

GOVERNMENT DEPARTMENT NEWSLETTER

SKIDMORE COLLEGE
Government Department

Fall 2012

Dear Students,

What an opportune moment to be studying government! The presidential, congressional, state, and local elections are upon us, and we are full steam into the season of debates. Just as we prepare to elect our representatives, Americans face a fiscal cliff and a sluggish economy with trenchant unemployment and serious threats to national and international security.

With such high stakes, the Department is glad to see students such as Aaron Shifreen and other members of Pi Sigma Alpha take the lead with the League of Women Voters in enlisting students to register to vote and attend and participate in debates about what kind of government Saratoga Springs should have. We are proud to have professorial expertise in all levels and branches of the U.S. government and in political theory and philosophy, comparative political systems, and international politics. In the same breath we recognize that it takes professors and students together to make the classroom an exciting place to study, learn, and grow. Indeed, as this newsletter demonstrates, this Department is a driving engine of intellectual energy for both students and faculty alike.

We are very happy to welcome our newest departmental member, Assistant Professor Feryaz Ocakli. Dr. Ocakli is teaching comparative and international politics, politics of developing countries, Mid-East politics, and international affairs and is serving as faculty advisor to Model United Nations. You will want to read Matt Choi's interview of Dr. Ocakli in this newsletter, which will help you to get to know our new, young, dynamic, knowledgeable, and engaging professor.

As reported in this newsletter, our faculty are exceptionally engaged in their disciplines—returning from sabbaticals (Dr. Turner), seminars (Dr. Vacs with the help of a Fulbright grant), time abroad (Dr. Flagg Taylor, who conducted interviews of Czech dissidents) and presidential libraries and other archival collections (Dr. Seyb, holder of the Joseph C. Palamountain Jr. Chair in Government). The Department also celebrates Dr. Burns for his promotion to full professor. Not content to rest on his laurels, Dr. Burns has been attending and presenting scholarly papers at regional, national, and international conferences, and has published or is in the process of publishing an impressively large number of books, book chapters, and scholarly articles. Also preparing a book manuscript for publication is Dr. Kate Graney, who is on sabbatical leave but who WILL return soon to teach an enticing array of courses.

One of our dear departmental members deserves very special mention. Prof. Pat Ferraioli, who has graced this Department and Skidmore for 20 years with her dedicated teaching, mentoring, and collegiality, has decided to step down from teaching for medical reasons. I cannot tell you how much this has saddened us as we deeply value the kind of colleague and friend Pat has been to all of us—students and faculty alike. Pat's trademarks—her humanism, social consciousness, integrity, honesty, and inclusivity—leave deep indelible marks, and I am certain students and alumni alike will want to write to Pat in care of the Department of Government to let her know what she has meant to them.

Have a close look at the newsletter to read about student experiences here at the College and further afield, upcoming events, Spring term course offerings, and faculty news. As a department we feel we are in a good place at a good time and invite you to work closely with us to continue to enhance curricular and co-curricular activities.

Sincerely,

Dr. Roy H. Ginsberg

*Jean Monnet Chair in European Integration Studies
and Chair, Department of Government*

FACULTY NEWS

ALEX MILLER '13

Ron Seyb has been seen on News Channel 13 at the anchor desk and is a contributor to Saratoga's newest online publication *Saratoga Wire*. Prof Seyb has many special guests scheduled to speak to his Presidency, Psychology of Politics and Virtual Republic classes this semester.

Will Sharry '11 and **Bob Turner** have coauthored an article, "From Progressive Pioneer to Nativist Crackdown: The Transformation of



Immigrant Policy in Oklahoma" in the December 2012 issue of *Politics & Policy*. The article is based on some of the research Will conducted for his honors thesis in government. Professor Turner also

organized a debate on the revision of the Saratoga Springs city charter as part of the *We the People* exhibit at the Tang that was attended by over 70 members of the community and his Introduction to American Government classes. He will also be hosting a public meeting of the Saratoga Springs School Board in January as part of the *We the People* exhibit. Professor Turner was on Channel 13 to discuss the debate between US Senator Gillibrand and Wendy Long and this past summer served as director of the Skidmore Faculty/Student Research Program.

This past June **Flagg Taylor** was in Prague to interview former Czech anti-communist dissidents, and while there made plans for an additional trip now scheduled for January 2013. The collected material will be used for a book about the life and political thought of these heroic figures. Prof Taylor is also editing an English translation of a collection of essays of one of the more prominent dissidents, Vaclav Benda.

Natalie Taylor recently completed an essay, "'Mistaken Notions of Female Excellence': Mary Wollstonecraft's Vindication of Virtue" for a collection of essays on Wollstonecraft's *A Vindication of the Rights of Woman*. The essay considers Wollstonecraft's engagement with the Scottish Enlightenment thinkers on the nature of woman and the nature of political life.

Since the spring 2012 Newsletter **Professor Burns** has been engaged in a number of scholarly projects. He presented a paper on Bacon's *New Atlantis* at the ISSEI, in Cyprus in July. In mid-November he travels to Boston for the NPSA Meeting, where he will present a paper. He has also been invited to present "Francis Bacon and the Goals of Modernity," at MIT on November 16th. In January he will be attending a mini-conference on Descartes in Austin, and in April, the Midwest PSA in Chicago.

The manuscript of *Introduction to Political Philosophy*, Burns' third book, which he is co-authoring with Thomas Pangle, will be submitted to Cambridge University Press in December. Burns completed his fourth book, *Shakespeare's Political Wisdom*, this summer; it will be published by Palgrave in April. Professor Burns also secured over the summer two new contracts for books. One is with Brill Academic Publishing to edit *Companion to Leo Strauss' Writings on Classical Political Thought*, which will be published in 2015. He secured a preliminary contract for his sixth book, *Philosophy, History, and Tyranny: Re-examining the Debate Between Leo Strauss and Alexandre Kojève*, which he will be editing with Bryan-Paul Frost. He continued his revisions of *Thucydides and the Grounding of the Rational Life*, his seventh book, which he'll have ready for submission to a press by the end of November. Finally, Burns is co-editor (with Thomas Pangle) of a new series with Palgrave Macmillan, called *Recovering Political Philosophy*.

Burns has had eight more articles accepted for publication since May, and another is under review. He completed a two-part series of articles on Nicias in Thucydides and Aristophanes, both of which will appear in the peer-reviewed journal *Polis* (Vol 29.2 and 30.1). "A New Perspective on Nietzsche's *Beyond Good and Evil*" will appear in the peer-reviewed journal *Interpretation, A Journal of Political Philosophy* in December. "Leo Strauss' 'The Intellectual Situation of the Present'" will be published in *Reorientation: Leo Strauss' Political-Philosophic Discoveries in the 1930s*. "Bacon's *New Atlantis* and the Goals of Modernity" will appear in *Socrates and Dionysus: Philosophy and Art in Dialogue*. "Hobbes and Dionysius of Halicarnassus on Thucydides, Rhetoric and Political Life" will be published in *Polis* in Fall 2013. "Why Do We Wear These Robes and Hoods?" will appear in next June's issue of *Perspectives On Political Science*, of which Burns is special editor. "MLK, Augustine, and Civil Disobedience" will appear in *From Compassion to Humanity: Essays in Honor of Clifford Orwin*. Finally, Burns submitted "John Courtney Murray, Religious Liberty, and Modernity" to the journal *Logos*.

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

Maggie Abernethy, Johanna Barr, Amy Bergstraesser, Matt Choi, Wyatt Erchak, Connor Grant-Knight, Willa Jones, Olivia Kinnear, Sadie Kitchen, Jean-Ann Kubler, Andrew Lowy, Tim Lueders-Dumont, Alex Miller, Ellie Nichols, Aaron Shifreen, David Solomon, Roger Wieand and Jeremy Wood

BEHIND THE PH.D.

FERYAZ OCAKLI

MATT CHOI '14

Recently I sat down with Skidmore's newest government professor, Feryaz Ocakli, who currently teaches a course on Nationalism and Politics in the Middle East and next spring will offer a new topics course entitled "States, Markets and Politics in Developing Countries." We spoke about a range



of topics from his early days studying in Turkey to his current research agenda.

Professor Ocakli started his education studying sociology at the Middle East Technical University in Ankara, Turkey, before making the switch to political science. When asked what drew him to the study of government, Professor Ocakli responded humorously that like most students he "took a class" which sparked his interest in "the big questions, such as questions of representation, development, and power." Professor Ocakli believes that political science is the discipline that gives students the "methods and tools" to study the pressing issues of our time "in evidence driven ways". This emphasis on the big picture carried over into Professor Ocakli's ambitions towards a career as an academic. Asked whether he ever considered working in government, Dr. Ocakli responded that he was fairly sure by his junior year that he wanted a career in academia, a career that would allow him to explore these broad issues in a way a bureaucratic life might not.

Upon completing his undergraduate degree in Turkey, Professor Ocakli continued his education in the US at Brown University's Department of Political Science. When I raised the issue of leaving the Middle

East to study it from afar, Dr. Ocakli was quick to point out that he maintains an interest in the developing world as a whole, and studying at Brown offered a good foundation for investigating issues of development. Although much of Professor Ocakli's work centers on the Middle East, and specifically Turkey, he rejects the "area specialist" label and told me that his future research will look at "the global south, not just specifically one country or one region." One of his goals is to bring a comparative approach to Middle East studies. He believes the Middle East should not be treated as a region so unique that it defies comparison.

