exist closer than I had ever expected. NYCUP's been iconic in showing me how relevant the world's injustices are to my daily life. My decision to join the Government department was actually provoked by my first trip back in freshman year!

Sara Gagnon: I've been studying abroad in Madrid (it's my second semester abroad) and I'm doing an internship here with Club de Madrid, a non-governmental organization composed of ex-heads of state and government that works to promote democracy through its projects as part of the World Leadership Alliance. I work in the Programs Department, where I conduct research, help prepare for programs and missions, translate speeches and documents, write for one of the Program blogs and have attended and helped with events. I've been able to improve my Spanish, work alongside and meet globally-minded and influential people and I learn a ton every day. It's a great opportunity and really cool experience which I feel very lucky to be taking part in abroad.

LaMarte Williams: I'm a Government and Sociology double major. Something you might not know about me is that on campus I am a student manager for the Annual fund. This entails calling alumni and asking them for their financial support for Skidmore. It is a really fun job, and I think that it is a great way to interact with the past members of our school's community.

Andy Shi: I'm a Government and Economics double major (Government first, of course). Outside of my studies, much of my time is invested into The Skidmore News as Editor-in-Chief.

ALUMNI NEWS

Where Are They Now? A Link to Alumni

Britt Dorfman '14

Do you often wonder what you can do as a Government major long after you leave Skidmore? Do you walk down that hallowed hall on the third floor of Ladd and stare at the same-old faces of Government alums? Are you curious about where Government majors end up after graduation? Well, look no further! Professor Bob Turner has taken it upon himself, and entrusted his research assistants with his LinkedIn profile information, to undertake a Where Are They Now project. Out of curiosity and love of pure political science, Professor Turner wanted to uncover what Government majors are doing and, of course, where they are now. Beal St. George and I have dived right into the land of LinkedIn.

I honestly have to say that it is quite fascinating to see the ongoing accomplishments of Government alums. It offers me a little sliver of hope for my own future. As a second semester senior who feels the imminent doom of the 'real world' looming over my head, it has been reassuring to know that there are definitely options out there in the post-undergraduate world, and that this network of incredible alums is at my fingertips (and yours too). LinkedIn (so if you have not already done so, please create a LinkedIn profile, join the Government Department group, and network away!).

The Government alumni network spreads across the United States and around the world. Our alums work in various fields and positions ranging from the public sector to private law firms to the US military to the UN. When combing through the 2008 to 2011 alum list, there appears to be a whole host of students continuing their education and earning Masters degrees, JDs, and even some alumni who are working towards their Doctorate.

Jared Monschein, class of 2009, was a Government and International Affairs double major. He is currently working on his MA in International Relations at King's College London in the UK. He is expecting to graduate in 2014. He has worked as a researcher for the Foreign Policy Magazine, as a research associate at the Council on Foreign Relations, and has currently been interning at AKE. AKE is an organization that helps individuals, businesses, NGOs, and the media with security risk management services.

Rebecca Horton, class of 2008, was a Government major who went on to attend the Universidad para la Paz (University for Peace) in Costa Rica, where she received her MA in International Peace Studies. She currently works as an Associate Resettlement Officer at the United Nations High Commissioner for Refugees. She has worked in Ecuador, Iraq, and Tunisia.

Ryan Greer, class of 2008, was a Government and Philosophy double major. He received his Masters in Public Policy in National Security from Georgetown University. He is currently a Foreign Affairs Officer at the US Department of State. In the past, Ryan has interned for various Representatives on the Hill, as well as having interned in the Policy Analysis Division of the Homeland Security Institute.

Sadie Kitchen, class of 2010, was a Government and Management and Business double major. She works within the non-profit organization management world as the Public Policy Coordinator at United Way of Greater Portland (Maine). She worked her way up at United Way of Greater Portland from Resource Development Assistant to Community Investment Associate up to her current position as the Public Policy Coordinator. In addition, after Sadie graduated from Skidmore, she taught English in China for one year at Xingtian College.

Talia Markowitz, class of 2009, studied Government, Latin America studies, and Spanish. She has worked as an Immigration Paralegal at Joyce and Associates in the Boston area since 2010. She works with clients from Latin America, the Middle East, South Asia, and Africa. She works with attorneys and clients to prepare for a wide range of immigration processes.

