

GOVERNMENT DEPARTMENT NEWSLETTER

SKIDMORE COLLEGE

Spring 2015

Dear Students,

Once again it is for me a great pleasure to communicate with you through this introductory message to the Government Department Newsletter. Due to the large number of contributions to this issue, I'll try to be concise and let you enjoy the rest of the contents. As I mentioned in the Fall 2014 Newsletter, I was temporarily replacing Prof. Roy Ginsberg as chair until he returned from his sabbatical leave. Regretfully for the Department, Prof. Ginsberg has announced that he intends to retire by the end of this academic year. As you can see in the number of messages from his former students included in this issue, his presence at the Department and the College will be sorely missed. On the other hand, however, we are happy to congratulate him and wish him the best in the future, being sure that he'll remain in touch with us in the coming years. Prof. Ginsberg's retirement also means that I'll remain as chair of the Department for two more years and that I'll have the opportunity to write a number of these introductory letters and to serve you until the end of the academic year 2016-2017. If you need to discuss anything related to the major or minor in Government, get authorization for courses taken abroad or anything else related to your participation in departmental activities please don't hesitate to contact me. My office is located in Ladd 319 (X5249) and my e-mail address is avacs@skidmore.edu. My office hours for each semester will be posted at my door and at the Department site. Please come at your convenience if you need anything. Thank you.

This has been also a busy period for the Department in terms of personnel changes. As you will see in one of the following articles, Prof. Christopher Mann has become a tenure-track member of the Department and will join us in the Fall of 2015. Prof. Mann will be teaching courses in American Politics and Government, including those related to political behavior, political parties, elections, and mass media. Prof. Yelena Biberman-Ocakli's temporary position has been transformed into a tenure track one shared with Prof. Ocakli. Prof. Feryaz Ocakli has been reappointed to his position and will be spending the next year on sabbatical leave engaging in research on topics of his specialization. Prof. Helen Knowles has been appointed to a permanent position at SUNY-Oswego and will be leaving us at the end of this semester. We wish her the best and hope she'll remain in touch with us in the future. Meanwhile, we are engaged now in a search to find a faculty replacement for Prof. Knowles who'll teach the courses related to constitutional and public law and the judicial process. Prof. Natalie Taylor is on sabbatical leave, doing research and completing a book manuscript. As you can see, the Department is in a period of transition in which important personnel changes are taking place. Nevertheless, Professors Yelena Biberman-Ocakli, Kate Graney, Ron Seyb, Flagg Taylor, Bob Turner and I are here and will be happy to talk with you about any topic that you may be interested to discuss, including courses, major/minor declarations, advising, honor theses, collaborative research projects, and departmental activities.

Since the beginning of the Spring 2015 term, our faculty and students have been involved in a number of activities that are reported in detail in the following notes. Among them were a talk by Prof. Biberman-Ocakli on unconventional warfare in Pakistan, India and Afghanistan; presentations on career planning by Prof. Turner; participation at the West Point conference on national security, Skidmore Women in Business, Democracy Matters, Model United Nations, and EUROSIM 2015 all contribute updates. Additionally three government majors report from abroad. In the next few weeks, before the end of the term, a number of events are going to take place that are sponsored by the Department and that we expect that some of you'll be able to attend. They include talks on issues such as the Nigerian crisis and Boko Haram; ExploreMore: the open house of the Government Department for prospective majors and minors; the Kuroda Seminar; defense of seniors honor theses; the Pi Sigma Alpha induction ceremony; and our senior major/minors reception. More detailed information about all these events is provided in the following pages of this Newsletter.

Finally, I would like to take this opportunity to thank Barbara McDonough and all the assistants whose efforts made possible to produce this wonderful Newsletter. To Barbara and all the students collaborators that selflessly contributed their time and effort to produce this publication, many thanks on my part and the rest of the Department faculty.

Aldo Vacas, Professor & Chair, Department of Government

FACULTY NEWS

Will Clark '16

Professor Biberman-Ocakli presented her research on self-defense militias and death squads at the International Studies Association annual conference in February, and will also be participating in a panel entitled "Theorizing the Study of Violent Ethnic Conflict" at the Association for the Study of Nationalities annual conference in April. In addition to continuing her work on her articles and book project, Professor Biberman-Ocakli is co-authoring a paper with Rachel Castellano (Government major, class of 2016) on the subject of genocide. Professor Biberman-Ocakli is also organizing several "hands-on" learning experiences for her students – including as a policy brief exchange with Diplomatic Academy of the Russian Foreign Ministry students (Russia's next generation of policy-makers and advisors) with her Global Rise of BRICS class; a "writing lab" with her Introduction to Comparative and International Politics class; and a simulation game (led by actual army officers) and field trips to West Point and the New York State Military Museum with her Politics of Modern Warfare class. She has also arranged the visit of Megan Turnbull, an Africa expert who recently returned from a year of research in Nigeria. In addition to visiting classes and meeting with students over dinner, she will be giving a talk for the entire Skidmore community, entitled "Boko Haram in Nigeria and the New World (Dis)Order," on April 1st.

Professor Duff is currently working on a book titled *Heidegger and Politics* that will be published by Cambridge University Press. He will not be returning to Skidmore for the fall of 2015 and will know his new destination shortly. However, he is teaching two fabulous courses this summer, including his cornerstone course *How to Rule the World*. He encourages students to seize this exciting opportunity while he remains a member of the Skidmore faculty!

Professor Graney has been busy planning the EUROSIM 2015 conference, which will be held at Skidmore March 26-29, working with her wonderful team of Barbara McDonough, Jimmy Stanitz, and Anya Hein. The Skidmore team will be hosting 200+ people from Europe and America, showing them some of Saratoga, and working hard to craft an EU policy on cybersecurity. Beyond that, she is still trying to finish her book on Europe and the former Soviet Union. She hopes to be done this summer, if Russia doesn't invade any other countries between now and then, she may have a chance!

Professor Knowles has finished co-editing a book exploring the First Amendment free speech jurisprudence of nine selected Supreme Court justices from the early twentieth century through today. *Judging Free Speech* examines the development of judicial philosophies over time, providing analyses of different justices' opinions across time through a qualitative, historical approach geared toward undergraduate students. The text will be published by Palgrave in August. Professor Knowles is also conducting research regarding abolitionist interpretations of the Constitution. Finally, she will be leaving Skidmore and accepting a tenure track position at SUNY Oswego in the fall.

Professor Feryaz Ocakli: My research focuses on comparative politics and Middle Eastern studies. Three of my articles are forthcoming in comparative politics journals. The first is entitled "Notable Networks: Elite Recruitment, Organizational Cohesiveness, and Islamist Electoral Success in Turkey," and it will be published in September 2015 in *Politics & Society*. The second article is entitled "Political Entrepreneurs, Clientelism, and Civil Society: Supply-Side Politics in Turkey." It is forthcoming in *Democratization*. The third is an article I co-authored with Professor Yelena Biberman-Ocakli, and it is entitled "One Shield, Two Responses: Explaining the Opposition to the United States Missile Defense Shield." It will soon be published in *Politics & Policy*. In addition to these articles, I have been working on my book manuscript, entitled *Embedded Islamists: Local Elites and Electoral Strategies in Turkey*. It focuses on how Islamist parties appeal to non-Islamist voters and win elections. The book draws on comparative case studies of six cities in Turkey where Islamist politics do not work as one would have expected. I am also currently working on a research paper entitled "Oil-Fueled Insurgencies: Lootable Wealth in Syria and Nigeria" with our recent alum, Matthew Scotch'14. We argue that studies

of political disorder in the Global South often mischaracterize oil as a "non-lootable" resource -- one that cannot be exploited effectively by nonstate actors. Focusing on the MEND in the Niger Delta and ISIS in Syria, we show that insurgent groups, as well as criminal networks, exercise varying degrees of control over oil flows across the world. I am very excited about this paper because it corrects a widely-held, yet erroneous, assumption about the role of oil in political disorder. I have also presented my research at the U.S. State Department, given numerous public talks at Skidmore and the broader community, and presented papers in the Midwest Political Science Association Conference, New England Political Science Association Conference, and the Annual Meeting of the New England Middle East Politics Workshop.

Professor Seyb has an article coming out in the spring 2015 issue of *American Journalism* entitled "Trouble with the Statistical Curve: Walter Lippmann's Blending of History and Social Science during Franklin Roosevelt's First Term." He is also preparing to start a research project on the journalist David Halberstam that will require him to sift through the Halberstam Papers at Boston University. He is, finally, finishing his research at the New York Public Library on Lester K. Born, the long-serving editor of *The New York Times'* Sunday section, who was during his tenure one of the leading proponents of "interpretative journalism."

Professor Flagg Taylor I am finishing up editing a book of essays by the Czech dissident Václav Benda. Benda was a leader in two of the dissident organizations in Czechoslovakia, VONS (the Czech acronym for the Committee to Defend the Unjustly Persecuted) and Charter 77. He spent four years in jail (1979-1983) for his dissident activities. The essays were all written between 1978 and 1989. Nearly all of the essays will be published in English for the first time. It will be a great honor to bring Benda's work to the English-speaking world.

I will be traveling to the Czech Republic this spring to conduct more interviews for my own book on the world of the Czech dissidents. This trip my efforts will be primarily devoted to learning about the underground church. The Czechoslovak state was the most brutally repressive of religion of all Communist states (with the exception of Albania). Catholics in the Czech and Slovak lands undertook an elaborate effort to move the church underground—i.e., they ordained priests and bishops, fostered religious education for youth, and engaged in many other activities related to the faith, and did all of it in secret. I will be interviewing experts on this topic as well as priests and former participants in the underground church.

Professor Vacs Since the last newsletter was published I have been mostly addressing the chair's duties. Due to Prof. Ginsberg's decision to retire at the end of this term, my temporary one-year appointment to replace him as chair has been extended for two extra years (until 2017). During the last 9 months, together with my departmental colleagues, I've been involved in conducting faculty searches that have led to the hiring of Prof. Christopher Mann and the addition as tenure track faculty of Prof. Yelena Biberman, while currently we are searching for a replacement for Prof. Helen Knowles and participating in the search of candidate to occupy the newly created Tang Chair in Chinese Studies at the college level.

This term the new version of my chapter on Argentina was published in the 5th edition of the book *Politics of Latin America* (edited by Vanden & Prevost and published by Oxford University Press). Currently, I'm trying to complete a paper on the current political economic situation in Argentina and the prospects for the coming general elections, and another one on female presidents and political change in Argentina and Brazil for presentation at a conference in Brazil in June. In the winter of 2015, I had the opportunity to travel to Peru and Ecuador to become reacquainted with the Andean countries, and to visit for the first time the Galapagos Islands where I comingled with turtles, iguanas, sea lions and the spirit of Charles Darwin. This Summer I'm planning to travel to South America (Argentina, Brazil and Chile) to do some research on the existing political economic situation, participate in a few discussion panels, and deliver a paper.

WELCOMING NEW FACULTY

Introducing Professor Chris Mann



I am looking forward to joining the Skidmore community this fall. Joining you at Skidmore is the end of a long and interesting journey to the destination I hoped for when I graduated from Pomona College. I am joining the Government Department after teaching at the University of Miami and Louisiana State University – and almost two decades as a political professional in various forms. What started as an interesting gig on Capitol Hill in DC during college turned into working on the Illinois governor's race after graduation, and then one

thing led to another in campaigns. During my career as a political professional, I managed campaigns from small town ballot measures to statewide candidates; served at different times as the executive director of a state party, an environmental interest group, and a political action committee; and worked as a political consultant in DC at the heart of the data-driven campaign revolution over the last decade. Somewhere in there, I also earned my Ph.D. in Political Science at Yale.

Inside (and out of) the classroom, I try to connect academic perspectives with practical experience about campaigns and elections, political behavior, political communication, and public opinion. How do citizens make decisions? What motivates citizens to participate in politics? What shapes attitudes about policy, government, and politicians? Why do politicians do what they do? What types of political communication change the behavior of voters? How do changes in the electoral system change voting behavior, decisions, and even the nature of democracy? I've studied these questions as an academic and wrestled with these questions as a political professional. I hope that I can share what I have learned as a scholar and as a professional with you, and that we can keep learning together about these questions (and more).

My research focuses in several related areas: 1) what are the most

effective ways to increase voter mobilization, especially among under-represented groups like people of color and young voters; 2) how do changes in the electoral system, especially pre-Election Day voting, affect voting behavior and the conduct of elections; and 3) what forms of political communication are most effective in changing political attitudes. Most of my research is done using large-scale field experiments in partnership with civic groups, political organizations, or government election administrators. These experiments randomly assign the citizens targeted by my partner organization to different treatments (phone calls, mailings, etc.) to determine what has the most effect. My interest in voting behavior led me to a deep interest in the way the rules about elections influence citizens and campaigns (voter registration, pre-Election Day voting, etc.). The process of voting in the US – and around the world – has changed tremendously over the last 15 years, and debates about further change continue in state capitols and DC. If any of these topics (or related ones) interest you, please come talk to me about how you can get involved!

In the fall, I hope you will take my class on “Voting in the US: Access, Fairness & Reform” where will examine the recent and proposed changes in voting and the effects these changes have on voting behavior, campaign activity, trust in government, and more. In the future, I hope to see you in my classes on campaigns and elections, political communication, media and politics, and public opinion.

My family and I are looking forward to living in Saratoga Springs. We're looking forward to exploring everything the town and surrounding area has to offer. Despite the list of warm places you may have noticed, we are looking forward to all four seasons – including a cold and snowy winter. (If you think going to class is cold in the winter, try doing house construction outdoors in Wyoming in the winter – trust me, that job taught me the importance of going to class.) If you are looking for me off-campus, you'll likely find us hiking, biking, paddling or skiing, and then dining out or cooking at home to recharge for more “work hard, play hard”.

You can find more information about me, my teaching, and my research at www.christopherbmann.com.

We offer a special thank you to all of our newsletter contributors!

Soraya Attia '15, Evelyn Aissa '03, Matt Barnes '15, Addison Bennett '16, Paul Benton '93, Dylan Bronstein '15, Kevin Callahan '92, Rob Campbell '10, Jonathan Chiat '90, Will Clark '16, Mihaela David '10, Orr Genish '17, Gretchen Godwin '92, Connor Grant-Knight '15, Dominic Green '12, Alexandra Grossman '12, Jesse Hardman '15, Katherine Hamilton '17, Christopher Hoch '14, Joshua Hutchinson '06, Julie Jursik '15, Olivia Kinnear '15, Cara Kraus-Perotta '16, Jake Kreier '15, Soon Lee '12, Rick Landry '16, Andrew Lowy '15, Matt Luongo '15, Emma Marshall '16, Maddy Morency '16, Matt Marani '16, Christopher McGrath '99, Dan Miller '15, Luca Mobilia '17, Dustin Oberlander '15, Kenny Olmstead '06, Gabriela Perez '17, Paulina Phelps '16, Rob Resnick '88, Jesse Ritner '15, Megan Schachter '17, Andy Shi '15, Aaron Shifreen '13, Rebecca Stern '16, Zach Stiller '17, Jason Sutherland '18, Elena Veatch '16, Aryn von Eicken '17, Josh Wagner '17, Jeremy Wood '13

WHICH POLITICAL THEORIST MOST INSPIRED YOUR EDUCATION AND WHY?

Alex Duff: Xenophon. For his inspiring life lessons that are applicable in all situations, such as this inspiring thought from the Education of Cyrus: "If we go against our enemies with strength and spirit, and attack them steadfastly, you will at once see that, just like runaways who have been discovered, some of them beg, others take flight, and others are not capable of thinking even of these things, for they will see us just after their defeat; and they will have been caught without expecting that we would arrive, without having put themselves in order, and without having prepared themselves to fight. So if it is with pleasure that we wish to eat, to spend our nights, and to pass our lives in the future, let us not grant them leisure either to deliberate or to prepare anything good for themselves, nor even to know that we are human beings at all, but let them believe that shields, swords, and scimitars have come against them and that beatings have arrived!"

Yelena B-O: There have been so many... it is difficult to choose just one. I would have to go with Charles Tilly because of the way he conceptualized the state as a "protection racket" with the advantage of legitimacy. He de-mystified the state and forced us to look closer at the violent and consent-based mechanisms underpinning it.

Roy Ginsberg: Three great thinkers have had a significant impact on my understanding of what constitutes a more just, stable, and free world. F.A. Hayek provides a cogent argument for how to avoid the coming of tyranny--and that is to eschew centralized state planning in order to maximize individual economic choice and political freedom; Immanuel Kant speaks to a more peaceful world made up of liberal democracies who in their relationships with one another are prone to solve disputes without resort to war; and Hugo Grotius, father of international law, opines that international legal norms and principles help tame an anarchic international system of states.

Kate Graney: Marcus Aurelius and Albert Camus "At the risk of sounding pretentious, I find it hard to separate my 'education' from the rest of my life, and reading Aurelius and Camus always makes me feel the preciousness of being alive. They each find a way to convey the mystery and sheer unexpectedness of life, and inspire me to keep trying to understand it all, but through the actual living of life as much as through formal study and learning. I also find spiritual sustenance and intellectual inspiration from the works of Elizabeth Johnson, especially *She Who Is: The Mystery of God in Feminist Theological Discourse*, which I turn to again and again for solace and in appreciation of her fierce intellect, deep spirit, and amazing prose."