Professor Ocakli's current body of research centers on Islamist groups and their appeal to non-ideological voters. This issue has only increased in importance with the recent Arab Spring, which saw Islamist groups elected to govern several countries. Despite the popular conception in the US of Islamist groups as appealing to the religious beliefs of voters, Professor Ocakli pointed out that only a relatively small number of people vote on purely ideological lines. His research has shown that a significant amount of their support comes from "pragmatic voters." In both scholarly analysis and popular conception, Islamist parties are often treated as an exceptional force that is able to "convert" voters into supporting them. Professor Ocakli claims his research shows that despite the conception that they are unique in the world of politics, Islamists "behave like normal parties when given the chance," and often times play by the same set of political rules that other groups do. Looking at eight cities across Turkey, Dr. Ocakli investigated why electoral support for Islamists varied so widely across pairs of very similar cities. The sheer difference in these rates suggests that the success of Islamists must be tied much more closely to local politics than previously thought, and that often the grassroots organizational skills of an Islamist party contribute more to their success than any overarching ideology.

The recent success of Islamist parties in Egypt and Tunisia would seem to support this theory. Surely countries with such complex societies could not all vote upon ideological grounds. Professor Ocakli points

out the excellent grassroots organizations of Ennahda in Tunisia and the Muslim Brotherhood in Egypt as evidence that Islamist groups appeal to voters in a manner not that different from "normal" political parties.

In the case of Egypt, Professor Ocakli points to the victory of the Muslim Brotherhood over the more extreme Salafi party as further evidence supporting his ideas. If Islam was the driving force behind people's vote, surely the Salafists would have done as well as the Brotherhood. Instead, the Muslim Brotherhood's victory can be attributed to the "robustness of its organization," and appeal to voters on pragmatic issues. Summing up his research, Dr. Ocakli stated "what my research can contribute is a better understanding of what Islamist parties are and what they do. Part of my effort is to dismiss this idea that their political organizations are somehow unique. I think given the opportunity to participate in free and fair elections... they reach out to voters like any other pragmatic political party."

So how does Skidmore fit into this ambitious body of work and professor Ocakli's future plans? Reflecting on the nature of liberal education, Dr. Ocakli claimed that the liberal arts emphasis on well roundedness will only benefit his academic research. The ability to shun "short term gains, in favor of something bigger, better, and more beautiful," can only help his research since the liberal environment will allow him to approach his work from a variety of perspectives. At the conclusion of our interview, Professor Ocakli said he found Skidmore to be "serious about its mission... when I look at my colleagues and see how seriously they take their jobs, this also inspires me to do a better job... I think what distinguishes the really good institutions from the not-so-good ones is how they approach what they do. Do they first of all have good values and second of all are the people happy about their lives. Do they love what they do? I find that Skidmore is really dedicated to a liberal education, to academics, to research, and I think that's what makes it a great institution. And of course the beauty of the campus doesn't hurt."

See page 19 for a description of Prof Ocakli's new topics course: States, Markets and Politics in Developing Countries.

HOW I SPENT MY SUMMER VACATION: TEACHING DEMOCRACY AND GLOBALIZATION IN ARGENTINA

PROFESSOR ALDO VACS

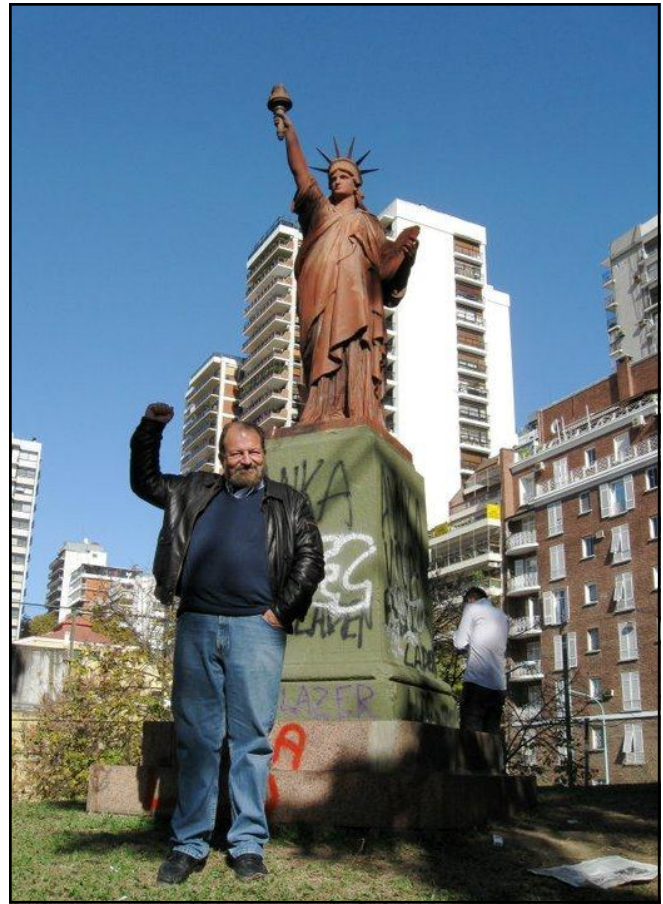
In the Spring of 2012, while teaching at Skidmore, I received an inquiry from the School of Political Science and International Relation of the National University of Rosario (UNR), Argentina. Would I be interested in teaching a graduate seminar on globalization and democracy during the summer? This request was made taking into account that I was listed as a Fulbright scholar in the Fulbright Specialist Program as interested in traveling abroad to teach short-term seminars and courses on democracy, globalization, and international relations. I was very interested in this possibility and after a few weeks of discussing the conditions and timing, I was awarded a Fulbright specialist grant to teach a seminar on globalization, democracy and economic policy and participate in other academic activities at the UNR during the month of August.

I spent June and July preparing the syllabus and selecting the bibliography for the seminar (that was going to be taught in Spanish) and exchanging information with the host university and the staff of the Fulbright Commission. By the end of July, I departed for Argentina and, after spending a few days in the capital city, Buenos Aires, finally arrived in Rosario. Rosario is the third largest city in Argentina (around 1.3 million people) and is located on the western shore of the Paraná River (the second largest river in South America; in Tupi language Paraná means "as big as the sea"), 170 miles North of Buenos Aires.

Since the 19th century, the city has been one of the main ports of export of Argentine grains and beef (once it was known as the "Argentine Chicago") and since the mid- 20th century has been also an industrial center. Today, after a period of decline after the crisis of the early 2000s, it has experienced an economic and cultural renaissance fueled by the recovery of the Argentine economy and, particularly, by the boom in soybean production, prices and exports in the last few years. The National University of Rosario is one of the largest in Argentina with around 73,000 students, 6,000 of which are registered in the undergraduate and graduate programs of the school of political science and international relations.

At my arrival in Rosario, I was warmly greeted by my hosts and, by August 4, I began to teach my seminar on democracy and globalization to a group of graduate students in the school of political science and international relations. This was a wonderful experience as the students were extremely interested in the topic and active participants in the class sessions that were taught twice a week for four hours (with a short intermission). I was never able to lecture for more than a few minutes before the students intervened with incisive questions and thoughtful comments that revealed their interest and careful reading of the materials assigned for each class. Concerning the readings, it is important to mention the effort that they made considering that although the class discussions were conducted in Spanish, most of the materials (except when translations were available) were in English.

Besides the bi-weekly classes, I also was asked to deliver some talks to graduate and undergraduate students concerning topics such as the impact of globalization on Latin America, U.S. relations with Latin America, and the current political situation and presidential campaign in the United States. At other times, as undergraduate classes started (when I arrived, the winter break was still underway) I was invited to participate in some of the classes on international politics and relations



taught by my colleagues. In all cases, it was really impressive not only the academic interest of the students but also the high level of political involvement that they exhibited.

In fact, as the undergraduate students returned, political groups were present everywhere delivering their literature, engaging in discussions and organizing discussion meetings. All this activity culminated in the first week in September with the organization by students and faculty of the 10th congress on democracy with the participation of national and international guests. I was glad to be invited to deliver a paper on the U.S. approach to democracy in Latin America that was followed by a lively discussion with students and faculty.

I must add that during this time, I was also able to enjoy my stay in the city many different ways. Culturally, Rosario has a vibrant life, including theater plays, musical events, museum exhibits and excellent bookstores. It is also a fantastic city to walk around, admiring its neoclassical architecture and monuments or strolling the parks along the river and enjoying the views.

Moreover, although it is a large city, it has a provincial quality that is reflected in the friendliness of its people. Thus, when I left in early September I was very happy of having taken this opportunity: it had exceeded my expectations and I was coming back to Skidmore with a very positive experience that could be shared with my students and colleagues.

We the People

Public Events at The Frances Young Teaching Museum and Art Gallery

Using the U.S. Constitution and the fall presidential election as catalysts, *We the People* explores how people create order, configure communities, and form a collective identity. A series of events and programs transforms the gallery into a laboratory for raising and critiquing ideas of community, citizenship, patriotism, and activism. *We the People* approaches the Constitution as a process embodied by the people who created it and whom it serves.

Tuesday November 6, 5:30 – 11:00 pm

What to Expect When You're Expecting the Election & Election Returns Extravaganza

Discussion with Professor Ronald Seyb on the battle for the swing states, followed by live coverage of the election returns on multiple screens: refreshments, contests, balloons, and more.

Tuesday November 27, 7:00 pm

The Return on the Returns: Two Different Views A Discussion with Erica Seifert '02, Senior Associate at Greenberg Quinlan Rosner, and Benjamin Clarke '01, political consultant and freelance writer.

Dr. Seifert specializes in American politics and elections, voter participation, and U.S. economic issues. Her clients include National Public Radio, Women's Voices, Women Vote, Public Campaign Action Fund, and the Campaign for America's Future. Benjamin Clarke has worked in Washington, D.C. as a political consultant and speechwriter for the past ten years, and served as chief political writer for GOP strategist Frank Luntz, speechwriter for Senate Majority Leader Bill Frist, and communications consultant for Rudy Giuliani's 2008 presidential campaign.

