

GOVERNMENT DEPARTMENT NEWSLETTER

SKIDMORE COLLEGE
Government Department

Spring 2011

Hello Government majors and minors, and Happy Spring!

Now that you have all returned rested and refreshed from Spring Break, here for your enjoyment is the Spring 2011 Government Department newsletter. Inside you will find news about all your favorite faculty, including an in-depth, behind the scenes look at our favorite teaching power couple, Natalie and Flagg Taylor. You will hear about and from some of the best and brightest of your peers, including those who have become eligible for membership in the national political science honor society Pi Sigma Alpha, and those who are currently writing senior honors theses in the Government Department.

You'll discover what amazing places your fellow GO majors have been traveling and studying abroad, and what some GO-department affiliated clubs are up to. You'll hear about some wonderful summer internship opportunities and about some of our most accomplished alumni. We hope you'll be inspired to apply for some of these internship awards and to contact some of our alumni if you have questions about your own post-Skidmore careers. Finally, you'll hear about some upcoming events and speakers, and find important information about the upcoming Fall 2012 semester. We hope this information will be helpful to you as you think about registration for next fall (yes, registration for fall is right around the corner!).

In closing, I'd like to offer special thanks to all the students who contributed to this newsletter. I wish you all the best and hope that each of you has a successful end to the semester.

Kate Graney

PS: Juniors who might be interested in writing a senior honors thesis next year will soon find an important email in their in-boxes from me, which will explain the application and registration process for the senior thesis.



FACULTY NEWS

IAN KELLY '11

Professor Ferraioli has just returned from New York City where she facilitated a conversation about transformative/restorative justice with members of the New York City LGBTQ Domestic Violence Task Force meeting.

Professor Ginsberg has completed a new coauthored book: *The European Union Global Security: The Politics of Impact* with Palgrave Macmillan in London. The book features case studies of EU security operations in Kosovo, Bosnia, and Georgia--countries where Ginsberg conducted fieldwork in summer 2009. The volume is expected to be released this fall.

Professor Burns' edited volume *Recovering Reason: Essays in Honor of Thomas L. Pangle* was published by Lexington Press in August 2010. It has thus far been reviewed in one major scholarly journal, *The Review of Metaphysics* (<http://tinyurl.com/4ewbqxp>). The volume is a collection of essays to honor the seminal work of Thomas Pangle; it examines ancient and modern attempts to ground the life of reason as those attempts are introduced and elaborated in the work of thinkers from Homer and Thucydides to Nietzsche and Charles Taylor.

Professor Burns has three research projects currently underway. The first is to write *Introduction To Political Philosophy*, which he is co-authoring with Thomas L. Pangle. The proposal for this book was accepted by Cambridge University Press last May. It will be published both here and in Great Britain. (Professor Burns received an Earhart Foundation Grant this past summer to begin work on it.) The book will consist of chapters devoted to an important work by every major political thinker from Plato to Heidegger and his students. Cambridge anticipates that it will go through a number of editions. The contract calls for the initial manuscript to be delivered by December 2012; anticipated publication is late 2013.

The second project is an edited issue of the French journal *Klesis* devoted to the work of Leo Strauss. This will be Professor Burns' third recent (and fourth overall) publication on the work of Strauss, made in an effort to explain his serious thought, particularly his extensive but quiet confrontation with the thought of Heidegger, at a time when there has been an undesirable politicization of his thought. The first recent article, "Strauss, Hobbes, and the Origins of Modern Natural Science" will be published in Volume 64.4 (June 2011) of *The Review of Metaphysics*. This article examines the manuscript of a 1934 book on Hobbes (and Descartes), *Die Religionskritik des Hobbes*, which Strauss left unpublished. The article compares and contrasts the 1934 manuscript with Strauss' 1953 treatment of Hobbes in *Natural Right and History*. The second recent publication on Strauss is a long entry on Strauss in *Congressional Quarterly's Encyclopedia of Modern Political Thought*. A French translation of this piece was accepted for publication in the forthcoming issue of *Klesis* and Professor Burns was subsequently appointed co-editor of the whole issue, which will be appearing in July. The issue will include six other essays on Strauss by leading scholars of his work.

Professor Burns' third research project is a book on Thucydides and the challenge of divine revelation, parts of which have either already been published as articles or presented as conference papers. For he has recently published or had accepted for publication five articles on

Thucydides. "What War Discloses," an overview of Thucydides' intention and his rhetorical strategy, appeared in *Recovering Reason*. His translation from the Greek, with an introductory essay and a critical apparatus, of Marcellinus' *Life of Thucydides*, appeared in December's issue of *Interpretation: A Journal of Political Philosophy*. (Marcellinus' *Life* appears in Greek in the Oxford classical text, but it had not been translated into a modern language.) *The Journal of Politics* is publishing Professor Burns' "The Virtue of Thucydides' Brasidas" in their second (April) issue of 2011. "The Problematic Character of Pericles' Civic Republicanism" will appear in *Civic Republicanism, Enlightenment and Modernity: Ancient Lessons for Global Politics*, edited by Geoffrey Kellow and Neven Brady Leddy (University of Toronto Press). Finally, "Thucydides, Teacher of Rhetoric? From the Roman Rhetorical Schools to Hobbes," which is on the prefaces of Hobbes' translation of Thucydides and Thucydides' ancient critic, Dionysius of Halicarnassus, will be appearing in *La Rhétorique Démocratique En Temps De Crise: Discours, Délibération, Légitimation*, Crystal Cordell, ed. (France: ERMES Laboratoire). This article is also under review at the journal *History of Political Thought*. Professor Burns presented the article as a paper in January at an international conference in Nice, France, and will be presenting a version of it on April 2 at the Midwest Political Science Association annual meeting in Chicago.

A sixth article on Thucydides (and Aristophanes) will examine the two thinkers' respective treatments of the statesman Nicias and the demagogue Cleon. The proposal for this article has been accepted for inclusion in the volume *The Political Thought of Aristophanes*, edited by Bryan-Paul Frost, and Professor Burns will be finishing it soon.

The entry "Fall of Communism, End of History," will be appearing in 2011 in *The Encyclopedia of Political Thought*; it follows up on Professor Burns' earlier work on Francis Fukuyama.

In May, Professor Burns will be delivering the president's address at the annual induction ceremony of the Skidmore College chapter of Phi Beta Kappa. The tentative title of his talk is "Why Do We Wear These Gowns and These Hoods?" He will also be serving as discussant on the panel "Socrates on Justice, Eros, and the Gods," at the American Political Science Association annual meeting in Seattle, WA, September 1-4.

Professor Burns also serves as reviewer of manuscripts for two presses, Focus Press and Rowman & Littlefield, and for the following five journals: *The American Political Science Review*, *Political Research Quarterly*, *The Review of Politics*, *Social Philosophy Today*, and *Perspectives on Political Science*.

While the editing of the *Klesis* volume and writing the article on Thucydides and Aristophanes are on Professor Burns' immediate agenda, the *Introduction To Political Philosophy* is a major project that will occupy the majority of his time after March break. When it is completed, he will turn to the completion of his book on Thucydides, which he plans to submit to the University of Chicago Press for review. Since much of this book is either already published as articles or already delivered as conference papers, he anticipates that the project will take less than a year. He will then turn to writing a book on Shakespeare, which will cover the five plays that he has taught in his Shakespeare classes, two additional Roman plays, and the history plays (which he has delivered lectures on for Lary Opitz's students in the Theater Department). He anticipates that the Shakespeare book will take two years to complete. Its central theme is politics and religion.

Flagg and Natalie Taylor: Behind the Ph. D.

AN INTIMATE LOOK AT TWO OF SKIDMORE'S FAVORITE PROFESSORS

WARREN BIANCHI '12

Contributing to the convivial milieu of Skidmore's Government department are two up and coming academics by the names of Natalie and Flagg Taylor. Young, married, and hip to the scene, students of everything from American politics to political philosophy have grown to love the dynamic duo, with hopes of seeing them on Skidmore's campus for a long time to come.

