

PSC CHRONICLE

Volume 6 Issue 2 Spring 2021

300,000 Cases

200,000 Cases

100,000 Cases



Oct. 22



Nov. 3



Dec. 11



Jan. 6



Jan. 20



Mar. 11

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An artistic rendition of a graph of COVID-19 cases in the United States from October to the end of March that includes the major political events happening at the time. (From left to right): Donald Trump at the second presidential debate, an official ballot drop box for the presidential election, the COVID-19 vaccine, the January 6 attack on the Capitol, Kamala Harris at the Inauguration, and Joe Biden signing executive orders.



From the Department Chair



Scott Hibbard, PhD

Photos by Tara Magner

It was just over a year ago that the University – and the country – shut down in response to the COVID-19 pandemic. I was meant to be taking a group of DePaul students to Washington DC over Spring break last year, a trip that was abruptly canceled. Needless to say, it has been a tumultuous 12 months. With the rollout of the Covid vaccines, however, we can see light at the end of the tunnel. At the end of March, the State of Illinois and the City of Chicago both expanded eligibility to University faculty and staff to get vaccinated. And by the end of this month, all adults will be eligible for vaccination, paving the way for a re-opening of the University to on-campus instruction in the Fall.

Despite the constraints imposed by the pandemic quarantine, this past year has been eventful here at DePaul. Aside from offering our full complement of courses, the Department and our faculty were involved in a number of public forums in the Fall and Winter. The Department hosted a series of panels looking at different aspects of the 2020 Presidential contest. The last panel, which was held on inauguration

day, was of particular interest given the events of January 6. Our colleague Joe Tafoya also moderated two panels on Latinx participation in the elections, while others participated in a University wide program in October.

In December, we also hosted a memorial celebration for our long-time friend and colleague, Cathy May. It was a touching tribute to someone who had a positive impact on so many lives and who leaves such a rich legacy. At the memorial, I had the great pleasure of announcing the creation of two scholarship funds set up in Cathy's name (which are highlighted later in this newsletter).

In the following pages, you will hear from faculty, students, staff and alums writing on a variety of issues. While Covid-19 has at times seemed all consuming, the reality is that the pandemic is only the backdrop to the many historic events of the year. The storming of the Capitol on January 6, followed by the peaceful transfer of power, the continuing challenge of race relations and social justice have all defined this past

year. The recent mass shootings in Atlanta, GA and Boulder, CO and elsewhere also remind us that hate and violence are much more ingrained in our society than we would like to believe. These are the challenging realities that provide the backdrop to our students lives and inform their undergraduate experience. And although there is much negative news on which to dwell, I am cognizant of all of the good that is being done on a daily basis here by our faculty, staff, and students alike.

This past year has been a challenge, but I genuinely believe that we, as a community, have made the most of a difficult situation. I am looking forward to the return to campus in the Fall and once again being in the classroom. What the new normal will look like remains to be seen, but I am optimistic about the future of our program and that of DePaul University. In the meantime, we look forward to a very full and engaging Spring Quarter, and to "seeing" our students on-line.

You can keep up with the Department and its faculty by following us on social media.



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Thoughts on January 6: What We Might Learn from Hobbes and the English Civil War

David Lay Williams, PhD



While political tensions have been heightened over the past four years, the storming of the Capitol Building amidst the counting of Electoral College ballots on January 6, 2021 seems to have changed things. Instead of speaking merely of “parties,” “tensions,” and “polarization,” we now speak of “sedition,” “insurrection,” and even “civil war.” Indeed, from what I can discern, the right-wing Boogaloo Bois have described the recent putsch as a silo in their civil war.

On January 19, on the NY Times Daily podcast, a Trump supporter was interviewed about her thoughts concerning recent events. This is what she said:

“Stock your house with water, get cash out of the bank. I mean, I’ve heard it all. That’s how bad it is. I think there are a certain number of people who think we’re heading toward a civil war. I don’t have a taste for that. . . . I’ve heard some people say that maybe a state like Texas, Alabama, Louisiana . . . will secede. And I would move there in a heartbeat. And I’m becoming one who literally looks at every person who walks down the street and goes, ‘Are they one of ours or one of theirs?’”

And at his inaugural address, we heard President Biden cautioning us, that “We must end this *uncivil war* that pits red against blue, rural versus urban, conservative versus liberal.” The language of civil war is more common in our civic discourse than at any time in my lifetime.

I have been teaching political theory in various forms for close to a quarter century. Pretty much this whole time I’ve been teaching Thomas Hobbes’s *Leviathan*, published in 1651 and almost universally acknowledged to be the greatest work of political theory ever written in the English language. In case it’s been a few months since you’ve last read Hobbes’s magnum opus, let me give you the criminally quick summary version. Because humanity is fundamentally selfish and violent, we cannot survive as a species without constructing a government for our own protection. As Hobbes famously put it, the natural condition of humanity is “solitary, poor, nasty, brutish, and short.”

One of the staples of teaching Hobbes is to impress upon students the social and political circumstances in which he wrote. Specifically, he wrote in a time of significant political

upheaval, namely, the English Civil War. Yet calling it a “civil war” doesn’t resonate much with American students, namely because the American Civil War was importantly different from the English Civil War. The American Civil War was a war of North versus South – two territories divided by a clear line, the Mason-Dixon Line, as we still know it today.

The English Civil War, by contrast, was a war between partisans of the King versus partisans of Parliament. For our purposes today, we don’t need to delve into the reasons for this dispute (though, among other things, there were significant differences on tax policy, war, religion, and trade/commerce). Fundamentally, however, this was a war about which power was ultimately superior: the legislative or the executive.

The main concern for Hobbes in civil war – and something that distinguishes his conception of it from the American conception of Civil War, as drawn from our 19th century experience – is that your neighbor could well be your enemy. Such was the case in the English Civil War. As such, there was hardly respite from this war. You could step outside of your home, utter a

few nasty words about the King or Parliament, and then have those words reported to the corresponding authorities, who would then deliver punishment. Thus in civil war, all citizens necessarily live in ubiquitous fear.

According to Hobbes, amidst a civil war, there are no universally accepted terms of “just” or “unjust.” Indeed, in civil war, for him, “Force and fraud are . . . the two cardinal virtues.”

Scholars estimate that approximately 200,000 English subjects died in the Civil War. It is no wonder, then, that Hobbes characterized civil war as the worst possible condition of humanity and a condition that we must, at all costs, escape.

I mention Hobbes’s experience and processing of this civil war to help us begin processing our own recent events. This is for at least a few reasons. First, Hobbes’s depiction of the English Civil War is much closer to the present, in relevant respects, than it was to the Civil War. Whereas in the 19th century, the enemy might have been hundreds of miles away, now the enemy may very well be next door. As the woman interviewed by the NY Times suggested, anyone walking down the street could well be your mortal enemy – or at least this is the way that many people are already thinking. Second, the contest between Trump and Congress much more parallels the English Civil War’s contest between King and Parliament

than did the contest between the North and the South. Third, so-called “cardinal virtues” of “fraud and force” are very much in evidence. Both sides are accusing the other of some combination of lies, deceit, and fraud. A world in which there are contests about the truth, for Hobbes, there needs to be a firm arbitrator of truth and falsehood. We need to accept the same facts. Without this, for him, we will come to blows.

According to Hobbes, amidst a civil war, there are no universally accepted terms of “just” or “unjust.”

Does all of this mean that we are already in a civil war without even knowing it? I don’t know that we are necessarily there. Because while there are some alarming signs right now, I wouldn’t say that I spend most of my day in fear or terror of the mobs. Maybe you aren’t either. (Though perhaps we are not representative of many Americans, who might feel differently.)

Given his experiences in observing the English Civil War, Hobbes was obsessed with the question of what accounts for what he called the “dissolution” of governments. In considering the many causes of the dissolution

of governments – and hence sources of civil war – he offers a series of warnings to his readers. We don’t have time here to consider all of them (and you may well object to some of them). But I want to draw attention to a handful for our consideration – sources of dissolution that may well resonate with our own political, social, and even economic circumstances. In the interest of being brief, I’ll list them in bullet-point-fashion:

- The concentration of too much of society’s wealth in a small set of hands.
- The excessive popularity and prominence of one subject or some small set of subjects.
- The failure to deliver basic material goods to the poor.
- A growing sense among a class of citizens that they will not be protected by the laws.
- A failure to get all the citizens to agree to the same set of facts.
- A sense among a class of citizens that they are above the laws.

I’ll leave it to readers to decide whether or not these concerns apply to us today – and if they do, how many of them. Yet I’d probably argue that there are a number of warning signs to be found in this list – warnings that should well inform President Biden’s program for the next four years.

David Lay Williams is Professor of Political Science and Pre Law Advisor at DePaul. He teaches courses on political theory and the history of political thought and writes short pieces connecting the history of political thought to contemporary political concerns for outlets such as *The Washington Post*, *The Hill*, *Public Seminar*, and *Bloomberg News*. He is the political theory editor for *Political Research Quarterly*.



Biden's First 100 Days

Keith Simonds

The “First 100 Days” was first used as a metric to judge a new administration when Franklin Roosevelt used the term in a radio address in 1933. While a somewhat arbitrary measure, it does help create a useful yardstick for comparison. Like Roosevelt, Biden comes into office in the midst of an historic crisis. And like him, Biden can use this opportunity to become a transformative President in his first hundred days.

The Biden administration came into office in the midst of a global pandemic, after a riotous insurrection in the United States Capitol, an incumbent who would not admit to a clear defeat to such an extent that he refused to have an orderly transition in spite of the clear need, and four years of a political system in turmoil. The new President has an unusually large amount of Washington experience, with eight years as Obama’s vice-president and more than thirty years in the Senate.

He will need to call on that knowledge and experience to navigate what is the slimmest of Senate majorities. In the

election of 2020, the fight for control of the Senate came down to two run-off elections in Georgia, the Democrats managing to win both seats, resulting in a 50-50 tie with the Republicans, giving Vice-President Kamala Harris the tie-breaking vote as President of the Senate. The Democrats were also able to hold on to their House majority, though they did lose eleven seats.

So far, it seems that Biden and his staff have put that experience to quick use in the first 58 days of the administration. The first major piece of legislation the President Biden has signed is the \$1.9 trillion American Rescue Plan (ARP), described by Senator Bernie Sanders as “the most significant piece of legislation to benefit working people in the modern history of this country.” It includes a child tax credit, stimulus checks, money for states, money for vaccine rollout and host of other things. It was passed using budget reconciliation, a process that only requires a simple majority and is not subject to the filibuster.

There are very real limits to what can be achieved using this process, but Biden and the

Democrats have made it clear that they are trying to avoid what they see as the mistakes of the early years of the Obama presidency. Biden saw firsthand how much effort Obama made trying to bring Republicans on board in order to make the Affordable Care Act a bipartisan piece of legislation and the destructive consequences of not going bigger on a stimulus package as the country was recovering from the Great Recession. While Biden has made unity a core message of both his campaign and his early presidency, the White House has also made it quite clear that they will not let Republicans define what unity looks like. Rather than spending weeks trying to make a vote for ARP bipartisan, they instead point to high levels of support for their agenda, including 70% overall support for the ARP as evidence of their successful push for unity. With 50% Republicans saying they support ARP in the same polls, the White House may have a point.