Sunday, December 9, 2:00 pm

***All the King's Men*, (1949, B & W, 110 minutes, dir. by Robert Rossen)**

Film screening and discussion lead by Natalie Taylor, Government Department and Jennifer Delton, History Department.

THE FRANKLIN FORUM: A NEW READING GROUP ON CAMPUS

CONNOR GRANT-KINIGHT '15

Having spoken with students with similar concerns, this past summer, I sought a way to create a more intellectual atmosphere at Skidmore outside of the classroom—or at least a setting in which such an atmosphere could exist once a week. A student-led reading group, I thought, would do the trick. Professor Flagg Taylor was kind enough to work with me in writing up a syllabus and mission statement. He suggested that the group be named the “Franklin Forum;” Benjamin Franklin had throughout his life met with friends to discuss ideas and political texts. The name had a certain elegance to it, and it was perfect for the group, which we decided would read texts in the history of social and political thought.

The group has hit the ground running, having met already four times and drawn in a core of about ten students. In preparation for each meeting, members are asked to read around 25 pages; sometimes it's an excerpt from a larger work by a single author, sometimes it's two essays written by different authors. So far, we've encountered Edmund Burke, Michael Oakeshott, Milton Friedman, F. A. Hayek, Richard Weaver, and Russell Kirk, each offering a unique perspective on this semester's topic, political conservatism. In the future, the Forum plans to bring outside speakers to campus and to attend off-campus symposia. *We are always looking for new members.*

The Franklin Forum meets each Sunday at 8:30pm in the Honors Forum lounge (Ladd 321). Readings for each week's meeting may be picked up in the box outside of faculty advisor Professor Flagg Taylor's office, Ladd 306a.

WORKSHOP ON THE STATE OF THE EUROPEAN UNION: 2012



On Thursday, November 1st and Friday, November 2nd, Skidmore will host the third annual State of the European Union Conference, cosponsored by the Government department and the European Commission. This year's panel of speakers includes: Dr. Lily Gardner Feldman, of the American Institute for Contemporary German Studies at Johns Hopkins University, Dr. Kevin Featherstone, a Professor of Contemporary Greek Studies and European Politics at the London School of Economics, Dr. David Armitage, of the National Intelligence Council, and Dr. John Occhipinti, Professor of Government at Canisius College.

The program will begin Thursday night at 8 PM in Gannett Auditorium with an introductory roundtable session in which each of the speakers will give a brief presentation on their areas of concentration, and answer questions from each other as well as the audience. Dr. Ginsberg, Skidmore's leading EU scholar, will moderate the discussion.

On Friday at 8:30 AM on the 2nd floor of Murray-Aikins Dining Hall, the program will continue with a series of workshops that focus on various locations throughout the EU, including Germany and Greece, as well as specific subject areas in the EU, including foreign defense and security, and American-EU relations. The Workshop will end with a synthesis of the ideas presented by the guests, as well as a roundtable session which will focus on asking the speakers questions about their professional careers and choices, and how they came to the jobs that they find themselves in today.

The event is open to the entire Skidmore community, and is a great opportunity for those interested in the EU or those interested in learning more about the EU to interact with experts in their fields.

THURSDAY, NOVEMBER 1 GANNETT AUDITORIUM

SESSION ONE 8:00-9:30 PM

The State of the EU: European and American Perspectives
(Drs. Armitage, Featherstone, and Gardner Feldman)

Moderated by Roy H. Ginsberg
Jean Monnet Chair in European Integration Studies

FRIDAY, NOVEMBER 2 MURRAY-AIKINS

Coffee and Doughnuts 8:30-8:45 AM

SESSION TWO 8:45-10:00 AM
Focus on Greece (Dr. Featherstone)

Coffee Break 10:00-10:15 AM

SESSION THREE 10:15-11:30 AM
Focus on Germany (Dr. Gardner Feldman)

SESSION FOUR 11:30 AM-12:15 PM
A Response by Dr. Joerg Bibow,
Department of Economics, Skidmore College

Lunchtime Speaker: 12:30-1:30 PM
Dr. John Occhipinti, Canisius College

SESSION FIVE 1:30-2:45 PM
Focus on the United States (Dr. Armitage)

SESSION SIX 3:00-4:00 PM
Closing Roundtable with Guest Panelists and Student
Participants (Moderated by Aaron Shifreen '13)

PI SIGMA ALPHA LAUNCHES FALL ACTIVITIES

Aaron Shifreen, '13, Pi Sigma Alpha President

Pi Sigma Alpha, the National Political Science Honor Society, is off to a great start this year. In this fall season, on the cusp of a presidential election, Pi Sigma Alpha has worked hard to get as many members of the Skidmore College community registered and fired up to vote on Tuesday November 6th.

Founded in 1920, Pi Sigma Alpha receives into membership students in political science and related disciplines who have outstanding records of scholarship, high academic and social integrity, and academic distinction. Eligibility requirements include: (1) Six Government courses, which have been weighted in your GPA, (2) A 3.5 GPA in these courses and (3) A 3.25 cumulative GPA.

If you have any questions about voter registration or Pi Sigma Alpha in general, feel free to email me, Aaron Shifreen, at ashifree@skidmore.edu.

MODEL U.N. CLUB KICKS OFF FALL SEMESTER

Olivia Kinnear, '15

Model UN is a simulation of the United Nations in which students debate world issues from the point of view of different countries. Rather than just read about international relations in the news and in their textbooks, students are given the opportunity to transform themselves into an actual delegate from a foreign country. This creative thought in action enhances students' ability to problem solve on a global scale.

Just as importantly, it also helps students sharpen speech and debate skills, interdisciplinary skills that are becoming more and more vital today. Furthermore, students get firsthand experience with conflict resolution, negotiation skills, and group work skills. After all, what could be more difficult than having an opportunity to get Iran and the United States on the same page about nuclear proliferation in the UNODA committee? Model UN not only prepares students for academic challenges that they will be faced with here at Skidmore College, but it also molds them into global citizens who will be able to face global challenges in America's workforce.

Model UN meets on Tuesday evenings, if you'd like more information please contact Olivia at okinnear@skidmore.edu.

CALL FOR PAPERS

Government Majors and Minors are encouraged to submit a paper for inclusion in the biennial **Kuroda Symposium in Early American Politics and Culture**. The Symposium was established to honor the contributions of the late, beloved Professor Tadahisa Kuroda to American History and pedagogy at Skidmore from 1970 to 2005. It is a collaborative effort between the Departments of History, Government and American Studies.

One or two students from each of the three departments are selected to present papers as part of the Symposium, which will take place in April, 2013. Professor James W. Ceaser, of the University of Virginia, who will be delivering this year's Kuroda lecture, will provide oral commentary on each of the selected papers.

The Kuroda Symposium Award is highly competitive and is one of the highest awards that our departments bestow on our students. So if you have a paper of which you are proud that deals with American political thought, the American Founding, American Political Culture, or American Political Institutions, please speak with the professor to whom you submitted it originally, requesting that it be nominated for this year's Kuroda Symposium Award. Nominations will be accepted until the beginning of the spring term (January 22, 2013).

For more details, students are asked to contact Professor Timothy Burns, Professor Ronald Seyb, or Professor Natalie Taylor.

Charter for Change: A Proposal to Amend Saratoga's City Charter

Andrew Lowy '15

This year on November 6th, the country will head to the polls tasked with choosing our next president. Here in Saratoga however, the date holds additional significance. When Saratogians enter the ballot box next month, they will be voting for not only the next Commander-in-Chief, but also for the future of our city. A referendum will determine if Saratoga Springs chooses to amend its city charter altering the system of governance from a commissioner based system to a city manager setup.

A few weeks ago, Skidmore hosted a discussion between the two sides of the debate with Professor Turner of the Government Department serving as moderator. The discussion gave a good overview of the issue at hand while the backdrop of the Tang's *We The People* exhibit put the discussion in perspective as an active part of our democracy.

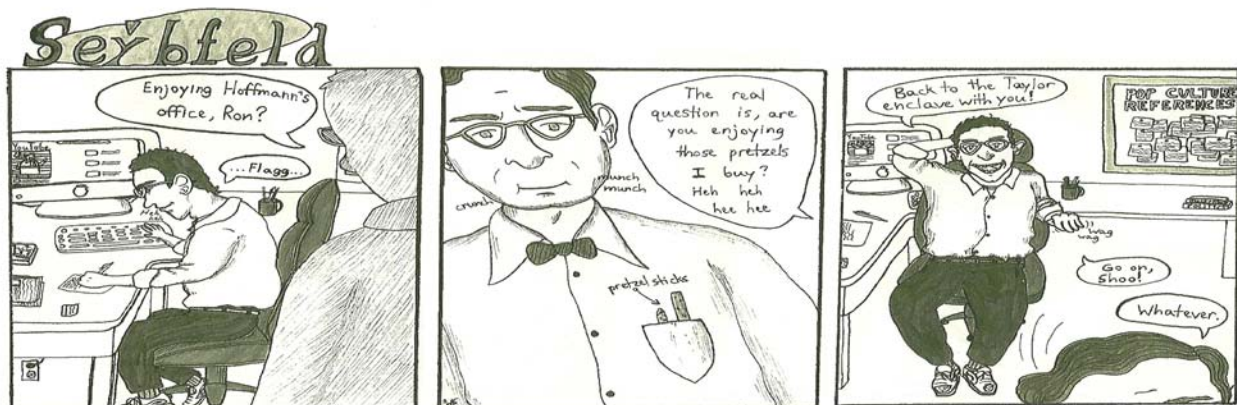
The proposed changes to the charter create a city manager to carry out the day-to-day decisions necessary in running the multi-million dollar machine that is Saratoga. A qualified individual with a background in city management would be appointed to the post by city council, and would be subject to the executive and legislative powers of the popularly elected council. Essentially, this change puts administrative power in the hands of somebody with the experience necessary to make educated decisions while still maintaining the hierarchical supremacy of the elected officials. Supporters argue that the new system would be more fiscally and bureaucratically efficient than the current group of five part-time commissioners.

