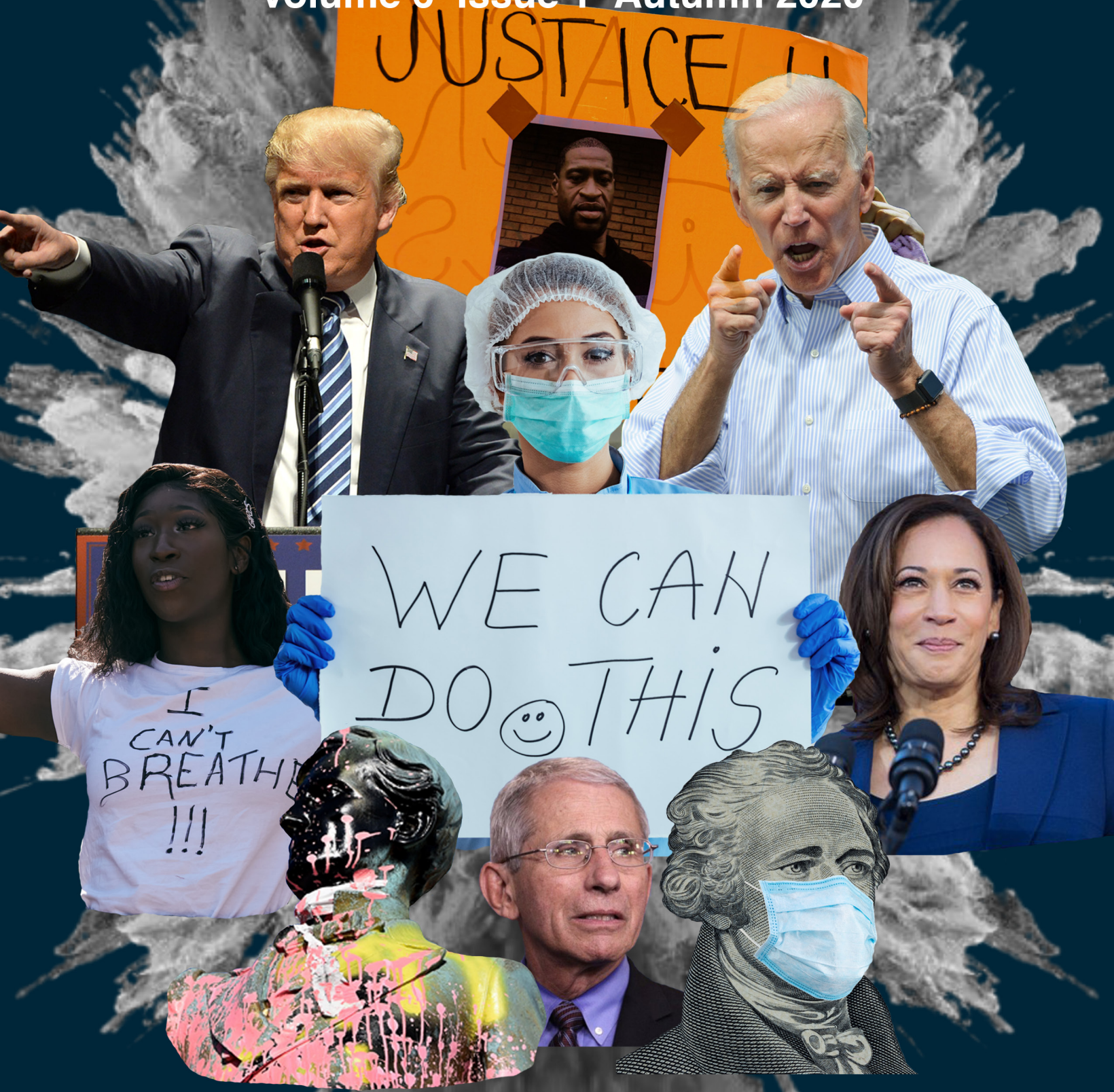


PSC CHRONICLE

Volume 6 Issue 1 Autumn 2020



Student
Reflections

Okay, Boomer
(and Xer),
Stop Blaming
Youth

Indivisible:
Humanity,
Equality,
and Civic
Personhood

Faculty
Spotlight:
Phillip Stalley

Alumni
Spotlight

Political Science Chronicle

IN THIS ISSUE

From the Department Chair

01 Scott Hibbard, PhD

In Memoriam

02 Cathy R. May, PhD

Faculty Articles

03 **Okay, Boomer (and Xer),
Stop Blaming Youth**
Molly Andolina, PhD

05 **Indivisible: Humanity, Equality, and
Civic Personhood**
Christina Rivers, PhD

New Faculty Spotlight

07 Keith Simonds

Save the Date

08 **Getting Out the Vote
History and Voting Rights
Pre-Election 2020 Panel
Post-Election 2020 Panel**

Alumni Spotlight

09 Audrey Carroll, Class of 2020

Doug Klain, Class of 2019

10 Natalia Cárdenas, Class of 2019

11 Shaza Loutfi, Class of 2015

Staff Spotlight

11 Loyala Kanwal, Student Assistant

Faculty Spotlight

13 Phillip Stalley, PhD

Study Abroad Highlight

16 Leuven, Belgium

PSC Student Organizations

17 Mock Trial Team
Model UN

18 Pi Sigma Alpha
Student Representatives

Student Publications

20 ***The News-Gazette***
James Leichty, Class of 2021

Student Statement

21 Olivia Kennedy, Class of 2023

Recent Graduate Spotlight

22 Ena Rizvic, Class of 2020

PSC Internship Tips & Tricks

23 John Travlos, Class of 2023

Faculty News

24 Joe R. Tafoya, PhD

Black Lives Matter Protests

25 Photos by Ben Stumpe, Student Assistant

Scholarships

26 College of Liberal Arts and
Social Sciences

Autumn Courses

27 PSC Autumn Courses

On the cover (from top left to bottom right):

Donald Trump, poster of George Floyd, Joe Biden,
Black Lives Matter protestor, COVID-19 hospital
nurse, Kamala Harris, statue of Jefferson Davis,
Dr. Anthony Fauci, and Alexander Hamilton.

From the Department Chair

Scott Hibbard, PhD



Photos by Tara Magner



2020 has been a momentous year. The coronavirus pandemic has upended business as usual in this country as have nation-wide protests on social justice and racial inequality. The impeachment of a sitting president in January now seems like ancient history, while the election cycle heats up in the final push to the November 3rd vote.