Born in Lake Forest, Illinois, about 30 minutes north of Chicago, Frank Flagg Taylor IV got off to a rough start in his academic career. He came to Kenyon College with hopes of becoming a doctor and completing a pre-med track. Eventually, deterred by a biology professor disappointed in his department, Flagg decided to pursue political science and English. Beginning in the spring of his sophomore year, he took a series of political theory courses, including seminars on Locke and Rousseau. "It wasn't any one thinker that inspired me," recounts Flagg, "It just hadn't occurred to me that someone would write a book that years later would shape the way people thought about this or that."

After college, Flagg worked at a think tank in San Francisco studying public policy. It was, however, his experience in graduate school that would change his life. Little did Flagg know, but the blonde girl from his Rousseau seminar, Natalie Fuehrer, would soon become his lovely wife.

Natalie Taylor, a Westerville, Ohio native, became interested in politics in high school. It was Kenyon's introduction to politics class, "Quest for Justice," however, that sealed the deal for Natalie. "It made me appreciate," said Natalie, "how political life is informed by the fundamental and elusive questions that confront human beings: what is human nature? What kind of political regime promotes human flourishing?"

Natalie worked in a congressional office in the summers during college and after college for three years, but she

preferred "the contemplative life" and left politics to attend graduate school. It was during their graduate years at Fordham University that the Taylors met, fell in love, and became the most enviable couple in academia.

Today, the Taylors teach political science at Skidmore; their offices happily situated adjacent to one another in their own wing of the Government department. They are also hard at work, enlightening the academic world with a series of projects. Natalie has been writing about the political questions presented in the hit TV show *Mad Men* for about a year but admits that she doesn't know if it will ever find print. She is working primarily on a contribution to a series of essays on Mary Wollstonecraft. Her piece will explore Wollstonecraft's thought and her relationship to the Scottish Enlightenment.

Flagg is also preparing for his first trip abroad to Prague, to the Czech Republic. There, he will interview dissident political thinkers of the communist era, and find out to what extent their writings are still used in contemporary education. This trip to Prague will allow Flagg to continue his research on dissident political thought. His collection of edited essays, *The Great Lie: Classic and Recent Appraisals of Ideology and Totalitarianism* will be published this summer. The collection of essays is his first big project and was begun in the summer of 2005, when Flagg taught his first course on dissident political thought during Skidmore's summer session.

The Taylors now live happily in Wilton, New York. Their daughter, Maggie, will be 2 years old in July, and their son, Frank Flagg Taylor V, will be 6 in May. Natalie and Flagg, with their excellent skills in relating to students and brilliant minds, have become loved and appreciated members of the Skidmore community and the academic world at large.

**THANK YOU to the following students and alums
who have contributed to this edition of the newsletter:**

Warren Bianchi, Annie Bruckner, April Clark, Oliver Crook, Nick Hara, Ian Kelly, Rachel Konowitz, Michael Kraines, Emma Kurs, Caitlin Mahoney, Miles Mattison, Devin Mellor, Simone Pérez, Cara Philbin, Tom Qualtere, Rasheed Rankine, Tyler Reny, Isabelle Russo, Will Sharry, Jonathan Sibley, Ritika Singh, Jenny Snow, Ashley Storrow, Laura Swartz, Daniel Sznajderman, Alison Wrynn and Marisola Xhelili

Senior Thesis Projects

This year eleven students have enrolled in the Department of Government's year long senior thesis process. They share a description of their research with you here.

April Clark

"Lest Ye Become a Monster": Morality in Alan Moore and Dave Gibbons' Watchmen

Through textual analysis and philosophical study, I explore the themes of morality and justice in the seminal graphic novel *Watchmen*. Incorporating the thought of Mill, Kant, and Nietzsche, I examine the limitations of moral philosophies and investigate Alan Moore's interpretation of moral limits.

Oliver Crook

My thesis is about one of Rousseau's works, *Emile*, and his teaching of love in it. The thesis examines Rousseau's understanding of romantic love and its role in the social and political realm. It will also examine Rousseau's genealogy, so to speak, of love and how this passion was born into the human heart. Rousseau stresses the importance of the family and love in order to preserve a good political order, and he also seems to present it as a vessel to a happy life even in a corrupt society.

Nick Hara

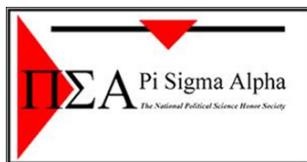
Development and Democracy: Regional Planning in the Biggest Little City

The world's natural resources are coming under heightened strain as the human race grows. This constantly shifting demand is a huge concern for all levels of government. As these resources become more scarce, the possibility of a Tragedy of the Commons to occur becomes imminent. To avoid the threat of mutual destruction from the hoarding and overuse of the natural environment, it is important to devise systems and institutions to commonly manage them in a sustainable manner. This has become especially true at the regional level, where local governments have promoted unsustainable growth policies to increase city revenues. This growth imperative is prevalent throughout the US; it is thus a problem of utmost importance.

In Washoe County, Nevada the state mandated regional plan has failed to curb growth or adequately manage the meager water resources in the region. The thesis looks at how certain institutions have played a role in helping or hindering sustainable growth policies in the region. To do this, the politics and economics of the region are focused through a case study of three major events in the region's recent history. Rapidly depleting water resources and their control have led to grassroots activism to maintain sustainable levels of water. The creation of a new development 26 miles

Thesis Projects continued Page 5

The Department of Government congratulates the following students who are eligible to join the Tau Gamma chapter of Pi Sigma Alpha, the National Political Science Honor Society.



Class of 2011

Victoria Aronson, Margaret Ashur, Kyle Bawot, Amy Bergstraesser, Sam Bellows, Andrea Bruckner, April Clark, Oliver Crook, Austin Fisher, Julia Grigel, Elizabeth Gronquist, Terry Ann Howell, David Inkeles, Ian Kelly, Rachel Konowitz, Jason Ludwig, Mingh Nguyen, Tyler Reny, Alexander Robbins, Robert Rubenstein, Danika Robison, Isabelle Russo, Marianne Schwab, Will Sharry, Timothy Shepard, Jennifer Snow, Gabrielle Sultanik, Ben Vail, Marisola Xhelili

Class of 2012

Warren Bianchi, Rachel Bier, Lauria Chin, Dominic Green, Alexandra Grossman, Jennifer Kauffman, Timothy Lueders-Dumont, Devin Mellor, Rasheed Rankine, Matthew Rothenberg, Adam Schmelkin, Eric Shapiro, Alison Wrynn

Senior Thesis Projects continued from page 4

Nick Hara, continued

outside Reno's current city limits shows the ingrained nature of unsustainable practice in the region. The addition of transit oriented developments into the regional plan shows how some sustainable practices are making their way into the mainstream consciousness.

Through a series of interviews and extensive research the thesis looks at what works, what doesn't, and what remains relegated to the literature. It is a test to see how the tragedy of the commons plays out in the real world, and if anything can be done to prevent it.

Ian Kelly

Spatial Politics: A Theory of Third Party Competition

My thesis examines first the development of the American political parties, comparing their 19th century tendency to be programmatic, as opposed to their 20th century tendency to be coalitional. From there I use Anthony Downs's spatial theory of party competition to examine how third parties fit into the 19th as opposed to the 20th century, and find that the 19th century programmatic parties open up space for third parties to compete. Finally, this fundamental question is examined: Are third parties beneficial for democracy? More precisely, do they hinder the main virtue of responsible political parties, which is providing voters with a clear choice, and create a more inchoate political landscape that breeds more confusion than clarity for voters?

Rachel Konowitz

Bienvenido el Cambio: President Sebastian Piñera and Chile's Return to Conservatism

I am exploring the implications of the election of a conservative, Sebastian Piñera, for the first time since the end of the military dictatorship and the return to democracy in 1990. In particular, I am looking at the theory of democratic consolidation in relationship to the election and Piñera's presidency.