As you can see, Government alums are doing great things all across the globe. There are a lot more alums than just these chosen few, but obviously I cannot write about every single alum. I can, however, continue to plug the Government Department's LinkedIn group so that you can look all these amazing alumni up. As I continue to look up more alumni from the list, I am surprised every time. You never know where you will truly end up. The *Where Are They Now Project* is a continuous project and we hope to be spotlighting many of our alums soon.

ALUMNI NEWS

Michael Goldsmith '10 passed the California Bar Exam on the first try and is actively looking for a job within the healthcare law field such as at the California Health Insurance Exchange and healthcare firms and hospitals.

Alex Grossman '12 has been accepted into the Law School at Georgetown University

Wyatt Erchak '12 traveled from Istanbul, Turkey to Stockholm, Sweden for nearly seven weeks last summer. *"It was so incredible, and educational -- I went to Turkey, Bulgaria, Romania, Ukraine, Poland, Lithuania, Estonia, Finland, and Sweden, then back to New York City"* This March Wyatt made another trip to the Ukraine to witness firsthand history being made.

David Solomon '13 has (again) been chosen by the United States Fulbright Commission for a Fulbright award for study and research in China. He is now awaiting word from the Chinese Fulbright Commission. Last year, David was selected but Congressional funding was slashed and he was designated as an alternate. Let's hope this year he prevails.

After graduating from Skidmore in May 2012, **Emma Kurs** has spent two exciting years working of the United States Department of Justice. This spring, she moves on to new adventures as a researcher and program assistant at the Urban Institute, a non-partisan social and economic research organization in Washington, DC. She and her roommates are also foster parents for dogs in DC. Woof, woof and way to go, Emma!

AN ALUMNI PROFILE: Jared Mondschein '09

What does your job entail?

I'm in graduate school in London but I've continued doing much of the same work -- both in school and as a freelance researcher -- that I did before. I generally do research on East Asian issues but also do military and weapons analysis.

What is your favorite part of your job?

I love being paid to learn.

How did you get to where you are now?

I'm in school at the moment because I hit a ceiling for what jobs I could do without an advanced degree.

Before I got here I worked as a Research Associate at the Council on Foreign Relations in New York. I got there by working terribly long yet enjoyable hours as an intern/editorial researcher at Foreign Policy Magazine. I worked so hard at FP that the editor in chief called my prospective boss to recommend she hire me.

What did you originally want to do after Skidmore?

The Peace Corps -- that plan was quickly quashed once I met my wife. I also wanted to work in the State Department but that dream was similarly ruined once I learned what FSO work is actually like.

How did your Skidmore education help you succeed?

While the classes obviously helped me learn, it was the fact that I was able to go abroad three times that I think really gave me an advantage over others in the international relations field because I had already had pretty significant International experience.



Which Government class(es) have helped/influenced you the most in your job now?

Steven Hofmann's Nationalism and the Middle East helped me better understand a region I grew up in. Tim Burns' Thucydides taught me how to write clearly and concisely -- a skill that is rare yet critical to succeeding in today's job market.

What advice would you give to Government students searching for jobs after graduation?

Well before anyone graduates they should go abroad. I've literally never met anyone who regretted going abroad. The friends back at Skidmore aren't going anywhere and it'll only help job prospects.

After graduation I would suggest interning at a place in the field you're interesting in eventually working in and trying to be the best intern possible. It's exactly what I did. I was lucky enough to have a spouse who could support me while I took on an unpaid internship but otherwise I would recommend working at a job that pays you enough to save up to later take on an unpaid internship.

If you could have any job, what would it be?

I'd love to be a journalist that is paid a living wage and enjoys a healthy work life balance. That job barely exists anymore so my next preference would have to be doing policy analysis work for the government.

ALUMNI NEWS

AN ALUMNI PROFILE: Sadie Kitchen '10



What does your job entail?

