



DEPAUL UNIVERSITY

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PSC CHRONICLE

POLITICAL SCIENCE ALUMNI REUNION

April 25, 2019

Goose Island Brewhouse / 5:30 - 7:30 pm

1800 North Clybourn Avenue - Chicago, Illinois
Refreshments and appetizers will be available

Please RSVP at: <http://rebrand.ly/political-science-38826>

PSC ALUMNI REUNION



FROM THE DEPARTMENT CHAIR



Dr. Valerie C. Johnson

Calling all PSC Alumni!

The Political Science Department cordially requests your presence at our inaugural alumni-faculty mingle. Please

join our faculty, both past and present, at Goose Island Brewhouse, on Thursday, April 25, for fun, conversation, and good beer. We want to celebrate you, and catch up on what you have been doing since your graduation from PSC@DePaul. Please use the **RSVP** link [htt://rebrand.ly/political-science-38826](http://rebrand.ly/political-science-38826) to confirm your attendance.

Calling all PSC Students!

Please join your PSC student representatives and faculty during exam week for pizza in the faculty/student lounge (room #2212, 990 W. Fullerton), on Monday and Tuesday, March 18 and 19, from 12:00 pm – 3:00 pm. Please stop by for some grub and to let us know how your quarter is winding down.

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ALUMNI SPOTLIGHT

Aara Johnson

After graduating from DePaul with a major in Political Science and minor in Spanish, I pursued a Master of Public Policy at the Humphrey School of Public Affairs at the University of Minnesota. I focused on International Development Education and intended to build a career in international development through an education lens. My thesis was an alumni evaluation for a college in rural Bolivia. After graduating with my Masters in 2011, I had part-time research positions with education nonprofits based in MN but worked in Tanzania and Bolivia. I also had part-time research positions related to higher education policy.



In 2013, I became a Peace Corps Volunteer in Colombia, as an English Teacher Trainer. I worked in an urban secondary school with a team of teachers to improve English language education since Colombia wants to become a bilingual country. I also worked on girls' empowerment by leading clubs and camps to talk about health, professionalism, relationships, and more. After I completed my service in 2015, I moved to Bogota to serve an international education NGO as a Monitoring and Evaluation Researcher. My position was in Spanish where I traveled around the country to observe different projects and write a monitoring report.

In 2016, I pivoted my career due to the federal hiring freeze after the presidential election. I had passed my Foreign Service Education Officer interview with the US Agency for International Development (USAID), but they canceled the position in 2017. In the meantime, I began working in Minnesota education policy related to English Learners and language education. I had two fellowships researching state and federal policy strengthening language education and school accountability for it.

I am the Program Director for the Emerging Multilingual Learners Network at the MN Education Equity Partnership. I lead our research, advocacy, and network building efforts to reshape and improve language education in our state for the fastest growing student group. I navigate the politics of educational institutions, the state education agency, and the state legislature to ensure educational equity for students of color and American Indian students in Minnesota.

Connect with me on Twitter: @AaraJohnson

Connect with me on LinkedIn: <https://www.linkedin.com/in/aarajohnson/>

"Model UN has taught me how to think quickly and respond eloquently to complex ideas.

These skills have come in handy in my day to day life as well as in my internships."

-Bradley Laas

MODEL UNITED NATIONS



INTERGENERATIONAL MODEL UN

Delegates from DePaul Model UN and the PSC 281 course participated in InterGenMUN conference in Chicago on November 10, 2018. Several DePaul participants won awards for their performance. Recently, 10 delegates traveled to St. Louis to participate in WUMUNC February 14-17. Two delegates received commendations for their performance. Model UN is active throughout the academic year and welcomes new members at any time. Next year's plans include returning to InterGenMUN and WUMUNC, as well as traveling to the National Model UN conference in Washington, DC.



MOCK TRIAL

Mock Trial is open to all DePaul undergraduate students. We look for people with mock trial, debate, and/or criminal justice backgrounds, as well as anyone who is charismatic, has strong public speaking skills, is quick-witted, or has acting talent. The teams meet weekly throughout the academic year. During autumn and winter quarters, the teams attend various invitational tournaments which are hosted at other universities and take place on weekends. During the winter and spring quarters, the teams meet more often in order to prepare for the regional and national competitions.