Chris Mann: Thomas Jefferson is best known for expressing the enduring ideals of the Declaration of Independence, but it is really the breadth of his work that captured me. He was a philosopher but also a hard nose political operator, a skilled diplomat, a dedicated scientist, an incorrigible builder, and a lifelong educator. He is also a fascinating thinker because he was far from consistent in his views and his behavior. To some, he is a Rorschach test of American political thought: he appears to support every view. For me, understanding the political context of his shifting views is part of the fascination. Finally, on slavery, Native Americans, and other topics, his views and actions are far short of admirable, but these flaws also make him somehow more accessible - to be great but fallible is a more realistic inspiration than some unrealistic demi-god.

Interesting trivia fact about my interest in Jefferson: beginning in 1st grade and continuing through college, I did not attend classes on Jefferson's birthday as a personal statement that it should be a holiday. This "protest" started with the earnestness of a child (my parents still laugh about my earnest and sincere case at the dinner table) and then became a matter of principle. I don't cancel class now that I am a professor, but I do make sure to acknowledge Jefferson in class if I teach that day.

Feryaz Ocakli: The answer depends on who qualifies as a political theorist. My education has focused on the empirical study of political life, but we cannot divorce empirics from theory in any type of research. Max Weber had a profound influence on contemporary comparative politics and, therefore, on my education -- his impact is unescapable. Weber's analysis of the state, bureaucracy, and institutions forms the basis of much of contemporary research. Karl Marx and his followers have also sharpened our focus on inequality (its economic, political, and social variants) as a central concern of comparative politics. A significant amount of current comparative politics research engages Marxist and Weberian ideas by either building on them or seeking to refute them. More recently, I find James Mahoney's work on comparative-historical research and qualitative methodology very inspiring.

WHICH POLITICAL THEORIST MOST INSPIRED YOUR EDUCATION AND WHY?

Ron Seyb: I recognize that I will impugn my credentials as a provincial Americanist by claiming that my favorite political theorist is not that pony-tailed Hamilton fellow or that Americentric poseur Tocqueville or even that John Rawls character who maundered on at such length about “the original position” that Tom Brady became self-conscious. I must, however, out of respect for the high journalistic standards of *The Government Department Newsletter*, confess that the political thinker who has had the most profound influence on me is a German lad named Albert Hirschman.

Hirschman was actually trained as an economist, and some of his most important contributions are to that field (e.g., his formulation of “the hiding hand principle,” which was later resuscitated and popularized by Malcolm Gladwell). It was, however, Hirschman’s works on political economy, specifically, *The Passions and the Interests* and *Exit, Voice, and Loyalty*, that persuaded me that remarkably trenchant insights could be teased out of superficially simple propositions.

There seems to be a trend in the publishing industry to judge the intellectual merit of a book by its size. Hirschman’s brief books reveal just how wrongheaded this metric is. Hirschman can in fewer than 200 pages pack enough arresting arguments (e.g., an organization’s health can be assessed by whether dissenters decide to use “exit” or “voice” to express their dissatisfaction) and counter-intuitive inferences and findings (e.g., the spread of capitalism was fueled not by a desire to unleash human passions but by a need to construct institutions that could mitigate the destructive consequences of passion-driven behavior) to cause even the most voracious reader to ask for a pause to reflect and re-group. I can think of only a handful of other thinkers in the last one hundred years—Carl Sagan, Stephen Jay Gould, and Garry Wills come to mind—who have said so much with so little lexical waste.

I would hence encourage students to read Hirschman. They should also, of course, read Hamilton, Tocqueville, and Rawls. But always return to Hirschman. He will make you remember why ideas are more precious than rubies.

Flagg Taylor: As an undergraduate, reading John Locke made me understand the power of ideas. I discovered the influence of his conception of human nature and natural rights on our own Declaration of Independence. My teachers then compelled me to see Locke’s ideas against the backdrop of Aristotle’s contention that human beings are political animals by nature. Taking Aristotle seriously meant understanding the meaning of politics and its place in our lives quite differently. This was the most fruitfully disorienting moment early on in my education. Since then Tocqueville has been the political philosopher who has compelled me to look persistently and deeply at the world of “democracy” (using Tocqueville’s sense of that term as a political *and* social phenomenon) in all of its complexity. We think we know this world since we inhabit it—its rhythms, its customs, its habits of mind are infused in our very being. But Tocqueville taught me that this very infusion tends to close rather than open our eyes to this world. We need guides like Tocqueville to open our eyes—and perhaps more importantly to awaken our desire to see things as they are.

Natalie Taylor: Machiavelli is perhaps the most famous – infamous—political philosopher. We all know the connotation of “Machiavellian.” Yet, the term oversimplifies Machiavelli’s reflections on human nature and politics. During my senior year in college, I took my all-time favorite class, an entire seminar devoted to Machiavelli’s *Discourses on Livy*. My teacher, Mr. Baumann, showed the class how complicated and subtle Machiavelli’s political philosophy is. Recognizing the complexity in Machiavelli’s thought has led me to appreciate that most political philosophers defy easy categorization and, indeed, politics itself cannot be reduced to simple terms.

Bob Turner: My education was not inspired by classic political theorists, other than Malcolm X. The two political science books that stand out in my memory are Barrington Moore, *Social origins of dictatorship and democracy* and Almond and Verba, *The Civic Culture: Political Attitudes and Democracy in Five Nations*. Moore magisterial review of European history and its consequences for why countries became democratic or not instilled in me an interest in path dependence and to what degree societies can choose their future or escape their past. I was skeptical but intrigued at the prospect by the argument of *The Civic Culture* that a country’s democratic commitment could be accurately measured.

Aldo Vacs: I don’t know if my favorites could be considered classical political theorists but the ones that inspired me the most were Max Weber (his political sociological analysis was the most comprehensive and deeper study of politics, society and economics I’ve ever read), Claude Lefort (for his studies of democracy and bureaucracy), and Antonio Gramsci (for his notes on politics, hegemony, political parties and the role of intellectuals in modern society).

UNCONVENTIONAL WARFARE IN THE INTERCULTURAL CENTER: PROFESSOR BIBERMAN-OCAKLI DRAWS A CROWD ON A SNOWY DAY

Andrew Lowy '15



No amount of wind, ice, or snow could keep Government majors away from Professor Yelena Biberman's lecture on February 9, 2015. Shivering students covered in snowflakes piled into Case Center's ICC that evening to hear Professor Biberman's *Unconventional Warfare: Pakistan, India, and Afghanistan*. With more students than available seats, the room was packed with anticipation.

Professor Biberman began by talking about a school shooting in Pakistan, the Peshawar School Massacre – “Pakistan’s 9/11.” This massacre prompted India’s Prime Minister Narendra Modi to openly announce that his country “stands firmly with Pakistan in [the] fight against terror.” India was ready to offer all assistance needed to Pakistan in its hour of grief. However, shortly after Modi’s statement, the leader of one of Pakistan’s most prominent terrorist groups, Lashkar-e-Taiba, publicly blamed India for the attack and swore to exact revenge.

Professor Biberman explained how Pakistan and India use proxy organizations, often terrorist groups such as Lashkar-e-Taiba, to wage unconventional warfare. She continued by describing the reputation Pakistan has gained as a result of its reliance on unconventional warfare: Pakistan is “a greedy state determined to pursue its revisionism for ideological and even religious goals.” It uses “Islamic militants—jihadi groups, nonstate actors—in addition to diplomacy and trade to pursue its defense and foreign policies.” Consequently, Pakistan has been labeled as an “abnormal state.”

However, Professor Biberman cited many examples of other countries also engaging in unconventional warfare. The United States, for example, used Brigade 2506 as an irregular proxy force to fight in the Bay of Pigs. And more recently, Russia has been using the Ukrainian rebels as their proxies. Unconventional warfare is not unique to Pakistan. This was the main take-away of Professor Biberman’s lecture. Pakistan, just like many other countries around the world, has entered an age of unconventional warfare in which outsourcing violence has become the norm. Nonetheless, Pakistan continues to be viewed as abnormal.

Reflecting on her recent trip to Pakistan, Professor Biberman concluded with some suggestions for promoting mutual understanding between Pakistan and the U.S., and to build trust between the two nations. She explained that Americans typically mistrust Pakistan because of its ties to terrorist groups. At the same time, approximately 59% of Pakistanis hold an unfavorable opinion of Americans, while only 14% view the U.S. in a positive light. Professor Biberman suggested that the U.S. invest in Pakistani infrastructure and build a large, visible project in Pakistan, such as an American university. Also, she said that exchange programs in which Americans and Pakistanis can develop personal interactions could help build trust between the two nations.

Students walked away from Professor Biberman’s lecture glad they had attended. One student remarked: “I’m so happy I seized the opportunity to come learn about unconventional warfare.” She said, “prior to [the lecture], it was a subject I knew nothing about.” Another student described the talk as “engaging, educational, and even funny at times.” The student said that, in the days following the lecture, she frequently discussed unconventional warfare with her friends. It was the overall consensus in the room that Professor Biberman’s lecture was a success, well worth trekking through the snow to attend.



ROCKIN' THE BOWLING LANES (GOVERNMENT STYLE)

Professor Ron Seyb

Eleven Skidmore Government students and faculty met on the cigarette butt strewn lanes of glory on February 28th to determine who was worthy of the title of "Pin Head." The battle was fierce and raged for much of the day. The wine red sea surrounding the alleys soon turned a color somewhere between a healthy winesap and an unripened Jonathan. When the carnage concluded, the following results were dispatched by chariot to all of the empire's possessions, where they inspired both fear and the only question that matters, "Why is bowling not prohibited by the Universal Declaration of Human Rights?"

The Joe Rockhead Pin Rockers: Combined Score = 950

(Dan Miller, Andrew Lowy, and Mike Casagrande)

The Barney Ruble, Young People, Ruble: Combined Score= 797 +3 (The Jimmy Stanitz Effort Bonus)= 800

(Jimmy Stantiz, Matt Barnes, and Ben Polsky)

The Slate Quarry Boys and Girls: Combined score withheld because of fear of persecution

(Professors Vacs, Burton, Ocakli, Biberman, and Seyb)

Best "Seize Your Glory!" MVP Performance: Dan Miller

Best Reenactment of 6th Grade Bowling Triumph: Jimmy Stanitz

Best "Fear the Hammer of Thor" Ball Delivery: Professor Ocakli and Andrew Lowy

Best Cross-Lane Pick-Up without Crossing the Beams: Professor Burton

Best Spin Doctoring without Breaking WWF Rules by Employing a Foreign Substance: Professors Vacs and Biberman

Best Performance While Shooting a Nature Documentary: Ben Polsky

Best Management of Head to Floor Distance without Crouching Like a Criminal Hiding from Liam Neeson: Matt Barnes and Mike Casagrande



STUDENT NEWS

Matt Barnes '15

Soraya Attia '15- I'm working on a Student Government Association campaign called "It's Happening Here" to combat sexual and gender-based misconduct at Skidmore. The purpose of the campaign is to unify our community around the issue in order to spread awareness and prevent it in the future. This month, we held a tribute night for survivors of sexual and gender-based misconduct and throughout the remainder of the semester; we'll be bringing speakers to campus and holding various other events.

Matt Barnes '15- As the thesis deadline nears I'm working desperately to get ahead of the curve and ready myself in time to present at the New York Political Science Association conference in early April on my research, which examines and analyzes the relative capacities of local actors to influence land use regulation and policy outcomes. This summer, I'll be living in Saratoga and participating in MDOCS' five-week Storyteller's Institute.

Dylan Bronstein '15- Hi! My name is Dylan Bronstein and I'm a graduating senior of the Government Department of Skidmore College. For the past two summers I've worked at a summer camp upstate in the Adirondack Region teaching kids to hike mountains, canoe, and fish. Mostly fish. I'm glad to say I'm going back there once again for the summer and encourage everyone to find time to get into the mountains!

Will Clark '16- I spent the Fall semester representing Margaret McDougall MSP and interning with Scotland's Labour Party in Edinburgh. Currently I enjoy active roles in the Government and Theater Department, as well as the student club The Franklin Forum. This summer I will again work for Philips Healthcare in Andover, Massachusetts.

Orr Genish '17- As current VP of Communications and Outreach for the SGA it is my job to deal with many issues that deal with transparency and making sure the student body is happy with what we are doing. Having the new constitution ratified this past week was a huge accomplishment and I'd like to thank everybody who helped with that.

Katherine Hamilton '17- I am currently enjoying the six classes I am taking, although overwhelming, and I am excited to spend spring break in the Caribbean with friends. Hopefully I will be studying abroad in Paris for the upcoming academic year!

Jake Kreier '15- I've been working on getting add-ons to my basic pilot certificate for the last year or so. This winter break I went to a flight school in Florida and got my instrument rating, which certifies me to fly a plane by reference to instruments when the weather makes it impossible to see. I also passed the commercial license written test. When I graduate I want to take the commercial practical test and then get a flight instructor's certificate so I can get a job at a flight school.

Julie Jursik '15- I am interning in at the NY State Assembly in the Communications and Information Services office for the majority. I am learning a lot and enjoying everything except for rush hour traffic on 87. I highly recommend interning at the NYS Assembly any government majors get the chance.

Cara Kraus-Perotta '16- This semester I am abroad at the University of Sussex in Brighton, England. Here I am taking courses in biology, my major, and government, my minor. Brighton is one hour south of London, so I've had the opportunity to explore London and other cities in the UK. I'm extremely for plans to travel across Europe to Copenhagen, Prague, and Paris during my spring break!

Matt Luongo '15- For the last few years at Skidmore, I've been concentrating on the connection between international and local trends, directing my coursework toward international politics and government while also running a locally focused food and fashion blog with my cousin Megan out of Buffalo, NY. Now, I'm writing my senior capstone on how international trends like global governance, globalization, and neoliberalism may be causing local backlashes around the globe--especially through the lens of transnational populism.

Matt Marani '16- I am a history and government double major. Currently I am interning at the Saratoga Springs Preservation Foundation and am also involved with the Franklin Forum. I intend to apply to the University of Edinburgh (where I studied abroad) for post-graduate studies.

STUDENT NEWS

Matt Barnes '15

Dan Miller '15- Over winter break, I spent three days at the LBJ Presidential Library in Austin, Texas doing archival research for my senior thesis which, under the guidance of Professor Seyb, focuses on how President Johnson passed the Civil Rights Act of 1964. In two weeks, I will be traveling to Fort Myers, Florida with the Skidmore Baseball team to play the first ten games of our season.

Luca Mobilia '17- After coming back from winter break in NYC (my home town) I threw myself back into my work for the Student Government Association. It's been a great way to see what representation looks like on a small scale, as well as an opportunity to do work for my community.

Paulina Phelps '16- I am a junior government major with an interest in journalism. I have spent the last two semesters in Washington DC and New York City where I have interned for local publications and studied in journalism programs at American University and New York University. Here at Skidmore, I am the special reports editor for the Skidmore News and intern for the Saratoga Wire.

Megan Schachter '17- I am a sophomore Government major, Anthropology minor. I am the SGA Vice President for Club Affairs and the treasurer for Model European Union. We are hosting the Eurosims conference at Skidmore, this year.

Rebecca Stern '16- This semester I am in Washington, DC participating in a Journalism seminar at American University. I am also an intern at the Politics of the United States channel on Sirius XM, where I pull raw audio from briefings, learn radio technology, and research content for shows. Through my internship I have met inspiring journalists and politicians, as well as attended political conferences such as CPAC.

Zach Stiller '17- "Following an awesome winter break during which I visited the Dominican Republic, it is back to the early mornings and long days of winter training for rowing. I look forward to the spring racing season and to finalizing my plans for the coming summer. "

Jason Sutherland '18- I am Club Secretary for Model UN here at Skidmore. We just hosted a jeopardy "throw down," which was a lot of fun for the whole club, and I am looking forward to traveling to NYU in April to compete in the annual Model UN conference.

Josh Wagner '17 - I'm currently applying for an IES European Union semester abroad, during which I will visit 9 or 10 EU member states and conduct research under real MEPs. So far this semester I've spent a lot of time working in the admissions office as a tour guide, helping out backstage at JKB theatre, and shaping my double major program with the History department.

Attention Junior Government Majors!

Are you eligible to and interested in writing a senior honors thesis?

If so, read our guidelines and timeline for this yearlong process on the web at

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

MY SCUSA EXPERIENCE:

Dan Miller '15

"Leaders can let you fail and yet not let you be a failure."

-Gen. Stanley McChrystal

When fellow GO major Julie Jursik and I arrived at West Point in early November, neither of us knew what to expect. The Student Conference on U.S. Affairs, known as SCUSA amongst faculty and cadets, is held each fall at the United States Military Academy at West Point, NY. SCUSA brings civilian student delegates together with West Point cadets to address current issues facing the United States through fostering military-civilian ("mil-civ") relationships. While the conference certainly focuses on the students, my experience would not have been so fruitful without the leadership of the professionals participating, whose leadership and teaching points were sources of motivation throughout.



On the first night, we gathered in the Grand Ballroom of the West Point Club for a panel discussion on this year's theme "What's the Worst That Could Happen? The Politics and Policy of Crisis Management." The six panelists, coming from a diverse range of professional areas, were asked to explain a "worst case scenario" that could potentially occur in their field. A top consultant in crisis management, who earlier that day implemented a risk-assessment test at the White House, described a scenario where crumbling roads, bridges, tunnels and dams in California could be wiped out by a massive earthquake. An executive at Goldman Sachs discussed the possibility of another liquidity crisis and how the resulting collapse could be far worse than in 2008. A Brigadier General depicted the threat of ISIL gaining formal political power in the Middle East and West Asia.