Because of the continuing challenge of COVID-19, DePaul University is preparing for a second term of remote teaching. While the University (and the Department) will be offering a very limited number of courses on campus, the vast majority will be taught remotely, i.e. via Zoom, on-line “asynchronous,” or some hybrid of the two. Fortunately, we have learned a great deal from our experience in the Spring Quarter, and, as a Department, we are ready for classes to begin in the Fall. These are clearly trying times, but our faculty remain committed to providing high quality courses and engaging activities even under the

most difficult circumstances.

Despite the challenges, the Fall Quarter will be enormously interesting with the 2020 national elections and the on-going protests (and counter-protests) as its backdrop. The confluence of these events is forcing the country to face a stark choice between two very different paths forward. To make the most of this “teaching moment,” our faculty will be involved in a variety of programs throughout the Quarter and will engage these issues in our Fall course schedule. Aside from our regular course offerings, the Department will co-host two events with the Center for Latino Research on LatinX participation in the elections and will be organizing two other panels to discuss various aspects of the national campaigns. Other DePaul faculty from across the University (including our own Chris Rivers) have already held a day long “teach-in” on racism and social justice in America.

The Department of Political Science has also undergone its

own transition. It is with deep sadness that we say farewell to our dear friend and colleague, Cathy May, who passed away on September 23 (see page 2). She was a dedicated teacher, scholar and friend, and will be missed by everyone whose life she touched. After six years of dedicated service, Valerie Johnson stepped down as Chair of the Department on July 1. On behalf of faculty, students and our staff, I would like to take this opportunity to thank Val for all that she has done for the Department over these past few years. Thank you!