Biden was also quick to undo a large number of Trump policies using executive orders, reminding us all that if you live by executive orders, you

die by executive orders. Many modern Presidents have found that sometimes the easiest way to work with Congress is to go around them. Over eight years President George W. Bush issued 291 executive orders and President Obama issued 276. In just one term, Trump issued 220 giving Biden plenty of targets early in his Presidency.

But executive actions are not a panacea. Even those areas where executive power is greatest are proving to present early challenges for the Biden administration. Trump made very controversial changes to the way immigration was handled, and the Biden administration is struggling to create a workable system. In February, border officials encountered 18,945 (a 168% increase from January) family members and 9,297 (a 63% increase from January) unaccompanied minors at the border. Right now, migrant children are being housed at the border in huge numbers and the administration recently announced they were sending FEMA to the border in order to help assist. It is an area where executive power can be used more freely, but there are no simple solutions, and the human costs are high. Fixing the immigration system is among Biden's most difficult tasks.

Foreign policy is another area where Biden is less constrained by Congress, but it comes

with its own set of challenges. Biden quickly rejoined the Paris Agreement and has said he wants the U.S. to be world leader on climate change. But he has been far less quick to rejoin the Iran Nuclear Deal, which may become more difficult as Iran holds elections in June which may result in a less cooperative government. Biden ordered his first airstrike as president in late February in Syria against targets linked to Iran.

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This has rekindled discussion of the 2001 Authorization of Military Force that four different Presidents have used to conduct strikes overseas. Additionally, reporting suggests that Biden is torn on whether or not to remove U.S. troops from Afghanistan by the May 1 deadline agreed to by the Trump administration and the Taliban. Many challenges exist on this front and Biden's overarching vision remains unclear.

Of course, the primary challenge for the new administration is their COVID response, and this has been a bright spot. Biden's overall approval rating has so far averaged 56%, but his handling of COVID has held steadily in the low 60s. Biden promised that his administration would distribute 100 million shots in the first 100 days. Many pointed out at the time that this was hardly a bold promise as it did not represent that large of a surge in the number of vaccines being given at the time. This promise was kept on March 19, well before the hundredth day.

This strategy of under-promising and over delivering provides stark contrast to the Trump administration's repeated claims that the pandemic would soon be over and a myriad of unkept promises. The simple act of making reasonable goals and keeping them, seems, according to polls, a better path to follow, even if those goals may be far lower than what is actually achievable.

What the future holds given this trajectory, in what remains of the first hundred days and beyond, is unclear. The rest of the Biden agenda will involve tough decisions and Senate rules may soon become the central issue of American politics. Without changes to the rules of the Senate, getting

“ Biden must decide what sort of President he will be. ”

legislation to Biden’s desk will be a tall order. Many of the pieces of legislation the Democrats want to pass can and will be blocked by the Republicans using the filibuster. That includes infrastructure, criminal justice reform, immigration, the environment and nearly every other Democratic priority. The Democrats could simply change the Senate rules and pass their legislation over Republican objections, but there is not enough support for this in the Democratic caucus, for now. Senator Manchin, one of the Democrats who has made his unwillingness to get rid of the legislative filibuster quite clear, has said he is open to some ideas that would reform the filibuster in ways that would put the onus on the minority.

Republican Minority Leader

Mitch McConnell has vowed that such changes would be met with a scorched earth campaign by Senate Republicans, but that may be a gamble the Democrats have to take if they want to be able to legislate. Democrats want to pass new voting rights protections with the For the People Act which is in part a response to many states moving towards passing more voter restrictions. If the Democrats make the choice to change the rules, the For the People Act may be the wisest vehicle.

The end of the “First 100 Days” also serves as a reminder of how quickly the honeymoon period can end for a President. But Biden benefits from an unsure Republican Party, with Trump as a disconnected leader with an uncertain future, putting other potential candidates in a holding pattern. Biden also is served well by his style of avoiding daily controversies over things like the marketing

decisions of the Potato Head brand. He has instead made a point of publicly mourning the over 500,000 Americans who have died during this pandemic and trying to bring people reasonable hope that the end is in sight.

Biden must decide what sort of President he will be. The passage of ARP offers a hint that he is willing to move quickly and boldly just as President Roosevelt did. Continuing that momentum will be the test. Voters in the 2022 midterm elections are far more likely to care about results than changes made to Senate rules and other questions of process. Biden and the Democrats will be in a tough position if all they have to offer their voters are detailed explanations of why they decided not to do what was necessary to pass their agenda.

Keith Simonds is a PhD candidate in Political Science at University of Illinois at Chicago. He worked on the John Kerry campaign in Missouri and the first Obama campaign, as well as many smaller campaigns mostly in the Chicago area. He teaches courses on American politics at DePaul.



A Brief Glimpse at Russian-American Relations

Dick Farkas, PhD

With the transition from Trump to Biden the style and substance of our relationship with Russia has changed. The Biden administration has salvaged the only remaining arms agreement with Russia. It provides for five years of limitations on deliverable nuclear weapons and specifies intrusive verification regimes. All other security agreements were terminated by the Trump administration. The economic dimension of the relationship is nearly non-existent. Diplomatically, we have already moved to a position that will calculate interests, open dialogue and negotiate on issues that are clearly in our mutual interests. The US is making a renewed commitment to multilateralism and is moving to re-align with allies and other states interested in constructive behaviors. President Biden may find himself confined by some of his Election 2020 campaign rhetoric especially around the concept of “human rights” and the awkward prescriptions for Russian policies regarding protest and dissidents. Political Science offers courses on Russia Politics (PSC 251) and Russian-American Relations (PSC 243).

Dick Farkas is Professor of Political Science at DePaul. He teaches courses on Russian Politics and Eastern Europe, revolution and terrorism, and cyberterrorism. He is the faculty advisor for the Xi Iota Chapter of Pi Sigma Alpha Honor Society.

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The Biden administration has salvaged the only remaining arms agreement with Russia.

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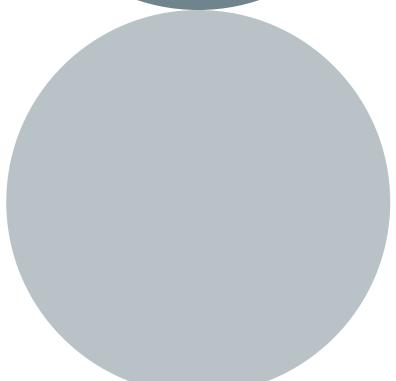
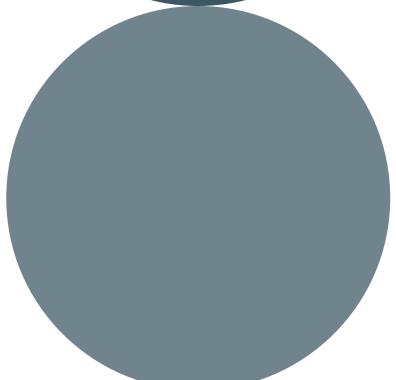
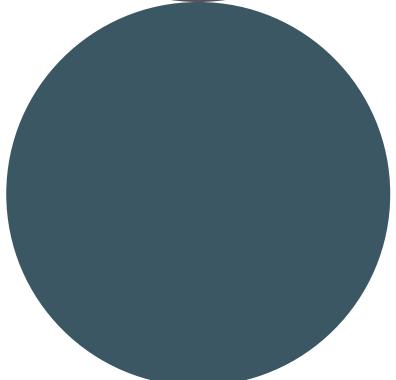
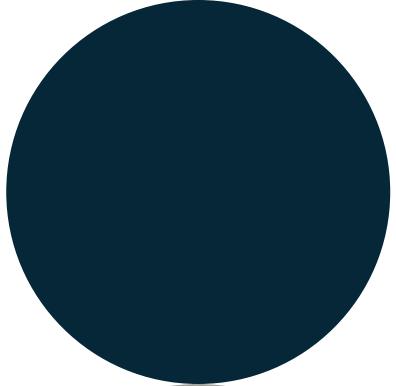
New Faculty Spotlight

Rhiannon Auriemma

Rhiannon Love Auriemma is a PhD candidate in the Political Science Department at Northwestern University. Her dissertation focuses on feminist theory and the role of intersectionality in feminist politics. As a political theorist, her research focuses on how feminists interpret and deploy the concept of intersectionality in order to ascertain how feminist politics should be practiced both inside and outside of the academy. She argues that feminist politics is currently marked by narratives of political purity; feminists assess one another as good or bad practitioners of feminism based on their fidelity to intersectionality. Her work advocates for broad and generous interpretations of intersectionality that leave space for multiple avenues of feminist resistance. One possible avenue that she explores is how pragmatic engagement with civil rights law might generate new possibilities for Black feminist thought in action. Drawing on the work of intersectionality's "coiner" Kimberlé Crenshaw and other Black feminist critical race theorists, Rhiannon puts forth an understanding of intersectional feminism that embraces contentious and sometimes contradictory ways of speaking, acting, and "doing" feminism.

Before her time at Northwestern, Rhiannon earned a BA in Liberal Arts and Gender Studies and a MA in Politics from The New School in New York City. Her Masters thesis focused on feminist interpretations of the work of anticolonial theorist Frantz Fanon. She was the Outstanding MA Graduate in Politics in 2013. While at The New School, Rhiannon was an active campus organizer. She founded a feminist student coalition and spearheaded a successful reform of the university sexual assault policy. As a result of this work, she collaborated with university partners on the Yes Means Yes Campaign, a multi-media awareness campaign on radical consent and sexual violence on college campuses. She has presented her work on the policy reform and on Yes Means Yes to California Coalition Against Sexual Assault (CALCASA), the Manhattan Borough President's Office, and the New York City Center Against Domestic Violence. Alongside this work, Rhiannon co-founded a peer-to-peer sex education collective, taught mini courses on sexual health to university freshman, and organized teach-ins on student activism. In 2013, she co-founded the Baldwin-Rivera-Boggs Social Justice Hub, a student-run social justice organizing space in the New School's University Center.

Rhiannon is a proud first generation college graduate and, in her free time, has volunteered as a mentor to low income and first generation students at Northwestern. She is excited to join the DePaul community and to share her passion for feminism—in theory and in practice—with her students.





Staff Spotlight

Ben Stumpe

I'll be honest, it's not easy coming from a sheep farm in Brazito, Missouri to the third largest city in the United States for college. Although I receive many poor sheep jokes from my friends at DePaul such as, "Hey Ben, did you do bahhhhhdly on the test?" or get a look of disappointment when I break it to them that I do not name all forty of my family's Tunis sheep, I have found a multitude of ways that have made my transition from high school to college smoother.