You can imagine the despair that fell over the room. These were some of the top minds in the United States describing doomsday scenarios with no real solutions. To liven up the crowd, the mediator asked the panelists to share some advice with the audience on how they approach problems in their professional lives. The most compelling thought came from Max Brooks, author of the New York Times best-seller *World War Z*. Mr. Brooks did not offer words of wisdom to the audience of soon-to-be young professionals, but rather, challenged us to do two things within our round table discussions over the next two days—ask every question and share every idea that crossed our minds. The fear of failure, he reasoned, only serves to perpetuate the status quo of problems, while it simultaneously restricts one's opportunities for substantial growth and advancement on a personal level.

My coursework in economics was relatively limited at Skidmore, but I thought it necessary to act on Mr. Brooks' words within my assigned round table, titled "The Next Great Recession: Lessons Learned from the Crash of 2008." Over four sessions, our team of fourteen civilian delegates and five USMA cadets discussed everything we knew about the 2008 collapse—contributing factors, reactive responses, and resulting financial regulation. While my restricted knowledge of the financial system produced a certain discomfort toward participation, I noticed similar feelings among my group members. It took a while to get comfortable, but we eventually developed a fruitful dialogue. We considered a number of ideas. Many were bad and a few good, but by the end of the final session, we produced a sound policy proposal to better equip financial regulatory agencies and infrastructure to respond to impending crises. The dialogue was only possible, however, because of the guidance provided by our "co-chairs." Each round table was assigned professionals in relevant fields to lead and contribute to discussions. Our co-chairs, both employees of New York Federal Reserve Bank, were extraordinarily helpful in teaching the intricacies of the system as well as deeper issues that caused the collapse and those that still resonate today.

But one co-chair, specifically, had a lasting impression on me for a different reason. A Vice President at the New York Fed, Jan Voigts resisted the temptation to provide his personal opinions and input despite our frequent solicitations. He saw his role as simply supportive and directional, ensuring that we, the ones with no expertise on the subject, determined our own path through collective discourse, not one which he believed to be right or correct. We were certainly frustrated at points, but when I consider the pride we took in our final product, much of it comes from knowing we accomplished it ourselves. It was not until later that I connected something he said to Mr. Brooks' input on the first night. Mr. Voigts explained that a person need not be a leading expert to develop relevant and viable ideas and, in fact, often do because those deeply emerged in an area often lose sight of simplicity and the ability to think creatively on the subject. As I should have expected, even in the last place one would think to look for it, creative thought's significance emerged.

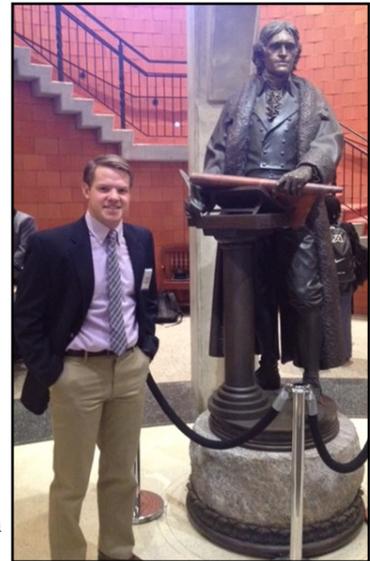
SCUSA: Miller *Continued on page 11*

TO THINK CREATIVELY YOU MUST FIRST FAIL

SCUSA: Miller continued from page 10

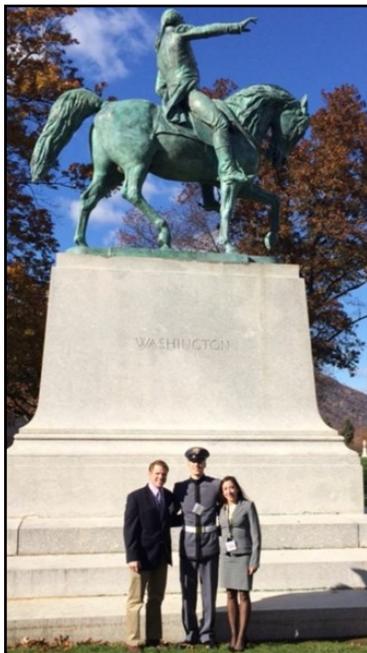
The United States Military Academy is one of the strictest, most regimented institutions of higher learning in the world. Cadets are required to don military uniforms each day and ACUs (Army Combat Uniform, colloquially known as “fatigues” or “camo”) are a refreshing break from 100 percent wool dress greys, the same worn by each class of cadets since 1816. Grades are not just given for class work, but also for military and athletic requirements. Missing a class or curfew is not met with an email from a professor, but the assignment of disciplinary “hours,” where cadets grab a rifle and march in formation until their punishment is served.

Given the regimented lifestyle of the institution, I did not expect the recurring emphasis on creativity, inquiry, and even failure. Contrary to my preconception, cadets are not robots. While well-trained in following orders issued down the chain of command, they are equally, if not more competent in leadership of their subordinates. An outsider could never reasonably believe the role that creativity plays in the daily lives of cadets and within the greater picture of mil-civ cooperation to address imminent national and international problems. I was truly amazed to see the final products of each round table and can only imagine that they took Mr. Brooks’ message to heart like we did. The natural progression of creative thought requires failure in some form, and while we were far from home, 136 miles away from Skidmore to be exact, I was reassured to see the role that creative thought plays for professionals working to address these issues each day, whether or not they wear a uniform.



SCUSA: “THE GLOBE, WARMED”

Julie Jursik '15



In November, I was fortunate to attend the Student Conference United States Affairs (SCUSA) at West Point. West Point holds this conference every year to bring together cadets and civilians to create solutions to global issues. This year’s theme was “What’s the Worst That Could Happen?” West Point brought in a panel of expert speakers – Max Brooks, fiction/survival writer; Dr. Virginia Burkett, US Geological Survey scientist; Dr. Erko Etula, Goldman Sacs; Brigadier General Kimberly Fields, Politico-Military Affairs (Middle East); and Dr. Kevin O’Prey, founder of a homeland security firm – to talk about the worst case scenario in their fields. On the first night, all of the conference attendees walked into an auditorium blasting Taylor Swift, Matchbox 20, the James Bond theme song, and R.E.M – songs about the world ending. What made the conference so memorable was that although the focus was on serious global issues – such as global nuclear warfare, a zombie epidemic, worldwide economic collapse, and cyber attacks – fun and games were still an important element.

I was assigned to the round table on global warming, called “The Globe, Warmed.” Our group of about 15 students was tasked with identifying the worst-case scenario the US faces regarding global warming. Our group decided to focus on the increasing prevalence of extreme weather, leading to droughts and other events that will significantly harm our food security. We spent three days in a room in the library discussing and drafting a policy proposal. On the last day, each round table presented their policy proposal in the form of a skit, definitely a big departure from presentations in the Government department. The unwritten rule of the conference is “What happens at SCUSA, stays at SCUSA.”

GOVERNMENT MAJORS SHARE BRIEF DESCRIPTIONS OF THEIR SENIOR THESES PROJECTS

Are We There Yet? An Analysis of the Ideal Conditions for Equal Representation of Women in National Legislatures *Soraya Attia '15*

As a country with high levels of gender equality and human development, the United States continues to lag behind in female representation in Congress. In my thesis, I argue that gender equality and human development are not enough to guarantee gender parity in politics by comparing the United States to the top ten ranking countries in female representation in national government. I argue that factors such as governmental structures and institutions, post-conflict reconstruction, and social structures all impact the number of women in national legislatures. I explore the ideal conditions for women in politics and conclude with recommendations for the United States to achieve equal representation for women in Congress in the future.

Who Participates in Local Development Decisions, The Growth Machine or the Home voter? *Matt Barnes '15*

Conventional narratives tend to depict local politics, like with many things, as a reenactment of David and Goliath. So too does much of the political science literature frame municipal-scale politics as often strong-armed by entrenched development interests, the so-called "growth machine," and only rarely overcome by popular will. In my research with my advisor, Bob Turner, I'm attempting to reevaluate these assumptions and assess the extent to which they do or don't play out in Saratoga Springs. Indeed, at this point in my work it's becoming clear that local activists are just as, if not more so, skilled at mobilizing their own constituents and exerting influence on the local policy process. Thus, I argue that in many ways local politics is operated by and unfolds because of elite-level interaction.

Montesquieu's Political Psychology of Visibility *Connor Grant Knight '15*

I investigate Montesquieu's literal and figurative treatment of things visible and invisible in his three major works: *Persian Letters*, *Considerations on the Causes of the Greatness of the Romans and of their Decline*, and *The Spirit of Laws*. I contend that the political psychology of vision that he lays out in the fictional *Persian Letters* informs his understanding in his practical works of how individuals sense their degree of liberty.

The Modern Presidency and the Dynamics of American Political Regimes *Jesse Hardman '15*

Political regimes have come and gone in the United States. Why? My thesis explores the dynamics of modern American political regimes, and it investigates the modern American president's pivotal role as their harbinger. In order to spearhead regime change, American presidents must reconcile their enumerated and implicit executive powers with their political styles and political landscapes. I analyze the presidencies of Franklin Roosevelt and Ronald Reagan, and I explain how both presidents established different regimes. I also focus on the impacts of the Roosevelt and Reagan administrations' policies on subsequent presidencies in order to demonstrate how regimes progress in what Stephen Skowronek terms "political time." A president's deft use of executive power affects the established political regime, which subsequent presidents support or oppose. My thesis, therefore, investigates further the question of strong executorship in the twentieth century and modern presidents' political legacies.

Race and Gender in the House of Representatives during the Era of Reform *Olivia Kinnear '15*

My thesis is on the subject of race and gender in the House of Representatives in the 1970s. The traditional narrative of Congress at this time focuses on the generational differences of the incumbents and the incoming representatives. I would like to complicate the story of these incoming freshmen by looking at their time in Congress through the prism of race and gender. I intend to look at legislative influence in order to determine these working relationships, a representative's effectiveness, and to see what effects race and gender had on influence (particularly in women of color).

13 + 15 = 28: An Equation to Broaden Enfranchisement *Andrew Lowy '15*

Long has been the practice of barring criminals from the poll booth while in prison, on parole, and sometimes for life. Overtime, Section Two of the Fourteenth Amendment has become accepted as a constitutional sanctioning of the practice. However, this thesis examines felon disenfranchisement in a new constitutional light. Looking at the intersection of the Thirteenth and Fifteenth Amendments as well as historical factors, the constitutionality of felon disenfranchisement is questioned and reevaluated.

Credit Where Credit is Due: Examining What Led to Passing the Civil Rights Act of 1964 *Dan Miller '15*

My thesis is a hypothesis-testing of various approaches in political science and their relation to LBJ's passing of the Civil Rights Act of 1964. I compare the approaches, labeled "path dependence," "political contingency," and "political agency" to determine how racial equality became written law in America. In my research, I have tried to understand whether LBJ himself was the major contributor to its passage, or if other people and events had a greater impact in this regard.

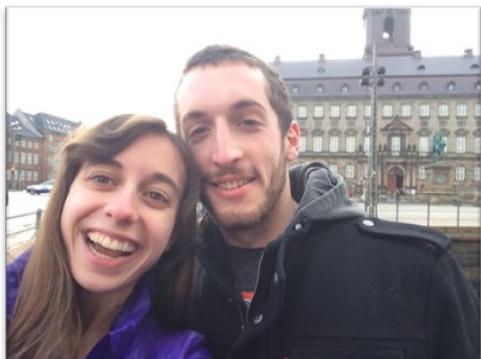
The Maximization of Liberty or The Pursuit of Happiness? A Comparative Analysis of Contemporary Libertarianism and the American Founding *Jesse Ritner '15*

Over the past few years the word "libertarianism" has become a talking point in American political rhetoric. In 2014 Robert Draper wrote an article for *The New York Times* asking, "Has the 'Libertarian' Moment Finally Arrived?" the Cato institute has become progressively more influential, and the US now faces the potential campaign of the first self-proclaimed "libertarian-ish" candidate, presidential hopeful Rand Paul. Yet, despite its rising influence very few people have questioned whether it is legitimately a third American political ideal, what role it has to play in American political theory, and whether or not it truly deserves a place within mainstream political rhetoric. My thesis attempts to answer these questions by exploring the relationship between philosophical libertarianism and the American Founding. At its root, my thesis is a comparative analysis of Robert Nozick's famous libertarian tract *Anarchy, the State, and Utopia* with *The Declaration of Independence*, *The Federalist Papers*, and the works of Thomas Paine. The hope is that an in depth comparison will shed light on the role of libertarianism within the American political tradition.

Thesis continued on page 13

SEMESTER ABROAD IN KOBENHAVN

Rick Landry '16 and Elena Veatch '16



Learning the perils and the pleasures of city biking, we are spending the Spring 2015 semester abroad in Copenhagen, Denmark. Through the Danish Institute for Study Abroad, we are taking classes on Danish politics, the European Union, religion in Europe, and the Danish welfare state, among other topics. Our core course on the EU even includes travel components, allowing us the opportunity to spend time in northern Germany, Brussels, the Hague, and Amsterdam. During our week-long trip to Brussels, for instance, we will have the chance to visit the NATO headquarters, meet with Danish representatives from the European Parliament, and interview various lobbyists in small groups. When we next venture to the Hague, we will learn about the complexities of international humanitarian law at the International Criminal Tribunal for the former Yugoslavia (ICTY). Needless to say, we are ecstatic to gain some new perspectives outside of the classroom!

Aside from the appeal of its vibrantly colored buildings and delicious desserts, Denmark has proved to be a fascinating place to study politics and public policy. Regardless of distinct differences in size and population between our temporary home and the US, we have been incessantly comparing the two countries. The Danish government values transparency and dialogue above all else, standing in stark contrast with the partisan gridlock and fierce debates over arbitrary debt ceilings that have come to characterize Washington. With a popular mandate from the public to sustain Denmark's universal welfare state, members of the Danish Parliament are expected to pass progressive policies with the interests of the people in mind. As a result, each student in Denmark not only attends university at no cost, but also receives a monthly stipend amounting to around \$1,000. The country has generous parental leave policies as well, granting twelve months of paid time off without risk of job loss. Parliament also steps back to allow strong unions to negotiate with employers to set a high de facto minimum wage, averaging the equivalent of twenty dollars per hour. These are just a few examples of the country's refreshing investments in social capital funded by high taxes.

Denmark's parliamentary system of government, consisting of eight political parties, necessitates compromise in order to make these policies possible. The Social Democrats (the party of the Prime Minister) do not have a majority in Parliament, having received just twenty-five percent of the vote in the 2011 general election. Having a minority government makes forming coalitions with other parties important in passing legislation, and consensus politics allows many voices to be heard. However, unlike in the US, proportional representation makes it easier for extremist parties to gain traction in the mainstream, as demonstrated by the current state of Danish politics.

In a small homogeneous country like Denmark, a fear of "the other" tends to penetrate society, allowing for the rise of anti-immigrant groups such as the Danish People's Party. This ultra right-wing party has sought to restrict immigration from non-Western countries in order to limit the number of Muslims in Denmark. As of November 2014, the DPP has gained popularity in the polls among nearly a quarter of Danes. The party's xenophobic rhetoric seems to have grown increasingly appealing in the aftermath both of the attack on *Charlie Hebdo* in Paris and the recent shootings in Copenhagen.

Thus, while it has been easy for us to praise Denmark as a political success story in comparison with the American horror story we know too well, we fully acknowledge that the country has its own problems. While Denmark appears to be a bastion of egalitarianism to outsiders, its tribe mentality and narrow conception of Danish identity give rise to a quasi-exclusionary state under which minorities are inevitably marginalized. Perhaps it is only at this cost that the Danish welfare state can be maintained.

Thesis continued from page 12

Voting for Peace: A study of the relationship between a political party's electoral success and subsequent violence perpetrated by an affiliated ethno-nationalist militant group. *Andrew Shi'15*

In 1998, the Good Friday Agreement signaled the end of the Provisional Irish Republican Army's militant activity in Northern Ireland and England, an era of violence spanning four decades and collectively known as The Troubles. The peace agreement was the product of several factors, but one of the most important was the increasingly efficacious alternative for the PIRA of achieving its nationalist goals through the political arena and its political party, Sinn Fein. My paper posits that an ethno-nationalist militant group will decrease its violent activity when an affiliated political party is able to achieve electoral success through the political system, thus indicating a more feasible route for reaching joint goals.

REPORTING FROM ABROAD

The Refugee Crisis in Berlin

Maddy Morency '16

Coming to Berlin, I honestly didn't know much about the refugee crisis here. Since being here, though, I have become involved with an organization that helps support and find housing for refugees. While each refugee obviously has his own (or her own, though I have only met male refugees) linear storyline, most of them follow the same basic trajectory. Many of them moved from their home countries throughout sub-Saharan Africa to either Libya or Syria in hopes of finding work and better wages. Starting in 2011, though, Libya and Syria became increasingly dangerous places to live and they fled to Europe, primarily landing on the coast of Italy. With the influx, the



Italian government didn't know how to respond and basically gave them bus tickets to Germany and promised that they would be taken care of. In light of the human rights violations and atrocities from Germany's not so distant past, one would think that as a country it would be hyper-aware of these issues and sensitive to them. In Germany, though, refugees who first land in safe neighboring countries in Europe are specifically excluded from the right to asylum. Formal legislation makes it nearly impossible for Africans to immigrate into Germany or to gain any real legal status.