While we all want to be back on campus – faculty, staff and students alike – we can and are making the most of a difficult situation. My sincere hope is that we will be able to return to the classroom later in the academic year. In the meantime, we look forward to a very full and engaging Fall Quarter, and to “seeing” our students on-line.

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



Political Science
DePaul



@PSCDePaul



@DePaul PoliSci



@pscdepaul



In Memoriam

Cathy R. May

October 28, 1961 - September 23, 2020

Our dear friend and colleague, Cathy R. May, passed away on September 23 at the age of 58. She was the beloved daughter of the late Margaret (nee Alterio) and the late Robert May; Cherished sister of Robert (Frank Rodriguez) May-Rodriguez, Jerry (Cheryl) May, David (Kym) May and the late William May; Loving aunt of Makayla, Emily, Rachel, Mallory, Marissa, Stephanie, Amanda, Rebecca, Bobby, Anthony, Billy, Angelina, Gia and Nick. In addition to being a loving aunt, she was a teacher and friend to her 10 nieces and four nephews, who brought her so much joy.

Cathy first came to DePaul as an undergraduate student in the 1980s. She subsequently earned her PhD at the University of Wisconsin, Madison, and returned to DePaul's Department of Political Science where she taught for over 20 years. A dedicated professor, she was widely known as one of the most enthusiastic, thoughtful, and caring educators on campus. She taught a range of courses including political theory, American foreign policy, and food and politics, among other topics. She was also the director of the Political Science internship program for over a decade, and was instrumental in helping students find career tracks both before and after their time at DePaul. She was beloved by her students and went above and beyond to set them up for future success.

Cathy was deeply committed to issues of social justice. She was a fearless advocate for equity in the classroom, department meetings, and public life. She was an engaging public speaker and deeply interested in interrogating ideas. Everyone who knew Cathy respected the strength of her convictions, her integrity, and her intellectual acumen.

Cathy also loved to travel and always looked forward to her next adventure. She was a big foodie, and loved to throw dinner parties that would inevitably erupt into dance parties featuring always a solo performance of a Barbara Streisand song. Cathy's vibrancy has left a lasting impact on the incredible community of friends, family, students, and colleagues that she built over her lifetime.

The Department is looking into ways to commemorate Cathy's legacy, and will organize a memorial at a later date. More information will be forthcoming.



Cathy May with NBC/MSNBC correspondent Steve Kornacki at a PSC sponsored event on March 7, 2019.



In Morocco.



Protesting at a rally in downtown Chicago on October 8, 2011.



Cathy May at the Honors Panel & Discussion: Understanding Inequality on September 30, 2016

Okay, Boomer (and Xer), Stop Blaming Youth

Molly Andolina, PhD



When I tell people that I study young people and politics, anyone over 30 looks at me with sympathy and suggests that my job must be especially difficult because “young people are so lazy.” They chatter on and on about what they perceive as the slacker attitude of youth, blaming low voter turnout among the youngest cohort for everything from their candidate not winning to the fall of democracy. “If young people actually voted,” they say, “then... [fill in the problem that would be solved/person that would be elected here].” Sometimes I just listen, but usually I can’t help but correct them. “Young people today are much more involved and engaged than we were when we were young,” I explain. They look at me incredulously. I then feel obligated to share my mini lecture on the history of the youth vote.

The 26th Amendment, ratified in 1971, extended suffrage to 18-20 year olds and ushered a new voting bloc onto the national stage. The measure was pushed in part because of the Vietnam War, where young men were fighting

and dying but unable to vote for the leaders who were sending them into battle. In the 1972 presidential election, the youngest voters posted solid turnout figures; fully 53% of 18-29 year olds went to the polls, the largest percentage to date. But, in the next presidential contest in 1976, turnout among this age cohort fell to 46%. The “youth voters” in the 1972 and 1976 elections belonged to the Baby Boom generation. So, when someone in their early 60s tells you that their generation knew the meaning of the vote – and acted on it, feel free to say, “Okay, Boomer.”