When I introduce myself to new people I usually say I am from Jefferson City, Missouri, which is partially true because that is where I attended high school at Helias Catholic High School. If they are not familiar with Jefferson City, I jump to the most known city in Missouri which is St. Louis. If they are still confused even after that I just settle for a suburb of Chicago. But that is the perk and curse of being from a small town: the assumption that growing up there implicitly means a lack of exposure to the big bad world we all call home. I think quite the opposite with regard to my family that is known for travel. My dad is a heating and cooling technician who frequently travels out of state when the weather changes. My mom works for Johnson & Johnson and travels to Florida and Europe for business meetings. My middle sister, Lizzy, is employed by Procter & Gamble in Seattle, Washington. My oldest sister, Emily, is currently raising a four-month old boy with her husband Jared while also working at the IT Department for the State of Missouri. And, of course, I am attending DePaul University in Chicago. We are a family that is highly defined by our work ethic. I would argue that this is partially due to our upbringing on a farm with the strenuous, yet fulfilling, requirements of

bottle-feeding lambs, cleaning out manure from the barn, and shearing the sheep come springtime. And yes, my city friends, it is called shearing not shaving.

I would also argue that my work ethic is a product of my passion for communications, the performing arts, and extracurricular activities. I decided to put DePaul on my radar after attending the Missouri Fine Arts Academy for theatre in the summer of 2017. My stage combat teacher, an alumnus of DePaul, encouraged our class to consider DePaul because of its many highly-ranked programs such as The Theatre School and College of Communication. So, I added it to my college search list along with Loyola, Northwestern, Fordham, Webster, and several other universities. I think what made DePaul distinct from the others was its location. When I visited the College of Communication my senior year in high school, the faculty at the welcome session made it clear to me why DePaul was the best choice. They said, "If you want to attend the journalism school at Mizzou...", the most popular college in Missouri where many of my friends decided to attend, "...that is fine. Just know that at one, you are covering news happening in Columbia, Missouri, and at the other you are covering news happening in downtown Chicago." I needed no further explanation. THIS is where everything happens. By the middle of my senior year in high school, I was accepted into DePaul. By the beginning of my freshman year at DePaul, I decided to major in Communication and Media with a minor in Theatre Studies.

Before long, I became actively involved with a number of DePaul programs and organizations. I auditioned and became a member of DePaul Improv and Sketch Comedy's



Ben Stumpe in his original musical *Couch: the Musical*.

Goodnight Kiss improv troupe in the fall of 2019. I was able to perform improv and some stand-up comedy with DISC, but our troupe only got to perform once at The Playground Theater before the pandemic hit. My freshmen year, I was elected to be one of the Honors Floor Representatives for Honors Student Government. This year, I am the Social Committee Co-Chair for HSG and the Layout and Design Editor for *Honorable Mentions*, a quarterly newsletter distributed by the DePaul Honors Program. As Social Committee Co-Chairs, one of my roommates David Taullahu and I were able to organize online events such as Kahoot trivia nights, Fast Friends - a speed friending event similar to speed dating, a Halloween costume contest, a pet photo contest, a Groundhog Day coloring contest, an ugly sweater contest, and a virtual bingo night. These games, contests, and activities were designed to engage first-year Honors Program students who never got the chance to meet friends in-person when starting their college career. In the realm of theatre, I found my courses at The Theatre School to be interactive and exciting, but they lacked a real-world application. I noticed a void at DePaul: outside of TTS, there were little to no ways of involvement for non-theatre majors. This led several of my theatre friends at DePaul and I to form Blue Demon Theatre: a student-run organization that encourages DePaul students from any major to be active theatremakers. As the Artistic Director for BDT, I lead board and general body meetings, help organize events and performances, and guide members in seeing their ideas come into fruition. This season, our organization has successfully produced *Valentine's Cabaret: An Evening of Love Songs*,

Last One Standing: A Solo Performance Contest, and we raised \$1,440 to fund our online spring musical. Coming up, we will be hosting *Spring Awakening Cabaret: An Evening of Musical Theatre Songs, Short and Sweet Theatre* which is a production of 10-minute plays that are written, directed, and performed by DePaul students, and *[title of show]* which is a one-act comedic musical. More information on production dates and tickets can be found on Instagram and Facebook @bluedemontheatre or on our website bluedemontheatre.weebly.com.

Along with my activities, I most importantly enjoy being the Student Assistant for the DePaul Political Science Department. I joined the department in October of 2019 and have found fulfillment in everything I do. When the university was in-person, I greeted visitors at the front desk, collaborated with Political Science students, and assisted faculty and staff members with a variety of tasks. I still help students, faculty, and staff remotely, but I miss the hustle and bustle and sense of community found in the office. In addition to communicating with many people, I am also in charge of media creation and marketing for the Political Science Department. This position has pushed me to grow my skills in the area of graphic design by creating slideshows, event flyers, and promotional materials for the department and its courses. While living in the COVID-19 pandemic, it has been crucial to increase our online presence on social media. Running our Twitter, LinkedIn, Facebook, and



Ben Stumpe leading a Blue Demon Theatre meeting.

Instagram accounts includes posting about Political Science events, upcoming courses to enroll in, and other pertinent information for our students and alumni. While I enjoy all of these different facets of my job, my most creative and satisfying endeavor is taking photos, creating the cover, and designing the layout of this newsletter. Although the members of the PSC Staff Team all joke about wanting me to stay forever in this position, I know by senior year

I'll be ready to move on to my next endeavor. Luckily, many of these skills that I acquired as a Student Assistant will carry on to my future career in communications, marketing, and/or theatre. I guess this farm boy was cut out for city life after all.

Ben Stumpe ('23) is the Student Assistant for the DePaul Political Science Department. He is also a sophomore communications and media student at the College of Communication with a minor in theatre studies.

Faculty Spotlight

Joe Mello, PhD



Tell us about your background. Where are you from originally, and how did you get interested in an academic career?

I think that I have a somewhat unusual background for a Professor. I am a first-generation college student from a working-class family. My parents, to their great credit, did everything they could to make sure that their children would go to college, and all three of us (me and my two sisters) did so. But, for them college was just a means to an end, "go to college so you can get a good job and make lots of money," that was the extent of the advice I received from my parents. Since they had never gone to college themselves, they really couldn't offer me much help in navigating the admissions process, or dealing with the stress of college life. So, I have a lot of empathy for the first-generation college students here at DePaul, because I know how hard it is to have to figure

that stuff out on your own.

Being a professor never really occurred to me until very late in my undergraduate career. I was on the college debate team, and like most debaters I just assumed I would be a lawyer someday. I was also a bit of an academic late bloomer, so I didn't have the GPA that I would have needed to get into a high-ranking graduate program anyway. I had a professor who I adored, Richard Ellis, and he really took me under his wing. He got to know me pretty well, and was one of the few professors I had who would call me out on my bullshit. He never let me fake my way through a class I didn't adequately prepare for, or mail in a paper assignment, or anything like that. I respected him a lot for that. When I was getting ready to graduate, he

suggested that I think about getting a PhD. I thought he was sort of crazy at first—honestly, he might have been, because it turns out that getting a PhD and then managing to nab a tenure track job is much harder than I ever imagined—but the more I thought about it, the more I felt like being an academic was what I was born to do.

So, I went to the only graduate program I applied to that would agree to fund me, the University of Connecticut, and I wrote a really excellent dissertation, which I think was the key to my success on the academic job market. It took me two long years of applying for tenure track jobs across the country, but I eventually ended up in my forever home here at DePaul. So, it all worked out in the end!



You were one of the few PSC faculty members teaching on campus in the Fall. Could you tell us about the experience and what it was like to be back in the physical classroom?

I absolutely love being in the classroom, both for personal and pedagogical reasons. I once had a professor tell me that you can never really learn any subject until you are forced to talk or write about it, and for me that has always been true. So, classroom discussion is very important to me. I try to run all of my classes as seminars, especially the upper-division ones. For whatever reason, I have found that it is really hard to do that over zoom. I also think that being a professor has a performative aspect to it. Academics who can't enter the classroom are kind of like actors who aren't allowed to take the stage. I don't want to seem too melodramatic about it, but part of your soul sort of dies when you can't get out there and perform for a live in-person audience every day.

That said, I was more than a little anxious about entering the classroom space during the time of covid. I decided that I would only do this if I felt like I could make it as safe as possible for everyone involved. So, the first thing I knew was that I just would not feel right requiring people to attend class in person if they did not feel comfortable doing so.

I worked it out so that there were two sections of my course, one that would be online and one in person. I ended up with about 15 students attending class in person and another 15 students attending remotely. I did not want to have to essentially teach two separate classes, so what I did was bring the zoom students into the physical classroom with us. The classroom where I taught had a camera mounted on the wall that I could use to run a zoom session. At the start of each class, I would boot that camera up, and then all of the students joining us on zoom could participate in a discussion with the rest of us that were meeting in person. I was really hoping that we would be able to seamlessly integrate these two groups into one big discussion, and sometimes it worked that way, but I think the in-person students did tend to dominate the discussion a bit. I found it worked best when I projected the images of the zoom students onto the board so that we all felt like we were one big class. It was a fun experiment, but I don't know if I would call it a complete success. I learned a lot though.

What is the focus of your current book project and how did you get interested in the topic?

I am currently working on a book about cannabis legalization called *Pot for Profit*. The book is under contract with Stanford University Press and should be out in Fall of 2022 (fingers crossed). Many social movement activists see cannabis legalization as a mechanism for undoing some of the damage of the war on drugs, both because it means fewer people will be arrested for a cannabis offense, and also because creating a new industry around cannabis can provide economic opportunities to communities that were hit hard by these punitive policing tactics, particularly communities of color. For the most part, that isn't really what has happened at all. In Illinois for example, social movement activists pushed hard for a legalization bill that

would include a "social equity" provision designed to help people from under privileged communities enter the cannabis space. So far, those provisions have pretty much failed spectacularly.¹ Instead, the primary beneficiaries of cannabis legalization have been wealthy white people, particularly those from the business community. Many of these people have zero experience with cannabis, they just know how to run a business that makes money. The book tries to understand how that happened and what, if anything, we can maybe do about it.

How did I get interested in this subject? Well, I don't want to go all Carl Hart on you,² so let's just say that I am familiar with cannabis culture. I grew

up in Oregon, a state which has always been at the forefront of the cannabis reform movement. Oregon was one of the first states to legalize cannabis for medical use, and was the third state to legalize it for adult use. So, I have sort of been watching these policies unfold for decades. I also grew up in the 1980s and 1990s when Nancy Regan was on TV pushing her "just say no campaign," and those lame anti-drug commercials were everywhere.³ So, the fact that we are suddenly at the point where we are actually legalizing cannabis in this country seems kind of insane to me! I guess I've always been interested in understanding how these big cultural shifts happen. My first book was about gay marriage, which has that same dynamic.

¹<https://www.youtube.com/watch?v=GOOnENVlxPI>

²<https://www.chronicle.com/article/why-a-columbia-neuroscientist-acknowledged-using-heroin>

³<https://www.politico.com/news/2021/01/24/illinois-marijuana-industry-diversity-461476>

A number of our faculty have been responsible for teaching their children at home during the pandemic. How have you balanced these responsibilities over the past year?