Many of the refugees are considered "tolerated refugees" in that their cases have been reviewed and they have been denied citizenship or appropriate visas, yet they continue to live in Berlin. Their lives are here – many of them have been together since Italy or even some since their time in Libya. Their lives are here, and they can't afford (emotionally or fiscally) to pick up and start over somewhere else. It is a self-perpetuating cycle; the government won't let the refugees get jobs and doesn't provide infrastructure for them to learn German, but both of these things are necessary before getting residency and citizenship. Many Germans that I have spoken to look down on the refugees for extracting state benefits. In reality, though, the refugees want the ability to work and to build new lives. They don't want to rely on donations or welfare.

In October of last year, Martin Schulz, the president of the EU Parliament, gave an important speech calling for a change in refugee and immigration policies in Europe. Schulz outlined many essential issues that need to be addressed, such as setting up legal avenues for refugees to make the dangerous trip to Europe. Over 3,000 people died in the Mediterranean in 2014 attempting to make it to Europe. Schulz also called for solidarity within the EU and for European countries to equally take responsibility for the refugees. Finally, Schulz expressed the need to fight the cause of migration, rather than the migrants themselves. While all of these are noble goals, no progress has been made since October and the refugees are left in limbo.

While I'm incredibly grateful to be involved in such an important issue and to be able to learn about and from the refugees, it is an inherently difficult situation. I work roughly ten hours a week there, with most of my time spent with the refugees themselves. I attend weekly correspondence meetings where the refugees can air their grievances and discuss issues that they need help with. I also help distribute their five Euro/day stipend, take them to do laundry and grocery shopping, and I have helped set up a donation center for them to get necessary items. These are all short-term solutions, though, and the organization that I am working for is only able to guarantee housing for the refugees until the end of March. Ultimately the refugees need a way to gain citizenship and rights, and to be able to start a real life and to feel at home. Working with two other Bard College Berlin students, I am working on starting a lecture series for the refugees to come to our campus and speak about their personal experiences. The best way to help them, for now, seems to be raising awareness about the issues that they are facing.

A³: Acknowledging Actions and Achievements

Government Student Assistant's Thank You Lunch



Recognition for *The Contested Removal Power, 1789-2010*

Every year *Choice* magazine recognizes outstanding academic publications. Their evaluations are based on overall excellence in presentation and scholarship; importance relative to other literature in the field; distinction as a first treatment of a given subject in book or electronic form; originality or uniqueness of treatment; value to undergraduate students; and importance in building undergraduate library collections. It is a distinct honor to be included in *Choice's* list of Outstanding Academic Titles. This year, the Government Department's very own Professor Flagg Taylor made the cut with his publication, *The Contested Removal Power, 1789-2010*. Be sure to stop by his office to ask him for a signed copy.

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



Class of 2015

Soraya Attia, Matt Barnes, Christopher Franzini, Sara Gagnon, Connor Grant-Knight, Jesse Hardman, Marcella Jewell, Olivia Kinnear, Andrew Lowy, Jack Mallory, Emilie Nadler, Jacob Nathan, Ben Polsky, Jesse Ritner, Carolyn Shapiro, Andrew Shi, Jeremy Ritter-Wiseman, Noam Yossefy

Class of 2016

Addison Bennett, Michael Bruschi, Cara Cancelmo, Rachel Castellano, Sydney France, Corinna Goodman, Alec Grossman, Richard Landry, Emma Marshall, Madison Morency, James Rider, Jonathan Rosen, Noah Tananbaum, Elena Veatch

STUDENT GOVERNMENT

Leadership, Opportunity, SGA and Real Progress

Addison Bennett '16

A student government is probably something between an advocacy group and a hyperlocal government. It has a responsibility to stand for the student body on all matters of importance, but it also must perform administrative tasks, allocate a budget, and work within a certain institutional structure to get things done. Being SGA President and a Government major, aside from being a combination that should surprise no one, is an exciting opportunity to apply my understanding of government to this very real setting. While being SGA President often feels like a thankless, full-time, unpaid job, it has been a productive year for this group of student leaders that I'm proud to lead.

SGA is a large organization, with dozens of committees, 130 clubs, a powerful Senate, and other groups all lumped under our umbrella. Our most concrete responsibility is to allocate the Student Activity Fee (\$319.50 from each student) to our clubs, committees, organizations, and other commitments. This power of the purse allows us to do some amazing things for the student body, such as funding the RCIA internship grants, providing all clubs with budgets, funding Skidmore College EMS, and more. Unlike most student governments around the country, Skidmore's SGA is entrusted with some serious autonomy and a sizeable budget. As a result, our place at this institution has allowed us to make some remarkable progress.

This year, through the advocacy of the Student Senate, student membership on important College committees, and the general importance of the issue to the students, we were able to work with the institution to raise the student employee minimum wage and peg it moving forward to New York State's minimum. This was an interesting intersection of student concerns, especially those who are financially independent, and the realities of the law. While Skidmore's student wage regulations are most affected by the federal government and its lower minimum wage, this issue became one of fairness over legal requirements. I'm thrilled that this was a change SGA was able to advocate for and help make a reality at the end of last semester.

Another student concern that we identified early on this year was Sexual and Gender-Based misconduct. Under the able leadership of Senior Class President and fellow Government major, Soraya Attia '15, SGA this year has taken a stand on this important issue. This is certainly one of those moments where SGA puts on its advocacy hat. Through the launch of our "It's Happening Here" campaign, we hope to get everyone talking about this issue and understanding that students have a role in combatting all forms of sexual misconduct on our campus.

Finally, this year, SGA members became constitutional founders. Over the past 14 months, Sam Harris '15 and I have been working closely with the Senate, the Institutional Policy and Planning Committee, and the Board of Trustees to draft and ratify a new Student Body Constitution. Compared to the old document, our new constitution is shorter, easier to read, more affirmative of student rights, and more inspirational about student leadership. On Thursday, March 5, 95.5% of the 850 students who voted in our ratification election approved of the new document, which will go into effect next year. We hope that Publius would be impressed.

I am very proud of the work we have gotten done this year and hopeful that we can finish the year strong. While I will not be running for President again (so I can focus on my paintings and the construction of my presidential library), I am sure that this experience has helped me construct my own conception of what I want to do with my life, and I hope that students feel as if we have touched their lives for the better.

I encourage any Government major to think about getting involved in SGA. It's an experience in real-world decision-making, finances, and administration that most of us will not have the opportunity to replicate until well into our own professional careers. Skidmore gives its students a remarkable amount of power over student life and College policy, and I hope that all of us take the opportunities to improve our community wherever we can.

STUDENT CLUBS

Democracy Matters: Raises Awareness, Promote Activism

Gabriela Perez '17

Democracy Matters is a non-partisan, national organization dedicated to bringing big money out of politics through campaign finance reform. Our club seeks to promote awareness about the pervasive influence of mega-donors who exercise a disproportionate level of power in Washington. After all, if our political system is beholden to a small percentage of wealthy Americans, can the United States, in good faith, be called an effective democracy?

The vast economic disparity and growing cynicism of Washington is leading to a drop in voter participation. According to figures from the 2014-midterm elections, less than 40% of eligible voters turned out, the lowest figure since World War II. If voter participation is the backbone of an effective democracy, where does that leave us? Growing cynicism leads to less civic engagement, more apathy (especially among the younger generation), and a government that is not responsive to voices on issues that many are passionate about whether it is education, climate change, or social justice.

A grassroots effort to raise consciousness and be more active in our political process will allow Americans to bring democracy and power back in the hands of the people. This is why a club like Democracy Matters is so important for college campuses such as Skidmore College. As the epicenter of young, progressive minds, it provides fertile ground for activism. Some of the things we have done include hosting a screening of *Inequality for All*, which is a documentary following former U.S Secretary of Labor under Bill Clinton, Robert Reich, as he examines the widening economic disparity in the United States, and organizing a panel that discusses the relationship between race, mass incarceration, and the role of big money that perpetuates the dynamic.

In the spring, we are planning to create and send petitions to Governor Andrew Cuomo about getting a Fair Elections Bill passed by the New York State legislature, we collaborating with art students to create pieces that will reflect their values as concerned citizens, and we are tabling at the Bryan Stevenson lecture hosted by the Speaker's Bureau.

The Model UNITED NATIONS Club

Emma Marshall '16 and Aryan von Eicken '17

The Model United Nations (MUN) Club at Skidmore College seeks to bridge social and academic interests by hosting meetings, events and activities based on international issues and policies. The social gatherings help to promote intellectual curiosity and discussion of these international issues, whereas the academic aspect revolves around organizing and helping students prepare for annual intercollegiate MUN conferences. Skidmore College has been sending representatives to MUN conferences annually for the past forty years, and has represented numerous countries, such as Mongolia, Israel, France, Poland, Cambodia, the Soviet Union, the United Kingdom, Sweden, Canada, Ireland, and Kiribati. Its weekly meetings are held every Monday from 5:30pm to 6:00pm in Ladd 206.

Upcoming dates:

From **April 16th to April 19th**, the Skidmore MUN club will take a trip to N.Y.C to visit the United Nations and to participate in a intercollegiate M.U.N Conference at New York University. **In April** the club will be hosting a special dinner with professors from both the Government and IA departments. Please stay tuned to our Facebook timeline for more information:

<https://www.facebook.com/skidmoreMUN/timeline>.

Curious? Contact the President, Aryan '17, at avoneick@skidmore.edu.

STUDENT CLUBS



Skidmore College Women in Business

Emma Marshall '16

Skidmore Women in Business strives to empower ambitious students across all disciplines to engage in leadership. WIB serves as a connector between current Skidmore students and the Skidmore alumni, Saratoga businesses, and other collegiate WIB organizations. In addition, the organization is a powerful philanthropic force and an open forum to discuss current topics that are affecting women in the modern-day corporate world and beyond. WIB members have just returned from two successful conferences; one at Harvard University and the

other at the University of Pennsylvania's Wharton School of Business. Its bi-weekly meetings are held every 2nd and 4th Tuesday of the month from 5:15pm to 6:00pm in Ladd 206. On April 11th, 2015, the organization will host "WIB Empowerment Day", an all-day on-campus event. Please check the postings on the WIB Facebook: <https://www.facebook.com/SkidmoreWIB>.

Inspired? Contact the Co-President, Emma Xuxu '16, at emarshal@skidmore.edu.



EUROSIM 2015

Professor Kate Graney

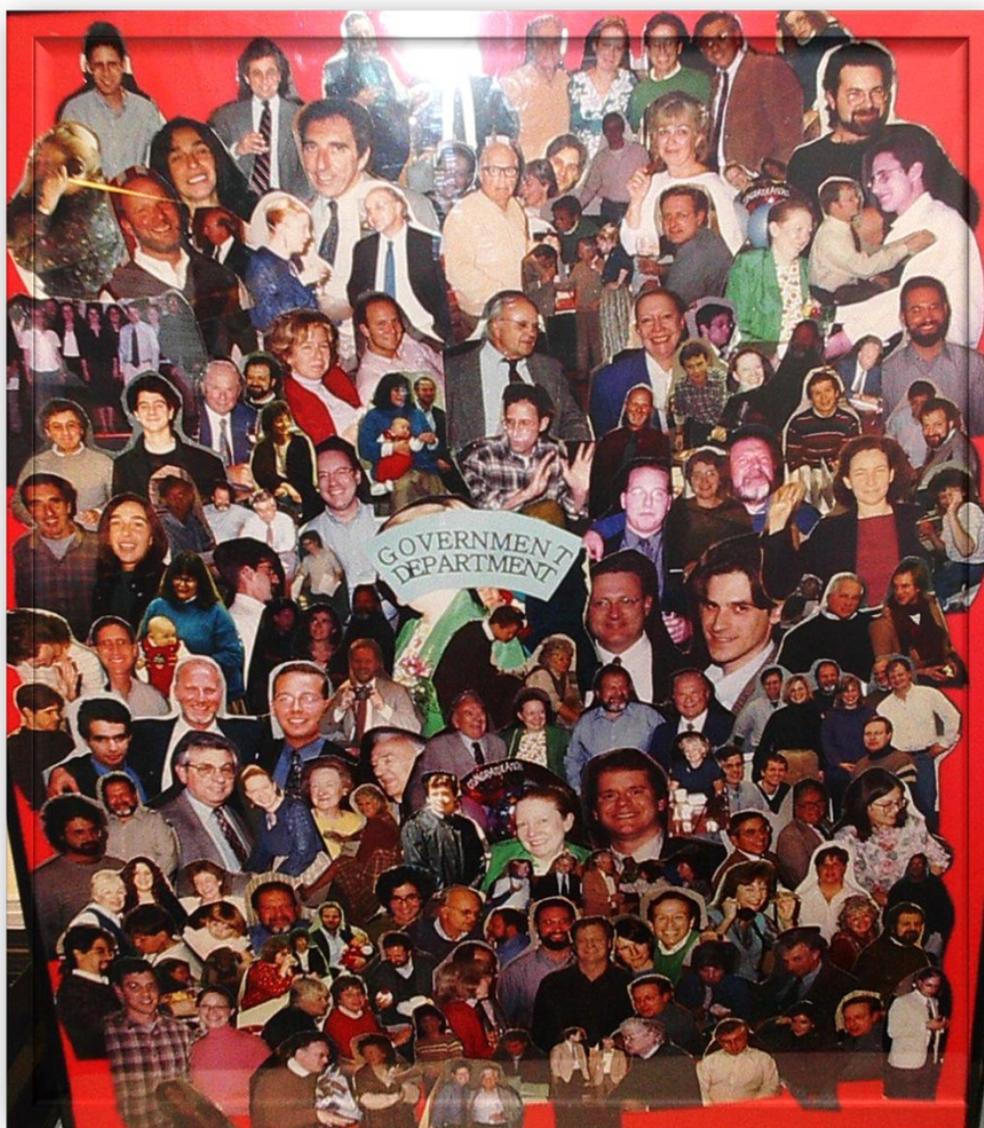
Skidmore is thrilled to be hosting the 2015 EUROSIM simulation. Skidmore, under the leadership of Roy Ginsberg, was actually one of the founders of the organization that sponsors EUROSIM, the Trans-Atlantic Consortium for European Studies and Simulations, back in the 1980s. Skidmore students participated in the very first EUROSIM, in 1988, when there were only 35 delegates, and have participated every year since. This year we will welcome close to 200 students and over 25 faculty from across Europe and the US—Germany, the Netherlands, the UK, Pennsylvania, New York State—to Skidmore to simulate EU discussions and negotiations around the topic of cybersecurity. We will hear guest speakers from SUNY Albany, Canisius College, and Aston University in the UK, and also enjoy some social time — an excursion

to the Saratoga Battlefield and Saratoga Apple and a closing celebration at the Universal Preservation Hall downtown. After years of attending wonderful EUROSIMS in cities like Antwerp, Twente, and Wroclaw, we are so excited to show off our wonderful school and beautiful town. We hope everyone on campus and in town will enjoy the influx of some international visitors for a few days this month—brush off your German, French, Dutch and welcome them warmly!

Alumni Tributes to Roy Ginsberg

GOVERNMENT ALUMNI CREDIT OUR FACULTY, PAST AND PRESENT, FOR THEIR SUCCESSES

We were fortunate this semester to be in contact with many of the alums Professor Roy Ginsberg mentored during his 28 year tenure in the Government department. You'll enjoy reading about their trajectory after Skidmore and how connections to Skidmore remain an integral part of their lives today. I include the photo collage below for our alums as a thank you for their participation in this special edition of our newsletter. BJM



Alumni Tributes to Roy Ginsberg

Rob Resnick '88 Roy Ginsberg – Always a professor, always a mentor, always a friend, always a professional. I first met Roy almost 30 years ago when I was a student member of the hiring committee that selected him. Roy was instantly our first choice despite the excellent qualifications of the field of candidates. We got a great sense of his commitment to teaching in all its forms and we knew he would be a great fit for Skidmore. Fast forward to 2015, look at all he has done for Skidmore, and we sure got it right.

Throughout his tenure, students have loved and respected this awesome teacher/mentor. In my frequent visits to campus over the years and interaction with students, Roy has consistently been at the top of his field. He communicated exceptionally with multiple generations of students, ensuring they learned. He cared about his students, always going to extra mile to help with papers, independent study, internships, grad school, and careers. He used grants to bring in speakers and programs to further advance the curriculum and opportunities. Roy is selfless when it comes to supporting students.

Roy has been a leader on campus as well. Highly regarded by faculty, he served on key committees and played critical roles in the College's development. His priority was always what was best for Skidmore. None more generous. Roy is incredibly proud of his former students, now alumni. It has been my honor to stay in touch with him for over 25 years as friends, continuing all the great discussions we had on campus. Roy touts the accomplishments of his alumni students so as to encourage current students and help them see the endless possibilities of their education. He encourages us to return to campus and remain engaged through volunteer work.

I can't imagine campus without Roy Ginsberg. Although Skidmore will undoubtedly attract strong candidates to join the department, I feel badly that incoming students will not have the opportunity to study with Roy. And despite the great faculty remaining, there will no doubt be a vacuum from his departure and the loss of his leadership. Roy has earned the right to retire and all the honors that go with it. I wish Roy, Kirsten, and Monica the very best. Congratulations on an awesome career at Skidmore and thank you for all.

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**Jonathan Chiat '90** Earlier this year Dean Smith, the famed basketball coach of North Carolina, passed away. Right after his passing, I read and heard about how his past players thought of him as a mentor, friend, and a guiding light in their personal and professional lives. Twenty years later, even Michael Jordan, could not bring himself to call him Dean, he was still Coach. That is how I feel about Roy Ginsberg. He is all those things and I still cannot call him Roy, I'm getting to the point of calling him RG, but that is how far I can get.