Miles Mattison

My senior thesis analyzes regional politics, internal policies and the extent to which U.S. foreign policy in Central Asia affects the potential for Islamism becoming the structural basis for government in Uzbekistan. As a comparative case study, I examine the 1979 Iranian Revolution to identify what lessons can be learned about policy through the parallels between the lead up to the 1979 Iranian Revolution and the current situation in Uzbekistan. As a theoretical framework for my study, I employ New Social Movement Theory to look beyond institutional factors instigating social movements and hone in on catalysts for social movements found within civil society that represent the definers of collective identity in Uzbekistan such as ethnic trends, changes in religious preference and recent developments in clan politics.

Isabelle Russo

I am looking at the connection between economic and political

liberalization in transitioning autocratic states. Is there in fact a connection? Must a state have both a liberal economy and a democracy or can one exist in the absence of the other? I am looking at Russia's transition after the fall of the Soviet Union and comparing it to the transition currently taking place in China.

Tyler Reny

The Latino Race Card: The New Nativists, Immigration Politics, and Issue Evolution

In April of last year, Arizona's Republican Governor, Jan Brewer, signed SB1070, one of the harshest anti-immigration bills passed through a state legislature. The action pushed immigration to the forefront of the national debate and highlighted the rapid demographic changes that are taking place in the United States. Hispanics or Latinos now outnumber African Americans, seizing the title of the nation's largest minority group, and have strong prospects for future growth. Simple demographic changes, coupled with a poor economy, a decentralization of immigration receiving states, the undocumented nature of many of the new immigrations, national security concerns, the failure of federal reform, racial prejudices, and biased media coverage have all converged to birth a new nativism among native citizens. Politicians, of course, are strategic actors who, when running for public office, try and appeal to the largest number of voters. Aware of the public sentiment surrounding recent immigrants, immigration has become an issue they have fully embraced. In the 2010 gubernatorial elections, candidates in 20 of the 37 gubernatorial races expressed their support for an Arizona-type immigration law in their own state. Using gubernatorial elections as my unit of analysis, I am examining when politicians raise immigration as an issue, how they raise the issue, and why they choose to raise the issue. More importantly, I am looking at the implicit racial messages that are portrayed by the candidate during the election. Finally, I will examine whether this action by political actors at the state level is contributing to issue evolution at the national level. Will state-level nativist rhetoric cause the national Republican party to universally fight for fewer immigration admissions and fewer rights, drowning out the pro-business Republican voices, or will national elections, like the 2012 Presidential election, force the GOP to soften its stance on immigrants, fully aware that Latinos are quickly becoming a powerful electoral force?

Will Sharry

Legislating Nativism at the State Level: A Case Study of Oklahoma's Punitive Immigration Policy

Using interviews with advocates and politicians, tracking of newspaper coverage, and relevant literature on immigration policy formation, I will explain the story behind the passage of one of the first and most punitive state immigration policies in the country. Given the rise of state immigration legislation that has occurred recently, must publicly noted in Arizona, my case study on Oklahoma seeks to add insight to the academic discussion on what is driving this developing trend.

Thesis projects continued page 6

Student Conference on United States Affairs 62

TYLER RENY '11

"So, what do plebes do for fun on a Friday night?" I asked DJ Guthrie, a third year West Point cadet, referring to the freshman cadets who are blocked from leaving campus at night and must be in their rooms by 12 PM. A couple of cadets were approaching us, dressed in matching grey Army shirts, tight shorts, and running shoes. Their faces were red and their shirts drenched in sweat. "Hey, you guys plebes?" DJ inquired as they passed. They stopped walking and straightened up immediately. "Yes, sir," they responded in unison. "This gentleman would like to know what you do for fun on Friday nights." One immediately responded, as if he had been mulling the answer over in his mind long before we asked the question. "We sit in rooms and wonder what other college freshman are doing for fun, Sir." "Good answer," DJ responded. Joining the Military Academy, I thought, is truly a selfless sacrifice.



This exchange took place during the 62nd annual Student Conference on US Affairs (SCUSA) at the United States Military Academy at West Point, NY. The conference spanned four days of in depth policy discussions, policy addresses, panel discussions, and a keynote address by NATO's Supreme Allied Commander for Europe, Admiral James G. Stavridis. The overarching goal of SCUSA was the production of a two page policy memo regarding individual round table options that ranged from "Challenges in American Federalism: Immigration and Homeland Security" to "Insurgency, Terrorism, and Internationalized Conflict."

My days at West Point were spent immersed in provocative policy discussions with fellow delegates from dozens of different countries and scores of universities. I learned more than I could ever have imagined in such a short amount of time. The conference forced me to question my beliefs surrounding America's ability to maintain its global superpower status in the 21st century. It depressed me, and yet gave me hope for the future. But more strikingly, it profoundly altered my views of the US military and tomorrow's elite brass.

When I first stepped foot onto West Point's campus I was

greeted by two cadets in matching elegant grey Army issue dress uniforms. Their hats framed their chiseled faces. I shook their hands, which were covered in immaculate white gloves, and introduced myself. Their perfect posture made me immediately aware of my own slovenly ways. One took my backpack, slinging it across his shoulder and picked up my heavy suitcase. When I spoke to him he addressed me as "Sir." He held doors for me. I have not been treated with such respect in my entire life. I later learned that the cadets were both 18-year-old freshman from Texas. I had mistakenly thought, because of their maturity, politeness, and physical build that they were well into their early twenties.

I had the opportunity to interact and converse with various cadets throughout my stay at West Point. Every one I met was driven, extremely smart,

and devoted to protecting their country. The cadet that led my specific roundtable, Joe, descended from a long line of West Point affiliated relatives. His great grandfather, an Italian stoneworker, migrated to the United States during the Great Wave in the early 20th century and helped to build several of the buildings on West Point's campus. His grandfather and father worked on campus and his brother graduated from West Point a few years ago. The cadet, in addition to organizing and running my entire experience at West Point, had to keep an eye on 600 other cadets, give volunteer tours of campus, conduct regular military drills and training as needed, and complete the work that comes with 22.5 academic credit hours.

I left the academy with great respect and trust in the cadets. They were extremely intelligent, intellectually curious, driven, hard working, and willing, as pointed out in the beginning exchange, to give up a standard college experience to serve their country. Despite the doom and gloom approach that many of the speakers took during the various panel discussions and policy briefs, I left West Point feeling okay, almost positive, about our future. If these smart delegates are in charge of the civilian apparatus, and West Point cadets in charge of the military, we can change the course of this country. Perhaps we can make the world a better place.

Thesis Projects, continued from page 5

Ritika Singh

The Post-Cold War U.S.-Russia Energy Dialogue

My thesis describes Russia's energy agenda post-Cold War, and its implications for America. It provides an explanation of how the Kremlin is increasingly wielding its vast oil and natural gas reserves as a weapon of foreign policy, and how the country has been on a "shopping spree" to acquire European energy assets. Russia's energy hegemony was largely President Putin's doing, and the thesis outlines the authoritarian measures taken by his administration to effectively capture the energy sector. It also describes the history of previous U.S. involvement in counteracting Russia's energy dominance, and assesses how effectively we have addressed the issue in the past. The thesis concludes with a chapter on policy prescriptions for the Obama administration on how to approach the pertinent issue of energy security vis-à-vis Russia.

RECONSIDERING AMERICAN HEGEMONY: FACING 21ST CENTURY CHALLENGES AND LIMITS OF U.S. FORCE AND POWER

RASHEED RANKINE '12

The Student Conference on US Affairs (referred to as SCUSA) is a four day conference held annually at The United States Military Academy at West Point, New York. The objective of the conference is to facilitate an interactive and productive discourse on various topics concerning national security and U.S. foreign policy. Students majoring in political science and government are invited as SCUSA delegates where they attend panel discussions, listen to keynote speakers, and participate in roundtable sessions. Discussions at all round-tables focus on specific areas such as Terrorism and International Conflict, the end product of these discussions is a policy proposal paper. Cadets, trained by West Point's Department of Social Sciences, join the round-table delegates and act as table leaders by facilitating round-table discussions. Additionally, there are two individuals with advanced degrees in these areas who help to lead the discussions and serve as subject matter experts.