I work for United Way of Greater Portland (UWGP) in the Community Impact Department as a Public Policy Coordinator. I work with the head of my department and a team of community volunteers to establish the organization's policy goals, while imple-

menting United Way's policy and advocacy initiatives. I work on creating measurements to track the effectiveness of UWGP's advocacy efforts. I also do a lot of work researching legislation and specific issue areas around our education, financial stability and health work. I spend a significant amount of my time writing testimony on specific legislation that is related to our policy agenda and a lot of time listening in on Committee Meeting work sessions and public hearings for the Maine State Legislature.

What is your favorite part of your job?

My favorite part of my job is working with our community volunteers who are passionate about politics and policy. I also enjoy writing testimony, as it gives you the opportunity to delve into a new topic you may not know a lot about such as Medicaid, General Assistance or other health and human services related issues.

How did you get to where you are now?

I honestly started at a very entry level position as an Administrative Assistant in Fundraising and worked hard to show the organization my value and dedication and eventually had a position created at the organization that allowed me to use my degree and work with a team on causes I'm really passionate about. My advice - take a job, any job to get experience and if you like the company and the people, work hard until you have the opportunity to create a position or a position becomes available in an area you really want. If you show dedication to a company and stick with them and make your value known, chances are the company will respond in kind.

What did you originally want to do after Skidmore?

I wanted to work over seas with the State Department or an NGO. I haven't given up on that dream yet. I'm actually in the

process of applying to the Monterey Institute for a Master's in Public Administration and interviewing with the Peace Corps to do a term of service and get my Master's through their Peace Corps Master's International Program. We will see if it all works out!

How did your Skidmore education help you succeed?

Skidmore taught me how to think critically, how to write analytically, and to ask why. Skidmore also taught me to make connections between seemingly different topics and to also look for trends and what the correlation or causation of those trends might be. This is very general but a lot of the work I do is seeing how our different departments internally connect, what works what doesn't, and also what the impact on pending legislation might be to the larger community or our key stakeholders.

Which Government class(es) have helped/influenced you the most in your job now?

I'd say its more the skills that I took away from the classes then the topics themselves. I spent more time taking political theory classes, which are important in learning how to think critically about policy and the long range effects it might have, but in regards to a specific class, I couldn't name just one.

What advice would you give to Government students searching for jobs after graduation?

Cover letters matter, resumes matter. Make sure you really research a company and see who you know within that organization that you could reach out to and network with. It makes getting in the door a lot easier. Also, your GPA is important but not nearly as important as internships, real world/office experience, and extracurricular activities you are involved with. Work on building your resume now and you will have a much easier time getting a job when you finish school.

Finally, work on soft skills- interviewing, how to dress professionally, how to act in an office and work on hard skills that you will use every day like Excel, Microsoft Office Suite, and any other tech programs like InDesign, GIS, SPSS etc. the ability to use these programs will matter much more than which courses you took, at least in my experience.

If you could have any job, what would it be?

I would have trouble naming a job, but ultimately I would like to work for the State Department or an organization like Kiva, the Bill and Melinda Gates Foundation, or United Way Worldwide.

PROFESSORS GRANEY AND VACS TALK CURRENT EVENTS

Continued from Page 9

the Jesuit Society as a novice. As a young seminarian, Bergoglio studied humanities and voraciously read Catholic theology. He traveled in Europe and studied in a seminary in Spain before landing an important position as a superior in the Jesuit order of Buenos Aires, the center of Catholic affairs in Argentina. Diligence and self-discipline paid off for the Argentine Jesuit.

The military bureaucracy that ruled over Argentina during the 70s and early 80s actively persecuted the Peronistas and other leftist groups. In the mid-80s, after the collapse of the military bureaucracy and the reemergence of democracy in Argentina, Bergoglio was demoted as the provincial director of the Jesuit Society and sent to Córdoba, Argentina, where he lived a fairly frugal and nondescript life. This internal exile greatly impacted Bergoglio's outlook and gave him plenty of time for introspection. During this period Bergoglio became less authoritarian and made a positive impression on his superiors, so much so that he was awarded one of the most revered posts of the Argentine Catholic institution, the Auxiliary Priest of Buenos Aires and then as Bishop.

As the Bishop of Buenos Aires, Bergoglio proved himself an effective leader. His humility dazzled Argentineans; he lived in a small apartment with few luxuries and washed the feet of the poor on holidays. In addition, he issued an official apology for the failure of the Church to protect the lives of Argentine civilians during the military regime's dictatorship.