My freshman year at Skidmore was Prof. Ginsberg's first year also. I did not have a class with him until second semester, GO103, Introduction to Comparative Politics. That course and my relationship with Prof. Ginsberg guided and changed my life from that point forward. I took three more courses with him, became his teaching assistant, and in my last semester, had an independent study class. That is just in Skidmore campus alone. During my junior year, I participated in the Model European Community club. That year, Skidmore was chosen to represent Spain in the proceedings and that year Spain held the Presidency of the EC. My fellow students chose me to portray the Prime Minister and therefore ran the meetings throughout the whole simulation. At the last meeting of the whole weekend, I led the proceedings to decide whether or not the EC should adopt the Euro. During a break, Prof. Ginsberg whispered to me that I should take off my shoe and bang on the table like Khrushchev did at the UN. What Prof Ginsberg failed to realize that I was wearing docksiders (it was the 1980's!) and it wouldn't have the same affect. Since I couldn't say no to him, I did try it, but the floppy shoe was a poor substitute for a gavel. Later that day, I was given an award, a plaque, as the best delegate, I don't know who was more excited, myself or Dr. Ginsberg. I think he may still have it somewhere in his office.

After graduating Skidmore, I decided to move to Washington DC to look for a job; without hesitation, Dr. Roy went through his rolodex and gave me the names of personal friends to look up to assist me in my job search. As I was looking, I would receive frequent phone calls from him to see how it was going and he urged me to not get discouraged. I ended up getting a job with an association I had a prior relationship with when I interned there during a prior summer when I attended ICPES. I attended ICPES under the recommendation of Dr. Ginsberg, and cannot thank him enough for what I learned there. I worked at that association for three

Chiat continued on page 21

# Alumni Tributes to Roy Ginsberg

Chiat continued from page 20

years and realized that I needed to go to graduate school to further my career. The first phone call I made to assist in that decision was of course to Roy Ginsberg. He had a friend who was a Professor at Thunderbird, and gave me her name and phone number. This was the early 1990's so e-mail was not yet available. I called her, and it turned out she was going to be in DC soon. After meeting her and visiting the school I decided to apply (of course with a recommendation from Dr. Ginsberg) and attended. The decision to attend Thunderbird changed my life.

I moved back to the DC area after graduating, got a job, and met my wife, Sharon. As we were planning our wedding and putting together our guest list, the Ginsberg's were on the top of mine. Sharon asked, "You want to invite your college professor?" I said "of course, he and Kirsten are family." Several months later, Prof. Ginsberg was in town researching a book and wanted to have a gathering of past students. There were half a dozen alum there and we had a great time reminiscing. On the way home, Sharon said to me "I understand why you wanted to invite him and you are very lucky to have had a teacher in your life that cares about you that much." Don't I know it? I remember big smiles as we watched RG and Kirsten dance the Hora at our wedding.

My mother passed away eight years ago, over the years, they had become quite close. We did have e-mail then, so I did let the Ginsberg's know. Two weeks later, I received a call from RG asking how I was doing and letting me know that he was coming into town and wanted to grab dinner. That dinner was a cathartic experience that I will never forget. I wish only the best for the Ginsberg's in this next stage of their life. I'm not sure what RG is going to do with his free time, but whatever it is, I cannot wait to hear about it. Skidmore is losing much with his retirement, however with the alumni relations he has continued, its reputation will persevere and flourish. Finally, one adjective that I did not read about or hear describing Dean Smith was Mensch. I'm not sure whether or not that applies to him; it does apply to Roy H. Ginsberg. And I still can't call him by his first name.

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Kevin J. Callahan '92 I had the great fortune to meet Professor Ginsberg my first or second semester at Skidmore, fall 1988, when he offered a course on the European Community within the framework of Skidmore's general education core. Soon Professor Ginsberg took an eager and excited undergrad with an enthusiasm for all things Germany under his wing and shared his own passion for all things European. At that time, Professor Ginsberg joked with me about his own Francophile "bias" (subsequently, of course, Professor Ginsberg has become an accomplished scholar on German affairs as well) and looked to me as the "expert" on German politics, especially in his European Comparative Politics course. In several other courses through my senior year, Dr. Ginsberg nourished my confidence and intellectual abilities through endless good cheer and support. He took me on as a research assistant sophomore and senior year and even sought my feedback and stylistic edits on a book he was writing with Kevin Featherstone (*The United States and the European Union in the 1990s*). Professor Ginsberg championed my years at Skidmore in every possible way: he coordinated internships for me (including at the prestigious German Institute for Contemporary German Studies in Washington, D.C.), wrote me incredible letters of recommendation to

graduate programs (all of which he shared with me) and was extremely generous with his time. For example, we managed to meet for coffee in Brussels Belgium when he was (I believe) on a Fulbright in the early 1990s.

Although I was a double major - history and government - at Skidmore, we both knew that my future aspirations tilted more toward the historian's track in the academy and yet he never wavered in his unflagging support and mentorship. Professor Ginsberg has always emphasized an interdisciplinary perspective in teaching and research and it is that spirit that has been tangibly reflected in my own teaching (interdisciplinary courses like *Sex, Freud and Morality: The History and Culture of 1900 Vienna* and *In-Famous Characters in Russian History and Culture*), research (my monograph title *Demonstration Culture: European Socialism and the Second International, 1889-1914*), and professional service (current President of the Peace History Society). Professor Ginsberg has been the key professional mentor in my life, sowing rich seeds of potential at Skidmore over twenty years ago, that continue to reap harvest.

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**Gretchen Godwin '92** Roy Ginsberg touched my life in many ways. Roy was my advisor and a professor that I took many classes with. I also got to know him and his wonderful family outside of the classroom; they adopted me during my time at Skidmore, inviting me to spend time with them and to babysit their daughter Monica. No matter how busy Roy was writing books and traveling the world to lecture, he always took time out of his schedule to make me feel important. His infectious energy and kindness are sure to be missed at Skidmore. Happy retirement Roy!

# Alumni Tributes to Roy Ginsberg



**Paul Benton '93** *Congratulations and best wishes to Professor Roy Ginsberg on 28 years at Skidmore. 25 years ago, when he was younger than I am today, Dr. Ginsberg taught me the first of many classes that evolved into a college mentorship pivotal to my life. By setting a high bar, demanding rigor and decorum, and instilling a genuine sense that he cared for my academic success, he sparked my intellectual imagination and desire to succeed generally. He was generous with his office hours to continue the conversations, and also generous with his green ink: I remember rivers of comments, testimonies that he genuinely cared for us students. A research assistant to him while the internet was still a novelty, I also remember maintaining his bewildering volumes of clipping files. Roy's lawyer-like attention to detail, coupled with a historian's sense of the big picture, helped countless students to think sharply and deeply. Most of all, I remember his generosity and kindnesses over many years, at Skidmore and beyond, including, fondly, a visit to Kirsten and him in Brussels during a sabbatical year. Here's to you Roy!*

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Chris McGrath '99 *Roy Ginsberg has truly been the most important mentor in my life and my career. It has been 16 years since I graduated from Skidmore, and even though this far out of school I only have the chance to connect with him occasionally, I still consider him a true friend.*

When I started at Skidmore, I had no clue what I wanted to do or where I wanted it to take me. I was assigned an advisor in Theatre, quickly learning that wasn't right for me. Then I switched to Philosophy, but after a couple of semesters doing that, I also was looking around. After a few courses in Government, I then took Principles of International Politics with Professor Ginsberg and knew right then, that was the right place for me. He must have thought so as well since we became very close and he recruited me to help with many activities outside of class. I became active in the Model European Union, of which he was the founder and rock star, eventually becoming the student head of it myself. We worked together on a year-long commemoration of the atrocities of Kristallnacht, hoping to ensure its occurrence became a lesson to all people on tolerance and understanding history, lest we be doomed to repeat it.



Through Roy's help and mentoring, I was selected for an internship at the prestigious Chatham House in London during a semester abroad, I became the Vice President of the Periclean Honor Society and the Parliamentarian of the Student Senate, I was selected to represent Skidmore at the Student Conference on US Affairs at West Point, and eventually I became Roy's student assistant for two consecutive semesters. In addition to helping him with his research and managing his workload in general, I also remember that I spent some time teaching him an important lesson – how to drive a standard. He had told me that he always had to spend a fortune when he traveled in Europe on car rentals that were automatics, and he was tired of it. So, over the objections of my transmission, I happily offered to help resolve that problem. We drove around the parking lots and perimeter road of the school. I think he eventually got the hang of it.

The prospect of graduating didn't end his stewardship, thankfully. I knew I wanted an advanced degree and he helped me to determine where to go, wrote excellent recommendations for me and put in a good word with his mentor at George Washington University. Unsurprisingly, that's where I ended up as well! And it was an excellent choice! Even today, it is clear that he continues to mentor students and alumni. I occasionally receive emails from students and recent graduates who tell me that Roy has sent them my way. I feel that in some small way I am honoring his commitment to me by doing everything I can to help them as they are working to determine how their careers are going to take shape. I am certainly not the only one to say that Roy's amazing work and time at Skidmore has left an indelible mark on the school, the Department, and the academic environment sought out by students at Skidmore and students who dream of one day going to a school like Skidmore. And the academic, professional and personal guidance and friendship he provided to me and countless other students is testament to all of the long hours and hard work he has committed to the minds and lives of Skidmore students. Roy, while you may no longer be my professor or my academic advisor, you will always be my friend and I will continue to turn to you for advice.

Alumni Tributes to Roy Ginsberg

Evelyn Aissa '03 *What an honor to have the opportunity to pay tribute to Roy Ginsberg. Over the years, I have been fortunate to have many wonderful professors - professors who urged me to pursue my interests and inspired me to do my best. But Roy was and will always remain in a category all his own. I suppose you know you have been privileged to have a truly great professor when you look back on nearly all the major decisions you made during and after college, and find that professor behind them. That is the role that Roy has played in my life. From pursuing a self-determined major in International Affairs, to enrolling in the Engalitcheff Institute - which later inspired me to begin my career in Washington, DC, to writing a thesis that would eventually motivate me to move to Turkey, to pursuing a master's degree - Roy was there each step of the way, inspiring, encouraging, challenging, and leading. Roy's mentorship shaped my academic experience, kick-started my career, and gave me the courage to challenge myself, venturing out into the world as a student and young professional, ready to test my assumptions, pursue my goals with confidence, and make the most of my life. What an honor to have had Roy as a professor - and to count him among my friends. I wish Roy so much happiness in the coming years, he has truly earned it.*



Joshua Hutchinson '06 *Roy, to me, exemplified the areas in which Skidmore excels: he cares about being both a mentor and a teacher—his passion for his subject is equaled only by his interest in the well-being of his students. I truly benefitted from Roy's teaching, mentoring and friendship. However, despite all the important skills and knowledge that I learned in Roy's classes, what makes me think of Roy most frequently (almost every day) are his efforts to ensure that I don't over-use commas. Throughout years of taking his classes and working with him, Roy embarked on a quixotic quest to reduce, or at least calm, my use of commas. He met with varying success, but I appreciate his efforts to this day—as should everyone who has to read my writing.*

Kenny Olmstead '06 *I was never a particularly focused learner before college (and even into college...). Anyone who finds their way to love learning for learning's sake has "that person" that got them there. I'm lucky enough in my life to have had two (so far). The first was Professor Ginsberg. I met Professor Ginsberg when he was teaching GOV 201 my sophomore year at Skidmore in the fall of 2003. My freshman year plan was to be a psychology major, but by this point I was wavering. Professor Ginsberg changed my academic direction forever when he asked me to be his research assistant. From there he continued to guide me, which to a hapless 19 year old was more valuable than I could ever know at the time. He encouraged me to study abroad, do a summer program at Georgetown which would eventually lead me back to DC, and talked me into doing a senior thesis despite me being daunted by that prospect. Through tough editing and a constant push to have me dig deeper into every question Professor Ginsberg changed my thought process in ways that stick with me today. I chose to do a Master's thesis in graduate school, something my program did not require, because he made me understand why that process is worthwhile despite how hard it is. To sum up Professor Ginsberg's influence on my life through his kindness and wisdom is impossible to do in words (let alone a few sentences). All I can say is that his generosity has gotten me where I am today and I will always remember that. He made Skidmore a special place.*



Dominic Green '12 *Dr. G is what every professor strives to be for their students: a door-opener. In my Junior and Senior years, he provided me with every opportunity that a burgeoning international politics nerd could hope for. As his TA and Research Assistant, I got a firsthand look at what makes Dr. G tick and how he engages students to help them thrive: a genuine love of teaching and an unparalleled interest in his area of expertise that is nothing short of contagious. Wishing you a happy and well-deserved retirement!*

Alumni Tributes to Roy Ginsberg



Rob Campbell '10 *Roy was always there with a thoughtful ear, support, and ideas to expand my existing view of things. As I've moved further on from Skidmore I've come to realize how incredibly rare it is to find someone so ready to stop and listen and reflect on what you're doing. I can't believe the openness, interest, and support he greeted me with when I first went up to him after his public lecture on campus in 2007 even though I barraged him with questions on and off topic. Nor could I believe his patience spending afternoons with a mess of notes and ideas for my increasingly complicated IA capstone project three years later. He always gave me thorough and pointed feedback on how my ideas were taking shape. Roy's commitment to students and scholarly work (publishing the first text on European integration designed to be accessible for undergraduates) is not only impressive, but something I have always felt was distinctly "Skidmore" in approach. Every time I've talked with him about my worries, or plans for things, since graduation I've come away with that same sense of empowerment to achieve my goals that he gave me when we first met! ~~~~~*

Mihaela David '10 *I was saddened to hear that professor Roy Ginsberg is retiring, knowing that Skidmore students will no longer have the opportunity to take classes with one of the foremost experts on European studies and to learn from such a dedicated teacher. I was fortunate enough to be not just Roy's student, but his advisee, mentee and friend. Roy has shaped my academic career in so many ways. The first intro course I took with him in my freshman year to a large degree influenced my decision to major in International Affairs. Roy was the one who designed the IA major to be an interdisciplinary course of study, and I appreciated that tremendously. This led me to choose a second major in Economics and to take on many interesting courses in Anthropology and Environmental Studies that I would have otherwise overlooked.*

*The European Integration course I took with Roy my sophomore year was fundamental to the rest of my studies. I became so interested in the EU political processes that I opted to travel abroad in Freiburg, Germany to take more courses focused on the European Union. When I returned to campus, I started working as Roy's research assistant and collaborated with him on updating the second edition of his book, *Demystifying the European Union*. I gained invaluable skills researching changes in EU institutional structure and policymaking, collecting opinion data, incorporating visual aids, and proofreading the book manuscript. I learned so much working alongside Roy, watching his writing process, and being involved in a book publication process. I went on to use many of these skills when I co-authored policy reports at the Center for Strategic and International Studies (CSIS) and contributed articles to the Arctic Institute.*

Roy's guidance as academic adviser was essential to my success at Skidmore and after graduation. I wrote my undergraduate honors thesis on EU climate change negotiations under his supervision. He encouraged my participation in the Model UN conferences and then supported me as I revived and took leadership of the UN club my senior year. He advised me to apply to a summer program at Georgetown, the Engalitcheff Institute on Comparative Political and Economic Systems. Thanks to his recommendation and assistance, I was able to secure a scholarship to attend this program the summer after graduation.

Roy has always been outspoken in praising my academic accomplishments. In addition to being inducted in various honors societies, I earned many accolades my senior year, including being named Student Employee of the Year and receiving the Jerome Solomon Ginsberg Memorial Award in International Affairs. Roy was the one who nominated me for these two commendations. He was also incredibly supportive as I applied to graduate school. Without his strong recommendation letters, I may not have been admitted to one of the most prestigious MA programs in the field of international relations, the MA in German and European Studies at Georgetown University's School of Foreign Service.

Roy always understood my financial struggles as an international student from Romania. While I received a half-tuition scholarship for my Georgetown graduate studies, I had difficulties finding the means to pay for the remainder of my tuition bills as I couldn't take on private loans as a non-US citizen. About a month after graduation, Roy surprised me with the news that an anonymous donor offered to cover a large part of those tuition costs and he acted as my benefactor's intermediary for the two years I was in graduate school. Roy has never taken credit for his role in securing this generous donation, but my family and I have always been incredibly grateful for his help in making my dream to pursue graduate studies a reality.



David continued next page

Alumni Tributes to Roy Ginsberg

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Roy never stopped being my mentor and my friend. Nearly five years after graduation, we are still in touch. He encouraged and reassured me when I was having difficulties finding a job, he gave me career advice, and he congratulated me for my successes and promotions. Roy and his wife Kirsten welcomed my family into their home and made a trip to Washington, DC to be guests at my wedding. I am so fortunate to be close to them and hope that they will continue to be part of the important moments in my life.

I do not exaggerate when I say that there is no other person in my life that has been more influential in my academic and professional career than Roy. Without Roy's teaching, mentorship, and continuous support, I am not sure I would have successfully completed both my undergraduate and graduate studies or been on a promising career path. For this, I will be forever in his debt.

Alexandra Grossman '12 *In looking back at my time at Skidmore, I cannot imagine what it would have been like to pass through its halls without the guidance and mentorship of Dr. Ginsberg. As a professor, Dr. Ginsberg's passion for studying the unique challenges of International Affairs and the European Union was contagious. With a teaching style that was lively, engaging, and accessible, taking a class with Dr. Ginsberg was a ticket for admission to his encyclopedic knowledge of European politics, history, and economics. As an advisor, Dr. Ginsberg took the time to make sure that each and every one of his students proceeded down their own unique academic path with the confidence and assuredness that only comes with having someone by your side every step of the way, providing support when needed, and a push when necessary. To say that it was a privilege to have had the opportunity to be one of Dr. Ginsberg's students would be an understatement.*



While Dr. Ginsberg's retirement is undoubtedly a loss to the Skidmore community, I know I am not alone when I say that his time at Skidmore left a lasting impact on his students. Dr. Ginsberg, I cannot thank you enough for everything you have done – I wish you all the best in your retirement!