Skidmore College's Government Department sent two student delegates to SCUSA '62. The central theme of SCUSA '62 was *"Reconsidering American Hegemony: Facing 21st Century Challenges and the Limits of U.S. Force and Power."* I was assigned to the roundtable on Insurgency, Terrorism, and Internationalized Internal Conflict, along with about 15 other juniors and seniors from all over the country. I personally stressed that any solution to mollify terrorism or internal conflicts would require supporting a powerful military officer who has the ability to restore order. Fellow student delegates from my roundtable argued that resolving insurgencies which threaten U.S. security requires more economic aid, drone attacks and occasional military strikes. I felt that those comments ,

represented the same intellectual arguments that are consistently stated and implemented without any substantial results. For example, the war-ravaged and unstable nation of Somalia represents a fundamental threat to global security. The U.S. aid and military operations in Somalia has never succeeded in restoring any order because our policy was based on strategies that do not work. In my mind finding a local strong leader with the ability to penetrate insurgent held land is a better strategy because local crises need to be resolved by local political leaders. I kept driving that point in our discussions, which eventually made it on as a proposal.

As a guest of the Military Academy at West Point I was treated with great respect and the events held at the conference were amazing. On the last night of SCUSA, The Academy hosted a reception for the delegates and guests of SCUSA. The reception was followed by a Keynote address by U.S. Admiral James G. Stavridis, the current Commander of U.S. European Command (USEUCOM) and NATO's Supreme Allied Commander Europe (SACEUR). Admiral Stavridis stressed the issues of cyber-security and nuclear proliferation. Finally, the night ended with an elegant banquet. I spoke with Colonels and former Generals about topics ranging from military spending to uniform changes. The one main lesson I learned from being at SCUSA was to truly appreciate the sacrifice of soldiers because they sacrifice their lives and freedom to protect our security and freedom; and that our military is a special institution and must be used wisely and cautiously. The spirit of the event was amazing and it was a true honor to be a part of that event.



Thesis Projects, continued from page 6

Marisola Xhileli '11

Post-Independent Kosovo: From Prescriptive to Descriptive Identities

The aim of this study was to uncover the existence, or possibility of, a Kosovar identity in today's Kosovo. I intend to discuss the role personal experience plays in confirming or challenging one's identity, and in this light show how the memories and personal experiences of Kosovo Serbs and Albanians endorse their ethnically-based interactions. My research shows that there is no clear idea of what a Kosovar identity means for the people of Kosovo at this time. Their narratives and symbols demonstrate strong affiliation with their ethnic identities, which is seldom contested due to their geographical, educational, and linguistic divisions. For both groups, ethnic identity is much more central than a shared national identity. The possibility of a shared national identity presents an opportunity for two ethnicities who have suffered in war to re-think and reconstruct a common disposition. Nevertheless, before a national identity can take hold in Kosovo, there needs to be a continuation of restoring trust on the community level.

GOVERNMENT MAJORS SHARE THEIR STUDY ABROAD EXPERIENCES

A Visit to Parliament

Alison Wrynn '12



This semester, I have been lucky enough to attend University College London as an affiliate student in political science. Full integration into the British university system in a bustling capital city has given me a chance to become immersed in the culture and develop a different appreciation for politics.

One of the best parts of life in London has definitely been the unique and often hands-on experiences with the British political system. Just last week, I had the privilege of going with my "Britain's Constitutional Revolution" class to visit Parliament to experience the scrutiny and debate that forms an essential part of the legislative process. First, we attended a meeting of the Committee on Political and Constitutional Reform in an office building adjacent to the Houses of Parliament. We heard testimony from Sir Gus O'Donnell, the Cabinet Secretary, regarding the constitutional implications of the creation of a Cabinet manual that would be a point of reference for questions about the unwritten constitution. Due to Parliamentary supremacy in government, Britain is one of only a few modern democracies that still relies on an unwritten constitution. Many questions from Members of Parliament serving on this committee thus centered on the possibility of the guide leading to the later creation of a written constitution.

Following that, we entered the Halls of Parliament to witness live debates. I found the dichotomy between the House of Lords and the House of Commons to be particularly striking. The Commons, being directly elected by the public, is dominated by party politics. This makes for lively discussions which are certainly not lacking in sarcastic insults and classic British humor. The Lords, on the other hand, are composed of hereditary peers and life appointments, and therefore tend to be more renowned for their expertise and examination of Commons legislation. Directed to the "Strangers Gallery," we watched from above as a few members of the House politely chatted about the uses of new technology while the more aged members seemed more content to indulge in a nap. In Parliament, as with most things in London, it seems that the traditional is balanced with the modern. Thus, even though there are huge differences between the Lords and the Commons, they manage to complement each other to form an effective government. Despite extensive reforms to the British political system in recent decades, a number of traditional institutions and conventions remain in place that, for me, makes London a fascinating and remarkable city.

Since I only have a few months left abroad, I certainly plan to make the most of my time. The wealth of culture and history that London and the United Kingdom have to offer is incredible, and I can't wait to experience more.

Freiburg European Union Program, Fall 2010 Warren Bianchi '12

My arrival in Freiburg, Germany in late August of 2010 was characterized by an array of conflicting, and, often, volatile emotions. Homesickness was counterbalanced by excitement; culture shock by curiosity; and estrangement by a vehement

enthusiasm to learn within a new cultural, historical, and political context. While these sentiments stayed with me through the entire semester, they never once evoked a sense of regret, and the values and intentions of my decision to go abroad prevailed.

Freiburg is a relatively small city, about 230,000 citizens, tucked nicely within the Black Forest in Germany's sunniest and warmest region. With summer's warmth still lingering amongst the black pines and winding cobblestone streets, I was immediately enchanted by the city's aura and its juxtaposition of bustling city streets with quaint alleyways and sprawling views of vineyards amidst rolling hills. At the same time, the threat of claustrophobia became imminent, and I feared that I would soon long for a taste of metropolitan life.

Fortunately, the IES European Union Program balanced perfectly my experience living with other university students in a small city with frequent trips to the great cities of Europe: Berlin, Paris, and Madrid, to name a few. Every two weeks, we set off, adorned in our business best, for meetings with think tanks, politicians, EU representatives, and locals in some of Europe's most renowned cities and institutions. This was, in fact, the aim of the program: to subordinate students' classroom experience with real-world discussions and experiences.



The looming question seemed to be whether our extensive field-studies away from Freiburg detracted from the academic quality of our classes, but I quickly learned the folly of travel would not undermine the mission of our professors in Freiburg. My

GOVERNMENT MAJORS SHARE THEIR STUDY ABROAD EXPERIENCES

Warren Bianchi, *continued*

courses included studies of EU foreign policy, transitions of post-Soviet countries to market economies, EU relations with the Muslim world, and, of course, extensive German lessons. While many of my colleagues abroad reveled in the ease of studying abroad, I was hard at work, never losing track of my academic commitments or developing bad habits that would follow me back to the States. I am happy to say that I returned from my program with a deep understanding of European political discourse and that what I learned abroad will forever supplement my academic endeavors.

I've also returned with enduring friendships and memories. While abroad, one should never lose sight of the aspects of personal development. In addition to becoming more proficient in German, I met many students from all over the country, and even the world, with whom I shared in the process of self-discovery. The students on my program were very bright and committed to the study of European politics. They offer a healthy diversity of perspectives and academic backgrounds as well confidants from a memorable, difficult, and rewarding semester.

See For Yourself: Paris Fall Seminar '10 Michael Kraines '12



I once thought that Study Abroad was just an excuse for college students to take a frivolous vacation to a foreign country. My semester in Paris taught me otherwise.