I have three kids, Landon (4), Everett (7), and Beth (10). So, I am used to a certain amount of chaos around the house, but covid takes that to another level! In normal times parents get a break during the day when the kids go to school. This allows us to get some work done, or

maybe just grab a minute of peace. It also gives the kids a chance to run off some energy, socialize with friends, etc. Covid destroyed all of that. So as a parent I would say the biggest challenge is just that you no longer have that break. You now have to somehow figure out

how to get your work done and help your children do their work, or just find ways to occupy their time. Honestly, I don't know that we have figured out how to balance those demands well, but I do think there are a few things I have learned over the past year that might be helpful.

The Mello Family at Canon Beach, Oregon in the summer of 2020



The Mello kids playing at the beach

First, I have a supportive partner who helps me carve out a few hours a day to work undistracted. That is huge! Second, I think you have to lower your expectations a bit. If one of my kids is having a day where they really don't want to do their zoom homework, sometimes it's just not worth fighting them all day to do it. As long as it's not an everyday thing, it's probably not that big

of a deal to let things slide a bit on occasion, and it helps you preserve your sanity. Similarly, if one of my kids makes a cameo in one of my zoom classes (which happens quite often) it doesn't seem like the end of the world anymore. Finally, I think this is one of those rare situations where being divorced and only having 50% custody of your kids is actually a blessing. Instead of just two parents, there are three

of us who share the workload. I feel much better about letting my work slide a little during weeks that I have the kids so that I can attend to parenting duties, because I know that I can make it up the next week when they are with their mom.

Joe Mello is Associate Professor of Political Science and Pre Law Advisor at DePaul. He teaches courses on law and American politics. He is the author of *The Courts, The Ballot Box, and Gay Rights: How our Governing Institutions Shape the Same-Sex Marriage Debate*, Kansas UP, 2016.



Alumni Spotlights

In Conversation With

Arturo Chang

Can you tell us a little bit about yourself and how you ended up at DePaul as an undergrad?

I arrived at DePaul in the Fall of 2012 as a transfer student from Northeastern Illinois University (NEIU). I grew up in Chicago after immigrating from Mexico as a child. I've spent most of my life in the northside of the city, mostly in Lincoln Square, Andersonville, and Rogers Park. The opportunity to transfer into DePaul was a major relief for me at the time. I was a first-generation student and had only

been admitted into NEIU following graduation from Amundsen Highschool. The world of higher education was very unfamiliar to me and only came to realize how much I enjoyed academic engagement due to mentorship from professors at both Northeastern and DePaul. Transferring to DePaul opened a second chance at "formal" education and I was fortunate to have lots of support.

What made you interested in pursuing graduate studies? Were there particular DePaul faculty members who made an impression on you and your decision to pursue a PhD?

My interest in pursuing a PhD is completely indebted to the mentorship and teaching style of DePaul professors. As I neared graduation, and after spending a semester interning in Washington D.C., I recognized that I was not ready to move away from academic conversations. At the same time, I had no plans or knowledge regarding grad school and academic careers. In retrospect, I took a naïve approach to applying and ultimately deciding to go to grad school. I wanted to keep studying and knew I couldn't afford to pay for a Master's Degree, so I tried for the Ph.D.

This isn't a particularly unique or exceptional story—it is very common among first-generation and BIPOC students. Beyond speaking to my experiences, this story addresses the importance of supporting "non-traditional" students beyond admission. Luckily for me, DePaul has

professors that care about working through these experiences with their students. What I learned from my mentors expanded far beyond the goals of their respective classes.

From Political Science, Cathy May taught me to love teaching and ground ideas in lived experiences. Cathy demonstrated the importance of approaching teaching with all of your self—as a complete person learning with students and through vulnerabilities, evolving opinions, and frustrations. To this day, I think of Cathy May as the only person that I've seen embody the commitments of what Bell Hooks calls "transgressive education." Essentially, the notion that you teach students to approach learning as a self-reflective, personally transformative experience. One in which learning becomes a relational practice through which both the student and teacher benefit. I try to emulate

this with my students and always come back to Cathy's teaching style to reflect on my own approach.

Cathy was only one of the many other passionate teachers at DePaul Political Science. David Lay Williams remains one of my most important sources of support and mentorship. I was introduced to David by Cathy in the summer of 2014, just before I took his class on The Federalist Papers. David's course inspired me to commit to Political Theory as my area of focus by helping me recognize the importance of engaging with theoretical texts as tools for critical reflection. After the course, David was kind enough to guide me through the application process, help me negotiate offers, and would become central to my thinking as I developed my research in the PhD program. Today, as I finish up my PhD and transition into a faculty position, David remains a close mentor and good friend. He was a great source of support as I negotiated my position at the University

of Toronto, for example.

So many other people come to mind. Molly Andolina taught me so much in terms of effective, empathetic teaching. She was an important mentor and was one of the people who most encouraged me to apply to graduate school. Valerie Johnson was an example to follow for me as well—she always pushed me to be critical. Jim Block encouraged me to think beyond conventional practices as well. In English, Rebecca Cameron pushed me to improve as a writer and mentored me through my first academic conference presentation at the International Virginia Woolf conference. I'm very thankful to them all for investing so much in their students, especially within a profession that encourages many scholars to be protective of their time and invest minimum effort in teaching. My experience at DePaul made me take teaching seriously and I know both my research and pedagogy are better for it.

What is the focus of your doctoral research and how did you get interested in the topic?

My research is situated in two areas of political science. First, in Political Theory, my work centers on comparative, decolonial, and post-colonial studies to analyze the political contributions of marginalized groups for revolutionary movements in the Americas. My dissertation and book project, entitled "Imagining America: International Commiseration and National Revolution in the Modern Post-Colony," works from these areas to trace what I call "Pan-American Discourse," a hemispheric vernacular that I argue connected Indigenous, Black, and Mestizo insurgents across colonial spaces during the Age of Revolutions. The goal of this work is to demonstrate that popular discourse and marginalized actors played fundamental roles in the evolution of radical anti-colonial thought and revolutionary movements. I use popular

archival objects such as pamphlets, speeches, songs, poems, and visual artifacts to illustrate these hemispheric conversations.

The commitments behind this project are motivated by an interest in addressing the erasures of political theory and political science. The field remains predominantly committed to the "western" canon and as a result has reinforced the historical erasure of BIPOC groups and thinkers. The field is working toward addressing these problems and I'm excited about contributing to those efforts. The Political Science department of the University of Toronto is a leading example of this type of work and I really couldn't be happier about joining them.

My secondary research, in American Politics, focuses on the study of public opinion, voting behavior, and political language. My work with

Benjamin Page, Thomas Ferguson, Jacob Rothschild, and Jie Chen developed from an interest in working with open-ended responses that reveal the political opinions of everyday voters in their own words. This project was supported by the Institute for New Economic

Thinking and our first article appeared in the International Journal of Political Economy. This is an ongoing project and hope to publish more work analyzing public opinion during the 2016 and 2020 U.S. elections.

What did you like best - and least - about graduate school?

One of the best parts of grad school is that you get an opportunity to focus almost exclusively on your interests for a few years. Regardless of what career path you take beyond the PhD program, it can be very rewarding to have that kind of creative and intellectual experience. I enjoyed developing ideas in community and making them map onto a cohesive project. I also enjoyed connecting research and teaching, which helped me build mutual learning relationships with my students.

On the flip side of this, the hyper-focused research experience can lead to moments of isolated thinking, which I didn't always enjoy. Grad school, and academia more broadly, pressures you to approach research as an individual exercise. My best ideas came from learning and thinking with others and to make those interactions happen you have to work against the conventional expectations of graduate research.

Can you tell us a little bit about how you ended up, first, at Williams, and, ultimately, with a tenure track job at the University of Toronto?

I joined Williams as a Bolin Fellow in Political Science during the 2020-2021 school year. The Bolin Fellowship is a university-wide position that brings two scholars of underrepresented backgrounds into the College to support them as they finish up their PhD. The fellowship runs for two years and provides community, funding, and mentorship as you navigate the transition out of grad school and into your next career path. I have really enjoyed being at Williams—the students are great and the faculty are a very close-knit community.

I'm thrilled about joining the University of Toronto, and while I can say how it happened logically, it still feels like a surreal outcome that was partially out of my control. Ultimately,

I had a lot of help from faculty, mentors, and friends who helped me prepare good materials, an effective job talk, and a refined research narrative. Among them was David Lay Williams, who helped me prepare for the shortlist interview at the very beginning of the process. And luckily, the faculty at the U of T were receptive and encouraging of my work. It would be dishonest to take sole credit for this incredible opportunity. I did my best to follow feedback and put myself in the best position from the side of things I could control. The rest of the process comes down to unknown factors and luck. Now my hope is to make the best of this opportunity, build on the efforts of those that helped me, and do my part to help others.

What classes will you be teaching at U of T?

Next year I am slated to teach a course on Late Modern Political Thought at U of T. The goal of the course is to introduce students to central figures of political thought beginning in the late eighteenth-century, among them Jean-Jacques Rousseau, Adam Smith, Mary Wollstonecraft, Karl Marx, and Friedrich Nietzsche. Given my focus on decolonial and post-colonial thought, however, my goal is to teach this course in a way that situates these thinkers in contention with racialized, gendered, and otherwise

marginalized thinkers of the colonial world. So we will read texts by thinkers like Mercy Warren, Simon Bolivar, Frederick Douglass, Benito Juarez, and W.E.B. Dubois as well as ephemera that emerged from Black, Indigenous, and Mestizo groups. Moving forward I intend to teach courses that focus specifically on comparative political theory, de- and post-colonial studies, Indigenous politics, and Latin American political thought.

Is there anything else you would like to share with our readers?

I want to reiterate my gratitude to DePaul Political Science for being a major source of support as I worked to adapt to the university context. I'm certain that I would not have succeeded without the care and empathy that so many people at DePaul show students like myself. I also want to emphasize how important it is to support underrepresented students beyond admission. Making universities constructive and supportive spaces for BIPOC (black, Indigenous, and people of color) students

requires building community and institutional structures that ensure their success long-term. This commitment goes beyond individual departments. I was able to succeed at DePaul because of the unrelenting support of faculty—the university should reward and encourage these relationships by ensuring that mentorship is not a professional burden for professors.

Arturo Chang will be joining the University of Toronto's Political Science Department as a political theory Assistant Professor in Fall 2021.

Trisha Chokshi

Trisha Chokshi is a partner at Chokshi Filippone Law, LLC. She concentrates her practice in the areas of immigration law, residential real estate, and estate planning.

Ms. Chokshi previously served as the Constituent Services Advocate and Grants Coordinator for U.S. Representative Tammy



Duckworth of Illinois' 8th Congressional District. In her role, Ms. Chokshi served as the primary liaison with federal agencies on behalf of constituents regarding matters related to immigration. She also assisted organizations, agencies, and municipalities that were seeking federal grants.