Bergoglio advanced within the Catholic Church and was promoted by the Pope John Paul II to be the Cardinal Primate of Argentina. Bergoglio's influence in the Catholic Church continued to grow. The Cardinalship boosted his reputation in the Vatican tremendously; in 2005 he was a contender to be Pope after John Paul II. Even though his current views combine doctrinal conservatism and social liberalism, Bergoglio has remained committed to advancing democratic values and human rights causes, which both pertain to pivotal aspects of his past. Pope Francis is famous for his personal humility and simple lifestyle, but that is not all he represents. The Pope is a figure of authority that determines the destiny of the entire Catholic Church -- Pope Francis has spearheaded many initiatives that go against the grain of some of his past actions.



The Department of Government congratulates our new and current member of the Tau Gamma chapter of Pi Sigma Alpha, the National Political Science Honor Society.



Class of 2014

**Varak Baronian, Matthew Choi, Britt Dorfman, Wilson Gibbons, David Goroff, Christopher Hoch,
Kyle LaVecchia, Megan Pini, Hannah Pratt, Matthew Scotch, Jesse Shayne, Nicole Shepherd,
Beal St. George, Noah Throop, Roger Wieand**

Class of 2015

**Christopher Franzini, Connor Grant-Knight, Olivia Kinnear, Andrew Lowy, Jack Mallory,
Ben Polsky , Jesse Ritner, Jeremy Ritter-Wiseman, Noam Yosseffy**

Spring 2014 Topics Course Descriptions

GO 251D: Constitutionalism: Ancient and Modern (3 credits)

Instructor: Dustin Gish

Study of the political concept of constitutionalism, in its ancient and modern forms. Students will be introduced to the history and philosophical principles of constitutionalism, the rule of law, and constitutional governance as the foundation and framework for political life. Readings will be drawn from a wide range of political thinkers and documents from ancient Greece and Rome, the medieval and early modern eras, and American political history from the colonial period through the founding, civil war, and early twentieth century. Students will develop a familiarity with the terms of constitutionalism, in order to reflect on the nature, form, and limits of constitutions; the historical and theoretical roots of ancient and modern constitutionalism; constitutional principles; and perennial questions and issues related to constitutional design and government.

GO 351B: Political Thought in Literature (4 credits)

Instructor: Dustin Gish

Study of political thought as embodied or represented in works of literature. Students will read seminal works of literature (plays, novels, and short stories) and reflect upon political questions raised in and through the dramatic action and argument of plot, narrative, dialogue, theme, and characterization. Special attention is paid to the way literary works represent and examine the reciprocal relation between human character and political ways of life, or regimes, as well as political lessons to be drawn from such literary representations. Works of both ancient and modern authors (e.g. Sophocles, Aristophanes, Shakespeare, Bacon, Austen, Shelley, Melville, Twain, and O'Connor) will be considered.

GO 251C: Campaigns and Elections in the United States (3 credits)

Instructor: Ron Seyb

While Barack Obama and George W. Bush sport more differences than similarities, they agree that "elections have consequences," with the most importance of these ostensibly being the generation of the "political capital" presidents need to shape political debate and realize legislative priorities. But even if one concedes that our two most recent presidents are correct about the importance of elections, it is unclear how election outcomes should be interpreted in a country in which voter turnout is low and skewed to over-represent certain groups in the electorate, public officials ostentatiously manipulate the boundaries of electoral units to their advantage, the two parties have been so thoroughly colonized by interest groups and activists that they are now "no great friends of popular sovereignty," data mining efforts have sliced the electorate so thinly that the notion that candidates must craft their messages to appeal to a diverse electorate is now considered fatuous, and the media (both traditional and digital) cater more to partisan and ideological predispositions than to voters' need for a journalism that will "tell the truth and shame the devil."

This course will explore the institutional foundations, political dynamics, and policy consequences of campaigns and elections in the United States. While the course will focus principally on federal elections, examples will also be drawn from sub-national elections. The course materials will be designed to help students grasp why Lord Macaulay once averred that the chief task of any election analyst is to address the following conundrum: "The Great Oracle has spoken. Now we must decide what the Great Oracle has said."