Professor Burns directed the program and taught two courses in political philosophy: one on the political thought of

Alexis de Tocqueville, and another on French Contemporary thinkers who, taking their bearings from Tocqueville and his friendly critique of liberal democracy, address the unique challenges posed to the modern nation-state by post-modernity. The courses were unlike any I had taken or could have taken at Skidmore. For our first paper we were asked to explain Tocqueville's argument on the effect of democracy on the fine arts. I read about how democracy opens to the masses the market for art and transforms the artistic imagination of its citizens, how the constant restless activity proper to democratic ages distracts from the pleasures of the imagination, and how democratic art no longer depicts "sentiments and ideas" but only "motions and sensations." Walking through the hallowed hallways of the Louvre, we evaluated Tocqueville's arguments, and I experienced something of what Tocqueville must have felt when he studied art, the *home de lettres* and student of the Enlightenment that he was.

The Contemporary course provided similarly unique opportunities. We met each of the authors whose books we read for the course, and were encouraged to

Paris, continued page 10

Government Department majors and minors



Study abroad locations

GOVERNMENT MAJORS SHARE THEIR STUDY ABROAD EXPERIENCES

Freiburg European Union Program, Spring 2011 Emma Kurs '12

Currently, I am on the IES Abroad European Union Program in Freiburg, Germany. Freiburg is a small, beautiful city in Southwestern Germany right near the borders of France and Switzerland (so close that last weekend I took the train into France for only 5 Euros!) For me, Freiburg is a perfect compromise between the atmosphere of a small, tight-knit community with the advantages of a modern city—dependable and easy public transportation, nightlife and music events, and plenty of restaurants, cafes, and bakeries to indulge in.

At the IES building right downtown, I take classes with sixty other American students from all over the country. And while our classes are strictly with Americans, each of us shares a flat with anywhere from one to six German students. Nearly a fourth of Freiburg's population is students, so Freiburg offers many university-held events and cheap places catering to younger people. Through my flatmate, I have had the opportunity to meet tons of German students, to learn the city's best spots, and to better understand German culture—even with my lack of German language skills! I especially love the neighborhood I live in here—Vauban—a unique “environmentally conscious” community in which some of the buildings are energy neutral and most of the inhabitants have agreed to stop using their cars. There are tons of parks nearby, locally owned stores, gardens, and a farmers market every Wednesday held a thirty second walk from my apartment door.

IES European Union offers a range of politics, history, economics, and busi-

ness classes, each of which focuses on a different topic related to the European Union. My favorite class, the European Union and the Muslim World, scrutinizes the EU's relationship with both the Middle East and with the Muslim peoples of its own member states. While I didn't need to know any German before arriving in Freiburg, IES lets us take German language courses, and even my basic 101-level class has helped me to progress to a point where I can manage Germany on a day-to-day basis.

While I absolutely love living in Freiburg, the best part of the program has



been the built in field-study trips that we take. For over 24 days in the semester, we travel to EU member states and meet with journalists, politicians, and policy advisors to better understand Europe and the EU as a whole. Not even halfway through the semester, I have already travelled with the program to Berlin, Prague, Strasbourg, Luxembourg, Paris, and Brussels. This past week in Brussels, my EU and the Muslim World Class met with a Turkish Foreign Relations Delegate and got to grill him on Turkey's complicated relationship with the EU. IES also understands our desire to explore the city on our own, and so we have a fair amount of free time to wander on our own and experience the local foods, sites,

and nightlife. Next, on to Athens, Sofia, and B u c h a r e s t !

Paris, Michael Kraines

continued from Page 9

challenge them and refute their arguments if we could. The discussions with the authors over wine and cheese and at various restaurants around the city not only taught me to think like a French aristocrat, but to wine, dine and dress like one too. Except for the occasional embarrassment (my glass of Bordeaux splashes over a white wall, waiters panic...) those dinners will stand out in my mind whenever I think of Paris and my time away from Skidmore.

But it is also the smaller details of my routine that I remember. I often woke up early enough (or went to bed late enough) to walk to the boulangerie on the corner and eat a fresh baguette or croissant. I couldn't ride the metro to class because the unions were on strike (“bienvenue,” my host father said). I said “pardon” practically everywhere I went. I unhesitatingly introduced myself, cheek-to-cheek, kissing and receiving others.

Meanwhile, I've said little of my host-family, who from day one consistently spoke French and were consistently misunderstood. Nor have I included trips to Fontainebleau, Versailles, Normandy, and long weekends spent with comrades and friends. Also missing is a description of the 19th century architecture, the Parisian shops lit up during Christmas, and the all-too cliché romantic encounter, but I suppose you'll need to see for yourself.



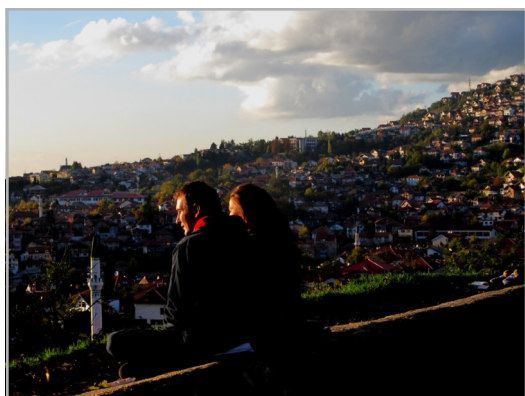
Devin Mellor in London earlier this month!

GOVERNMENT MAJORS SHARE THEIR STUDY ABROAD EXPERIENCES

From Identity to Where? Reconciling the Personal with the Academic

Marisola Xhelili '11

"Don't you think it's a bit dangerous, mixing the personal with the academic?" was the confounded reply I received from Zarko after telling him why I had come to study in Serbia. I met Zarko, a Serbian male in his twenties, during



my time abroad in the Balkans. I went to Serbia, Croatia, Bosnia & Herzegovina, and Kosovo last fall to learn

about the dissolution of Yugoslavia and to get primary research for a Senior Thesis on Kosovo. The decision, I admit here as I did to Zarko, was largely driven by a budding desire to "explore my identity." I chose to study Kosovo as a student of Government because it is of political interest as a post-conflict, newly-independent state; but I also chose Kosovo as an Albanian who felt disconnected from this identity.

I was born in Albania and lived there through ten years of turbulent transition from strict communism to "democracy." The nineties were rough for Albanians in Albania, but they were especially disastrous for Albanians in Kosovo (then an autonomous region of Serbia; unilaterally independent state since February 2008). The Kosovo war (1998-1999), during which thousands were killed and a million Albanians displaced, is considered to be the first humanitarian war—one that led to the NATO bombing of Serbia and first time ever of NATO ground-troop deployment. Going

into the details of it here would be a digression, but I welcome anyone interested in these details to either ask me directly or come to my thesis defense. Most of what I know now about Kosovo and Yugoslavia I would not have been able to tell you before spending a semester in the Balkans. Similarly, much of what I know now about being ethnically Albanian I learned while living in a place that brought it into question.

Living in a space that was at the same time my topic of academic inquiry meant that everyday experiences all became part of that inquiry. Learning took a new character: along with the obvious reading and writing came constant and direct reflection on the culture and political system I was standing under. I learned what I could not get from books by talking to politicians, writers, students, workers, and activists. I learned what it meant to be an Albanian in Serbia not only from literature that emphasizes the conflict between Serbs and Albanians, but by living with a remarkably compassionate Serbian family in Belgrade. Ultimately, all of this personal experience was in service of my academic expedition, but why make that distinction?

Zarko's accusation that I was "mixing" the personal with the academic is problematic, not because I see it as an attack on my topic of study, but because it assumes that the personal and the academic are two separate elements, and that mixing the two is a dangerous form of alchemy. But does not every academic pursuit emerge from personal curiosity, and does not every student lean in an academic direction that stems from personal wonder, is derived by personal means, and satisfies some personal end? Even speaking of the two in this manner implies more of a separation than there truly is. As subjective beings, we study the external world to better understand it, and especially ourselves within it. To know the political world, we have to know ourselves as politicized parts of that world. The fact that I was driven by a desire to explore my Albanian identity cannot be separated from my political interest in the issue. If anything, this peculiar subjectivity added a great amount of fervor to my research, and a new viewpoint to already existing research on Kosovo.