“Young people today are much more involved and engaged than we were when we were young.”

Also don’t let Gen Xers (ages 40-55) off the hook. They – or should I say we – were even worse, by voting standards. When Xers entered the electoral arena in 1988, turnout among young people reached a new low: only 43% of 18-29 year olds made it to the polls. And, after a quick

upturn for the three-way contest between Clinton, Bush and Perot in 1992, youth participation reached its nadir in 1996, with just 40% of Xers casting a ballot, a record low that was repeated in 2000.

Enter Millennials, everyone’s favorite punching bag. They’ve been blamed for the downfall of the auto industry (opting for uber and bikes), the loss of Thanksgiving (vying for Friendsgiving) and even making doorbells defunct (why ring when you can text?). But, when it comes to voting, the arrival of Millennials in politics coincided with an uptick in youth turnout. In 2004, 49% of young adults made it to the polls – an increase of nine percentage points over 2000. In 2008, turnout inched above the halfway mark to 51%. Yes, it fell in 2012, but in 2016 fully half of youth voted.

As students of politics, you are probably reading these numbers and thinking that, regardless of what I say to defend young people, they still trail older adults in terms of the percentage of each age group who casts a ballot. This is true.

But, this has always been true. In 1972, when turnout among youth was 53%, turnout of the 30 and over crowd was 67% -- fully 14 percentage points higher. The gap grew slightly in the next few elections and then exploded: in the four elections from 1988 to 2000 (when “youth” were mostly Xers), the gap ranged from 21 percentage points to fully 25 percentage points. The arrival of Millennials helped narrow the spread. Youth voters closed the gap somewhat in 2004 (19 points) and narrowed it to 16 points in both 2008 and 2016 (although 2012 was larger).

Using either an absolute or relative measure, young people today surpass older generations in their civic and political engagement, but most older adults fail to acknowledge this. Indeed, blaming youth tends to be one of the few issues on which Democrats and Republicans agree. Older Republicans tend to look at young adults’ troubling performance on surveys of civic knowledge and their participation in political protests (at an all-time high, by the way), as a sign that young people have replaced traditional civic engagement with less challenging alternatives. They ignore data that show that youth protestors are significantly more likely to vote than their non-marching counterparts. Democrats, who recognize that young adults

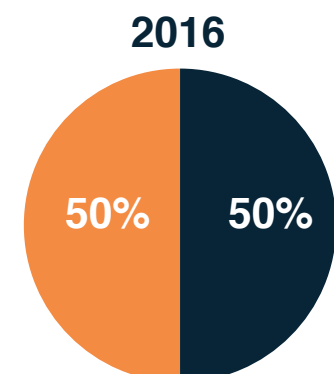
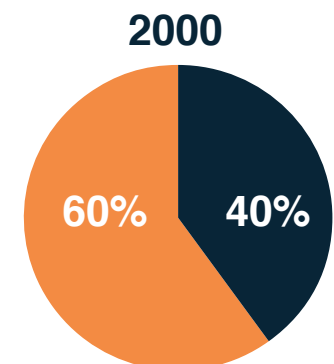
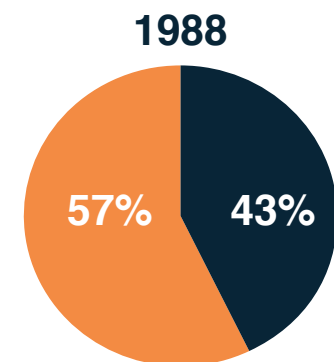
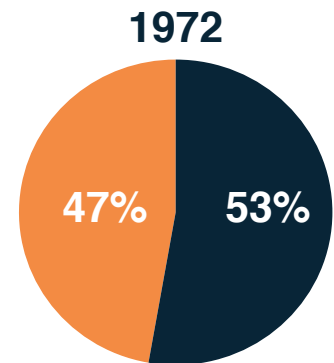
are much more progressive than older Americans on a host of issues, tend to lay the loss of Democratic candidates on the low turnout of youth -- instead of blaming the actual voting choices of older adults