Soon Lee '12 *It is with great sadness that I hear that Dr. Ginsberg will be retiring this fall. A true expert in the field of International and European Affairs, he will always be remembered for his wide range of knowledge and his ability to break down hard and complicated concepts in such a manner that his students always left the classroom feeling sure of the content. Moreover, Dr. G was one of the kindest and most helpful mentors a student could ever ask for. He was genuinely interested in his students' wellbeing and always patiently worked with us to make sure that everything was going well. Although his retirement is a true loss to the Skidmore community, his acumen, authenticity, and heartfelt care will undoubtedly continue to inspire and better the lives of others in ways he may not even know. Dr. G—thank you for everything you have done for us! I wish you great happiness and joy in your retirement!*

Aaron Shifreen '13 *As a first-year student, Dr. Ginsberg helped me cultivate an interest in comparative government and international affairs, which defined my academic interests through the rest of my time at Skidmore and helped me establish a professional trajectory. One thing that struck me when I first met Dr. Ginsberg in 2009 was that no matter how busy he was, he was never too busy to talk to students and develop personal connections with them. This compassion is what makes Dr. Ginsberg a great mentor and friend.*

Two years and a few comparative and international politics courses later, I became Dr. Ginsberg's assistant, working on events such as the State of the European Union Workshop and acting as a peer mentor to his first-year seminar. During this time, I was able to get a clearer picture of Dr. Ginsberg's dedication to



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Alumni Tributes to Roy Ginsberg

Shifreen continued from page 25

Skidmore students. In addition to planning curricula and class lectures, we were always working on extracurricular events to provide enriching experiences for students. These opportunities demonstrated to me how much Dr. Ginsberg truly enjoys teaching and learning. Having the opportunity to travel to Denmark, Sweden, and Norway with Dr. Ginsberg was a truly eye-opening experience. This journey in the winter of my senior year allowed me to put what I was learning in my classes into practice, teaching and working in an international capacity in collaboration with the State Department. Dr. Ginsberg and I had the opportunity to interact with a wide range of audiences, ranging from high school students to businessmen and women. We also got to visit some landmarks, including the Nobel Peace Center in Oslo, which at the time was hosting an exhibition on the history of the European Union. Having the opportunity to learn with Dr. Ginsberg has been a truly one of a kind experience, and I cannot thank him enough for the great things he has done for me personally and for all of Skidmore College.

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**Jeremy Wood '13** Dr. Ginsberg's mentorship has influenced my success in more ways than I could fit on this page. As my honors thesis advisor, Dr. Ginsberg was honest, exacting, and persistent. Whenever I made the same grammatical errors or was not being clear enough in my writing, he would remind me. In the end, I was able to better catch my own mistakes, was more productive, and was able to consistently present higher quality work.

I consider Dr. Ginsberg's mentorship to be one of; if not the most, important relationships I formed over my four years at Skidmore College. Over the course of my thesis work with Dr. G, I was able to explore in depth what I was passionate about. When I ask my friends if they had similar experiences during college, more often than not, people say no. Dr. Ginsberg's mentorship influenced my success by showing me how to channel my interests, my passions, into high caliber undergraduate research. This was one of the most unique experiences I had in college and is one of the reasons that drew me to Skidmore College in the first place.

Dr. Ginsberg's mentorship is one of the primary pillars of my personal success. In my current work situation, where I am the only native English speaker and am expected to speak as much Chinese as possible, I have to be clear, concise, and to the point. I remind myself of this before I set off on any project because I have to be able to present most of my work in two languages. If I did not remind myself to be as clear as possible in the process of achieving my current work goals, then I would not be able to get much done at all. Roy's mentorship will continue to influence my success as I remind myself what it means to present solid, high quality, and thorough work. This is a lesson I will carry with me for years to come. The Government Department and Skidmore College will be at a tremendous loss when Dr. Ginsberg retires.

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Chris Hoch '14 When I reflect on my time at Skidmore, Professor Ginsberg jumps to the forefront of my thoughts. Professor Ginsberg taught my freshman seminar and inspired me to become a Government major. Over the next four years, Professor Ginsberg acted as an advisor, mentor, and friend, warmly encouraging me to reach for greater heights. I would frequently find Professor Ginsberg sifting through piles of student papers or compiling research for a new book. Despite his intense workload, he would welcome me into his office with a handshake and a smile.

Outside the classroom his lessons extended beyond the workings of the European Union and international law to the importance of asking the right questions, seizing the opportunity, and always putting your best foot forward. After each conversation with Professor Ginsberg I would find myself a little more daring and determined. I credit Professor Ginsberg's influence with how I view new challenges as opportunities to learn and excel rather than hurdles to avoid.

In October, I returned to Skidmore for an alumni event. While there, I had the opportunity to sit down again with Professor Ginsberg and talk about post-graduation life. During our talk he counseled me not to leave Skidmore forever behind me. He told me that Skidmore was a

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Chris Hoch, center with Matt Kugler, left, and Kyle Lavecchia, all are class of 2014 government majors

Alumni Tributes to Roy Ginsberg

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community of which I would always be a member. His advice immediately jumped to mind when I learned of his retirement. While Professor Ginsberg's constant presence in the halls of the Government department will be missed, this is not good-bye. I am certain Professor Ginsberg will continue to be a positive influence for the Skidmore community, providing wise counsel and friendly encouragement. I wish Professor Ginsberg all the best as he begins his newest adventure.



Dustin Oberlander: Class of 2015, US Naval Academy As I first stepped foot in my freshman seminar I knew little about "waging war" and even less about "making peace." Thankfully, I had the unique opportunity to be placed in Dr. Ginsberg's seminar. In a room full of terrified freshman, Dr. Ginsberg made a point to make every student feel welcomed. I met with Dr. Ginsberg regularly to discuss class material; I had found a professor that was truly invested in his work and my learning. His mentorship pushed me to expect more from myself and served as a springboard for my later academic pursuits. As I prepare to graduate from the Naval Academy this May I am proud to say Dr. Ginsberg sparked my interest in "Waging War, Making Peace."

Current USNA titles: President, Phi Kappa Phi, President, Navy Hockey. In the picture I am in the center. The two midshipman on either side of me are switching my shoulder boards (rank insignia) from 2/C (junior) to 1/C (senior).

GOVERNMENT ALUMNI ANSWER OUR PROFILE QUESTIONS

Dustin Oberlander '15

What does your job entail? At the moment, I am a Midshipman at the United States Naval Academy. Upon graduation, I will be commissioned as an Ensign in the U.S. Navy. I have been selected to pursue submarine officer training following commissioning.

What is your favorite part of your job? I look forward to leading sailors in defense of the United States of America. The opportunity to serve with talented, driven, and selfless young men and women is an honor and a privilege.

How did you get to where you are now? Graduate work, etc. After a year at Skidmore I decided I wanted to attend USNA. With the help of my professors from Skidmore I was admitted to the institution.

What did you originally want to do after Skidmore? At a young age, I decided I wanted to serve my country in some capacity. This service could have come in many forms: volunteer work, government work, etc. At 19 years old, I decided military service was the best route for me to serve this nation.

How did your Skidmore education help you succeed? "Creative Thought Matters" is more than a slogan to me. Skidmore's insistence on creative thought and imaginative reasoning has allowed me to provide original solutions to everyday problems.

Which Government class(es) have helped/influenced you the most in your job now? My freshman seminar "Waging War, Making Peace" served as my formal introduction to international relations. The class sparked my interest in government and provided me with the basic tools necessary to analyze world affairs. As a future naval officer a keen understanding of both historical and current events is imperative in making informed decisions.

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What advice would you give to Government students searching for jobs after graduation? The fulfillment and purpose provided by your chosen profession should be your first priority.

If you could have any job, what would it be? I am excited to commission as an Ensign this coming May. It is my ideal first job and I look forward to the adventure.

Disclaimer: The opinions expressed above are my own and do not reflect the official views of the U.S. Navy or the government of the United States.

Chris Hoch '14

What does your job entail? As an Associate Researcher, I conduct secondary market research and articulate my findings to BCG consultants. Consultants reach out to the Data and Research Services office to quickly get up to speed on unfamiliar cases. For example, a request from a consultant might state, "who is the largest competitor of company X" or "which foreign markets are the most attractive for this product?" It is my duty to answer those questions quickly and accurately.

What is your favorite part of your job? Every few hours I deal with a new issue that is completely alien to me. I find this to be very exciting and rewarding as I am able to learn about the global economy through my work while helping international businesses thrive.

How did you get to where you are now? Graduate work, etc. The summer after graduation I interned at an IA focused non-profit near home. At the end of the summer I was accepted into a fall fellowship program for a consulting firm in Washington D.C. It was through this program that I discovered how much I enjoyed consulting work.

What did you originally want to do after Skidmore? I originally wanted to enter the Foreign Service. I love foreign cultures, geopolitics, and new places so I felt the Foreign Service would be a great fit. During my time in DC I ultimately decided that I would be happier working in the private sector.

How did your Skidmore education help you succeed? I believe Skidmore students graduate as some of the most resourceful job applicants out there. To me "creative thought matters" articulates the ability to solve unfamiliar problems through innovation. That skill certainly helped me land my current job and continues to play a key role in my ability to execute my job effectively.

Which Government class(es) have helped/ influenced you the most in your job now? The great thing about the Government major is that each course contributes to your development of critical thinking and research skills. Each course challenges you to grasp unfamiliar issues and analyze them from multiple angles. In that sense, every government course left its impression on me and contributed to my ability to do my current work.

What advice would you give to Government students searching for jobs after graduation? Keep perspective and do not sacrifice your happiness for job security. It is so easy to enter panic mode when job searching and apply to every job opportunity you come across. I certainly made that mistake and am thankful that I did not land some of the positions I applied for. You will get a job, so relax a little bit and make sure that whatever position you apply for is right for you.

If you could have any job, what would it be? Professional artist. I love to draw and paint but until my art skills improve drastically I will just have to be content doodling in the margins of notebooks.

Jeremy Wood '13

What does your job entail? My job entails many, many things! In my current position as a barista and creative consultant for a local, Chinese owned café here in Beijing, my duties vary from day to day. However, most of my job entails predicting my boss' needs, and the cafes needs, so that I can come up with future projects to propose and spearhead. Beyond that, my job entails being able to propose new projects and explain ideas both in English and Chinese.

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What is your favorite part of your job? My favorite part of the job is two-fold. First, I relish the never-ending language barrier that I have to deal with. As I pitch projects and ideas, the more I clearly elucidate my ideas in Chinese, the more likely the project will go according to my vision. The incentive to speak Chinese is high, but extremely enticing. The second favorite part is that my day-to-day duties can vary widely, from taking new stock photos, to meeting with the graphic designer and architect, to meeting with our satellite cafes in the Tencent and BMW offices. The mix is incredible!

How did you get to where you are now? I got to where I am now by taking an incredible leap of faith and sticking to my metaphorical guns, even when I had doubted my initial decision to come and live in China. I started by doing Skidmore's Teach in China program. I taught English at Qufu Normal University in Qufu, Shandong Province, which is a small and very traditional city in China's breadbasket. As the end date on my contract got closer and closer, I decided to move to Beijing to commit myself to studying Chinese. In doing so, I got a much different "China experience" and was able to commit my energy to studying Chinese everyday. However, I got this current job totally by chance. Life has its beautiful twists and turns.

What did you originally want to do after Skidmore? I always imagined that after I graduated, I would move to Washington D.C. and work for a non-profit or think-tank. But, when the time came to make decisions, I decided to move to China and teach English. The longer I stayed and committed myself to understanding the culture and the language, the more the opportunities sprung up. I was very scared to make the leap, but the more I stuck with it and focused, the more it worked.

How did your Skidmore education help you succeed? My Skidmore education helped in so many ways. It forced me to think outside the box and to find the right solutions for the situations at hand. Also, my Skidmore education forced me to think comprehensively and synthesize a lot of seemingly disparate information at once. In my current situation, this not only helps me make sense of the world around me, it helps me to ground myself and focus on work when I need to. This is a tremendous skill that I honed over my four years at Skidmore.

Which Government class(es) have helped/influenced you the most in your job now? My constitutional law classes with Dr. Ferraioli were a deft exercise in mental agility. As a student, I was forced to remove my emotions from arguments by dispassionately advocating for positions that I disagreed with. Removing emotion from proving a point is a wonderful skill and something that is hard to teach. The classes I took with Professor Seyb were also valuable to me in my current position. In Professor Seyb's classes, I learned that nothing can be explained in a simple fashion, and to avoid, or be suspicious of, simple narratives. Finally, Dr. Ginsberg's classes taught me how to write on a more academic level. His courses were the best undergraduate primer for graduate school, which is something that most people I know did not get out of their undergraduate education.

What advice would you give to Government students searching for jobs after graduation? My advice to Government students looking for jobs after graduation is to take risks. Take risks. Challenge yourself. Try things you have not had the opportunity to do before. The big secret is that very few people, if anyone, sets out knowing exactly what they want to do in life. Don't feel pressured, so slow down and be open to the opportunities that will come your way as you put in the time. The more you push yourself, the closer you will come to finding what you are passionate about and want to do for the rest of your life.

If you could have any job, what would it be? There are a few jobs I would really like. The first job I would really like is to be Chief of Staff under Frank Underwood. The next job I would really like is to lead research and development for Starbucks all over the world, but especially in Yunnan Province here in China. The final job I would like is to not so much about the job as it is about the freedom it involves. One day, I would like to be my own boss. ~~~~~

Aaron Shifreen '13

What does your job entail? I am a Grants Research Associate at Hanover Research, an information service firm in Arlington, Virginia. My job entails working with nonprofit organizations throughout the U.S. (primarily hospitals and health systems, community colleges, and four-year colleges and universities) to help identify federal and foundation-level funding opportunities. I also conduct proposal support research for grant proposals, in collaboration with Hanover's expert team of Grants Consultants.

What is your favorite part of your job? My favorite part of my job is being able to learn something new every day. Projects vary every few days and cover a broad variety of topics, ranging from student support services on the academic side to cancer research

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on the healthcare side. Being able to continue learning new things in my professional life helps keep me engaged in my work.

How did you get to where you are now? Graduate work, etc After graduating Skidmore in 2013, I moved to Washington D.C. without a job and spent my days applying for any job or internship that I could find. After two weeks of searching, I landed an internship opportunity with the German Marshall Fund, a think tank focused on transatlantic relations. After working six months as an unpaid intern and working nights at a restaurant, a colleague passed my information along to one of his close friends at Hanover, who is currently my supervisor.

What did you originally want to do after Skidmore? After leaving Skidmore, I originally wanted to work in International Affairs, and I still do. Working in the development field is allowing me to develop my professional research skills and fundraising knowledge, which I hope will be useful in the future.

How did your Skidmore education help you succeed? My Skidmore education helped me succeed by allowing me to develop strong researching skills, regardless of the topic at hand. My job requires me to regularly read articles from medical journals and other scholarly publications that I sometimes have no previous experience with, and being able to comprehend the data presented is something I would not be able to accomplish without my four years at Skidmore.

Which Government class(es) have helped/ influenced you the most in your job now? My job requires a working knowledge of federal funding processes, including congressional appropriations and executive agencies. I don't think any specific government courses have helped more than any other, but being able to consistently write strong papers is a skill that I definitely attribute to all of the courses I took within the department.

What advice would you give to Government students searching for jobs after graduation? Don't be afraid of working in temporary employment situations in the short term, but never lose sight of your long-term career goals. This allows you to continually develop new skills that can help you reach those goals down the road. For those of you interested in working in the exciting field of information services, feel free to ask Barbara for my contact information.

If you could have any job, what would it be? Still no idea!

Soon Lee '12

What does your job entail? I am currently taking a gap year, but for the past two years, I was in South Korea as an English Teaching Assistant (ETA) for the Fulbright Program. Both years, I developed the yearly curriculum for the conversational English courses and taught over 400 students per week during my first year at an all girls' high school, and about 80 students per week during my second year at a science high school. In addition, I taught an afterschool club class twice a week. With these classes, I had total freedom to teach whatever topics I wanted, so I mainly focused on cultural exchange projects and improving my students' speaking and writing skills. The projects we worked on ranged anywhere from giving presentations on feminism, Korean history and international issues, to learning how to make spaghetti and carve pumpkins.

What is your favorite part of your job? Definitely talking to my students outside of class and even meeting outside of school for treats like ice cream. These opportunities really gave my students and me a chance to break out of the teacher-student dynamic and speak more freely and comfortably as equals.

How did you get to where you are now? Graduate work, etc. Many sleepless nights at Skidmore.

What did you originally want to do after Skidmore? Either law school or policy work. Just recently, I was admitted to the University of Cambridge for my MPhil in Public Policy.

How did your Skidmore education help you succeed? Being able to take a diverse load of courses allowed me make connections between subjects I otherwise never would have. In doing so, I learned the importance of keeping an open mind when learning and respecting differing opinions.

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Which Government class(es) have helped/influenced you the most in your job now? While all of my Government courses have influenced me in one way or another, Professor Ginsberg's International Law and European Political Integration courses are particularly memorable as they are how I became interested in European affairs. I constantly find myself mentally referring to his lectures when reading the news or discussing politics with friends.