Grassroots Campaigns is hiring top student leaders for Career Positions starting after graduation!

The work that Grassroots Campaigns does nationwide builds awareness and raises funds for some of the top issue-based organizations in the country, by partnering with progressive and humanitarian organizations like Amnesty International, Planned Parenthood, the ACLU, Save the Children and more, we are pushing forward a progressive agenda that addresses some of the most important issues that we are facing today. Contact jdoyle@grassrootscampaigns.com to apply.

Lindsay Harkins, Class of 2005

The Levine Internship Award is offered on a competitive basis to support Skidmore students who wish to undertake Government Department internships in fields related to the practice of American government, politics and/or law.

Skidmore students from any major or minor may apply. Students are not required to apply for academic credit, but proposals must demonstrate the academic aspects of the internship experiences. Students may propose an internship in government, political, or legal offices and must demonstrate appropriate academic preparation. Examples of internship sites include: city, state, or federal government office, federal agencies (e.g., State Department) or international agencies addressing U.S. political and legal issues (e.g., the United Nations), a pressure group lobbying Congress, or a Presidential library with an emphasis on the president's politics.

Summer grant is a \$3,000 stipend with an application deadline of April 1, 2011

The LEVINE INTERNSHIP AWARDS

**IN
AMERICAN GOVERNMENT,
POLITICS, AND LAW**

Skidmore Summer Funded Internship Awards Program

The SSIAP was established by members of the Skidmore Community (Skidmore's Alumni Board, and Skidmore parents, alumni, and employees). The awards provide Skidmore students an opportunity to participate in unpaid internships, volunteer, or community service projects over the course of the summer. The awards are designed to offer students an opportunity to gain the relevant knowledge, skills, and experience employers require of entry level candidates. The SSIAP are open to all students regardless of career interests, major, or class year. When applying, students will submit only one application to apply for an SSIAP Award. Each award will provide selected students with a total of \$2,500 each for a minimum of a seven week (250 hour) summer internship experience.

Application materials are due April 1st, 2011.

For more information visit:

<http://cms.skidmore.edu/career/interncentral/skidmore-summer-internship-awards-program.cfm>

Or contact career services at 518.580.5790

Got Cool Ideas and Need Funding?

Ashley Storrow '11

Check out the wide variety of internship, grant, and fellowship listings on the Government Department's website. Opportunities range from international to domestic programs and are available for students at all levels of their college career.

If you are a senior pursuing graduate school you might want to check out the Humane Studies Fellowships through the Institute of Humane Studies (IHS). Humane Studies Fellowships are awarded to graduate students or outstanding undergraduates who are interested in pursuing academic careers in liberty based research. Awards range from \$2,000 to \$15,000 and are offered to United States citizens.

Or, if you are not quite a senior, any level of undergraduate students may apply for the Public Allies fellowship. Allies work four days a week in areas such as youth development, community development, public health, and economic development. Allies receive monthly stipends in addition to an educational grant that helps to pay of student loans.

Or, if you are a strong leader and have shown creativity and commitment to social change, you could receive \$100,000 from the Young Innovator for Social Justice Prize. Grinnell College awards three recipients annually. The opportunities are endless so make sure you check out the internships, grants, and fellowship listings at <http://cms.skidmore.edu/government/index.cfm>.

Responsible Citizenship Awards

The Student Government Association will offer thirty students a Responsible Citizenship Internship Award (RCIA) of \$2,500 to participate in an unpaid summer internship. These awards were developed to provide Skidmore students with the opportunity to participate in unpaid internships to gain practical knowledge in their field of study and to further Skidmore College's mission to encourage responsible citizenship, as outlined in the Strategic Action Agenda (2009). Students are not required to apply for academic credit. Students must sign up for a minimum of a 250-hour internship program. The applications are due April 1st. Applicants are required to fill out an application form, a resume, a Personal Statement, a Faculty Letter of Support, and a list of responsibilities signed by the Internship Supervisor.

RCIA is open to all students regardless of academic major, career interest or class year.

Model EU in Philadelphia!

Ritika Singh '11

Model European Union students, along with faculty advisor Dr. Kate Graney, will be attending the annual EuroSim Conference from March 31-April 3, 2011 at Widener University in Philadelphia. Ritika Singh '11, Ed Ray '11, Mike Cohen '11, Alex Mell-Taylor '14, and Claire Beihl '14 will be representing politicians from Luxembourg, Poland, and the UK. The theme of this year's conference is EU Regional Policy, and students have been preparing by learning the basics of the EU and researching their alter ego's positions. Students will get to practice their negotiating and public speaking skills at the conference, and will have the unique opportunity to meet other undergraduate and graduate students from American and European universities.

Students who are interested in joining the Model EU club will be pleased to know of an additional opportunity that is being offered during the Fall semester: Dr. Roy Ginsberg will teach a one-credit course, GO 364A: "Diplomacy at International Organizations: The EU," which will meet once a week (TU 2:10 PM - 3:50 PM) to help students better prepare for next year's conference, to be held in Poland in January 2012. For more information about the club or the course, please contact MEU President Ritika Singh (rsingh@skidmore.edu).

Hey Government Majors,

I just wanted to let you know that there is still an open position on the Political Expression Working Group. Description below:

This group is a reaction to the demands of the students who tried to bring former President Clinton to campus earlier this semester. If you're interested in politics, outreach, and civic engagement for college students this is a great opportunity to learn more, work with important administrators, and maybe even bring your favorite politician to campus!

Members will review the current College policies regarding Expressions of Political Opinion and Use of College Facilities for Political Activities. Considering the benefits of students' educational experience, the school's commitment to academic freedom, and the rights of individuals to participate in political discourse on campus; as well as the limitations set by legalities concerning the school's status as a not for profit educational institution; group members will recommend revised policies to IPPC, and the President and Cabinet. Membership includes Barbara Krause, Executive Director of the Office of the President; Barbara Beck, Associate V.P. for Finance & Administration and Director of Human Resources; David Karp, Associate Dean of Student Affairs/Director of Campus Life; Andrea Wise, Director of Media Relations; 2 faculty members; and 2 student members appointed through SGA Willingness-to-Serve. To apply, visit the SGA website, www.skidmore.edu/sga and fill out an application on the Willingness-to-Serve page.

I'm currently sitting on the committee, so if you have any questions let me know!

Jenny Snow



ANNIE BRUCKNER '11

In January, I signed up online to be Skidmore's campus coordinator for Power Shift 2011. Power Shift is the largest youth environmental conference in the nation; it takes place from April 15-18 in Washington, D.C. More than 10,000 people are expected to attend this year.

I am working with two other students (Rachel Chalat '12 and Anna Graves '14) to organize Power Shift for Skidmore; we have named our Power Shift group Skid Shift. We are collaborating with the members of the Energy Action Coalition, who run Power Shift, and the three of us have been working together since the start of the semester to recruit students to attend the conference. So far we have registered 90 students and are fast approaching 100. Skidmore is sending twice as many students to Power Shift 2011 as it did in 2009. Currently, Skidmore is sending the largest student delegation in the state.

We were originally aiming to send 60 people to the conference, but since we have surpassed that goal, we are now working on finding the funding for and figuring out the logistics of getting nearly 100 students to D.C. We have applied for and received funding from SGA, the Responsible Citizenship Task Force, and Student Opportunity Funds. Various clubs, notably the Environmental Action Club, are also providing financial support. We are currently seeking sponsorship and donations from various academic departments, the Sierra Club, relatives, and local businesses to make this venture possible. We have already raised most of the approximate \$20,000 that is necessary to attend this conference.