There is however, some give and take with the proposed system. Opponents voice concern over the prospect of having an unelected official wielding so much power without being directly accountable to the people. While the opposition recognizes that having a city manager would be more efficient, they argue that it does not justify vesting power in an individual not directly representative of the community—

a classic debate with roots in the Constitutional Convention. In fact, Alexander Hamilton originally proposed a system supporting a strong executive with a life term. He reasoned that the efficiency would outweigh the perhaps undemocratic ideals of a lifelong leader. Now, while the city manager would in no way serve for life since his/her term would be contractual with city council, the balance between pure democracy and efficiency still comes into question.

Furthermore, the opposition questions the accountability of a city manager. This again is an issue analogous to some of those that faced the Founders. One of the original constitutional blueprints involved Congress directly electing the President. The problem with this method was the dependency it created between the President and Congress. Since Congress was responsible for the President's reelection, the President would ultimately answer to Congress. In short, this system was flawed because it made the Legislative Branch superior to the Executive Branch. The rejection of such a system is logical. Separation of powers and checks and balances cannot be achieved if one branch is responsible for the election of another. In the case of Saratoga, the city council appoints the city manager, creating a system much like the failed constitutional proposal. However here, such a system is a positive. The council holds power of the purse and contract over the manager and thus, the manager needs to be accountable to the council. According to proponents of the change, this makes up for the lack of election process in choosing the manager by ensuring that the elected officials are still running the show.

With both sides campaigning for supporters and more discussions like the one held at Skidmore planned for the near future, it is hard to tell which way Saratoga will vote. So, as the ballots are cast this November, not only are the next four years of our country's leadership at stake, but also the future of our city.

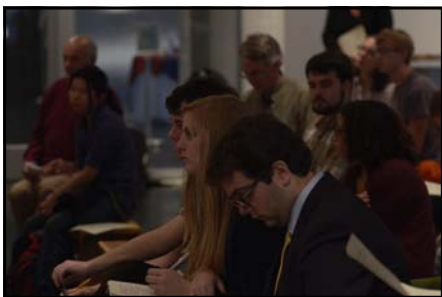


ZUCKERT “COMPLETES THE CONSTITUTION” AND THE HISTORY BEHIND THE 14TH AMENDMENT

JEREMY WOOD '13

The 14th Amendment is widely known as the Reconstruction Amendment that affirmed racial diversity in the United States after the Civil War. In modern American history, the 14th Amendment's Equal Protection Clause has been used as a legal mechanism to apply the Bill of Rights to the states. Certain Supreme Court justices, legal historians, and other academics have panned it as a revolutionary amendment that the Framers of the Constitution would not approve of. However, on September 24, Michael Zuckert, the Nancy R. Dreux Professor of Political Science at the University of Notre Dame, emphasized that the 14th Amendment is not as radical as it is made out to be.

It was altogether fitting for Dr. Zuckert to lecture in front of Nari Ward's "We the People," a piece of art in the Payne Room of the Tang that spells out of the first words of the Declaration of Independence with thousands of multi-colored shoelaces. Zuckert's assertion of contextual conservatism of the 14th Amendment against a multicultural backdrop created a lively juxtaposition of scholarship and history.



Dr. Zuckert painted a broad picture, explaining the relationships between some of the most famous Founding Fathers and Framers of the Constitution, including George Washington, Thomas Jefferson, Benjamin Franklin, Alexander Hamilton, and James Madison.



son. He then narrowed his focus on James Madison, the famously introverted bookworm from Virginia. At the Constitutional Convention, Madison wanted to see a strong government that empowered the Executive to act while sanctioning the Legislative to work on the behalf of the people. Zuckert proceeded cautiously, saying that the Constitution was well-framed but did not contain the two things that Madison wanted to see most: neutrality *vis a vis* competing interests within government and a restrained government that did not encroach on individual rights. He asserts that, because Madison's two "desiderata" were not taken into consideration, the Constitution was not completed until the 14th amendment was ratified.

Special attention was given to the dominant political culture of the time. The Constitution did not bind states to protect individual rights, so states could intrude in that sphere without any serious fear of institutional repercussions. Dr. Zuckert finished his lecture by saying that the ratification of the 14th amendment was a conservative revolution: the American political sys-

tem was democratized along the letter and spirit of the Constitution. Finally, he emphasized that the ratification of the 14th amendment not only completed Madison's view of what the Constitution should be, but protected the citizenry from the encroachment of state power.

After the captivating lecture, Dr. Zuckert and a select group of professors and students from the Government Department continued the conversation at the Surrey Inn over dinner. We had the chance to debrief over a delicious dinner and to discuss everything from the current presidential campaign season, to the upcoming meeting of the UN general assembly, and the new season of *Modern Family*. Dinner was followed by a question and answer session mediated by Professor Jennifer Delton of the History Department. Students and professors asked questions that were not answered during the lecture. Everyone who attended was appreciative of Dr. Zuckert's lecture and the fine night of wisdom he imparted on Skidmore.

Photos by Andrzej Pilarczyk

FROM THINK TANKS TO DA'S OFFICES: SUMMER INTERNSHIP EXPERIENCES

FROM THE HEALTH CARE ACT, TO SB 1070, TO ROGER CLEMENS: EXPLORING THE LAW IN WASHINGTON D.C.

MAGGIE ABERNETHY, '13

The day the Supreme Court handed down the ruling on President Obama's Health Care law, the Office was a buzz of anticipation and excitement- all eyes were eagerly glued to their computer screens waiting for the first newspaper lucky enough to get the drop on the exclusive news. The second the ruling was handed down and as all the interns gathered to pick apart the opinion of the Court, I could not think of a more perfect place to be interning than the District Attorney's Office in Washington D.C.

Surrounded by a mix of law and undergraduate students from around the country and dedicated Assistance District Attorneys, I learned the ins and outs of the legal system- a profession I hope to pursue upon graduating from Skidmore. On the first day, I was placed in the Felony Major Crimes Division. I was given my own desk, my own computer, my own Identification card that showed I was not a threat to security and had miraculously passed the extensive Government paperwork test, my own personal email account within the Department of Justice, and a lovely care package from the supplies center in the basement. Irrespective of my limited legal education, from that day forth I was entrusted with a myriad of tasks. Administratively, I compiled evidence binders, transcribed 911 calls as well as police radio transmissions, and listened in on jail calls in search of incriminating evidence that could be used in trial. Interactively, which was my favorite part of the internship; I assisted various lawyers in the Felony Major Crimes Division on their trials.

The first lawyer I assisted was for a standard suppression of tangible evidence motion. I figured, since it was only my second day, that I would be spending the majority of the motion observing. Boy was I wrong. Mr. O'Rourke told me to sit right next to him at the counselor table and to take diligent notes during the direct and cross-examination. However, what excited me most was how, at the conclusion of Mr. O'Rourke's direct examination of the witness, he would turn and ask me if I had any questions I thought he had forgotten to mention. Whenever I did have a suggestion he would agree and subsequently turn to ask the witness. The second case I was involved in was a felony involving various assault charges. In preparation for the case I helped write a motion to admit a 911 call made at the time of the incident as evidence and during the trial I took notes for Mrs. Sahaf to use during subsequent lines of questioning. Surprisingly, at the conclusion of the trial, and following a favorable conviction, a press release was made by the United States District Attorney, Mr. Ronald Machen, thanking the detectives, paralegals, prosecutors and me! An apparently not so insignificant intern. The final case I assisted on was a felony charge for possession of and discharge of an illegal fire

-arm. During the course of the trial I composed transcripts that would be entered into evidence, helped categorize and label evidence (which involved holding an AK-47 and a shotgun), aided in jury selection, made sure evidence was ready for trial every day, and helped construct opening and closing arguments.

My experience this summer has furthered solidified my passion for the study of law and my desire to pursue a career in the criminal justice program. The enthusiasm that each district attorney had for their job (I do not believe I have ever met so many people concentrated in one office that claim to love their job, except in the Skidmore Government Department of course) and the amount of knowledge I gained from this internship provided me with the best possible segue into my graduate aspirations.

My summer internship was funded by the Levine Internship Award Program. If you have any questions about the application process for the 2013 Levine Award, please contact me at maberne@skidmore.edu

REEVALUATING GOVERNMENT INSTITUTIONS: A SUMMER WITH THE ROOSEVELT INSTITUTE

JEAN-ANN KUBLER, '13

This summer, I worked as a Summer Academy Fellow at the Roosevelt Institute Campus Network, a progressive policy organization that helps develop student initiatives and impact projects around six key policy areas: Health Care, Equal Justice, Energy and the Environment, Education, Economic Development, and Defense and Diplomacy. Working with the Roosevelt Institute offered me the opportunity to delve deeply into issues such as citizenship, government reform, and democratic participation. I received funding for this internship through Career Services and the New World Foundation Internship Award Program.

My main responsibility as a Summer Fellow was to develop programming to collect data for the Campus Network's newest initiative, a project titled "Government By and For Millennial America." The goal of the project is to develop a document outlining what the millennial generation (those born between 1980 and 2000) identifies as the ideals of, and obstacles to, a model democratic government,



Continued on page 11

SUMMER INTERNSHIPS

REEVALUATING GOVERNMENT INSTITUTIONS: A SUMMER WITH THE ROOSEVELT INSTITUTE

(Continued)

and to further articulate what they believe can be done to overcome those obstacles.