Facebook: DePaul Mock Trial; **Twitter:** @DePaulMockTrial



This February, five PSC students, (Chichezum Adibe, Emily Lane, Lance Lindsay, Syed Soughat and Nerija Vietaite), all members of Pi Sigma Alpha Honor student organization, applied to present their research at the Washington Student Conference. It was a great honor that all five students were accepted to attend!



Lance Lindsey

"The Pi Sigma Alpha Conference in Washington DC gave me the chance to exchange with other dedicated students focused on Political Science. While presenting and listening to the other presenters I knew committing to this trip and being a part of the event was beneficial in reconfirming my academic ability.

This event allowed me to embrace this honor society more, because now I have experienced this society in the most fraternal of ways possible. I recommend this research conference for all Pi Sigma Alpha members whether they have presented research before or whether this will be the first time."

Emily Lane

"The Pi Sigma Alpha Student Research Conference was an excellent introduction to Washington, D.C. After attending an incredibly welcoming open reception sponsored by notable universities in D.C., we toured the city. On Saturday, we had the opportunity to watch several presentations on subjects ranging from foreign policy to political theory. After my own presentation, I received detailed feedback regarding my work. I found this very rewarding. On Sunday, I attended a law school and foreign policy panels. Through attending this panels, I received expert advice that actually made me question my career path. I previously was set on my path towards law school, but am now considering a combined PhD and JD program."

Inside The Classroom: What is a class in DePaul University's Political Science Department like? What are the students like? This description comes from a day of PSC 390, the political science Capstone course.

Doug Klain, PSC Senior



Professor Molly Andolina's Senior Capstone seminar, The Politics of College, is designed to give graduating political science students an opportunity to place their experiences at DePaul University into a broader political context. Each week, students read a different book focusing on topics relating to the university system, such as free speech on campus, mission and values, and race.

One class meeting in February, students gathered on the top floor of Arts and Letters Hall and immediately rearranged the tables to create one large rectangle, so everyone in the room would sit facing each other. Each student has a card stock nameplate, and when they want to speak they rotate it to stand upright, or tap it to signal an immediate response to someone. Today, the class has read Julie Minkel-Lacocque's *Getting College Ready: Latin@ Student Experiences of Race, Access and Belonging at Predominantly White Universities*.

The entire seminar is comprised of group discussion, led by several students who have read the book particularly closely. They start off with one student bringing up a point from the book that students from different backgrounds don't always feel welcome in the same ways on-campus, and open it up for different students to share their experiences. Several name-plates immediately shoot up.

"Whenever I was applying to colleges, I had to remember I was black and a woman. It was a definite thing I thought about when applying to school, especially when applying to schools down South," says one student. "It doesn't matter where you are, you'll be reminded you're black. But being reminded you are black in Alabama is really different from how you're reminded in Michigan."

"We don't really discuss that," says another student. "As a black female, my top priority was to try to attend an HBCU (historically black college or university). DePaul is a predominately white institution. Being in this space, I still exist, but it feels like there's differences."

The discussion shifts to how students of color at DePaul don't always feel that professors can understand their experiences, and how meaningful the impact is when they do find a faculty member with a shared race or background. One student brings up the exact demographics at DePaul and what they saw as low numbers of faculty who were people of color, saying that they wished these faculty weren't always sectioned off into certain classes. "It's better when you're interacting with people on a daily basis rather than having to schedule an appointment with them," someone says.

Continued on page 7

A student brings up a section in the book describing how different students feel they have to “act white” in university settings to get by, and asks if people in the class ever feel that way. “I do,” one student says. “I think that until this year, I didn’t even feel comfortable identifying as Iranian-American in-person at DePaul, I never felt comfortable saying anything about it in meetings. I’m not treated the same way a white woman is. I’ve never had a professor that I’m able to have these conversations with.”

“Within the academic world I always hear ‘you’re so well-spoken,’” another student says. “It’s always this comparison to white America. It’s like you put a negative stigma on other races like they aren’t behaving properly.”