At this point in the conversation, I am in full-on lecture mode. I’m pulling up graphs on my phone and I start to pivot to the electoral choices of youth – and their impact. I cite youth support at the Iowa caucuses in 2008 as the catalyst for President Obama’s triumph over Senator Clinton; I mention the four states where the youth vote provided his margin of victory in 2012; I share the fact that in 2018, 67% of 18-29 year olds voted for the Democratic candidate for the House of Representatives, turning many districts – and at least three Senate seats -- blue.

And then I slow down long enough to look at my new found friend and I see their eyes are glazing over and decide to save this second part for another day. I have time. I can be patient. I’ve been having these conversations for years. I’ve given this lecture over and over, while I watched the Millennials grow older and Gen Z take their place. I can keep going – especially because I know that is what young people are doing. They keep going to the polls. They keep protesting. They are leading me. And I’m happy to follow.

Voter Turnout Among 18-29 Year Olds

■ Did not vote ■ Voted





Indivisible: Humanity, Equality, and Civic Personhood

Christina Rivers, PhD

This election season has been one of the most controversial ones in American history: voters having to navigate through a fierce and unpredictable epidemic, skepticism about mail-in voting and the postal service from a sitting president, intensifying protests against another series of police killings of mostly unarmed people of color, and deadly responses from counter-protestors. Even in calmer times, the timing of the new school year and the federal season can make it difficult for college students (even PSC majors!) to balance their voting priorities with their coursework.

Yet we are also living in a remarkable moment of democratic history: 2020 is the 100-year anniversary of the passage of the 19th amendment, which granted women full access to the ballot. 2020 is the 55th anniversary of the Voting Rights Act, which quickly restored African Americans' access to the ballot in the Jim Crow south, and has protected the voting rights of other racial and ethnic groups that have suffered a history of voter suppression. Next year will be the 50th anniversary of the passage of

the 26th amendment, which lowered the voting age from 21 to 18, thus enabling college students like you to vote. And according to a recent NextGen America survey, a whopping 77% of young voters said that they “definitely” intend to vote in November!

So how do these factors relate to the Black Lives Matter movement? It turns out that they relate very closely. The BLM movement is structured around the intersections of gender, race, and age, along with queerness, transgender, and class. Emerging in 2014

The BLM movement is structured around the intersections of gender, race, and age, along with queerness, transgender, and class.

out of the protests against the police killing of Michael Brown in Ferguson Missouri, the BLM movement sought fundamentally to reinforce his—and Black folks’—humanity. Most of the key founders and spokespersons of the BLM movement are black women. The movement has had particular resonance among younger Americans,

and across various identities. As noted above, younger voters are particularly mobilized this year, and voter turnout among those aged 18-29 has been recovering fairly steadily from a dip around the year 2000. Youth voter mobilization organizations are greatly expanding in Chicago and across the country. Many of these organizations have explicit anti-racist platforms and tend to support movements like BLM and similar.

Offsetting the potential for increasing voter turnout however, are efforts to suppress voting and registration. The Trump administration has aggressively condemned the option of mail-in voting as voter fraud. These accusations come precisely when more states are expanding that option to accommodate concerns about in-person voting during a pandemic. Moreover, the director of the U.S. Postal Service has ordered the removal of a larger-than-usual number of mailboxes, and the removal and destruction of mail sorting machines. He has also ordered a slow-down in mail delivery. Although the administration has yet to prove massive mail-in voter fraud, these actions can have

a chilling effect on voters who've been considering that option. Most recently, the president has suggested that we "test" mail-in voting by mailing in our ballot and then voting in person—a suggestion that invites us to break the law (in Illinois this is a Class 3 felony). All of these developments are absolutely unheard of in American history.