As co-lead on the project, I spent the first half of my fellowship researching political theories of democratic government and citizenship, and the second half developing programming to engage participants in discussion around critical questions about the responsibilities of both government and citizens in a democratic society. In the final week of my fellowship, I presented the programming at the Network's National Conference at the Franklin Delano Roosevelt Library in Hyde Park, New York and was able to collect data from 150 participants.

My work on Government By and For Millennial America allowed me to engage deeply with the political theories of citizenship, and use that research to explore how those theories can be applied in day-to-day democratic life. While it is easy to discuss how a citizen should behave in an ideal democracy, it's difficult to analyze how the political institutions that are supposed to promote them hinder those ideals of engagement.

In addition to my work on the Government By and For Millennial America programming, my responsibilities included blogging weekly, researching and developing my own policy proposal, and helping to update the Institute's publication database. Through my office, I was also able to meet journalist Amy Goodman and tour *Democracy Now*, go to a taping of *The Daily Show with John Stewart*, and speak to a senior fellow who's an expert in my senior thesis topic.

WORKING WITH THE DISASTER ACCOUNTABILITY PROJECT

ROGER WIEAND, '14

At first, I was skeptical about my work with the Disaster Accountability Project. I had worked with Ben for five months prior to arriving in Washington, DC, for the Georgetown Summer Semester in Washington Program. My fellow students at Georgetown mostly had internships with the federal government, on Capitol Hill,



or with leading non-profit organizations. DAP is an upstart; a feisty one, with a capable executive at its head, a prestigious group of board members, and an established history; but an upstart nonetheless. Our team would either be working at Starbucks or at Ben's house. My friends at Georgetown were putting on suits every morning and heading for the National Mall. I was a bit jealous at first.

My remote work between February and June developed the Disaster Policy Wiki into a workable, usable product – for the summer, I was reassigned to the Disability Rights Coalition team. I quickly became less than envious of my Georgetown colleagues; they mostly performed administrative or clerical tasks at their offices, but I was in the thick of DAP's work. I knew that what I was doing could really make a difference.

We collected contact information for hundreds (possibly over a thousand) disability rights groups, then performed mail-merges and cold calling to try and gain their support for a legislative initiative. We spent time researching certain districts upon which to focus our efforts. I personally wrote and rewrote many grant applications for DAP, which sometimes included budgetary spreadsheets and narratives. We wrote posts for DAP's blog and website, and copy for other uses. We attended conferences and represented DAP. Despite being reassigned to the Disability Rights team, I remained the administrator of the Policy Wiki, and I took a lead role on that project as well, training new interns for that team, optimizing the software, and repairing it when need be, working with the web hosting company. Because of my technical expertise, I also took on the role of "IT guy" as well, fixing the printer, repairing my boss's computer, and springing into action whenever a colleague's computer problems were getting in the way of work. I also took on technical tasks related to our work – for instance, I developed an online "sign-on" form that rights groups could use to join our initiative, and made changes to DAP's website when needed.

I gained a huge amount of diverse experience in my internship with DAP that will be invaluable when I am building a career, and I know that both the Disability Rights and Policy Wiki teams made considerable headway this summer. Working with Ben Smilowitz and my fellow interns was a great experience, and I hope that the work that I performed this summer helps to bring DAP closer to its ultimate goal.

My summer internship was funded by the Responsible Citizenship Internship Award Program

Celebrate Election Night with the Government Department

Tuesday November 6

5:30 – 11:00 pm

***What to Expect When You're Expecting the Election
& Election Returns Extravaganza***

(A We the People Event)

Discussion with Professor Ronald Seyb on the battle for the swing states, followed by live coverage of the election returns on multiple screens: refreshments, contests, balloons, and more.

INVESTIGATING THE HISTORY OF SARATOGA WITH THE DEPARTMENT OF PLANNING AND ECONOMIC DEVELOPMENT

WILLA JONES, '12

Through interning for the Departments of Planning and Economic Development at City Hall this summer, I not only learned so much about the history and planning of Saratoga Springs, but have become aware of the city's many current developments, and the process and challenges involved with bringing in businesses, and making Saratoga more safe and sustainable.

I was fortunate enough to work with planners that also exposed me what is involved in urban planning and local government, through bringing me along on site visits, workshops, and meetings, and engaging me in interesting conversations on city planning, Saratoga, and even life after college. This internship has been worthwhile for how much I've learned about Saratoga alone, but has also been incredibly helpful not only in informing me about how communities change, and the role that the public sector plays, but also about the work I'd like to do with the interests and skills that this experience, and others at Skidmore, have given me.

The beginning of my internship was focused on the history of Saratoga, and its virtues over time, as I composed an application on Broadway for the American Planning Association's award for "Greatest Streets." I reviewed old documents, photographs, and videos, which involved reaching out to different departments and associations to acquire such archival materials. It was fascinating learning about Saratoga's development, changes, and preservation, and the planning, codes, and community efforts that have made it what it is today, and what it was years ago. Doing this project made me familiar with the structure of grant writing, while also allowing me to be creative, as I took photographs of buildings across Broadway, and constructed a PowerPoint as a supplement to the application.

I helped write a grant for a waterfront park on Saratoga Lake, and am currently doing research for a grant that would allow for a safer route to schools. In addition, I attend meetings on energy conservation, and businesses that will be coming in to Saratoga. My project for the rest of the internship was to creating a plan for the departments to move all of their maps and plans to a system online, which made them much more accessible and organized.

I am so glad that before leaving Saratoga, after graduating from Skidmore, I have had the opportunity to learn more about the city, especially since it is a great model for urban planning, and that it has given me the skills to continue working in other communities. I am very grateful to have had this opportunity.

My summer internship was funded by the Responsible Citizenship Internship Award Program

EXPLORING THE PRESIDENCY THROUGH STUDENT OPPORTUNITY FUNDS

CONNOR GRANT-KNIGHT, '15

Had I not had the fortune of taking GO102 Introduction to Political Philosophy and GO304 Modern Political Thought (both taught by Professor Timothy Burns), I would not have had the courage to pick up—or the ability to understand with any degree of confidence—Hannah Arendt's philosophic work *The Human Condition*. This fall, halfway through that book, I received funding from Skidmore's Student Opportunity Fund to attend a conference at the Hannah Arendt Center at Bard College. The conference, concerned with the influence of the presidency in contemporary politics, focused heavily on the nature of what Arendt called "action," or the particularly human activity of political deliberation. In her conception of action, Arendt emphasizes the unpredictability of political life, a result of the irrepressible individuality of each member of the polis. This unpredictability, she contends, has the potential to produce miracles.

The conference featured a variety of speakers, ranging from Arendt specialists to theory professors and activists, including Ralph Nader and Bernard Kouchner, co-founder of Doctors Without Borders. Each speaker approached differently the question of the presidency, some in agreement with Arendt that great statesmanship is still possible, others giving voice to another side of Arendt, contending that the citizenry, not the president, is the body to whom we must look for political leadership. I found most enlightening speaker Jeffrey Tulis, professor at the University of Texas at Austin and author of *The Rhetorical Presidency*. He illuminated the inherent tension between the rule of one, however "great" or well intended, and the rule of many, operating through democratic deliberation. Tulis contended that the president, if he is to respect the Constitution, is to be no more than the representative of an already formed opinion of the people. To the extent that he rules independently of the people, he undermines their freedom, doing more harm in the long run than could come from any short-term good of presidential heroism—the exception, of course, being wartime.

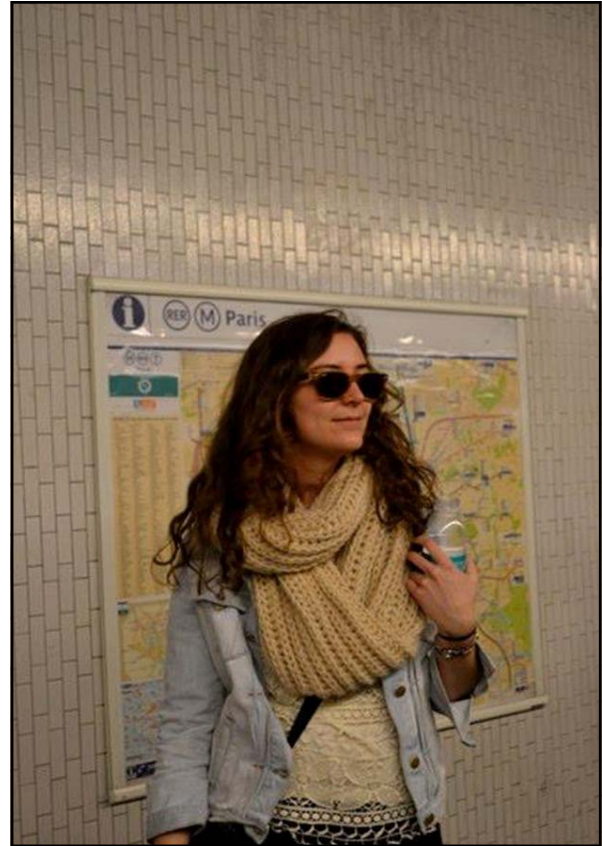
Continued on page 13

SKIDMORE IN PARIS: A BRIEF ABROAD PHOTOJOURNAL

ELLIE NICHOLS '13



Above: Attending a Gallery opening at Edward Brachfeld's (Skidmore alumni) Gallery in Paris with friends and co-workers from summer



Above: Traveling in Paris for the Spring fashion week 2012

Left: In Rome outside the Colosseum with fellow Skidmore Student Julia Paino



EXPLORING THE PRESIDENCY THROUGH STUDENT OPPORTUNITY FUNDS

CONNOR GRANT-KNIGHT, '15 *(Continued from page 12)*

Speaker Walter Russell Mead, Professor of Humanities at Bard, elaborated on Tulis' presentation of the president as being a representative of the people. In the spirit of Arendt, Mead drew from the ancients, comparing their "lighthouse" conception of the state with the modern "mirror" conception, another name for what Tulis had expounded. In the ancient model, those in power are understood to see further than the people themselves and so rightly to attempt to anticipate problems. The model of the "mirror" state, by contrast, advocated by the Founders as the more stable solution, prescribes a more *reactive* role for government, defining the general interest as the sum of the constituency's particular interests at that time.