“Since I started at DePaul, my family would comment on the way I speak and interact and say I’ve totally changed,” says another student. “Oh you talk like a white girl’ and I’d get offended and it’s like, no, that’s just how I’m talking.” The professor pushes her to expand on this thought, asking if questions like that feel

like “an element of rejection,” The student replies yes, but that a particular professor that teaches on Latinx politics was able to help her feel better about “that ability to code-switch.”

Often, this is how these classes go. Highly student-driven, with close readings of the text eliciting frequent citations or critiques of the methodology used. Frequent comparisons to DePaul University, with an interrogation of how meaningful the required Liberal Studies Domains are, or where the university can improve on the admission process.

Professor Andolina begins the course on the first day mentioning that she wants students to leave class with more questions than answers, with the goal being for students to place their experiences within a larger context of the university system. What can be changed? what inequalities are there? When are universities potentially predatory towards students? How can these things be fixed? In this capstone course, students are given the space to explore these things.



SUMMER IN THE LONDON SCHOOL OF ECONOMICS

EMMA NIPPE

This summer, I’ve been invited to attend two courses at the London School of Economics! The first is on comparative urbanism and the future of global cities, and the second is on the economics of European integration. I am so looking forward to living in London for the summer and I can’t wait to meet and collaborate with passionate students from all over the world!

STUDY ABROAD—PERU

Dr. Rose Spalding

This year political science professor Rose Spalding co-directed (with Christie Klimas in Environmental Science and Studies) a new study abroad program on “Mining, Forests and Communities in Peru.” Seven political science students, Yareli Cortez, Lydia Gier, Irene Mead, Carlie Manno, Claudia Peralta, Elena Rangai, and McKenna Sheehan, participated in the Nov. 27-December 11, 2018 trip. The group began their work in Lima, a vibrant city of almost 10 million people, where they visited universities, museums and the historic center (see photo). Their second stop was in Puerto Maldonado, located in the Peruvian Amazon, which served as our jumping off point for visits with indigenous leaders (see photo) and others in local communities, nature preserves, degraded and thriving forests, scientific research centers, and informal gold mining sites. The program finished up in Arequipa, Peru’s second largest city and home to Cerro Verde mine, a giant open pit copper mine owned by the US corporation Freeport-McMoran.



This trip offered students a chance to talk with a broad variety of Peruvians, including indigenous activists, scientists, environmentalists, gold and copper miners, small farmers, development specialists, and local university students. DePaul students were able to witness the environmental degradation taking place in the Amazon and the Andean foothills, and learn about the creative solutions being fashioned by innovators and visionaries in Peruvian communities. Learning through direct witnessing and dialogue, they gained a new awareness of both the political and environmental challenges we face and the possibilities for moving forward collaboratively with our growing network of international partners and friends. This experience is especially valuable for students who are thinking of careers in public policy or law, and it offers great learning opportunities for anyone interested in international affairs, environmental studies, social justice, business and economics, and communication.

Interviewed about the program, Professor Spalding offered these comments:

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“What would I say about the program to prospective students? Do it! You’ll get up close and personal with life in the rainforest, peer into mile-deep mining pits, meet thoughtful and creative people from across Peru, and learn about our common environmental heritage and how to protect it. Study abroad is also lots of fun! Sharing time and discoveries brought us together, and the friendships that emerged were strong and deep. There may never be a better time in your life to go abroad, or a more exciting location for grappling with environmental challenges you’ll be facing for the rest of your life. Go for it!”





PERU

Yareli Cortez

"I have never seen a sky so full of stars. It was truly breathtaking."



This winter break, I had the opportunity to travel to Peru for two weeks on a short term study abroad trip led by Professor Spalding (PSC) and Professor Klimas (ENV). The program was a collaboration with the DePaul Political Science and Environmental Science departments. We studied the effects that the extraction of natural resources has on the environment, economy, politics, and society/culture. The focus was on Mining, Forests, and Community. Our group traveled to different regions of Peru such as: The Coast- Lima, the amazonian region- specifically Puerto Maldado and Madre de Dios, and the mountainous Andean region- Arequipa.

My favorite memory from the trip was when we stayed overnight at a research site (Alliance for a Sustainable Amazon)

in the middle of the Amazon in Madre de Dios. Once the sun set, we went on a night hike throughout the Amazon and saw many nocturnal critters. I have never seen a sky so full of stars. It was truly breathtaking.