I decided to become involved with organizing Skid Shift because of my experiences at Power Shift 2009. I spent that weekend attending training workshops and lectures, lobbying my representatives, and participating in the protest that shutdown Capitol Power Plant, which used to burn coal to heat the Halls of Congress; at the time, this protest was the largest instance of mass civil disobedience against dirty energy in U.S. history.

Before attending the conference, I was only mildly interested in the environment. Afterwards, I was an environmentalist. Being around 10,000+ environmentalists for a weekend made the environmental movement real to me. The energy at the conference was nearly tangible, and it made me realize how much power lies in the people.

I've since focused my government studies on the environment: I took Environmental Politics and Policy in the spring of 2010; for my Latin America and the U.S. course last fall, I researched the effects of NAFTA's environmental side agreement in U.S.-Mexico bilateral relations; this spring, I hope to focus my final essay for my International Human Rights class on something involving environmental justice.

This conference changed my life. I am ecstatic that so many Skidmore students are attending this year. We have the numbers to strengthen the environmental movement on campus and in the community, and we plan on having everyone who attends the conference to share what they learn with those who do not attend. We want students to implement programming on Earth Day, give presentations at Academic Festival, and take the initiative in making changes at Skidmore and in Saratoga. After all, as with any movement, the environmental movement is based on action, not just ideas.

Detention, Rendition, Drones & Commissions

Continuity and Change in
National Security Policy
Between the Obama and
Bush Administrations

Benjamin Wittes
Senior Fellow
The Brookings Institution

Monday, March 28 at 6:30 pm
Davis Auditorium

SPONSORED BY: THE GOVERNMENT DEPARTMENT, THE INTERNATIONAL AFFAIRS PROGRAM & THE STUDENT SPEAKERS' BUREAU

ALUMNI UPDATES

Laura Swartz '10 is a Political Programs Fellow at the Women's Campaign Forum, a political non-profit in DC that tries to get more pro-choice women elected to office. Laura tells us "I manage a chunk of our endorsement program and planned and executed an overhaul of a major program, among other things in an ever-growing to-do list. In addition, I do lots of writing, research on how the decennial redistricting will affect women, and have become somewhat of a website management guru."

Since August, **Simone Pérez '10** has been working on the Subcommittee on Aviation for the Committee on Transportation and Infrastructure. She writes, "My job on Capital Hill is challenging and varied, and I am constantly learning the ins and outs of the legislative process. Primary aspects of my job include public outreach and background research for the subcommittee. I have been fortunate to be involved in some policy issues, compiling the background information so that the committee can make informed decisions. Less than two years ago I would never have imagined the privilege of working on the Hill, enjoying every minute, but after interning for the Committee I was fortunate enough to be hired. Now every day is filled with new challenges and learning opportunities. I LOVE my job!"

Cara Philbin '08 and **Tom Qualtere '08** recently responded to a series of questions, we share a sampling of their responses here, please see the Alumni Profiles bulletin board for more information.

What does your job entail?

CP '08: I am the Media Relations Coordinator for the Washington bureau and, specifically, Publicist for Christiane Amanpour at ABC News. Basically, I manage publicity (interviews, meet and greets, dinners, keynote speeches, etc) for all of the correspondents in the Washington bureau. I also manage publicity for "This Week with Christiane Amanpour." In this capacity, I write press releases and show announcements, field calls and requests from reporters, and monitor all news regarding the show. I also manage Ms. Amanpour's personal publicity, interviews, and appearances, which includes attending events as her publicist.

I am always saying that if you can get through college, you can do my job. Writing press releases is essentially like taking excellent notes- extracting the most key/"news-y" information; information that reporters would find interesting, then using those quotes to summarize and sell our show. It also takes good people skills (knowing when to give information out to certain people, when not to, and how to make it seem like you're not hiding anything). I guess this second part is more about practice and learning from (sometimes bad) experience.

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

CP '08: Strangely enough, I got hired when I was waitressing at a restaurant. Chatted up a couple, and the wife happened to be an executive at ABC. The husband is the business manager for the Huffington Post. They are two of my best contacts here in the city. Just goes to show, network with absolutely EVERYONE because you never know when something will come of it.

I would say, however cheesy it may sound, that Skidmore students are incredibly well rounded. My boss once said she felt comfortable throwing me into any situation, and I think this is mainly because Skidmore exposes its students to so many different subjects and ideas. A lot of the politically-driven people I know in DC can

only function and be comfortable in one arena- politics. While I feel comfortable talking politics with someone, I can hold my own at pretty much any event. Also, while our show is politically based, we often have guests that are on the fringe. It helps to have a vested interest in many fields when deciding what exactly to write about these people :)

TQ '08: *What does your job entail?*

I currently serve as Speechwriter for the Chairman of the House Republican Conference, Rep. Jeb Hensarling (R-TX), in Washington, D.C. I'm responsible for communicating the party's message to all the members of the Conference and the media through not only the Chairman's speeches but also talking points bulletins, press releases and op-eds.

Do you use what you learned in your Government coursework in your job now?

Yes, definitely. Studying in the Government department sharpened my writing and analytical skills in ways that help me with almost everything that I do now. Of course, in-class debates, whether formal or not, also taught me how to frame an issue or argument in a way that sells to the middle and can change the mind of (or at least be understood by) the other side.

Scott Minkoff '04 has accepted an offer for a tenure track position at Barnard starting in fall 2011. He will be receiving his Ph.D. from the University of Colorado-Boulder in the spring. His dissertation is on local economic development policies.

Rebecca U. Thorpe (Ph.D., University of Maryland, Fall 2009) is an assistant professor at the University of Washington. She was a Research Fellow at The Brookings Institution from 2008-2009.

Meryl Kenny '04 is the Assistant Director of the Academy of Government, Politics and International Relations, School of Social and Political Science, at the University of Edinburgh. She completed her PhD at the University of Edinburgh in 2009. Her doctoral thesis - entitled 'Gendering Institutions: The Political Recruitment of Women in Post-Devolution Scotland' - was awarded the UK Political Studies Association Arthur McDougall Fund Prize for best dissertation in the field of elections, electoral systems, and representation in 2010.

Julianne Koch '06 has completed her comprehensive exams at Cornell.

Chris McGrath '99 formerly with Senator Reid's press office in Washington, has been appointed by the UN Relief Works Agency (UNRWA) to start up its new Liaison Office in Washington. Chris will represent UNRWA in its work with Congress and the Executive Branch as well as with corporations and NGOs. The US Government and the EU and its member states are the largest underwriters of UNRWA. He will travel this spring to UNRWA locations in Gaza, the West Bank, Syria, and Jordan. UNRWA exists solely to assist Palestinian refugees.

Ken Olmstead '06 has been admitted into the MA Program in Communications, Culture, and Technology at Georgetown University, where he will be enrolled this Fall. Since graduation, he has been with the Pew Charitable Trust in Washington, DC.

FALL 2011 Classes

What Counts for What ?