To make more concrete the problem of defining the president's role, Mead compared our current political era with that of 1865-1900, notable for its lack of "great" presidents.

Like our era, Mead contended, the late 19th century was a time of economic change (agriculture to manufacturing), characterized by the public's view of industry and government as corrupt. Today, our economy is changing from manufacturing to services and information technology, and there is a similar distrust in corporations and public officials. The problems posed by such transitions, Mead argued, lie not in the structure of the constitution, but rather in the newness of the collective way of life.

Whether the key to successful transition lies in an ascent of the president to the lighthouse or in the people's assumption of more responsibility is a matter for further reflection, and as I continue in my education at Skidmore, I will look back at this conference as having equipped me with the means to think about questions of such importance.

STUDYING ABROAD WITH SKIDMORE IN LONDON

ALEX MILLER '13

Although it may seem like a cliché, choosing to study abroad during the Spring Semester of my junior year was the greatest decision of my college experience (besides choosing to major in Government, of course). The Skidmore in London program offered me a great chance to study at one of seven world renowned universities in a truly global city.

The institution I had the luck to attend, University College London, was founded in 1862 upon Jeremy Bentham's philosophies concerning education and society making it the most inclusive educational institution in England of its time. With an undergraduate enrollment of 12,700 and a concentration on scientific research and archaeology, I did not expect to receive the personal attention and variety of classes that I have come to enjoy at Skidmore. Fortunately, I was pleasantly surprised that the Political Science Department was mainly a graduate institution and offered a handful of classes specifically designed for affiliate (students studying abroad) students and open to regular undergraduates.

The two classes I enrolled in within the Political Science department were "International Development: Politics and Policy" and "Britain's Constitutional Revolution." Both of these classes were taught by knowledgeable and articulate lecturers, but I was especially lucky that the latter class was taught by the foremost expert on the British Constitution, Professor Robert Hazell. As part of the class Professor Hazell organized a trip to Parliament to sit in on a committee hearing and a session of both the House of Commons and House of Lords. This was a rare opportunity for a foreign student as,



outside of the summer, it is nearly impossible for a non-UK citizen to gain entrance into Parliament.

My other two classes were more history based, but were as equally enriching as my political science classes. "Reform or Revolution: European Social Democracy 1870-1930" was a historical look at the development of socialist parties in Europe. My studies focused on various aspects of the European labor movement and the movement's development in countries that had a distinct social democratic movement. The final class I took while in London was "History of Modern Germany," a class that traced the history of the German State from its beginnings with Otto von Bismarck through the Nazi period and into the present day.

One great benefit of taking classes in England was the opportunity to experi-

ence a completely different educational system from what I had become used to as an American student. The most apparent difference is that each class would meet once a week for a session of 1-2 hours in a traditional lecture setting and once more in smaller groups for discussion of the week's reading materials. This offered a more concentrated period of instruction wherein the lecturer was able to speak in depth about the topic at hand.

Preparation for class was the greatest departure from what we are used to in the United States. I received a reading list for each week with a list of required and recommended readings on the topics we would cover during the lecture. These readings were both meant to inform us on the topics to be covered in class and to expand our knowledge on these subjects beyond the scope of the lecturer's instruction. This is a noticeably more independent system of education wherein the student is responsible for exploring his or her own interests to whatever extent they are interested. I was understandably intimidated by the prospect of foraging for knowledge in the vast collection of books and articles available to me, but found the prospect of learning on my own terms exciting and illuminating.

Although education and classes was only one part of my experience in London, it was integral to my feeling immersed in British student culture. University College London offered me opportunities that I would not have taken advantage of had I gone abroad through a company. times, frustratingly overcrowded, but afforded me an opportunity to truly feel like a Londoner. My experience in London was invaluable and I would recommend studying abroad to anyone considering it.

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://cms.skidmore.edu/government/senior-thesis.cfm>.

REFLECTING ON A YEAR IN CHINA

DAVID SOLOMON, '13

When I came home to Boston this past May, returning from a nine-month Chinese adventure that included two semesters in IES Beijing's Language Intensive program, I took great pride in the language skills I had gained. Travel to Manchuria and Yunnan province—each two-week excursions—as well as weekend trips to Nanjing and Shanghai exposed me to China's great cultural and ethnic diversity, with new faces and dialects at each stop. The experience of translating a lengthy conversation between my parents and my Chinese host-father during my parents' visit to Beijing was one of the most satisfying feelings I've ever had. Indeed, living in one of the world's oldest and most dynamic civilizations—one currently experiencing an unprecedented economic rise to the top of the world order—provided something new and exciting for me each day I walked out the door.

But it wasn't always so easy. When I first arrived in China's capital, I had a mix of emotions. My interactions with Chinese were certainly unconventional. Using what primitive Mandarin I knew, I (hopefully) communicated successfully what type of dumpling I wanted and what subway stop I was trying to go to.

But I also felt the frustration of lacking necessary vocabulary and listening comprehension to articulate my ideas and questions. Spending four hours a day/four days a week in the classroom and studying 50+ new vocabulary words for daily 8:00 a.m. quizzes was sometimes a difficult task—literally rising out of bed each morning to new challenges, as I faced another day in a truly foreign culture.

Yet, it paid off, as I gradually came to better understand this fascinating country with improved language skills and increased



familiarity with my surroundings. It didn't take too long for the experience to become the most memorable I'd ever had.

Living with a Chinese host family that spoke no English was a very special experience. My host-father—an entertaining character—took great care of me, each night giving me a taste of authentic Beijing cuisine, while indulging me in the wild world of Chinese television. This included televised Chinese opera, nightly news, and, quite often, World War II soap operas that portrayed the Chinese defeating the Japanese single-handedly. I needed to make sure I showered with a bucket beneath me, so I could use that collected water to circulate the toilet. I mopped the bathroom floor afterward each time. Daily, I would say hello to him during class breaks (his office was next door) and he would point at an object and teach me a new vocabulary word with his very thick Beijing accent. Then, he would roll his eyes and tell me how awful my Chinese was—his way of pushing me to improve as quickly as possible. His tough love encouragement motivated me and, after about six months, my skills really started to catch on.

Barely able to say "hello" when I first arrived in Beijing, I spent my last days with him discussing topics such as Chinese history, the AIDS epidemic, the court system, Chinese modernization, and US foreign policy in Iraq and Afghanistan. In the classroom, my teachers—all of whom were wonderful—often chuckled, as my Chinese accent gradually began to resemble that of my host-father, a true Beijinger.

The IES program was rigorous and standards were high. I spent 8-9 hours per day studying Chinese—made up of 4 hours of class, 1 hour with a Chinese tutor, and several other hours reading new lessons and studying

vocabulary words. Our language pledge was strict and, ultimately, very helpful, as it forced us to use only Mandarin to communicate our ideas and thoughts.

However, in addition to this daily Chinese, I also took a series of area studies courses that included Chinese politics, environmental policy, an independent research project about migrant worker access to healthcare in Beijing, and, during my first semester, an internship seminar that complemented a weekly internship with an international research NGO in Beijing's business district. The IES experience was busy and sometimes tiring, but each activity was special and interesting. The teachers in my program were so talented, kind, and patient—a tribute to the type of society that China is. They became friends in addition to being teachers.

The opportunity to live, study, observe society, and meet new people in China was unlike any other I have ever experienced. Many of my peers from the program



became great friends, and we still keep in close contact. They shared this experience with me, seeing so many of the same sites, eating much of the same food, learning the same challenging language, and indulging in the China's dynamic culture alongside me. These shared experiences will likely keep us close for many years to come.

Now a senior at Skidmore, I am seeking out various job and scholarship opportunities that could allow me to return to China as soon as post-graduation. A Government and International Affairs double major, I hope to participate in international relations and development in China, doing my part to help maintain stability for this dynamic country during its unparalleled rise to global influence, and continuing to strengthen Sino-US relations in the process.



ALUMNI PROFILES: A LOOK AT LIFE AFTER SKIDMORE

Sadie Kitchen '10

What do your job entail? I am an Assistant in Resource Generation for United Way of Greater Portland. Most of my job consists of data synthesizing and research on our top 60 companies. I help with individual giving cultivation by developing donor profiles for current and potential \$10,000 and up donors. I also am the primary grant writer for my department raising \$25,000 in funds through grant applications to private foundations and a variety of federal campaigns. Apart from the fundraising aspects of my job, I assist with training development programs for our seasonal campaign staff and our partner agencies. I also serve on a scholarship committee as the staff liaison managing 8 volunteer members who review applications to give a \$12,000 scholarship award annually.

Do you use what you learned in Government in your job now? The work I do now is more directly related to non-profit organizations rather than directly correlated to Government. In a more tangential way I suppose I use what I learned in my courses in regards to writing, analytical thinking and research.