Though Professor Graney's Women's Studies classes are not necessarily Government related, they were also incredibly influential to me during my time in Korea—and now, even. In particular, her intro WS course so concisely broke down the issues within feminist theory/philosophy, that I was able to re-teach them with ease to my ESL students.

What advice would you give to Government students searching for jobs after graduation? If you feel like you're in a rut while job searching (most of us do at one point or another), take that time to think about what would make you happy and feel fulfilled, and then take the necessary steps to make that change occur. It might be scary to go in a different direction, but chances are, you will be much better off in the long run for doing so.

If you could have any job, what would it be? One of the things I often do while watching movies is look for the product placements, so I think it would be cool to do that for a living and put, like, my favorite bag of chips from Korea in every scene.

Alexandra Grossman '12

What does your job entail? I am currently a first-year at Georgetown University Law Center, so my "job" is essentially the same as while I was at Skidmore, except more reading and less sleep.

What is your favorite part of your job? What's not to love about being a student! While not *quite* as fun as being in college, law school has been incredibly interesting and satisfying.

How did you get to where you are now? Graduate work, etc. After graduation I worked as a legal assistant to get a better understanding of what being a lawyer is really like – something I highly recommend to any students thinking about going to law school.

What did you originally want to do after Skidmore? I always knew that I wanted to go to graduate school, but I wasn't sure whether I would pursue law or continue studying government. I recognized after I graduated that working as a legal assistant would help me make that decision.

How did your Skidmore education help you succeed? One thing I really learned after going on interviews and working is that employers appreciate it when a candidate is able to approach problems from a different angle. For me, Skidmore always had the right balance of seriousness and "weirdness" (in a good way), which has translated really well in the workplace. Also, I was really lucky to have encouraging Government professors who taught me how to push myself.

Which Government class(es) have helped/influenced you the most in your job now? Honestly all of the Government classes I took at Skidmore have helped in some way or another. But if I had to pick a couple, No Place to Hide (Privacy Law) with Professor Mulligan, and American Political Thought with Professor Taylor, have been incredibly influential and continue to be relevant in my post-Skidmore life.

What advice would you give to Government students searching for jobs after graduation? Don't get discouraged – finding a job is hard, finding the right job is even harder. The first year after graduation can be really difficult, but try to keep time in perspective. Also, know that whatever happens, what you do your first year out of college will not determine what happens the rest of your life. Be open – the unfortunate reality of job searching is that some of the best opportunities come from the strangest places. Particularly if things aren't working out with the job hunt, go do something totally different for a little while to get a fresh outlook.

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

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Dominic Green '12

What does your job entail? I wear many hats, but I mainly manage data for clinical trials of new medical devices. My project teams and I oversee and run clinical trials from the design phase through to completion and final data analysis. Basically, I analyze numbers to make sure new medical technologies are working!

What is your favorite part of your job? I'm working to introduce new technologies to the market and, subsequently, to patients that need them. It's rewarding to know that my work will eventually help someone get the treatment they need.

How did you get to where you are now? Graduate work, etc. Networking, curiosity and the generosity of others. After graduating, traveling for a bit and working a 3-month research job in Europe, I moved back to the US and started looking for work in New York City. I had a lot of help from friends who let me crash on couches, introduced me to their professional networks and encouraged me to keep at it when my first few interviews didn't amount to a job. I really couldn't be where I am today if it weren't for that support.

What did you originally want to do after Skidmore? I wanted to travel, play music with my band and live in New York City. I was initially more interested in research-oriented jobs that were more directly related to my Government major, but I'm grateful for the new experience I'm gaining in a technology-oriented industry.

How did your Skidmore education help you succeed? Whenever I'm faced with a new challenge at work, I feel confident in my ability to ask the important questions, consider any unknown critical variables and chart a path to a solution, regardless of my experience with the subject matter. I'm introduced to new medical problems and solutions on an almost daily basis, and while this can be daunting, I don't feel unprepared. I think one of the most valuable aspects of Skidmore's approach is the focus on creative problem solving and an interdisciplinary approach to just about everything. I honestly feel grateful for my Skidmore experience every day.

Which Government class(es) have helped/influenced you the most in your job now? Political Economy of European Integration (Roy Ginsberg), Environmental Politics and Policy (Bob Turner), Nationalism and Politics in the Middle East (Steve Hoffman) and Contemporary Political Thought (Tim Burns). While they don't directly relate to my current job, these courses were some of the best I had at Skidmore, and I still think about what I learned from these professors.

What advice would you give to Government students searching for jobs after graduation? Never underestimate the strength of the Skidmore network. Even your peers and recent alumni have valuable experiences and connections that can be beneficial to you. Your professors are also great people to talk to about networking. Have coffee with everyone you can reach, and be persistent!

Mihaela David '10

What does your job entail? I have recently started a new job as business manager at Georgetown University's center for pedagogy and technology. In this position, I oversee the center's financial and administrative activities and work to ensure operational effectiveness and compliance with university policies. Some of my responsibilities include preparing budgets, performing monthly reconciliations of expenditures, processing financial transactions, managing contracts and purchasing agreements, and processing human resources and payroll paperwork.

What is your favorite part of your job? What I like the most about my job is the challenge of identifying areas within the center's administrative operations that need improvement and formulating best practices for all staff to follow so as to increase effectiveness and efficiency.

How did you get to where you are now? Graduate work, etc. Immediately after graduating from Skidmore, I pursued graduate studies at Georgetown University and earned an M.A. degree in German and European Studies. I complemented my graduate study with diverse work experiences, including serving as teaching assistant for the Science and Technology in International Affairs program at Georgetown and interning at think tanks in DC. After graduation, I worked as research associate in the Europe Program at the Center for Strategic and International Studies (CSIS), where I focused on European politics and economics, transatlan-

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tic relations, and the Arctic region. I then returned to Georgetown to serve as administrative coordinator in the Government department before I moved to my current position as Business Manager at the Center for New Designs in Learning & Scholarship (CNDLS). In my spare time, I contribute research on U.S. Arctic governance, search and rescue, and natural resource development as a fellow at the Arctic Institute.

What did you originally want to do after Skidmore? I originally wanted to pursue a career in the field of international relations, with a focus on Europe. I followed these research interests in my graduate studies and internship work. However, as I entered the workforce following graduation, I became more interested in positions where I could hone my administrative and managerial skills than continuing on a research-oriented career track.

How did your Skidmore education help you succeed? My Skidmore education was instrumental in my academic and professional success. It was because of my achievements as an International Affairs-Economics double major that I was admitted to a prestigious graduate program immediately following graduation. Through my undergraduate courses and my research work with Prof. Ginsberg, I gained knowledge and expertise on the European Union that proved invaluable in my graduate coursework and research work, which centered on European Studies. My background in Economics and Computer Science also gave me a competitive edge in securing my most recent administrative/managerial positions.

Which Government class(es) have helped/influenced you the most in your job now? Prof. Ginsberg's course on European Integration was by far the most influential course for my research endeavors. The foundational knowledge I gained in that course was very useful when writing Europe-focused reports/publications at CSIS. All the Government classes that I took sharpened my critical thinking and analytical writing skills, which are extremely valuable in performing my current job responsibilities.

What advice would you give to Government students searching for jobs after graduation? I would advise Government students on the job market not to underestimate the value of networking and to strive to develop meaningful connections with alumni and professionals in their fields. It is often difficult to get an interview without an employee referral, so make sure you use your contacts every time you're job searching.

If you could have any job, what would it be? My dream job would be to hold a senior-level managerial position in a private corporation that conducts business in Europe or the Arctic region. This would combine both my managerial/administrative skills and my regional expertise.

Rob Campbell '10

What does your job entail? Right now I work in product marketing for a small international/specialty grocery in Cambridge, MA. In the fall I applied to graduate school and am currently receiving offers and deciding among a few interdisciplinary graduate programs for fall 2015.

What is your favorite part of your job? My coworkers, and working with products from all over the world.

How did you get to where you are now? Graduate work, etc. I've worked at the United Nations, as a university teacher in China, in communications for an emerging non-profit, and with social entrepreneurs in Boston, as well as earning a fellowship for advanced language study, and taking other additional science and engineering courses at the hobbyist and graduate level. It's been a lot of concurrent projects and lines of thought that don't necessarily overlap all the time, which is actually what I was used to after double majoring at Skidmore.

What did you originally want to do after Skidmore? I felt pretty good about my international affairs and government experience at graduation, so I wanted to find a lab tech position to expand my scientific research experience before applying to graduate school or starting work in science policy/science writing (I double majored in physics and international affairs at Skidmore).

How did your Skidmore education help you succeed? The primary asset Skidmore gave me is highly competitive writing skills. Skidmore's education also honed my ability to make connections across disciplines, to think creatively (yes Creative Thought

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does Matter!), and by extension, to problem solve (and *keep at* problem solving, rather than trying one or two things and giving up when that doesn't work).

Which Government class(es) have helped/influenced you the most in your job now? The most influential government class I took was Intro to Political Econ of European Integration with Prof. Ginsberg (as an I.A. Major it was also one of the only government classes I took; however, the ideas and concepts we discussed in that class about regional collaboration and integration continuously resurface for me). The experience I gained writing about policy and international governance systems was invaluable in helping me acclimate to the United Nations, and when I think about my longer term interests and goals, (particularly in science policy, East Asia, and sustainable development) or almost any time I read about or talk with people about international politics, I always think back to this class. I feel so lucky to have had access to that material as an undergraduate.

What advice would you give to Government students searching for jobs after graduation? I would give recent graduates the same advice Prof. Ginsberg gave me last year: "Nonlinearity can have its advantages: a long and winding road often takes us to where we are supposed to be. As the crow flies--well, that's boring." Turns out that he was pretty right. After graduation I spent a lot of time stressed out about what I *didn't* have in a job, comparing myself to other people in vastly different situations, and worrying about my career path. It would definitely have been nice to have a different job here and there, but now, five years later and looking back, I've gotten almost everything I wanted out of being a recent graduate: a lot of new opportunities (some very prestigious), the time to make careful decisions and explore career paths, great stories, a sort of "liberal arts of life experiences" that help me succeed in almost any work environment and with a wide variety of types of people, and validation that this path was valuable in the form of amazing offers for graduate school (several of which have specifically highlighted my unusual experience and their potential for giving me creative approaches to research). There's a lot of pressure to find the best job right after graduation, and I think it's important to be reminded that one job doesn't have to have everything. If by some miracle it does, that's fantastic! But if it doesn't, try not to worry too much. As another professor recently said to me: life is less like drawing a straight line than it is like filling in a pie chart. It doesn't really matter what direction you travel or what order you fill things in as long as you eventually cover all the spaces you need to get to your goal.

If you could have any job, what would it be? Science policy advisor in a branch of the United Nations or managing a small but internationally minded sustainable development organization/tech start up.

Kenny Olmstead '06

What does your job entail? I am a research associate at the Pew Research Center in Washington, DC. The short version of what I do is probably best said by an internal mantra we use, we "tell stories with data." My job is about using social science methods from surveys, to big data, to content analysis (to name a few) to answer questions about American society. While the center covers a diverse set of topics my specific focus is about how the Internet has changed American life and how that intersects with the policy world (privacy, cyber-security and policy questions like net-neutrality are my main focus). In addition I dabble in another line of research about how the American public and scientists view modern scientific issues.

What is your favorite part of your job? My favorite part of my job day to day is being able to using data to answer complex and challenging questions. Being able to ask a question and then find a method most suitable to answer it is an amazingly freeing prospect. But mostly it's that I get to do that with a group of extremely talented and dedicated people. Everyone that works here believes in the work and while sound methods and data collection are essential to the effectiveness of our work, the real secret ingredient is passionate people. Being able to experience that passion makes coming to work worthwhile. Also surrounding yourself with people smarter than you is always a good idea.

How did you get to where you are now? Graduate work, etc. I came to the Pew Research Center mostly by chance. In 2006 the center had an ongoing content analysis project that attempted to quantify what the news media was covering in real-time. I was hired as a "coder" and my job was to watch, listen, and read the news in order to aggregate data on what topics the news media was covering and how they were covering them. From there I was then tasked to do research on a yearly report called the State of the News Media. Between 2006 and 2014 my job was to study how the Internet and other technologies have changed how news is

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consumed and gathered. During that time period I got my Master's degree from Georgetown University in technology policy. I wrote my master's thesis on app permission policies in the Google Play Store. In early 2015 I transitioned to a different team at the center to study the Internet, technology policy issues, privacy, and the role of science in society.

What did you originally want to do after Skidmore? After Skidmore I originally wanted to go into the intelligence community and/or think tank policy/community (Brookings, etc.). My Government degree was focused largely on international issues and my senior thesis was on the relationship between the People's Republic of China and the Republic of China on Taiwan. I wanted to take those interests into either government work (State Department, CIA, etc.) or something similar in the private sector. Policy wonk is probably the best word for my aspirations at that point. I also planned to go to graduate school for international relations right after graduation, but my graduate school plan didn't happen until much later (and in a different topic).

How did your Skidmore education help you succeed? Skidmore helped me succeed in several ways, both concrete and more intangible. First, concretely the government degree really helped me understand what goes on inside the beltway in a way few outside do, which gave me quite an advantage when I started interviewing in DC. More intangibly, and more importantly, Skidmore taught me how to think about any given problem from several perspectives. I learned this through the diversity of classes I took in my time there (including extracurricular like music which was a big part of my life then.) For example, the Pew Research Center primarily does surveys, but surveys are not the best tool for everyone question, or at least may not be the only tool. Skidmore taught me to constantly be thinking of alternative ways to answer any single question and to always be looking for other perspectives. There is always more than one way to tackle a problem and its far better to experiment with many ways and fail than to only do one and feel satisfied.

Which Government class(es) have helped/influenced you the most in your job now? I would say professor Seyb's class "The Psychology of Politics" and at the time I believe it was called "Principles of International Politics" with Professor Ginsberg. The first because it gave me the foundation to understand how people learn about politics and how information about policies are relayed to voters. My current work is about how people understand the world around them using technology and that was a very helpful foundation. The second because I still remain fascinated by international relations and am frequently asked to consult on surveys at the center that are more globally focused, that class gave me my first understanding of how relations between nation's work.

What advice would you give to Government students searching for jobs after graduation? Meet every one you possibly can regardless of their field. It may not be apparent at first why or how someone you are meeting can help you with whatever your specific interests are, but the more people you talk to the higher the chances one will be able to help. Also you never know who will pop up later in your life and having friends and contacts in a broad range of fields will always be useful. Bonus pro-tips, you can always be a better writer and that's important regardless of your field. And a really simple, but shockingly problematic one, have someone else (at least one person) read your resume, cover letters and writing samples. It's amazing how many I see that have really obvious errors in them, and those usually don't get read.

If you could have any job, what would it be? I'm going to cheat and say two jobs. Policy advisor to a technology company (preferably a startup) and an adjunct professor in privacy theory and practice.

Joshua Hutchinson '06

What does your job entail? I currently work in the Cambridge University Library, in Cambridge England, where I help with buying and cataloguing new books in French.

What is your favorite part of your job? I probably most enjoy the variety of materials and people I deal with in the Library—graphic novels, books from Sub-Saharan Africa, etc., and the academics of all different disciplines who use them.

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How did you get to where you are now? Graduate work, etc. I did a graduate degree in Medieval History, and then followed that up with a Master's degree in library studies, which I did part-time while working in the University Library.

What did you originally want to do after Skidmore? I wasn't really sure. I worked for a year with an AmeriCorps program in St Louis in a disaster-relief role, which was a brilliant experience and let me realize how much I wanted to go to graduate school.

How did your Skidmore education help you succeed? I feel very lucky compared to my colleagues from English and European backgrounds. Skidmore allowed me to explore a much wider variety of subjects and concepts at the university level.

Which Government class(es) have helped/influenced you the most in your job now? I try to buy every new biography of Jean Monnet that's published—he is, after all, one of the fathers of European Unification. So, I guess that would make it G0219...

What advice would you give to Government students searching for jobs after graduation? Gain wide and broad experience. It really helps.

If you could have any job, what would it be? Similar to my current job, but I'd be able to ski nearby.

Evelyn Aissa '03

What does your job entail? I am the Advocacy Director at NH Voices for Health (VOICES), NH's leading health care policy group. Together with our partner organizations, we represent over 400,000 health care providers, consumers, business leaders and other advocates across NH. As Advocacy Director, I am responsible for leading and overseeing the development of VOICES' policy priorities, implementing our advocacy work and policy campaigns, assessing our policy priorities and needs, and leading communications with policymakers and the media. When the legislature is in session, I spend much of my time lobbying - meeting with legislators, testifying at hearings, and strategizing with other advocates and stakeholders. Around the year, I follow state and national health policy closely, monitoring and submitting comments on proposed new regulations at the state and national level. This aspect of the work is just as important as what I do over at the State House, as it is another essential means of ensuring that consumer interests are advanced at the regulatory level.

What is your favorite part of your job? Working directly with legislators to draft new, and refine current, legislation is incredibly exciting and equally challenging.

How did you get to where you are now? Graduate work, etc. I used to think that the most desirable career path was a linear one. What I have learned since I graduated from Skidmore almost twelve years ago, is that it is more important to learn from my experiences and allow my goals and aspirations to evolve along the way. After I graduated from Skidmore in 2003 as a double major in Government and International Affairs (the latter of which was self-determined), I moved to Washington, DC and began working as a Senior Research Associate for a private economic and political consulting firm, researching and drafting briefs on trade disputes before the International Trade Commission and the International Trade Administration.