American Government Distribution

- GO 231 Environmental Politics and Policy /Turner/ MW 2:30-3:50PM
GO 252 The Psychology of Politics /Seyb / MWF 11:15-12:10PM
GO 334 The United States Presidency/Seyb / MWF 12:20-1:15PM
GO 353 Sex and Power /Ferraioli/ W 6-9 PM
GO 367 No Place to Hide/Mulligan/ T/TH 6:30-7:50 PM
GH 322 History and Political Thought of American Revolution/N. Taylor and
T. Nechtman/ MW 2:30-3:50PM

Comparative Politics Distribution

- GO 239 Nationalism & Politics in the Middle East/ Unit Coordinator/
MW 4:00-5:20PM
GO 225 Military & Political Lessons from World War II/Hoffmann/
T/TH 3:40-5:00PM

International Relations Distribution

- GO 219 Political Economy of European Integration/ Ginsberg/ T/TH 12:40-2:00PM
GO 309 Latin America and the U.S/ Vacs/ T/TH 11:10-12:30PM
GO 319 What the U.S. Does Wrong/ Hoffmann/ T/TH 6:30-7:50PM
GO 364A *1 CREDIT* Diplomacy at International Organizations/
Ginsberg TU 2:10-3:05PM

Political Theory Distribution

- GO 242 Liberty and Commerce/ F. Taylor/ T/TH 12:40-2:00PM
GO 323 Dissident Politics/ F. Taylor / T/TH 9:40-11:00AM
GO 351B The Political Thought of Thucydides/ Burns/ MW 4:00-5:50PM

GO 351B: The Political thought of Thucydides

Instructor: Tim Burns

4 credits

This course is your chance to read one of the most important works in Western thought, Thucydides' *War Between The Peloponnesians and The Athenians*. The work is an account of a war that took place over the course of twenty-seven years (432-404 B.C), a war in which democratic Athens very nearly defeated oligarchic Sparta in a bid to become rulers of the known world. Thucydides intended this work to serve as a guide for future ages, or to be, in his famous words, "something useful...a possession for all time." For this reason, we are not reading the work out of mere antiquarian interest. Instead, we'll carefully examine the deeds and speeches of the war as narrated by Thucydides in order to find solid guidance in the face of permanent problems and issues of political life.

Thucydides could not have provided us with this kind of guidance if his work were a naively edifying, heroically inspiring, or merely cautionary tale. He presents us with the deliberations of statesmen engaged in actual political life at a time when that life happened to be most revealing of itself. As we read his work, we see the deeds of outstanding statesmen who are engaged in a struggle over the objects of their longing, freedom and empire. We hear their speeches as they attempt to move others to pursue their goals, in accordance with their opinions of what is advantageous and what is just or noble. Thucydides writes in such a way that we become more than vicariously engaged with these participants. He orders and presents the participants' speeches and deeds so that we are deeply moved by them. We become receptive to the participants' deliberations, instructed by their victories and their defeats, their glory and their shame. By examining the careers of outstanding political leaders, and discovering what those careers have to teach us about the greatness and the limits of political life, we are forced to reflect on ourselves and our own lives.

For example, Thucydides invites us in the first book to take a stand on the difficult question of which side – Athens or Sparta – was more to blame for bringing on the war. Were the Athenians guilty of breaking the 50-year peace treaty between them and Sparta, as the Spartans argue? Or were the Athenians compelled, as they claim all human beings are always compelled, to pursue their own advantage over and against the self-sacrifice that justice demands? Thus, by inviting us to take a stand on the origin of the war, and to defend our stand, Thucydides forces us to examine a permanent human concern, one that is likely to be deepest and to demand our most serious reflection: our concern for justice.

Some of the other permanent issues and concerns that Thucydides' work will help us examine are the following: What are the causes of war and the conditions of peace? What are the causes of imperialism? What are the arguments for and against it? Is capital punishment justified? What (if any) is the proper place of anger in political deliberation? What praise do citizens of democracy and of oligarchy give to these two different political regimes? How do their praises compare to what the book – the course of the war – reveals about those two regimes? Thucydides presents us with statesmen whose belief in or doubt of divine intervention in human affairs decisively affects their actions; what role does religion play in political life? What forms of religion should wise statesmen encourage or discourage in healthy political life?

The translation we will use is *The Landmark Thucydides*, edited by Robert Strassler (1996).

GO 364A: Diplomacy at International Organizations: The European Union

Instructor: Roy Ginsberg

1 credit

This one credit course introduces students to the political institutions and decision making processes of the European Union and major internal and external policy issues and debates. Students who wish to expand their knowledge of the European Union and its member states are welcome to enroll in the course as are students who plan to participate in Model European Union.

GO 367: No Place to Hide: Technology, Social Media, Surveillance & Privacy Law in Democratic Society

Instructor: Scott Mulligan

4 credits

Have you considered how Facebook became a \$50 billion company, simply by collecting its members' personal information, or how your latest Wall post could cost you your job? Why does Google save every search, email and text message, and how do Netflix and Amazon make such personalized suggestions? What about a cell phone or your car giving your current location not only to your friends and family, but also to your employer, insurance company and to law enforcement? How do governments, here and abroad, monitor their citizens' behavior and what does this mean for life in an open, democratic society? New technologies increasingly raise privacy issues in areas as diverse as identity theft, spyware/hacking, drug testing and workplace surveillance. In addition, the post-9/11 focus on national security has raised new concerns about government intrusions into personal privacy, from airport body scanners to customs inspections of laptops and cell phones. This course provides an in-depth look at information privacy law and related technology issues, using philosophical, historical, legal, policy and technical perspectives to explore a variety of issues relating to uses, and misuses, of private information. In this discussion-based seminar, students will develop advocacy skills in classroom debates, while individual in-class presentations and final projects will allow students to explore related topics in greater depth.

GOVERNMENT DEPARTMENT COURSE SCHEDULE:

FALL 2011

Burns, Tim - x5247, Ladd 316

GO-351B	The Political Thought of Thucydides	M/W	4:00 - 5:50	Ladd 207
GO 102	Introduction to Political Philosophy	M/W/F	11:15 - 12:10	Ladd 307
SSP 100	Philosophic Principles of the American Founding	W/F M	12:20- 1:40 12:20 - 1:15	LI 213

Pat Ferraioli, x5237, Ladd 308

GO-101	Intro to American Government	M/W/F	9:05 -10:00	Ladd 307
GO-353	Sex and Power	W	6:00 -9:00	Ladd 307
GW-101	Introduction to Gender Studies	W/F	12:20 - 2:10	Ladd 307

Ginsberg, Roy - x5245, Ladd 314

GO-103	Intro Comp/Intl Politics	TU/TH	9:40 - 11:00	Ladd 307
GO-219	Political Economy of European Integration	TU/TH	12:40 -2:00	Ladd 207
GO-364A	Diplomacy at International Organizations The EU	TU	2:10 -3:05	Ladd 106

Graney, Kate - x5242, Ladd 309 On sabbatical Fall 2011 and Spring 2012

Hoffmann, Steven - x5246 Ladd 311

GO-239	Nationalism and Politics in the Middle East	M/W	4:00 5:20	Ladd 206
GO-225	Military and Political Lessons from WW II	TU/TH	3:40 -5:00	Ladd 307
GO-319	What the US Does Wrong in the World: Views from India and Answers from Washington	TU/TH	6:30 -7:50	Ladd 207

Seyb, Ron - x5248, Ladd 310

GO-252	The Psychology of Politics	M/W/F	11:15 -12:10	Emerson
GO-334	The United States Presidency	M/W/F	12:20 - 1:15	BO 101
SSP 100	The Virtual Republic	M/W/F	10:10 - 11:05	BO 101

Taylor, Flagg - x5244, Ladd 306A

GO-242	Liberty and Commerce	TU/TH	12:40 -2:00	Ladd 206
GO-323	Dissident Politics	TU/TH	9:40 -11:00	Ladd 207

Taylor, Natalie x5243, Ladd 306B

GH-322	The History and Political Thought of the American Revolution	M/W	2:30-3:50	Somers
SSP 100	Educating Citizens for the American Republic	W/F M	10:10 -11:30 11:15 - 12:10	Ladd 106

Turner, Bob - x5251, Ladd 315

GO-231	Environmental Politics and Policy	M/W	2:30 -3:50	TLC 303
GO 101	Introduction to American Politics	M/W/F	10:10 - 11:05	Ladd 307

Vacs, Aldo - x5249, Ladd 319

GO-103	Intro Comp/Intl Politics	TU/TH	2:10 PM - 3:30	Ladd 307
GO-309	Latin American and U.S.	TU/TH	11:10 AM - 12:30	Ladd 207

Mulligan, Scott

GO - 367	No Place to Hide: Technology, Social Media, Surveillance & Privacy Law in Democratic Society	TU/TH	6:30 - 7:50	TLC 205
IA 101	Intro to International Affairs	T/TH	11:10 - 12:30	BO 280