What kind of influence did your Government major have on what you did after college? What did you originally want to do after Skidmore? After college I taught for a year in China through Skidmore's alumni Teach in China program. I was a professor at Xingtan Col-

lege in Qufu, Shandong province, and taught oral and written English. My desire to go abroad was motivated by the thought that I would eventually want to do some type of foreign affairs work, possible try to be a Foreign Service Officer with the State Department.

Although such work is not out of the question in the future, I think my work might be more non-profit international development focused rather than government focused. My shift in interest to non-profits is motivated by my current position with United Way of Greater Portland, as for international development- after writing my Government thesis it made me realize that I had a keen interest in discovering how communities develop in creative ways and what the government and individuals do to assist in that work. Ultimately, you can say that my Government degree gave me a good jumping off point to pursue or expand my other interests.

How did you get to where you are now? Graduate work, etc. How did your Skidmore education help you succeed? I have not gone to graduate school yet, but intend to in the near future. I think the internship funds that both the Skidmore Opportunity Fund and the Levine Internship Award provided me allowed me to gain enough experience in the work force before graduation that I found it much easier to get a job following graduation than some of my classmates. That, and a number of interviewers consistently commented on the excellent reputation of Skidmore College which also helped to distinguish me from other applicants applying for the same position.

What classes were most interesting to you when you were in college? Who was your favorite professor? This is a dangerous question. The government department has a myriad of wonderful professors with such a diverse breadth of classes. I think the class that I found most unique was when I was luckily enough to have the opportunity to create my own course and develop an independent study program with Professor Seyb in Political Rhetoric my Sophomore year. I also greatly appreciated Professor Breslin's freshmen seminar on the Killing State and Professor (Flagg) Taylor's class on Dissident Political Theory as they both pushed me intellectually and truly challenged me. Completely unrelated to government, I also relished the opportunity to spend an entire semester learning about one author under the expert tutelage of Professor Black in Reading Dickens.

What is your favorite part of your job? My favorite part of my job is working on the scholarship committee as we get to award some very deserving students with funds to help them attend their first year of college. I also enjoy interacting with our partner agencies through the training work I do with them. It allows me to truly understand how the work I do every day and the funds my department raises helps the community through these partner agencies.

If you could have any job, what would it be? This answer changes almost constantly but I would ideally love to be one of two things: a research analyst with the Brookings Institute or a consultant or project manager for an international development nonprofit.

Amy Bergstraesser '11

Two months ago, I returned home from a year in China with Skidmore's Teach in China program. Although my ultimate goal is not to teach, that experience changed my life, and my government major definitely helped me in China. Each semester, they gave me a Chinese government-approved book to work from for each class and essentially said, "ok, well you're on your own now."

Although, this was pretty intimidating and challenging at first, I found it very freeing in the long run. I could basically teach about what I wanted to teach about within the scope of the class title. I found that debating and giving speeches in my government classes prepared me to be, for eighteen hours a week, basically on stage lecturing to thirty Chinese students.

By the second semester, I was working with one other teacher to innovate the first creative writing course ever for Sun Yat-sen University,

and the students took to it tremendously. It was like they were itching to write freely and tell their life stories which, I think is an indicator of what the entire Chinese population is feeling right now.

Currently, I am developing a land management plan for the Nyquist-Harcourt Wildlife Sanctuary, and I am applying to law school. I knew when I graduated that I wanted to pursue international law, and I am sticking to that goal. When the law school applications are in and the land management plan is complete, I hope to work for a law firm in Chicago, New York, or Washington DC to get my bearings in the law world for a few months before school starts.

Obviously, my government major greatly influenced my decision to pursue law. One way in which you can really make a difference in the world is to create the laws that govern international relationships. I took Professor Ferraioli's Civil Liberties class and couldn't put the book down. I wanted to soak in as much knowledge as that class could bestow on me.

My favorite professor... I have to say, you couldn't have asked a harder question. The teachers are fundamental to what makes Skidmore great.

I had so many fabulous, enthusiastic professors that would talk with me for hours and provide guidance whenever I needed it. But, if we narrow in on the government department, I would say Prof. Seyb and Prof. Ferraioli were my two favorite government teachers. I couldn't help but be captivated in Prof. Seyb's courses. He would (and did) break his foot to entertain a class. He also has such passion for what he teaches... it's contagious. I never thought LBJ would become one of my favorite presidents until his U.S. Presidency class. Prof. Ferraioli uses her amazing life story to draw from in her classes. She always refers to Disney, her work with battered women, and her studies of Native American rights. Her classes are dynamic and extremely interesting.

Last but not least, my dream job continues to be U.S. Secretary of State.

ALUMNI PROFILES: A LOOK AT LIFE AFTER SKIDMORE

Johanna Barr '10

What does your job entail?

I'm a news editor at The Huffington Post, where I edit between 10 and 15 political articles a day. The news desk handles all the original reporting across the site's many sections, but I focus on politics because that's what I'm most interested in. I generally do a mixture of structural, line and copyediting, and occasionally edit longer features.

Do you use what you learned in Government in your job now? Definitely. The classes I took at Skidmore strengthened my understanding of government and politics and I rely on things I learned there every day at work.

What kind of influence did your Government major have on what you did after college? What did you originally want to do after Skidmore?

I was actually an English major and a Government minor, and that combination prepared me to work in political journalism. I was hoping to get a job like the one I have

now after I graduated in 2010, but I didn't expect it to happen so quickly.

How did you get to where you are now? Graduate work, etc. How did your Skidmore education help you succeed?

I did a bunch of journalism internships at home in New York City, starting the summer after my junior year and continuing after I graduated. Each internship helped me get the next one until I got hired at HuffPost in March 2011. Skidmore helped prepare me to be a strong candidate for each of these positions and succeed once I got them. As for graduate school, I started the part-time program at Columbia Journalism School in May, so I'm currently earning my masters while working full-time.

What classes were most interesting to you when you were in college? Who was your favorite professor?

My favorite thing about Skidmore is that virtually every department is strong and has something to offer, even if you're not a major or minor. Among my favorites were the Psychology of Politics with Ron Seyb, De-

constructing Britain with Tillman Nechtman, Evolutionary Psychology with Sheldon Solomon and Genetics with Bernie Possidente. I had about seven favorite professors in the English department and loved almost all the classes I took with them.

What is your favorite part of your job?

I get to edit articles that are read by millions of people. There's a lot of pressure -- if I make a mistake, people will definitely see it --but it's also really exciting, especially during an election year. Some of my favorite nights at work have been during the debates, the conventions and the Republican primaries. I love the reporters and editors I work with, and I really enjoy the atmosphere of our newsroom. It's also nice to work on the type of journalism that can only come out of Washington, D.C. without actually having to live there.

If you could have any job, what would it be? I'm going to be a cliché and say that in five years, I hope to be working at The New York Times. But I'm really happy where I am now, so we'll see.

Tim Lueders-Dumont '11

What does your job entail?

I am the Field Organizer for the Vermont Democratic Party in the geographic area of Vermont known as the "Northeast Kingdom" (GOOGLE IT!) (in the northeast corner of the state). My job both extremely simple and exceedingly complex and evolving. It is my job to organize as many volunteers as possible to accomplish the goal of reaching out to as many voters as possible. In terms of hours: I work seven days a week with no scheduled time off. Field Organizers usually work 10-12 hour work days during the week with 8-10 hours on weekends. Yet--it seems there is never enough time to get everything done. In a less defined and more intangible--and perhaps philo-folksy understanding--my job is to connect the state wide effort, or mantra, into cohesion and partnership with the local party and the political feeling of the local population at the county and town level. I am (roughly) the liaison between the statewide macro campaign effort and the local micro campaign effort--all under the umbrella of something resembling the national party. My

main function is to organize, recruit, and train volunteers---all leading towards the "Get Out The Vote" effort as well as an ongoing daily canvassing effort-- on foot and over the phone.

Do you use what you learned in Government in your job now? Yes--all the time.

What kind of influence did your Government major have on what you did after college? What did you originally want to do after Skidmore? An immeasurable amount of influence was delivered upon me by my focus in Government at Skidmore. The diversity and breadth of the department allowed for a comprehensive and broad, yet specific and focused study of politics as a reality that exists in the daily lives of humans whether they are aware of it or not. Originally, after Skidmore I wanted to move to NYC to work with a Documentary filmmaker who was producing a film on the state of the Health Care System in the US (ESCAPE FIRE)---however--I was unable to fund this endeavor. I also wanted to get involved with the 2012 campaign and, via an internship I completed my Sophomore year with Congressman Peter Welch, I was offered a Job with the Vermont Democratic

Party as a Field Organizer.

How did you get to where you are now? Graduate work, etc. How did your Skidmore education help you succeed?

An unpaid college internship, my diploma and area of study in college, getting in touch with the right people and then being relentless and persistent in pursuing the opportunity that I wanted--also luck and good timing. I started emailing and calling the campaign director for the Vermont Democratic Party in December of last year about my interest in getting involved in the 2012 campaign. The Gov professors were hugely inspirational in my pursuit of a job in the political realm--especially Ron Seyb and history professor Erica Bastress-Dukehart.

What classes were most interesting to you when you were in college? Who was your favorite professor? Such an unfair question: all of my gov courses, in their own way, allowed me to access a political state of mind. BUT----- Bob Turner's *State and Local Government* has been a huge help in analyzing data from both qualitative and quantitative perspectives. In Seyb's *US Presidency* Class we studied the 1912 election--one hundred years later and we are still

TOPICS COURSE DESCRIPTIONS: GO 251A, 351B and 367

GO 251A: States, Markets and Politics in Developing Countries

Professor Feryaz Ocakli

Why are some countries more developed than others? Some countries in the Global South have achieved impressive levels of development, while others have stagnated or went from boom to bust. Most developing countries have experimented with both state-led and free-market approaches to economic policy. Today, hybrid approaches -- notably those of China and Brazil -- are challenging old theories of development. What explains the striking differences in economic policy and performance across low and middle income countries? These differences impact not only the lives billions of people who live in the developing world, but also influence the global political and economic system.