GO 251C: Law and Film (3 Credits)

Instructor: Helen Knowles

The study of law is concerned with relationships between individuals and various different forms of authority – authority that may or may not be sanctioned by the law. Films can serve as powerful audio-visual tools with which to examine those relationships. This course will be divided into three sections: (1) legal theory – specifically the relationships between law and morals, and law and justice; (2) constitutional law – the First Amendment's religion, press, and speech clauses; and (3) lawyers and the law – examining aspects of the adversarial process, and criminal process. Each section will be explored using a series of films and complementary readings. Assignments (both individual written, and group written/oral presentations) and extensive class discussions will be designed to advance your understanding of cinematic portrayals of law, and how law – whether natural law or positive (written) law – structures political power relationships.

Films studied will likely include *Inherit the Wind*, *Judgment at Nuremberg*, *To Kill a Mockingbird*, *Chicago*, *Gran Torino*, *Anatomy of a Murder*, *Primal Fear*, *The Man With the Green Carnation*, *L'amore*, and *Good Night and Good Luck*.

Please note: films will not be shown during class periods. Instead students will be required to attend weekly evening film screenings and/or watch the assigned films in their own time.

GO 365: Politics of Modern South Asia (3 credits)

Instructor: Yelena Biberman-Ocakli

This course examines the politics and society of South Asian states, with a special focus on India, Pakistan, Afghanistan, and Bangladesh. South Asia is a region of remarkable diversity. We will use the tools of social scientific analysis to study the most salient problems facing

Spring 2014 Topics Course Descriptions

South Asian societies, such as security, development, and democracy. This course has two main goals. The first is to develop substantial regional knowledge. Students will learn to apply social science reasoning to tackle the major puzzles and policy issues facing South Asia. The second goal of the course is to use the knowledge of the region to shed light on the big and enduring questions of political inquiry: What is the relationship between development and democracy? What is the role of history in shaping political outcomes? Is nonviolent resistance more effective than violence? In addressing these questions, students will engage closely with classic and contemporary social scientific texts on South Asia. (designated a non-western course)

GO 251B: States, Rebels and Warlords (4 credits)

Instructor: Yelena Biberman-Ocakli

This course examines violent conflict in modern societies. It explores the role of the state as well as non-state actors in causing, escalating, and mitigating violence. We will address major questions underlying national and international security, such as: When does conflict turn violent? Under what conditions do victims become perpetrators, and perpetrators become victims? What are the causes of terrorism, and what is the state's role in terrorist activity? Is violence the only way to bring about major political change, or can nonviolent methods work? Are private military contractors changing the way we fight? The goal of this course is to develop critical awareness of and the analytical skills necessary to evaluate the major security challenges facing countries around the world.

GO 351B: Rousseau's Political Philosophy (4 credits)

Instructor: Flagg Taylor

This course will be entirely devoted to a close examination of some of the writings of Jean-Jacques Rousseau. Rousseau is acknowledged as one of the pre-eminent thinkers of the modern period, perhaps of all time. Though there is some scholarly consensus about his seminal importance, there is extensive disagreement about Rousseau's teaching on fundamental questions about human nature and the just political order. Rousseau's thought seems to be defined by a series of polarities: the quiet independence and self-sufficiency of natural man versus the dignity and virtue of the republican citizen; the solitary life versus the communal, political life; and a defense of cosmopolitan benevolence versus a defense of national particularity. These are just a few, and they have caused many readers (including some of his contemporaries), to claim Rousseau was hopelessly confused or just plain sloppy. We shall take Rousseau at his word however, and begin with the assumption that there is an order to the whole of his thought. As he stated in a letter, "The majority of my Readers must often have found my discourses poorly structured and almost entirely disjointed, for want of perceiving the trunk of which I showed them only the branches. But that was enough for those capable of understanding, and I never wanted to speak to others." We shall therefore undertake the difficult task of understanding Rousseau's "system."