Prior to law school, Ms. Chokshi was a human rights activist with the Midwest Coalition for Human Rights. As coordinator of the Immigration Detention Project, Ms. Chokshi collaborated with Coalition members to support regional and national reform efforts to ensure a more humane immigration detention system consistent with international human rights standards. She has also held positions at the Office of the Illinois Attorney General, Civil Rights Bureau, and the Office of the State Appellate Defender.

Ms. Chokshi graduated from Northern Illinois University College of Law and received her Bachelor of Arts in Political Science from DePaul University. During law school, she served as the Editor-in-Chief of the Northern

Illinois University Law Review and wrote articles that were published in both the Review and local bar association journals.

As a child of two immigrant parents who traveled from India to the United States to achieve the American dream, Ms. Chokshi understands that it was the hard work and dedication of her parents that contributed to her success. Her story is similar to that of countless other families who have relatives or have themselves traveled to the United States in hopes of achieving their own version of the American dream. At Chokshi Filippone Law, LLC, Ms. Chokshi works to ensure her clients have the best legal representation possible in order to navigate the complex legal system.



James B. Cronin An Open Letter

This year, one of our graduating seniors is Jeffrey Cronin. His father, James (Jim) Cronin, was a Political Science Major at DePaul, who graduated in 1980. Jim's father (and Jeffrey's grandfather) was also a DePaul Alumnus, having earned his degree on the GI Bill after WWII.

Jim Cronin got back in touch with us recently after the untimely passing of Cathy May. Cathy and Jim were close friends during their time at DePaul. Among other things, they shared a passion for politics. Jim subsequently entered the military and started a 40-year career, much of which was spent overseas.

We have asked Jim to share some of his thoughts with us about Cathy, his time at DePaul, and his career. Several excerpts are below. You can read the full letter on our website. Our deep appreciation goes out to Jim for sharing his story with the DePaul Political Science community.

[While helping my son research college options, I decided to check DePaul's website and review the programs before assisting Jeffrey with the application process.] While browsing the site, I noticed a Dr. Cathy May listed under the Political Science department faculty. A quick review of the information made

it obvious this was the very same Cathy May from my school days. I reached out to her and shared our family's plan of sending Jeffrey off to DePaul in the spring of 2020. Cathy forwarded my message to Dr. Farkas [a former professor of mine], and the three of us started corresponding. Jeffrey was admitted to DePaul and we flew to

Chicago in February 2020 to see him off, not knowing COVID-19 was on the way.... We arrived and spent a couple of days at DePaul visiting both Cathy May and Dick Farkas. In just the few hours over those two days, Jeffrey and I got to spend valuable time with Cathy. I could tell she was the same selfless person I knew so many years before. Her passion for people and caring had not dimmed in the least. As we were having our final lunch, before she had to get back to class, Cathy said she hoped to help Jeffrey get an internship and provide him any advising help he needed. At that final meeting, we hugged goodbye and promised that next time, we would get together and catch up on our lives. I had been invited to return that May, for the annual Political Science reception, to make some remarks as a distinguished graduate. I really looked forward to seeing for myself, in person, how my son was doing as a DePaul student and also, to catch up further with Cathy and Dr. Farkas. Then of course, COVID-19 hit, and life as we knew it changed.

My education at DePaul was the springboard to my professional careers. During my professional life, I've had two complete careers: the first, I served as an Army officer for 20+ years and achieved the rank of Lieutenant Colonel. During my Army career I served assignments in Germany, Korea, and Bosnia and completed several temporary duty assignments in the Middle East, Africa, Central and South America. I was privileged to command different companies of 100-350 personnel and served as a brigade executive officer where I was second in charge of 2,000 personnel. ... During my time in the Army, I was to learn and practice a set of values which have stayed with me forever: duty, which is quite simply fulfilling your obligations. Respect, or treating others how they should always be treated. Selfless

service, putting the welfare of those around you, especially your subordinates, before your own. And always, acting with integrity, doing what is right even when no one else is watching.

My second career has been in higher education – I joined the University of Maryland Global Campus in 2000 and was instrumental in setting up an entire new department that supported educational opportunities for military servicemembers, and their families on military installations throughout the United States. As I worked my way up the organizational ladder, I focused on program management and [the use of] technology to improve student processes, in an institution with distinct campuses throughout the world. In 2013, I was appointed the Vice President of Stateside Military Support, and in July 2016, I was selected for my current role as Vice President and Director of UMGC Asia [which oversees] 25 education sites on military installations throughout mainland Japan, Okinawa, South Korea, and Guam, with additional support for Australia, Singapore, and Diego Garcia. I am responsible for day-to-day operations which educate close to 12,000 students a year, with a

workforce of over 50 collegiate and 250 adjunct faculty, plus 200 staff members....

I feel very honored to have been inducted into the International Adult Continuing Education Hall of Fame, in November 2017. During my time at UMGC, the university has really focused on educating people who did not go straight to college out of high school, or may have had to cut short their traditional campus experience and pick it back up later in life - students who are often juggling all the responsibilities of adult life such as parenthood, while working a full-time job as well as trying to go to school. I really came to appreciate how much some people must sacrifice to achieve their educational dreams

My education at DePaul was the springboard to my professional careers.

and realized that while it is important to keep academic quality high, we need to help remove unnecessary barriers that get in the way of their education....

As I look back to my time at DePaul University, as a fellow student with Cathy May, and our paths crossing unexpectedly over 40 years later, I was

so appreciative to meet up with her again.... Learning what an impact she made as beloved professor Dr. Cathy May, and the lives she changed for the better, was truly inspiring to me. I am forever grateful and cherish these DePaul memories – both then, and now – and am proud to see my son as a soon-to-be third generation DePaul graduate.

Vanessa Cruz Nichols



Vanessa Cruz Nichols is an Assistant Professor in the Political Science Department at Indiana University. Her research interests have centered on citizen activism and motivators of political participation with a particular focus on reassessing the hypothesis that threat is the main catalyst that awakens the Latino “sleeping giant.” Instead of potentially exacerbating feelings of helplessness while only emphasizing a sense of urgency (or policy threat), combining these messages with more opportunity-based policy alternatives may be an improved strategy to catalyze a group to rise, and not succumb, to the challenge before them. Cruz Nichols’ ongoing book project leverages data from original survey experiments (bilingual) and survey analyses from the American National Election Study (2012-2020) focused on Latino participants. Her book project is tentatively titled *“Latinos Rising to the Challenge: Political Responses to Peril and Promise.”*

The common thread between Cruz Nichols’ dissertation project and her additional co-authored research projects involves the extent to which elite messaging strategies and policies can motivate and create a more engaged citizenry more broadly. Cruz Nichols’ collaborations involve 1.) the spillover effects of immigration

policy enforcement in the domain of political/civic engagement and public health among Latinos, 2.) whitewashing cues minority candidates use to appear less threatening to various voting electorates, and 3.) the effects of religiosity in explaining the diverse Latino electorate’s response to COVID-19 and 2020 candidate preferences. For more, visit her IU faculty [page](#).

Cruz Nichols earned her M.A. and PhD in Political Science from the University of Michigan. Her time in graduate school and dissertation research were supported by the Ford Foundation and National Science Foundation. She earned her Bachelor’s degree in Political Science and Economics from DePaul University, where she was a McNair Scholar. Prior to becoming an Assistant Professor, Cruz Nichols was a Postdoctoral Fellow at the Center for Research on Race and Ethnicity in Society and Visiting Assistant Professor in the Department of Political Science at Indiana University from 2017-2019. As a first-generation scholar, her PhD would not have been possible without her family and the strong mentorship network provided by mentors from DePaul University and the University of Michigan.



Erum Ibrahim Ali

Ms. Erum Ibrahim Ali currently serves as National Security Advisor for the Senate Majority Whip, Senator Dick Durbin, having been with the office for over a decade. A native of Chicago, Erum holds degrees in International Studies and Political Science from DePaul University and will be pursuing her Masters in Global Policy from Johns Hopkins this fall. Prior to her work on the Hill, Erum worked as a fellow with the Interfaith Youth Core and spent

summers teaching early childhood literacy with the Jane Addams Hull House Association. Erum has additionally served as a Truman Congressional Security Scholar and a Woodrow Wilson Foreign Policy Fellow in Washington, and volunteered for numerous political campaigns over the years. In her spare time, she enjoys traveling (when not faced with a global pandemic!), reading fiction, and spending time with family and friends.

PSC Events

DePaul Political Science
Information Sessions

Law School Panel
Wednesday, April 14, 4:00 - 5:30 p.m.

David Williams
DePaul PSC Pre-Law Advisor

Alberto Coll
DePaul Law School

Jimmy Morrissey
Current Law Student
University of Wisconsin
Former DePaul PSC Student

Trisha Chokshi
Chokshi Filippone Law, LLC
Former DePaul PSC Student

Join meeting here: <https://depaul1.zoom.us/j/98174415485?pwd=NFRoL3o1ZUNod21jZkxFU1kTWdYUT09>

Graduate School Panel
Wednesday, April 21, 4:00 - 5:30 p.m.

Erik Tillman
DePaul PSC Professor

Arturo Chang
University of Toronto
Former DePaul PSC Student

Matthew Winters
University of Illinois

Hannah Lipman
Village of Tinley Park

POLITICAL SCIENCE INTERNSHIP INFO SESSION

FEBRUARY 25, 4:00 PM



Please join us for the PSC Internship information session to be held on Thursday, February 25 at 4:00 pm. You will hear about different internship opportunities as well as how you can earn academic credit for your internship experience. The discussion will also cover financial support for internships.

Participants include:

- Illinois Public Interest Research Group (IL PIRG)
- The Rohingya Cultural Center
- Rep. Jan Schakowsky's Office
- The Steans Center
- Four students (Mia Borowski, Linette Sanchez, Kristina Stuopis, and John Travlos) who are now working in the law, government and non-profit fields.

Moderator: Prof. Kathleen Arnold, current Intern coordinator.

POST-ELECTION/ INAUGURATION PANEL

Hosted by the Department of Political Science

Wednesday, January 20, 4:00 - 5:30 PM

Panelists: Val Johnson, Wayne Steger, Erik Tillman, David Williams

Moderator: Scott Hibbard, Department Chair

Please join us for a discussion of the post-2020 election period. The topics will include the January 6th occupation of the US Capitol building, the effort to deny (and overturn) the 2020 election results, the second impeachment of President Trump, and the inauguration of Joe Biden and Kamala Harris as the next President and Vice-President of the United States. All are welcome to attend.

Faculty News



Professor Kathryn Ibata-Arens Receives First DePaul University Research and Innovation Leadership Fellowship (RILF)

How can we do a better job recognizing faculty creativity and innovation inclusive of activities beyond counting their publications? Political science's Vincent de Paul Professor Kathryn Ibata-Arens is leading a university-wide faculty development analysis to find out.

Key to the study and pilot program is identifying alternative metrics about faculty scholarship including for example mentoring students as research assistants, and the important impact political science and other faculty are making in service-learning related research in communities around the world. Dr. Ibata-Arens is the first awardee of the DePaul University Research and Innovation Leadership Fellowship (RILF) sponsored by the Provost's Office and Academic Affairs. She will be collaborating with university stakeholders to explore ways to help junior faculty in particular connect to resources in and outside our university.