This course examines states and markets in a comparative perspective with a special focus on developing countries. It introduces concepts, theoretical perspectives, and key issues that constitute the field of political economy of development. The first part of the course explores the shifting role of states and markets in development policy since before the Great Depression. The second part brings together multiple viewpoints to examine the key actors in the Global South, the current phase of globalization, the growing competitiveness of some developing countries such as Brazil, India, China, Russia and Turkey, and the causes of stagnation in parts of Sub-Saharan Africa. Prerequisite: GO 103 or permission of instructor.

GO 351B: The Political Thought of Aristophanes

Professor Tim Burns

Aristophanes' ribald comedies abound with political themes and characters. We will examine those themes and characters with a view to uncovering Aristophanes' answers to some fundamental, permanent questions of human existence. Aristophanes lived in an Athens that had, since Themistocles, been moving from a regime of ancestral piety toward a secular empire grounded in human reasoning and deliberation. As a vigorous opponent of war, Aristophanes stands against that move, and the conclusions of many of his plays appear to suggest or encourage a conservative disposition toward ancestral piety or the rule of ancestral, divine law. While this first impression is not entirely misleading, a careful examination of the plays suggests a more complicated and revealing picture. Aristophanes actually disagrees fundamentally with the pious proponents of an ancestral way of life, who prove to be representative of a fundamental human delusion. Yet Aristophanes may see that delusion as inescapable for political life, complicating his comic presentation of what he takes to be true.

We will begin with the play that Aristophanes considered his wisest, *The Clouds*, and its presentation of the Socratic argument for the necessities of nature over and against claims about divine justice, as well as the arguments of the Just and Unjust Speech as they further articulate that theme. We then look more closely at that theme in the *Acharnians*, whose central character turns out to be Aristophanes himself disguised as a rustic and who (rather selfishly) secures a separate peace for himself and his erotic companions. We then turn to the *Knights*, in which Aristophanes boldly attacks Cleon. We will attempt to discern why and to what extent Aristophanes judges the gentlemanly, peace-loving, pro-Spartan party of Nicias superior to the angry Cleon and his war party, and the perennial, serious issue about politics and anger that is disclosed in that judgment. We will also attempt to discern what is it about democracy, according to Aristophanes, that gives rise to a Cleon, and whether there is anything that Cleon sees that his aristocratic enemies fail to see.

In the second part of the course, we will turn first to the *Thesmophoriazousae*, in an attempt to understand Aristophanes' critique of Euripides' poetry as open impious and manifestly unfair to women. We will then examine the *Frogs*, in which the god of comic poetry, Dionysus, descends to Hades and presides there in judgment over the poetry of Euripides and Aeschylus. We will attempt to understand the precise reasons for Dionysus' choice of Aeschylus' high or aristocratic tragedy over the low or democratic tragedy of Euripides, and the ramifications of this judgment for understanding Aristophanes' own plays.

In the final part of the course will look at three "utopian" plays of Aristophanes: the *Peace*, the *Birds*, and the *Wealth*, with an eye to discerning Aristophanes' teaching about the divine. In the *Peace*, an Aristophanes stand-in flies to heaven on a dung beetle to demand of Zeus an end to the war, and ends up bringing about peace for all the Greeks on his own and against the explicit orders of Zeus. In the *Birds*, a hyper-Alcibiades takes over heaven by cutting off the gods' supply of sacrifices and becomes himself the quasi-divine ruler of a new city. In the *Wealth*, Zeus' rule is overthrown by humans' restoration of sight to a being named "Wealth;" the seeing Wealth is able to make the just and only the just wealthy, which causes everyone to become just. In all three plays, Aristophanes presents the overthrow of the rule of Zeus as healthy for political life. Does Aristophanes think that the gods can indeed be overthrown, i.e., that humans can come to live without belief in them? If so, how? If not, why not? Finally, we will consider what Aristophanes' plays tell us about his understanding of erotic longing and political life, a topic which appears to be so central to Socratic inquiry and on which Socrates and Aristophanes are famously presented by Plato as in significant disagreement.

GO 367: Constitutional Conflicts: Presidential Power

Professor Flagg Taylor

In this course we will examine the contours and limits of presidential power. We will begin by examining the foundations of the office of the presidency as elaborated at the constitutional convention and in subsequent debates early in American history. The course will then proceed through an analysis of landmark Supreme Court cases touching on various aspects of executive power: war, foreign affairs, law execution, appointment and removal, and budgetary authority. We conclude by examining the debate around the so-called "unitary executive" that reached its highest pitch during the George W. Bush presidency. Students will gain detailed knowledge of the constitutional controversies surrounding executive power and an understanding of the different conceptions of the office of the president as elaborated throughout American history. Prerequisite: GO 101; Recommended: GO 311 or GO 334.

SPRING 2013: WHAT COUNTS FOR WHAT?

| AMERICAN | COMPARATIVE | INTERNATIONAL RELATIONS | POLITICAL THEORY |
|--|---|---|--|
| GO 222: State and Local Politics | GO 209: Latin American Puzzle | GO 219: Political Economy of European Integration | GO 205H: Modern Political Thought |
| GO 231: Environmental Politics and Policy | GO 251A: States, Markets and Politics in Developing | GO 219: US Foreign Policy | GO 236: American Political Thought |
| GO 362: Politics of Congress | | GO 301: Contemporary International Politics | GO 351B: Political Thought of Aristophanes |
| GO 367: Constitutional Conflicts: Presidential Power | | GO 319: What the U.S. Does Wrong in the World: Views from India and Answers from Washington | |
| | | GO 340: International Human Rights | |
| | | GO 366: Understanding Globalization | |

Tim Lueders-Dumont '11 *continued from page 17*

dealing with J.P. Morgan--I can't help but think T.R. and Woodrow wouldn't have some sage words of advice for the Presidential hopefuls. And---from a philosophic lens--Flagg and Natalie's classes in theory and political thought have made it a little less nerdy (or perhaps far more nerdy) for me to keep John Locke's Treatise on the bookshelf behind my desk.

What is your favorite part of your job? Dealing with human beings and becoming a part of a micro political community. From a more pragmatic perspective, my current job has revealed to me---"in real time"--the importance of political science (or Governmental studies) as a system that exists simultaneously in a qualitative and quantitative realm --- and as a system that produces numbers and data but only in so far as those numbers are representative and responsive in relation to human beings.

If you could have any job, what would it be? A sports-oriented documentary filmmaker. Governor of Vermont. In that order.

GOVERNMENT DEPARTMENT SPRING SCHEDULE

Burns, Tim - x5247, Ladd 316

| | | |
|----------------|--|-----------------------------|
| GO 205H | Modern Political Thought | TU/TH 12:40 - 2:00PM |
| GO 351B | Political Thought of Aristophanes | TU/TH 3:40 - 5:30PM |

Ginsberg, Roy - x5245, Ladd 314

| | | |
|---------------|--|------------------------------|
| GO 219 | Political Economy of European Integration | M/W/F 10:10 - 11:05AM |
| GO 301 | Contemporary International Politics | M/W 2:30 - 3:50PM |

Graney, Kate - x5242, Ladd 309

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|------------------|--|------------------------------|
| GO 103-01 | Intro to Comparative/International Politics | M/W/F 9:05 - 10:00AM |
| GO 103-02 | Intro to Comparative/International Politics | M/W/F 10:10 - 11:05AM |
| GO 340 | International Human Rights Law | W/F 12:20 - 1:40PM |

Hoffmann, Steve - Office location and phone TBD

| | | |
|---------------|--|----------------------------|
| GO 319 | What the U.S. Does Wrong in the World: Views from India and Answers from Washington | TU/TH 6:30 - 8:20PM |
|---------------|--|----------------------------|

Ocakli, Feryaz - x5246, Ladd 316

| | | |
|----------------|---|---------------------------|
| IA 101 | Introduction to International Affairs | T/TH 11:10-12:30PM |
| GO 251A | States, Markets and Politics in Developing Countries | TU/TH 2:10-3:30PM |

Seyb, Ron - x5248, Ladd 310

| | | |
|---------------|-----------------------------|--|
| GO 362 | Politics of Congress | TU/TH 11:10AM- 12:30PM and TH 6:00 - 7:00PM |
|---------------|-----------------------------|--|

Taylor, Flagg - x5244, Ladd 306A

| | | |
|---------------|---|---------------------------|
| GO 102 | Introduction to Political Philosophy | W/F 12:20 - 1:40PM |
| GO 367 | Constitutional Conflicts | M/W 2:30 - 3:50PM |

Taylor, Natalie x5243, Ladd 306B

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|---------------|--|-----------------------------|
| GO 101 | Introduction to American Government | TU/TH 2:10 - 3:30PM |
| GO 236 | American Political Thought | TU/TH 9:10 - 11:00AM |

Turner, Bob - x5251, Ladd 310

| | | |
|---------------|--|-----------------------------|
| GO 222 | State and Local Government | TU/TH 12:40 - 2:00PM |
| GO 231 | Environmental Politics and Policy | TU/TH 9:40 - 11:00AM |

Vacs, Aldo - x5249, Ladd 319

| | | |
|---------------|------------------------------------|----------------------------|
| GO 209 | The Latin American Puzzle | M/W/F 1:25 - 2:20 |
| GO 228 | US Foreign Policy | M/W/F 11:15 - 12:10 |
| GO 366 | Understanding Globalization | M/W 4:00 - 5:20 |