Scribner Seminar Descriptions [for incoming first year students]

SSP 100 Feryaz Ocakli

Across the Bridge: Turkish Politics in Historical Perspective

Why do we define ourselves as Americans, Germans, or Turks? What does it mean to live in a "nation-state," and why are some regions of the world richer than others? Students will explore questions of ethnic, religious, and national identity, economic development, and democracy by focusing on the experience of Turkey. Turkey is a "torn country," where basic questions of religion, identity, development, and democracy lack clear answers. It is a country of deep social, economic, and cultural contrasts. Turkey is Middle Eastern, European, and Asian at the same time; it is poor yet a rising economic power; it is secular yet ruled by an Islamist government. This course will introduce students to the study of Ottoman history, political Islam, ethnic identity, economic development, and non-Western literature through the lens of Turkey and its people.

SSP 100 Flagg Taylor

Statesmen and Tyrants

This course is an examination of statesmanship, as distinct from ordinary political leadership. It suggests a certain quality of excellence in both leadership and judgment. This excellence is often rooted in a complex array of qualities including, but not limited to, wisdom, prudence, moderation, ambition, a certain ruthlessness, and rhetorical acuity. It also appears to be an activity at odds, or at least in tension, with democracy. In democracy, the people are said to rule. Yet democracy needs statesmanship to establish it, to sustain it, and perhaps to justify it. Is democratic statesmanship an oxymoron? What are the qualities of soul that characterize the statesman? How is the statesman different not only from the ordinary politician, but from the tyrant? We will explore a variety of writings (philosophical, historical, literary, social scientific, and biographical) about both statesmanship and tyranny.

Fall 2014 What Counts for What?

American	Comparative	International Relations	Political Theory
GO 251C: Campaigns and Elections in the United States (RS)	GO 227: From Genghis Khan to Gorbachev: Power and Politics in Russian History (KG)	GO 251B: States, Rebels and Warlords (YB)	GO 251D: Constitutionalism: Ancient and Modern (DG)
GO 251C: Law and Film (HK)	GO 365: Politics of Modern South Asia (YB)	GO 309: Latin America and the United States (AV)	GO351B: Politics and Literature (DG)
GO 252: The Psychology of Politics (RS)	GO 239: Nationalism and Politics in the Middle East (FO)		GO251B: Rousseau's Political Philosophy (FT)
GO 311: Constitutional Law (HK)			
GO 315: Immigration Politics and Policy (BT)			
GO 334: The U.S. Presidency (RS)			

GOVERNMENT COURSES: FALL 2014

GO 101-001: Introduction to American Government

Bob Turner M W F 11:15—12:10pm

GO 101-002: Introduction to American Government

Helen Knowles T TH 2:10—3:30pm

GO 102: Introduction to Political Philosophy

Dustin Gish T TH 9:40—11:00am

GO 103-001: Intro to Comparative and International Politics

Feryaz Ocakli M W F 9:05—10:00am

GO 103-002 Intro to Comparative and International Politics

Yelena Biberman-Ocakli M W F 10:10—11:05am

GO 227: Power and Politics in Russian History

Kate Graney T THF 12:40—2:00pm

GO 239: Nationalism and Politics in the Middle East

Feryaz Ocakli M W F 11:15am—12:10pm

GO 251B: States, Rebels and Warlords

Yelena Biberman-Ocakli M W 2:30—3:50pm

GO 251C-001: Campaigns and Elections in the U.S.

Ron Seyb M W F 10:10—11:05am

GO 251C-002: Law and Film

Helen Knowles T TH 12:40—2:00pm

GO 251D-002: Constitutionalism: Ancient and Modern

Dustin Gish T TH 11:10am—12:30pm

GO 252: The Psychology of Politics

Ron Seyb M W F 11:15am—12:10pm

GO 309: Latin America and the United States

Aldo Vacs T TH 11:10am—12:30pm

GO 311: Constitutional Law

Helen Knowles T TH 9:10—11:10am

GO 315: Immigration Politics and Policy

Bob Turner M W F 1:25—2:20pm

GO 334: The U.S. Presidency

Ron Seyb M W F 12:20—1:15pm

GO 351B-001: Rousseau's Political Philosophy

Flagg Taylor M W 2:30—3:50pm

GO 351B-002: Political Thought in Literature

Dustin Gish W 6:00—9:00pm

GO 365: Politics of Modern South Asia

Yelena Biberman- Ocakli M W 4:00—5:20pm