For more details, go to: <https://resources.depaul.edu/newsline/sections/campus-and-community/Pages/Research-and-Innovation-Fellows-2021.aspx>

Associate Professor Valerie C Johnson selected 2021-2022 Presidential Faculty Fellow

Associate Professor Valerie C Johnson was selected to be the 2021-2022 Presidential Faculty Fellow. Presidential Fellows work collaboratively with the University leadership, and particularly with the Vice President for Institutional Diversity & Equity, to address matters of diversity and inclusion within the University. In addition, Johnson will be responsible for conducting independent research, facilitating presentations and discussions, and proposing new initiatives affecting matters of diversity, equity and inclusion at DePaul. For more details, please click [here](#).





Announcements

Cathy R. May Funds

With the support from several very generous donors, two funds were created in the name of Cathy May. The first fund is the Cathy R. May Endowed Fund and the second is the Cathy R. May Experiential Fund. Both funds will provide support to political science students with financial need and will provide stipends for internships, study abroad expenses, and help cover such basic costs as books and tuition. To date, we have raised over \$190,000. More on the funds (including how to contribute) can be found at: <https://las.depaul.edu/academics/political-science/faculty/Pages/Faculty-In-Memoriam.aspx>

Information for students on how to apply for support will be available soon on the Department website.

Internships

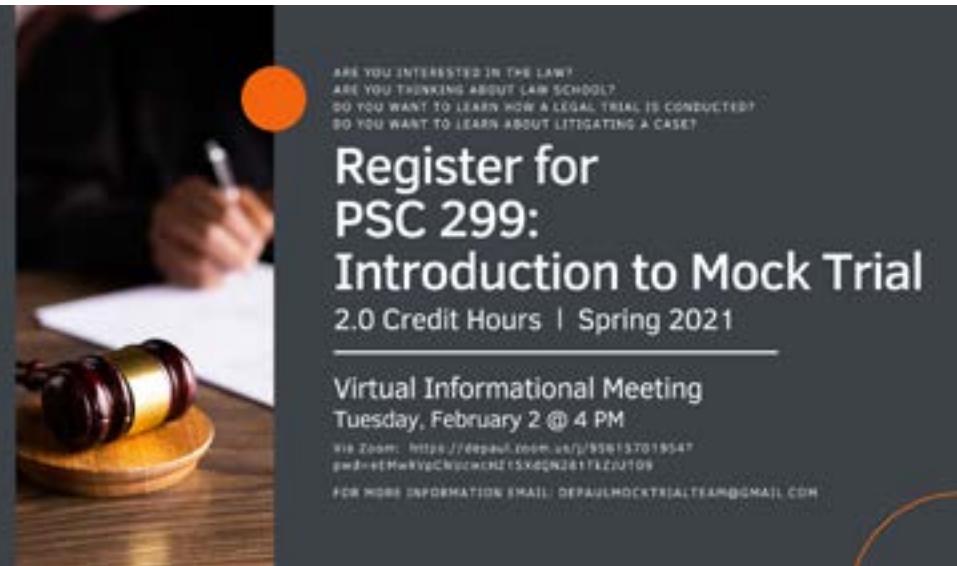
Do you know that you can earn academic credit for your internship? An internship experience with a congressional office, government agency, law firm or non-profit organization can be deeply rewarding and provide insight into possible career tracks. Working with specific organizations during college can also lead to a permanent position after graduation.

To receive academic credit through the Department of Political Science, students must request enrollment for PSC 392 during the Quarter of their internship and have a minimum of 100 hours of work experience with an organization (though this can be spread over more than one quarter).

To find out more about how to obtain an internship, internship places, and requirements, check our website [here](#) or contact Professor Katy Arnold for more details at karnol14@depaul.edu

PSC Student Organizations

Intro to Mock Trial Class



The Introduction to Mock Trial class gives students an opportunity to learn some of the intricacies of the American litigation process. In this class, students will work with a closed universe mock legal case involving an allegation of wrongful death. They will come to understand the judicial system, develop critical thinking skills, enhance communication skills, and participate in a simulated virtual trial experience. Students will learn about and practice elements of trial advocacy including developing trial strategy, crafting case themes and theories, and structuring the components of a trial. Students will learn trial techniques to refresh a witness' recollection, impeach a witness, make and argue objections, utilize real evidence, and create demonstrative exhibits. They will also structure, draft, and present multiple aspects of a trial including opening statements, direct and cross-examination of witnesses, and closing arguments. At the conclusion of this course, students will participate virtually

in a trial simulation (a mock trial) presented to panels of judges which will be composed of licensed attorneys, law students, and/or students who have competed as part of the Mock Trial Team at DePaul.

Students who successfully complete Special Topics Lecture: Introduction to Mock Trial class will be considered for DePaul's 2021-2022 Mock Trial Team.

Looking forward to the 2021-2022 mock trial year, we will switch from a civil case to

a criminal case. Students who are selected to participate in the Mock Trial Team at DePaul in the Fall and Winter Quarters, will be trained on more complex and detailed components of trial and participate in competitive mock trial weekends hosted by universities throughout the region, such as University of Illinois at Champaign, Illinois State University, and Drake University. In February 2022, selected students will represent DePaul at the American Mock Trial Association Regional competition and will vie for a place to compete at the Opening Round of the collegiate mock trial Championship Series. We expect all of these competitions will be conducted in person and will not be virtual. During each competition weekend, our students will conduct four mock trials - 2 as the prosecution and 2 as the defense. Students will never quite know what to expect in any mock trial round and our students have to be quick on their feet, adapt to new situations, solve problems that arise, and effectively argue their

case to the panel of judges who are scoring their presentation. It is hard work. Our students dedicate a lot of time, energy, and effort to the Mock Trial Team at DePaul and have achieved great success! Many members of our competitive Mock Trial Team at DePaul go on to further their education and training in law school and become active members of the bar.

Course credit and Experiential Learning

Credit are available for students who participate on the Mock Trial Team at DePaul during the Winter Quarter.

If you would like more information about the Mock Trial Team at DePaul, please find us on Facebook (@DePaulMockTrial), Instagram (@DePaulMockTrial), and Twitter (@DePaulMockTrial). You can also email us at depaulmocktrialteam@gmail.com.

Pi Sigma Alpha (PSC Honorary Society) at DePaul

Dick Farkas, PhD



The chapter's activities have been impacted by the Covid-19 restrictions. The chapter annually recruits political science students with a high-grade point average and at least four PSC courses. The chapter membership is generally around 65. The National office provides certificates of membership and assorted graduation regalia for a one time, lifetime membership fee of \$40. An annual national student research conference is held. Four of our students have been selected to present their research. This year the conference

is on March 6 and 7. Because the conference is virtual this year (Covid related), the events featuring discussions by Washington officials and others on professional opportunities, post-graduate programs and other topics of interest are available to any political science student at no cost. You need to register at: <https://politicalscience.wufoo.com/forms/2021-student-research-conference-preregistration/>.

Pi Sigma Alpha has its own scholarly journal to which students can submit articles. It has a limited number of scholarships and events including the annual awards and membership initiation event every May at DePaul. During Spring Quarter, we will host a US State Department diplomat who will share ideas about working in foreign relations. This year on the 100th anniversary of the organization our chapter will also publish a collection of student contributed essays reflecting on how politics has changed over the past hundred years and speculating about how it might evolve over the next hundred years. Interested students should contact Prof. Farkas at dfarkas@depaul.edu for any further information.

PSC Student Photo Contest

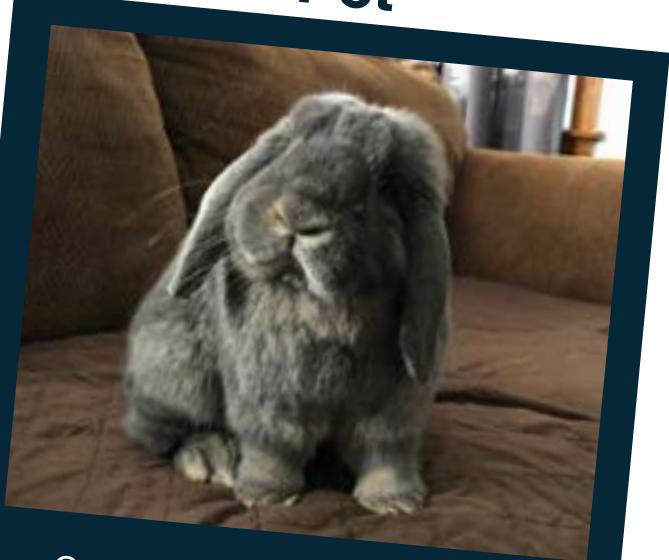
At the end of March, the DePaul Political Science Department asked PSC students to submit their best photo of their hobby, pet, hometown, or work in activism. Below are the winners of the contest whose pictures excelled in the areas of resolution quality, lighting, color, image subject, and overall composition.

Hobby



John Travlos (BA '23)
Cooking with Mayor Lightfoot.

Pet



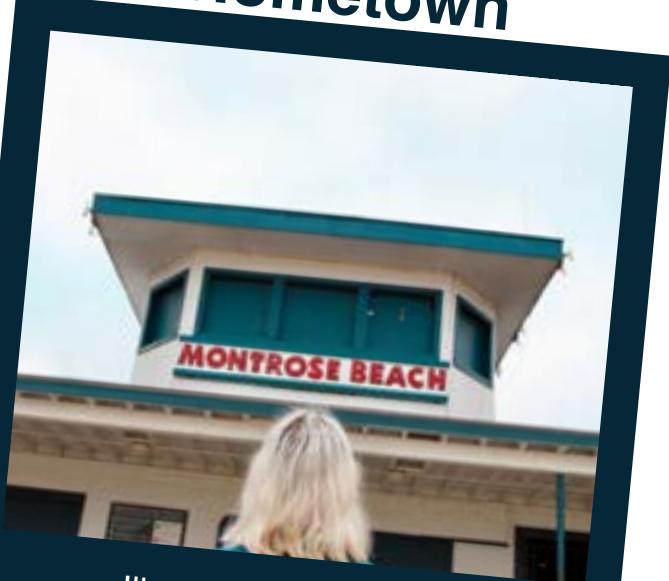
Guadalupe Manriquez (BA '23)
We got Waffles during the pandemic
and he's made our days a little
brighter.

Activism



Illona Willsey (BA '22)
Voices of the Chicago Women's
March 2017, Jan 21st, Grant Park.

Hometown



Illona Willsey (BA '22)
Montrose Beach, my first experience
of Chicago as a child and where I fell
in love with the city.



Recent Graduate Spotlight

Rio Diaz

When I first arrived at DePaul, I was pretty nervous about what was to come. I felt small in comparison to the size of the city. As a wide-eyed freshman, I was not initially comfortable speaking up in class, but the feelings of nervousness started to fade as I became more adjusted to my new life as a college student. I took a public speaking class that helped me break out of my shell a bit, and professor Epstein's Intro to the American Political System class also helped to make me more comfortable discussing issues I cared about with my classmates.