After three years, I was ready to move on. Because I was a double major and graduated early, I had not had the chance to take advantage of Skidmore's study abroad opportunities. I decided to change pace and spent six months getting certified to teach English overseas. When I was done, I bought a one-way ticket to Istanbul, Turkey and headed off. I lived in Turkey for a year, studying Turkish intensively and running a small business teaching English to students and professionals. I also applied to the Fletcher School, Tufts University to earn a master's in international law and diplomacy. It was the only program to which I applied - I wanted to enroll in Fletcher's Human Security program. At the time, I was sure I wanted to work in the UN's peacekeeping operations.

I returned to the US to begin my master's program but after a year of intensive UN-focused studies, I found myself seriously rethinking a UN job, in part because I was fortunate in my first year to study under Dr. Astier Almedom, one of the world's leading academics in human resilience research. My thinking about international intervention and aid programs had shifted markedly. I found myself questioning my motivations for wanting to go 'help people' overseas. I reoriented my studies, extending my master's program from two to three years, paired up with researchers at Harvard, and launched a study of human resilience post-disaster. I did my fieldwork down in post-Katrina New Orleans. It was heart wrenching work but I had found my niche. Looking at

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the world through resilience framework (as opposed to one of 'vulnerability') emphasized human strengths and capacities.

To complete my master's, I also needed to pass professional proficiency exams in another language. By then, I spoke German and Turkish, but wanted to take on a new challenge and learn a language that would be of use in the region of the world that I loved most. I decided to learn Arabic. In the summer between my first and second year at Fletcher, I headed off to Damascus, Syria. There, I studied one-on-one with an incredible Arabic scholar in Damascus and shuttled between Fletcher and Damascus until I completed my masters two years later, having attained professional proficiency in written and spoken Modern Standard Arabic - or the 'mother Arabic' of the Koran and diplomacy.

What I had not planned for, was how much I would love Syria. When I graduated from Fletcher, I moved back to Damascus. I was hired by three different Syrian organizations, working as a political analyst and writer for one, a freelance journalist for another, and an editor for the third. The revolution broke out less than a year later, however. I lived amid the turmoil for nine months before life became untenable. When I left Syria in 2011, I had just been hired as the managing editor of the country's leading magazine. It was devastating to leave.

When I returned to the US, I decided to pick up where I had left off in health-oriented work. If I was going to take the lessons I learned at Fletcher to heart, I knew I was best positioned to effect change in my own community. As a NH-native, the state's political landscape and issues were deeply familiar. I took a position at NH Voices for Health, first working as community organizer, then working as legislative advocacy manager (lobbying), and then taking my current position as Advocacy Director.

What did you originally want to do after Skidmore? My plan had always been to move to DC, work in international relations (I don't think I knew exactly what that would mean at the time), and eventually earn a master's degree.

How did your Skidmore education help you succeed? My education at Skidmore was purposefully interdisciplinary - and having skill sets in economics, languages, domestic and international politics, and history (which I believe is the most essential aspect of any politics-oriented education), left me well-positioned to pursue my interests and passions in multiple fields. Interdisciplinary thinking has also allowed me to effectively tackle complex social and policy problems in all my various professional capacities. Skidmore's strong emphasis on the importance of honing writing skills also gave me an edge over my peers. It is hard to overstate the importance of having strong writing skills in the professional world.

Which Government class(es) have helped/ influenced you the most in your job now? At the moment, the classes I took in diplomatic negotiations, US politics, and constitutional law are the most influential. That written, over the years - and depending on the what I am reading in the news or with whom I am conversing - I have tapped into knowledge I acquired from all of the Government classes I took at Skidmore.

What advice would you give to Government students searching for jobs after graduation? A couple things. First and foremost, let your personal and professional experiences shape - and *reshape* - you. It is okay, and indeed it is awesome, to allow your goals and ambitions to evolve over time. Soak in lessons learned in college and after, allow yourself to evaluate the motivations behind whatever career path you choose, and do not be afraid to change course if you find your heart is leading you in a new direction.

Second, the professional world (particularly in international and domestic politics) is a hard one to enter. It is fiercely competitive. Think strategically about your relationships. Networking is essential. Leave every networking meeting with the names of at least three new contacts - and never burn bridges. No matter where you are, think of yourself as a diplomat. Leave a good impression. I am continually amazed by how small the world is - every contact matters.

If you could have any job, what would it be? Right now, my current job. I love what I do. We will see what the future holds!

Chris McGrath '99

What does your job entail? I represent the largest agency of the United Nations to the U.S. government, working to ensure the most robust financial commitment from the American government for humanitarian support to Palestine refugees in Lebanon, Syria, Jordan, the West Bank and Gaza. This includes working with both the executive branch, the legislative branch, the NGO community, the media, the public, and within the UN system to ensure refugees can access education, healthcare, psychosocial support, and food.

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What is your favorite part of your job? Visiting refugee communities, specifically in places such as Syria, Lebanon and Gaza, benefiting from the generous support of the United States.

How did you get to where you are now? Graduate work, etc. Following a Master's degree in international affairs immediately after Skidmore (I went to Professor Ginsberg's school, GWU), I turned to electoral politics – both domestic and international. After jumping around doing many different positions with campaigns, short-term international projects, and some time on the Hill, I ended up for the last 4 years at the UN.

What did you originally want to do after Skidmore? I have always been passionate about a career in International Affairs, but had focused previously on the European Union – thanks in full to the passion and dedication by Professor Ginsberg. Having fallen into a career focusing more on the Middle East, I still miss the days of learning about the strong relationship between the US and the EU.

How did your Skidmore education help you succeed? Skidmore provided me with an excellent and well-rounded background that enabled me to be confident in a large number of diverse career aspects. From working on issues related to the environment to preventing gun violence to political campaigns to congressional work to Middle East politics and the United Nations, I have felt confident in my abilities regardless of where I found myself. Having earned a minor in International Affairs, which had no core classes at the time but rather required upper level classes in a wide variety of disciplines – a truly challenging program – I was especially well prepared for a diverse career path.

Which Government class(es) have helped/influenced you the most in your job now? The courses which helped me the most were US Foreign Policy (300 level), International Diplomatic Negotiations, and both my independent study (focused on international terrorism) and my senior thesis (focused on ethnic nationalism).

What advice would you give to Government students searching for jobs after graduation? Network with as many people as you can, and don't be afraid to jump on opportunities that you were not expecting or in a career trajectory you were not considering. You never know where it will lead you.

If you could have any job, what would it be? US National Security Advisor.

Paul Benton '93

What does your job entail? CEO of a San Francisco Bay Area media company.

What is your favorite part of your job? The nature of our sales-driven business spans engineering to entertainment. Many disciplines and interpretations come together to create value for our clients and communities. So one could say the "liberal arts" of it is one of many favorite parts.

How did you get to where you are now? Graduate work, etc. After Skidmore, I took a masters at Oxford University and seriously considered entering academia before going to business. It was a varied path.

What did you originally want to do after Skidmore? Government service and politics.

How did your Skidmore education help you succeed? The intellectual training of liberal arts is valuable to business. Comfort with uncertainty, appreciating the limits to knowledge, seeing the connections between disciplines – these are critical capacities for business, for life. More narrowly, my Skidmore professors taught their students to write with economy and precision and therefore to think with clarity and confidence. I remember multi-paragraph comments from Roy Ginsberg on my papers challenging my

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thinking as well as line-by-line style revisions by Mary Ellen Fischer and the late Tad Kuroda to polish my writing. Skidmore's faculty dedication to students was outstanding, and I often marvel at how lucky I was to have such caring faculty.

Which Government class(es) have helped/influenced you the most in your job now? Professors Ginsberg and Fischer were exceptionally rigorous in demanding clear thinking and solid frameworks. Dr. Ginsberg taught a module on the classic book "Why Nations Go to War" and the role of misperception and group think. That early class gave me an appreciation for how important it is to think independently. The rigor helped me set high standards for *myself and others around me*.

What advice would you give to Government students searching for jobs after graduation? Have confidence in the intellectual training you received. The fruits might not be apparent to you until years later. Be patient.

If you could have any job, what would it be? It would be the job I now have. But I also admire the paths my favorite professors followed: To be able to think deeply for a living is one of the greatest, and rarest, luxuries.

Kevin Callahan '92

What does your job entail? I am Professor of History and Chair of the Department of History at the University of Saint Joseph, West Hartford. I teach courses in European and world history, conduct research on European socialism and peace movements, and am engaged in service projects on and off campus.

What is your favorite part of your job? I love the multifaceted aspects of my job: teaching, research and service.

How did you get to where you are now? Graduate work, etc. Skidmore 2 years Vienna Austria Fulbright program: English teaching assistant, 1992-1994; PhD Student in Modern European History at Indiana University, 1994-2001; Assistant Professor of History, Saint Joseph College, 2002-2008; Associate Professor of History, Saint Joseph College, 2008-2012; Professor of History, University of Saint Joseph, 2012-present.

What did you originally want to do after Skidmore? Become a college professor.

How did your Skidmore education help you succeed? Great liberal arts education, close relationships and mentorship with faculty such as Roy Ginsberg and Daniel Balmuth.

Which Government class(es) have helped/influenced you the most in your job now? I do not think a specific class or classes were pivotal in my current job. It is the breadth of the major and the strength of the faculty that mattered the most.

What advice would you give to Government students searching for jobs after graduation? Do not limit your horizons: a government major prepares one for a multiplicity of career options and most importantly, is anchored in the foundational skills of a liberal arts education, critical reasoning, problem solving, oral and written communication that are the most critical ingredients for sustained career (and personal) success.

If you could have any job, what would it be? Professor at a liberal arts college/university...perhaps in the future Dean of School of Liberal Arts.

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Jonathan Chiat '90

What does your job entail? I'm a financial consultant assisting companies with both accounting and financial issues and needs.

What is your favorite part of your job? Finishing a job and having a happy client.

How did you get to where you are now? Graduate work, etc. I attended Thunderbird after Skidmore and received my Masters in International Management.

What did you originally want to do after Skidmore? Work in Washington DC.

How did your Skidmore education help you succeed? My Skidmore education allowed me to think outside the box, realize that the answers are not always in front of you. Furthermore, there are no short cuts to getting a job done correctly.

Which Government class(es) have helped/influenced you the most in your job now? Introduction to Comparative Government, and Constitutional Law (taught me how to think, write, and argue)

What advice would you give to Government students searching for jobs after graduation? That there is no job too small to begin with. You never know who you are going to meet while you are answering phones, making copies. If people see your effort, the sky is the limit.

If you could have any job, what would it be? A job where I'm learning new ideas and being stimulated by both my coworkers and environment.

Rob Resnick '88

What does your job entail? I have served in the Us Army Judge Advocate General's (JAG) Corps since 1992 and currently hold the rank of Colonel. Judge Advocates practice in all legal disciplines including criminal law, administrative and civil law, legal assistance, and operational law. At this stage of my career I am generally much more of a supervisor and trainer than an action officer. In my current assignment as Staff Judge Advocate for 7th Infantry Division, I am the legal advisor to the division Command and staff and I run the legal office, supervising the lawyers and paralegals and ensuring timely, accurate, effective legal advice across the spectrum of legal disciplines.

What is your favorite part of your job? I truly enjoy the opportunity to train, teach and mentor the legal team. Roy taught me that.

How did you get to where you are now? Graduate work, etc. The official requirement is law school and we interview thousands of law school students each year who are interested in joining the JAG Corps.

What did you originally want to do after Skidmore? I knew I wanted to go to law school and I was also interested in public service. I never considered military service, but as I explored the post law school career options, creative thought did matter. I looked at things I had never considered to find opportunities to match my goals. This because a natural fit that I never would have pursued but for being open to all ideas.

How did your Skidmore education help you succeed? Skidmore prepares us in many ways from excellent academics and knowledge to the ability to craft solutions to complex challenges. Skidmore graduates have the skills and confidence to achieve anything.

Which Government class(es) have helped/influenced you the most in your job now? I think I learned something that helps me in just about every class. Clearly the courses geared towards pre-law were critical and the international organizations/politics classes (Roy Ginsberg's classes!) were especially influential.

What advice would you give to Government students searching for jobs after graduation? Creative Thought Matters is more than a slogan. Do not confine your job search to "traditional" opportunities and what you think you know. Look in every corner and explore all possibilities, casting aside assumptions, etc. You may find your dream career where you never expected to find it.

If you could have any job, what would it be? I would love to teach at Skidmore.

FALL 2015 Topics Course Descriptions

GO 251C: Voting in the US: Access, Fairness, and Reform (*Voting Reforms and Democracy*) 3 credits

Professor Christopher Mann

Compared to other democracies, the way elections are run in the US can be downright embarrassing. Controversies across the country have demonstrated that the way American democracy is run is far from American ideals about how democracy should work. This course will examine whether US elections live up to expectations of fairness, freedom, and accessibility for all citizens. We will examine the problems, recent and proposed reforms, and the impacts of changes like online voter registration, early voting, voting by mail, voter ID requirements, and many more. We will trace the evolution of voting from the rowdy white gentry gathering in taverns of the 1700s through the successful voting rights battles of women and people of color in the 1900s, before spending most of the semester on the major changes in how Americans vote over the last 15-20 years and new proposals being debated across the country. Prereq: GO 101 or permission of instructor

GO 367: Real Democracy

4 credits

Professor Bob Turner

How well does democracy work in Saratoga Springs? How do we know? The foundation of democracy in the United States is its institutions of local government. The men and women chosen by their fellow citizens to govern them determine not only what their governments do, but also the quality of the democratic process. The hotly contested fall Saratoga Springs city council election will provide a real life laboratory for studying the practice of democracy in 21st century America. Students will observe city council meetings, attend campaign events; interview local political elites; and conduct a survey of citizens' vote choice in the November Saratoga Springs city election. Students will learn quantitative and qualitative research methods including semi-structured interviews, participant observation, direct observation, archival analysis, quasi-experimental, descriptive statistics and multivariate analysis. Prereq: GO 101 or permission of instructor

GO 351A: Travelers' Wisdom: Political Theory in a Global Age

3 credits

Professor Natalie Taylor

Advances in technology and transportation allow us to see ourselves as “global citizens,” suggesting we require new ways to think about political life. However, travel has always been an important theme of Western political thought, beginning with the ancient Greek practice of *theoria*—the practice of visiting foreign city-states and describing those customs in order to develop a particular kind of political wisdom. Political theorists, who have used travel as a means to acquire political wisdom, explore the very challenges that are central to political life in our global age: interconnectedness and diversity; the contingent and shifting nature of political identity; and threats of political and cultural imperialism. Prereq: GO 102. Recommended preparation GO 204 or 205H.

GO251B: States, Rebels, and Warlords

3 credits

Professor Yelena Biberman-Ocakli

This course examines violent conflict in modern societies. It explores the role of the state as well as non-state actors in causing, escalating, and mitigating violence. We will address major questions underlying national and international security, such as: When does conflict turn violent? Under what conditions do victims become perpetrators, and perpetrators become victims? What are the causes of terrorism, and what is the state's role in terrorist activity? Is violence the only way to bring about major political change, or can nonviolent methods work? Are private military contractors changing the way we fight? The goal of this course is to develop critical awareness of and the analytical skills necessary to evaluate the major security challenges facing countries around the world. Prereq: GO 103 or permission of instructor

Fall 2015: What Counts for What?

AMERICAN	COMPARATIVE	INTERNATIONAL RELATIONS	POLITICAL THEORY
GO 211: Courts, Politics and Judicial Process in the U.S.	GO 327: Politics in Russia and the Soviet Successor States	GO 251B: States, Rebels and Warlords	GO205H: Modern Political Thought
GO 251C: Voting in the U.S.: Access, Fairness, and Reform	GO 364A: Contemporary Islamic Thought (1credit)	GO 309: Latin America and the United States	GO 351A: Travelers' Wisdom: Political Theory in a Global Age
GO 252: The Psychology of Politics			
GO 311: Constitutional Law			
GO 315: Immigration Politics and Policy			
GO 334: The United States Presidency			
GO 367: Real Democracy			

GOVERNMENT COURSES: FALL 2015

GO 101-001: Introduction to American Government

Chris Mann T TH 11:10—12:30pm

GO 101-001: Introduction to American Government

Unit Coordinator T TH 12:40—2:00pm

GO 102: Introduction to Political Philosophy

Flagg Taylor T TH 8:10—9:30am

GO 103-001: Intro to Comparative and International Politics

Yelena Biberman- Ocakli M W F 9:05—10:00am

GO 205H: Modern Political Thought

Flagg Taylor T TH 11:10—12:30pm

GO 211: U.S. Judicial Process

Unit Coordinator T TH 3:40—5:00pm

GO 251B: States, Rebels and Warlords

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

GO 251C-001: Voting Reforms and Democracy

Chris Mann T TH 2:10—3:30pm

GO 252: The Psychology of Politics

Ron Seyb W F 8:40—10:00am

GO 309: Latin America and the U.S.

Aldo Vacs T TH 12:40—2:00pm

GO 311: Constitutional Law

Unit Coordinator T TH 9:10—11:00am

GO 315: Immigration Politics and Policy

Bob Turner M W F 12:20—1:15pm

GO 327: Politics in Russia and Soviet Successor States

Kate Graney T TH 9:40—11:00am

GO 334: The U.S. Presidency

Ron Seyb M W F 11:15—12:10pm

GO 351A-001: Travelers' Wisdom: Political Theory in a Global Age

Natalie Taylor M W 2:30—3:50pm

GO 364A: Politics and Governance in Contemporary Islamic Thought *1credit*

Muhammad A. Atawneh T TH 11:10—12:30

GO 367: Real Democracy

Bob Turner M W 4:00—5:20pm