Going to Peru was significant in my learning and research since it was a very hands on learning experience. I was able to interact and learn first hand from scientists, economists, environmentalists, sociologists, educators, non-governmental organizations, locals and more. This trip helped me further understand the importance of a multidisciplinary approach in addressing issues. I really got to see how politics and public policies are applied in a global and multidisciplinary context, which has been an enthralling experience.



The Journey to Fulbright

Hadiya Afzal, PSC Sophomore

The Fulbright Scholarship is a prestigious award that was created in 1945 with the introduction of a bill by Senator J. William Fulbright. The initial legislation called for the use of surplus war property to fund the “promotion of international good will through the exchange of student in the fields of education, culture, and science.” The current Fulbright U.S. Student Program now offers research, study, and teaching opportunities in over 140 countries to recent graduates and graduate students, with hundreds of colleges over the United States participating in the program.

DePaul University is one such college, with the Political Science department specifically having sponsored XX students’ applications. This year, two PSC semifinalist students - Erin Hammond and Emily Melbye - talked to us about their Fulbright applications, how DePaul’s Political Science department helped them on their journey to the Fulbright, and what advice they would give to students looking to follow the same path.

Erin Hammon

Erin is a semi-finalist for the research/study Fulbright program and describes her project proposal as a policy analysis of the Indian government’s recent reversal on GMO policy. Asked about the heart of her question, Erin responded that she’s hoping to explore why “a country that was once one of the biggest proponents of genetically modified crops and the technologies of the Green Revolution, [has] turned away from them in such a drastic policy reversal.” In addition, she hopes that she can “better understand the relationship between Indian independence, agriculture, and development” through “an archival study of the Supreme Court rulings to begin finding a pattern in this decision-making process.”

Hammond went on to detail how DePaul’s Political Science department had helped shape her path towards the Fulbright, stating, “Political science professors, particularly Dr. Stalley, Dr. Denton, and Dr. May, were incredibly influential in my decision to apply for the Fulbright.” She describes how a summer project for her Summer Undergraduate Research Grant (SURG) gave her “a taste of independent academic research” which led to her approaching Dr. Phillip Stalley about the Fulbright “as a way to continue conducting research post-graduation.” She continues, “He offered an immense amount of guidance throughout the whole process... Dr. Cathy May [also allowed] me to explore my proposal idea in a class I was in

with her, which shaped the bulk of my background knowledge for my proposal.”

When asked what advice she would give to a younger PSC student hoping to apply for a Fulbright Scholarship one day, Hammond strongly encouraged any individuals considering an application to “take advantage of any research or other academic opportunities now,” pointing to the extracurricular opportunities offered by the Political Science department as an example. Elaborating, Hammond said, “Those opportunities will not only make you a credible candidate for a Fulbright, but will also allow you to develop a whole toolbox [of] skills, inquiries, and ideas that will direct you towards a project proposal idea.” She also advocated for the “helpful” two-credit Scholarship Research Seminar offered by Dr. Stalley in Spring Quarter, stating, “By the end of it, you’ll have the bulk of your application done and [the rest] ready to be polished over the summer.”

Emily Melbye

Emily Melbye opted to apply for the English Teaching Assistant (ETA) Fulbright program, and chose Madrid, Spain, as her location site. The ETA programs place Fulbright Scholars in classrooms abroad to provide assistance to the local English teachers. They then help teach the English language while simultaneously serving as cultural ambassadors for the U.S. When asked about how DePaul’s Political Science department helped shape her course towards applying for the Fulbright, Emily wrote that her time in the DePaul Political Science program introduced her to numerous professors who inspired her to both “think big and also work hard to achieve the goals I had set for myself.” If she had to give one piece of advice to a younger student looking to follow in her footsteps, Melbye said that she would tell them to just “go for it,” explaining that “even the experience of putting an application together is a great way to reflect on what you’ve learned at DePaul and where you want to go next in life!”

<https://us.fulbrightonline.org/about/types-of-awards/english-teaching-assistant-awards>

NBC/MSNBC Correspondent, Steve Kornacki comes to DePaul!