One of the most impactful experiences during my time at DePaul was interning at the National Democratic Training Committee with former DePaul professor Kelly Dietrich as a sophomore. It was my first real introduction into the world of progressive politics. The work experience I gained and the connections I made at the NDTA gave me more insight into potential career paths I could take. After that internship, I felt more at ease in trying to fight for causes I believed in.

The most important thing I did during my four years at DePaul was taking the Autumn quarter of 2020 off to work on the Biden-Harris coordinated campaign as a Field Organizer for the Democratic Party of Wisconsin. When Trump was elected in 2016, I knew I wanted to fully commit myself to help vote him out of office. I could not stand aside as the threat of climate change grew greater and greater with each passing day; I could not stand aside as I saw our economic system benefit the privileged few over the underserved many. With the COVID-19 pandemic raging across the country, I knew that we had to demand better of our elected officials. Biden wasn't my preferred choice in the Democratic primary, but I knew that I wanted to work for whoever ended up as the Democratic presidential nominee. To turn my dreams into a reality, I applied to the DNC's Organizing Corps

program which was designed to recruit and train organizers to work on the presidential campaign in battleground states. From there, I joined the campaign as a member of the Milwaukee team where I recruited volunteers and trained them to virtually phonebank in order to get out the vote for Democrats up and down the ballot. The work was very demanding, and the long hours took a heavy emotional toll on my life, but the relationships I built with my volunteers and my coworkers made it all worth it.

My time on the campaign taught me the importance of using your voice to advocate for change. There is nothing more powerful than people from all walks of life coming together to fight for a better and more just society. As a young person inheriting a messy set of circumstances, I want to encourage others to step up and use their skills to lift up communities in any way they see fit. The world is full of issues, from voter suppression, to poverty, and racial injustice. But I am confident that the challenges we have all been through these past few years have instilled a deep conviction in all of us to reject systems of oppression and instead build a world where everyone has an opportunity to prosper. In the words of RFK, "Each time a man stands up for an ideal, or acts to improve the lot of others, or strikes out against injustice, he sends forth a tiny ripple of hope, and crossing each other from a million different centers of energy and daring those ripples build a current which can sweep down the mightiest walls of oppression and resistance."

After graduating, I plan to help build support for climate policy at the state and local level in Illinois. I am immensely thankful for all the help I have received along the way during my time at DePaul—from my academic advisor, my professors, and my classmates.

Onwards and upwards!



Robert Dietterick

My trajectory as a political science major began with a little bit of luck and was shaped by a lot of mentoring. As I anticipate the end of undergraduate years and close in on graduation, I can't help but think of how my experience not only as a political science major but as a college student in general has shaped up in the last four years. Ironically, I entered DePaul as a journalism major, with political science being my secondary major. I had always been fascinated by the intersection of journalism and politics, aspiring to someday be a news desk editor and research federal politics. However, it just so happened that I started my college career with political science courses, effectively changing my life and career trajectory onward. It wasn't long before I declared my primary major as political science.

One of my first professors in the department was the late Dr. Catherine May, who left an everlasting impression on me. I considered her a mentor and dear friend. She defined my experience at DePaul, encouraging me to challenge myself personally and academically, and helped me to find my passions. It dawned on me eventually that, in seeing what she and her colleagues do best every day, I too wanted to be a political scientist. While I had taken several courses with Dr. May, her honors language and politics seminar inspired me to take up the study of political language as a research interest. She and Professor Steger mentored me as I had researched how teachers talk about and

discuss the subject of 9/11 in the classroom. Thanks to both, I was able to produce my first academic publication, receive research grant funding, and present at several academic conferences. Dr. May also helped me to secure my first internship in local politics, working for an aldermanic office and campaign. I really wasn't kidding around when I said she really defined my DePaul experience.

When I think of DePaul, I think of its strong sense of community, especially with the political science department. The second floor of 990 Fullerton has been a second home for me, and in effect, has helped me to make Chicago my home, too. One thing I have always appreciated is that doors are always open in the department. Whether it's about class, internships, an academic discussion, or personal advice, the faculty and staff in political science are always warm, welcoming, and willing to support their students. There are so many people who have had a tremendous impact on me, but especially Professors May, Steger, Rivers, Andolina, Farkas, and of course, Estela. I am so thankful for all their support and kindness. Next fall, I will be attending Marquette University to earn a master's in political science, beginning the long journey of academia with the end goal of earning the PhD. I would never be able to be where I am today without their support, and for that, I am eternally grateful.



Sokol Delisi

“Okay, class. My name is Professor Phil Meyers, and welcome to PSC 260!” This was the first sentence I heard as a transfer and commuter student. Suddenly, a range of emotions struck me, and I knew it was going to be a challenging, but a memorable two years. I am Sokol Delisi and I recently completed my Bachelor’s degree in Political Science with a concentration in Law and Theory, and a double minor in History and Data Science. I chose to study Political Science because I have always had a desire to seek change for the greater good of my community and help others achieve their goals. The PSC department at DePaul helped me achieve these goals in ways I would have never imagined before entering college.

As I stood in my group for my transfer orientation, the phrase I heard the most was “Vincentian values,” and what we could do to give back to a community. Initially, I was hesitant to believe that community service could be as impactful as my leader made it seem. As a political science major, I thought laws would influence communities the most -- laws written at national levels. But, during my time at DePaul and from the various political science courses I took, I learned how crucial local government is and about the opportunities available to students for these positions. I decided to take the Vincentian values and implement them within my own community in Lincolnwood, which is the first suburb north of Chicago and known as the gateway to the North Shore region. I connected with local leaders and demonstrated my commitment to Lincolnwood, which prompted them to appoint me as the first and youngest community member to serve on the Policy Committee for Lincolnwood School District 74. While in this position, I learned how school curriculums were implemented based upon local, state, and federal educational guidelines.



Sokol Delisi & United States Attorney General Merrick Garland



Sokol Delisi & 2x WNBA Champion Jewell Loyd.

The most memorable moment for me was when the committee was tasked with celebrating the school district's 75th anniversary. For this event, we brought distinguished Lincolnwood alumni such as United States Attorney General Merrick Garland and 2x WNBA Champion Jewell Loyd. Being able to take part in this event and see Lincolnwood residents come together is something I will cherish forever.

Realizing that schools were just the beginning of local politics, I wanted to provide more for my community and decided to apply for a vacancy on the Parks and Recreation Board as a Commissioner. The vacancy occurred during an election cycle, and from my studies, I understood that the confirmation might be rejected as a new political party dominated the election cycle. It was disheartening because I dedicated so much time to my community, but I understood that politicians are rarely ever successful on their first attempts. Three months after my unsuccessful bid and lobbying attempts, I was confirmed as the youngest Commissioner to serve on the Village of Lincolnwood Park & Recreation Board. In this position, I learned the inner workings of local government and how it is more impactful than any other level of government. All these experiences have led me to accept a job offer from an eDiscovery firm that helps law firms solve complex data problems. I hope to continue to transform the legal field by integrating technology services to improve the lives of those affected by the legal system.

All of this could not have happened without the support of my good friend Duaa Israr, and the Political Science Department at DePaul. The department's dedication to seeing all of their students succeed is the pinnacle of professionalism. I want to personally give a shoutout to Professor Phil Meyers for welcoming a transfer student with open arms, to Professor Wayne Steger for pushing me to learn more about political economics, and to Professor Scott Hibbard for being my mentor during the toughest days within local government. I leave my DePaul family with the following advice: be active on and off campus, find and connect with a mentor within the department, and study hard. As I learned, change at the local level is a meaningful start to lifelong dedication to community service.



Sokol Delisi Parks & Recreation Board Meeting.



Emma Pieroni

I grew up in Elgin, a suburb west of Chicago. Growing up, we would come down to the city for a special day trip to the zoo or lake, and I always looked forward to it, so when I was looking at colleges, I wanted a change from the cornfields I was used to and thought Chicago would be a great change of pace. I think I was sold after I visited DePaul, and the hustle of the city just drew me in.

I first started as a Psychology major, but soon realized that it wasn't for me, and only one quarter later I switched to Political Science. It wasn't until my sophomore year that I felt I was missing something, despite loving my political science courses, and I started considering pursuing a technical degree as well; soon after I landed on Cybersecurity. I couldn't bear to part with Political Science, so I decided to undertake the somewhat daunting double major. Two years later, I have really learned to embrace the combination, even though at first it might seem odd. Our political life is increasingly more defined by the cyber realm and vice versa, and I have enjoyed my time at DePaul learning more about how my two majors intersect.

Since the last year has been completely remote for me, it's fairly easy to look back

endearingly and think about all the great times throughout my college experience that seemed so simple, yet I took them for granted. Some of my most treasured memories are

from my political science classes, debating topics with my peers, and hanging out with professors after class to talk more. I would also be remiss if I didn't mention how much I adored my classes with who has become a dear friend and mentor of mine, Dr. Scott Hibbard. In my senior year, I've had the opportunity to begin researching the spread of misinformation on social media with two wonderful mentors and friends, Peter Jachim and

Dr. Filipo Sharevski, and I had the chance to publish a few papers related to our work.

But all good things come to an end, and as much as I have loved my undergraduate experience, I'll be graduating in June 2021. I suppose I just haven't gotten enough of it though, and so I've decided to continue on with a Master of Science in Cybersecurity at DePaul in the fall. And, this summer, I am so excited to be returning to Girls Who Code, which is a non-profit aimed at closing the gender gap in STEM, where I plan to teach as an instructor



Emma Pieroni in front of the Washington Monument in Washington D.C.



Emma Pieroni in downtown Chicago.

in their summer program for high school girls who want to break into computer science.



Teaching and Parenting in the Time of COVID

Ben Epstein, PhD

This pandemic affects everyone, and every individual, every family, has been affected a little different. At DePaul we all experienced the sudden shut down of life and school as we know it, and the shift to online instruction with Zoom classes, virtual office hours, and everything else that went along with it. The transition was jarring and sudden and for students of all ages and the change affected their lives in and out of school. The same goes for instructors. I'm a professor but I am also a parent of two, and I'd love to share a bit about my experience as both a teacher and parent during this pandemic.

Let me start with my teaching. I was fortunate in that I had already taught hybrid online courses before the pandemic, had completed DOTS (DePaul Online Teaching Seminar), and had thought a lot about what effective online teaching can be. That didn't make it easy. I decided to offer online hybrid courses, meaning my courses would meet live, or as we like to say, synchronous, one time per week and then I recorded

and edited my lectures to be viewed during the week. But I couldn't record anything in my office and suddenly our home was full 24 hours a day. I quickly converted a corner of a storage room into a functional and embarrassingly decrepit home studio. I hung a blue hammock



Ben Epstein's makeshift home office.

over a twin bed frame and that became my backdrop. I set up a single reading lamp I stole from my kid's room as my lighting. I piled old boxes to make a platform for my computer and I hoped that no one in my apartment building flushed a toilet because the rush of water

in the pipes overhead could be heard in the recording. It was all so glamorous!

The recording and editing of my lectures was a difficult and time consuming process, to put it mildly. I first recorded lectures using the wonderfully named "screencast-o-matic" which

usually took around twice as long as it normally would take to prepare and give a similar lecture in class. Then I edited the lectures into small segments from 2-7 minutes long, each with confusing sections edited out, and multimedia, captions, effects, and new content edited in. I spent anywhere from 15 to 40 hours each week prepping, recording, editing, uploading, and formatting my lectures. Every week. Meanwhile, I was checking in on students, reading discussion boards, organizing a synchronous interactive class, reading and grading any assignments turned in that week and meeting students for virtual office hours that I require for each of my classes. This was tiring, nerve-racking, and occasionally fun. But this was my second job. My first job was as dad and partner at home.

While I shifted to fully remote in March 2020, my 1st and 3rd grade kids did as well. The first several weeks were full of home activities as Chicago Public Schools took several weeks to figure out what their plan would be. My wife was remarkable, and did much of the early heavy lifting figuring out activities and learning opportunities for our kids. She was like Mary Poppins every day. It was incredible. Along with my role preparing for my classes, I spent a ton of time each week with our kids, playing, teaching, reading, cooking, washing, and laughing. My wife and I will look back on those first few weeks as a remarkable time of togetherness, unlike any other. Eventually they had remote school for the rest of that school year, but it was limited, and my wife and I shared in not only facilitating the remote learning but filling the rest of the day that these short blocks didn't cover. There was virtually no live instruction, so we were with our kids full time and also worked full time. We were thankful that we could both work from home.

We balanced things fairly well until we saw a week where both of us had so much work to do that we needed help with our kids. We have no family in Chicago so we packed up the family and drove to Minneapolis, where we both have family, for what we thought would be two weeks, while our families helped us out. We stayed for two months. We worked from home, played with

our kids, helped them in school, and benefited from our amazing parents, now loving grandparents, who got to have very special time with their grandkids, once we had all quarantined long enough.

Because this year was not unusual enough, we had planned for over a year to spend most of the 2020-2021 academic year in the Los Angeles area, while I was on sabbatical and my wife pursued professional opportunities. Needless to say, this was not the year we anticipated. We drove



Ben Epstein in his home office.

across the country, settled in with family in a one bedroom, one bath guest house. Set up a remote school house for our kids and their two cousins and then, starting in late August, we facilitated remote learning for our kids and their cousins. We have done it every school day since. We are still doing it. We help to teach first, second, third and fourth grade to these kids, while living in a new city,

teaching my fall quarter at DePaul (prior to my research leave), and conducting a bit of research. Since early March 2020, I have been to my office at DePaul twice, I have spent hundreds of hours recording and editing videos of myself talking, I have taught four courses, I have moved halfway across the country, I have made up countless games with our kids, I have helped to teach the end of 1st and 3rd grade in Chicago and the start of 2nd – 4th grade in Los Angeles, I have worked hard to be a supportive spouse, and I looked forward to when we would be on the other side of this. We can now see the light at the end of the tunnel. But our kids are still learning remotely, and I don't know when I will see my students in person again. When will it feel normal to do so?

In many ways, this was a terrible year for so many, and parts of it have been very difficult for me and my family. But it has also had many wonderful moments with our family and many with my students as well. Thankfully our family has remained healthy, and we have had time together, learning how to slow down a bit and making memories, many of which are wonderful, that will be with us for a very long time. All that said, I can't wait until my kids go back to school in person, and I do too!

Ben Epstein is Associate Professor of Political Science at DePaul. He teaches courses on American politics, political communication and media, and research methodologies. He is the author of *The Only Constant is Change*, Oxford U Press, 2018.



**DEPAUL
POLITICAL SCIENCE**
**Spring
Quarter
Courses**

PSC 120: The American Political System

Online: Hybrid | M 1:00-2:30 PM

Prof. John French

PSC 120: The American Political System

Online: Synchronous | T/TH 9:40-11:10 AM

Prof. Keith Simonds

PSC 130: Introduction to Political Theory

Online: Hybrid | W 11:20-12:50 PM

Prof. Giuseppe Cumella

PSC 140: Introduction to International Relations

Online: Asynchronous

Prof. Phillip Stalley

PSC 150: Introduction to Comparative Politics

Online: Asynchronous

Prof. Erik Tillman

PSC 200: Political Inquiry

Online: Synchronous | M/W 11:20-12:50 PM

Prof. Wayne Steger

PSC 200: Political Inquiry

Online: Asynchronous

Prof. Erik Tillman

PSC 218: African American Politics
Online: Synchronous | M/W 11:20-12:50 PM
Prof. Valerie Johnson

PSC 219: American Politics and Cinema
Online: Synchronous | T 6:00-9:15 PM
Prof. James Block

PSC 223: Urban Politics
Online: Synchronous | M 6:00-9:15 PM
Prof. Valerie Johnson

PSC 229: Constitution and Supreme Court
Online: Hybrid | TH 1:00-2:30 PM
Prof. Giuseppe Cumella

PSC 230: Classical Political Thought
Online: Hybrid | TH 2:40-4:10 PM
Prof. Giuseppe Cumella

PSC 231: Modern Political Thought
Online: Asynchronous
Prof. David Williams

PSC 234: Freedom and Empowerment
Online: Synchronous | M/W 1:00-2:30 PM
Prof. Kathleen Arnold

PSC 242: American Foreign Policy
Online: Hybrid | W 2:40-4:10 PM
Prof. Will Denton

PSC 248: War, Peace, and Conflict Resolution
Online: Synchronous | T/TH 1:00-2:30 PM
Prof. Clement Adibe

PSC 252: Latin American Politics
Online: Hybrid | TH 11:20-12:50 PM
Prof. Rose Spalding

PSC 260: Law & the Political System
Online: Asynchronous
Prof. Joseph Mello

PSC 265: Law and Popular Culture
Online: Hybrid | W 1:00-2:30 PM
Prof. Joseph Mello

PSC 269: Sports Law and Politics
Online: Synchronous | M/W 9:40-11:10 AM
Prof. Philip Meyers

PSC 299: Introduction to Mock Trial
Online: Synchronous | M 6:00-9:15 PM
Prof. Eric Wright

PSC 316: Religion, Nationalism, and Politics
Online: Synchronous | T/TH 9:40-11:10 AM
Prof. Scott Hibbard

PSC 324: Inequality in American Society
Online: Hybrid | T 2:40-4:10 PM
Prof. Rose Spalding

PSC 331: Contemporary Political Thought
Online: Synchronous | T/TH 11:20-12:50 PM
Prof. Kathleen Arnold

PSC 335: Theories of the Church
Online: Asynchronous
Prof. Michael Budde

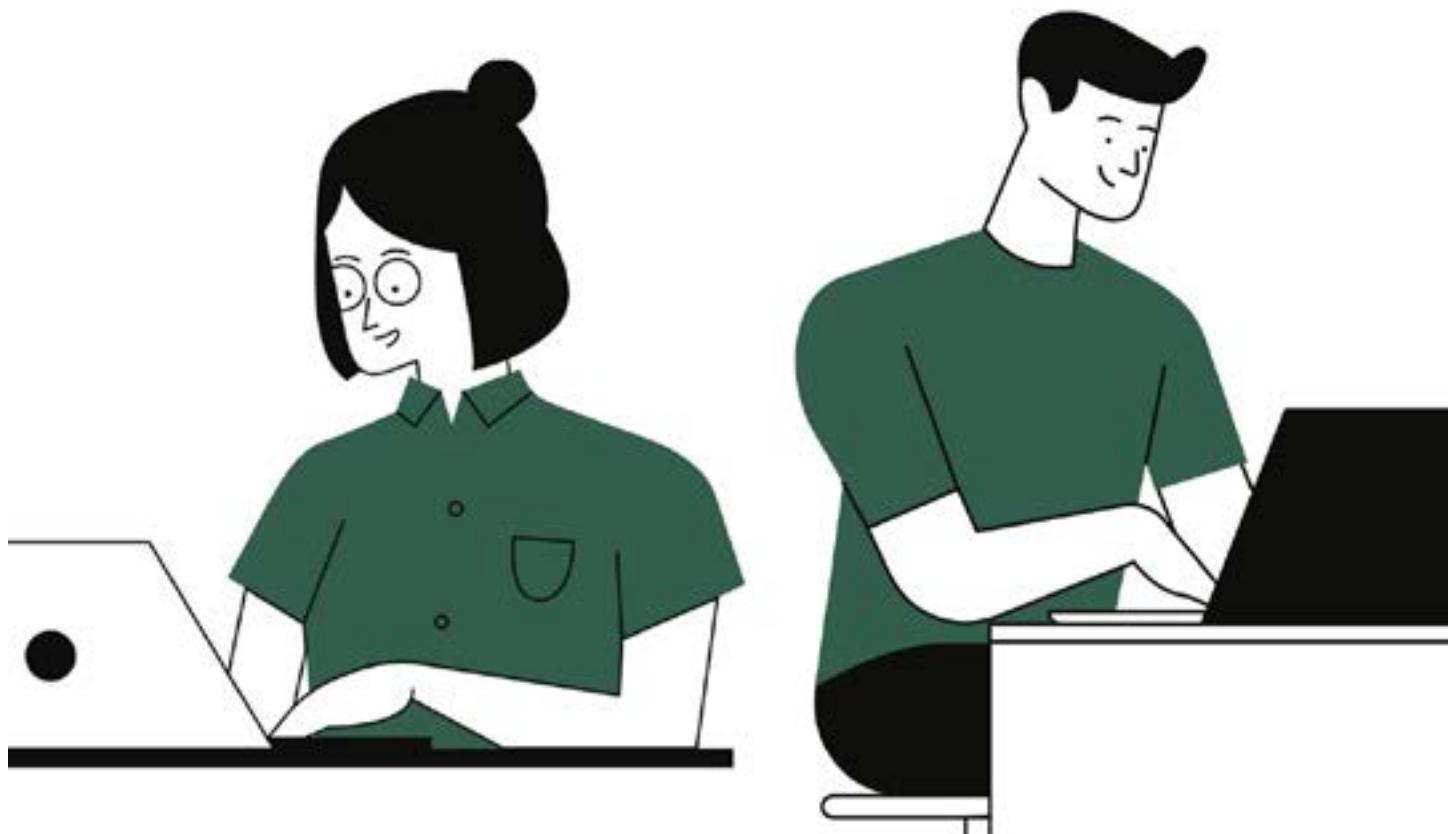
PSC: 349: America Goes to War
Online: Synchronous | T/TH 2:40-4:10 PM
Prof. Will Denton

PSC 353: Comparative Democracy and Dictatorship
In Person | T/TH 1:00-2:30 PM
Prof. Richard Farkas

PSC 362: The Criminal Justice System
Online: Synchronous | M 6:00-9:15 PM
Prof. Daniel Hanichak

PSC 390: Capstone Seminar
In Person | M/W 11:20-12:50 PM
Prof. Molly Andolina

PSC 390: Capstone Seminar
Online: Synchronous | T 6:00-9:00 PM
Prof. Chris Rivers



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