On March 7th, the department of Political Science in collaboration with the College of Communication, had the honor of hosting NBC and MSNBC news correspondent, Steve Kornacki. Professor Cathy May invited Kornacki after using his recent book entitled *The Red and the Blue: The 1990s and the Birth of Political Tribalism* in her PSC 120 class.

Department News:

In February, Professor Dick Farkas was selected to be included on a list of US State Department / Fulbright "Senior Specialists." It is a three year appointment that commits Prof. Farkas to serving specific short-term projects proposed by foreign governments. This is the second time that Prof. Farkas has been recruited to serve. In his first experience on the list he assisted with the curricular and social science development of the new Ukrainian Catholic University in Lviv, Ukraine.

New PSC Course

PSC 249 – Changing International Order

Irese Obasuyi: What was the thought process behind this new class?

Professor Denton: I was approached by Professors Johnson and Andolina about the possibility of new course, and there's been a lot of discussion surrounding the importance of the liberal world order. So, we'll discuss how the liberal world order while intended for peace keeping, has in large part been a way for the United States to achieve its goals.

Irese Obasuyi: What is it like designing a class that is reactive to the news?

Professor Denton: In many ways it doesn't feel responsive to our current debate surrounding the organiza-

tions. There is a lot of change happening in countries that created the liberal tradition. The U.K. is dealing with Brexit, and several of our allies are dealing with the rise of the far right. There is a trend to turn inward. We are going to look at whether Trump is a symptom of a system that was already going to break down or if he is exacerbating the issue.

PSC 249 will be offered this Spring Quarter on Tuesdays & Thursdays from 2:40 – 4:10 pm. To learn more about the course, email Dr. Denton at

WDenton1@depaul.edu

Spring Course Spotlight

PSC 120—The American Political System — Mondays & Wednesdays 2:40-4:10 pm

PSC 150—Introduction to Comparative Politics — Tuesdays & Thursdays 9:40 -11:10 am

PCS 229—Policy Wars / Divided Nations —Mondays 6-9:15 pm

PSC 242— American Foreign Policy — Online

PSC 259—Hungarian Politics—Issues with Business and Society — Mondays 6— 9:15 pm

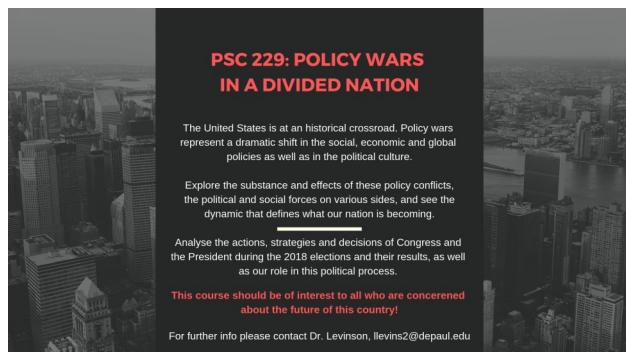
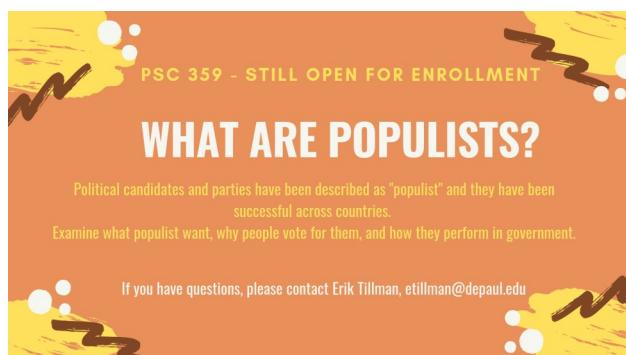
PSC 269—Sports Law & Politics Mondays & Wednesdays 11:20-12:50 pm

PSC 349— Latin American Political Economy —Tuesdays & Thursdays 11:20 - 12:50 pm

PSC 353—Comparative Democracy and Dictatorship — Tuesdays & Thursdays 11:20 - 12:50 pm

PSC 359—Advanced Topics in Comparative Politics — Mondays & Wednesdays 9:40-11:10 pm

PSC 390—Senior Capstone— Tuesdays 6 - 9:15pm



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