We have also read about the purging of eligible voters from the rolls, where the most recent "use it or lose it" justification targets voters who simply have not voted in the last three or so elections. We have read about states like Georgia and Kentucky that greatly reduced the numbers of precincts during their primaries, ostensibly to prevent the spread of Covid19. In Kentucky, the number of precincts dropped from 3,000 to fewer than 200. We have read about states that have reduced the time frame for early voting, and for opportunities to register and vote on election day. It is also more difficult to obtain voter ID cards in the 30 or so states that require them, because offices such as the secretary of state and department of motor vehicles have been closed or minimally staffed due to Covid19. This is particularly problematic for young people who would be voting for the first time, and for people who do not have the funds, time, or transport to get an

ID. (Note: we do not need to show an ID to vote in Illinois, but we do need to provide ID to register to vote here.)

Again, how does this matter to the BLM movement? It is well-documented that Black voters take strong advantage of early voting, Sunday voting, and mail-in voting. Precinct closures are often disproportionately in Black communities. Black voters tend to be disproportionately disenfranchised by voter purges, and more heavily burdened by the costs and processes of obtaining voter ID cards. Black voters are often targets of voter intimidation, and of electoral information designed to mislead them. Partisan poll-

“Black voters are often targets of voter intimidation, and of electoral information designed to mislead them.”

watching promises to be very aggressive this year, where such activities have tended to target Black and other historically disenfranchised communities. In addition, because Black folks are disproportionately arrested, charged, and convicted, they are disproportionately affected by felony disenfranchisement laws. For example, until 2018, nearly 25% of African Americans in Florida were permanently disenfranchised by such a law. And although

Blacks comprise only 15% of Illinois' population, they comprise 57% of the state's incarcerated population. While Illinois automatically restores voter eligibility upon release from prison, many re-entering citizens are never told this, some are wrongly told that they are permanently ineligible, and re-registering can be very complicated. Illinois passed a law last year to provide voter education to those leaving the state's prisons but like so many other things, implementation has been curtailed due to the pandemic. In other states the restoration process can be extremely daunting. Meanwhile the fear of running afoul of the law in order to vote is real, and creates a serious disincentive, even for returning community members who'd very much like to exercise their political rights.

Although the BLM movement is not explicitly about voting rights, it recognizes the value of voting and other political participation such as protesting, lobbying, holding office, and holding our officials accountable between election days. Put more succinctly, BLM, as both a concept and a movement, demonstrates the indivisibility of Black humanity and Black political power. And while the movement is fairly new, it builds on the legacies of abolitionists, suffragists, artists, and civil/human rights activists such as:

- the entire black abolition movement, including emancipation and manumission petitioners
- Phyllis Wheatley's poetry (1770s-80s)
- David Walker's "Appeal" (1831)
- Sojourner Truth's suffrage and abolition activism and her "Ain't I a Woman?" speech (1840s)
- Frederick Douglass' suffrage and abolition activism "What to the Slave is the 4th of July?" (1857)
- Henry H. Garnet's abolitionism and his "Let Your Motto Be Resistance!" campaign (1840s-50s)
- W. E. B. DuBois and his theory of "dualism" (1903)
- the Harlem Renaissance
- Southern blues traditions
- the Civil Rights Movement and "I am a Man" garbage workers strike in Tennessee (1968)
- the Black Power Movement (late 1960s/early 1970s)
 - the "Black is Beautiful" motto
 - James Brown's iconic song, "Say It Loud—I'm Black and I'm Proud"
- Rev. Jesse Jackson's litany "I Am Somebody" (1970s-80s)
- rap and hip-hop cultures
- Critical Race Theory and theories of intersectionality (late 1980s-present)

Fundamentally, "Black Lives Matter" asserts that full and equal personhood for African Americans requires full and equal civic personhood as well. For those who study political science and civil society at a university that is grounded in Vincentian personalism, this should be a rallying cry for us all.

To sign up us as poll judges and poll watchers visit these sites:

Chicago Board of Elections, poll judges,
<https://chicagoelections.gov/en/serving-as-a-judge-of-election.html>

Chicago Board of Elections, poll watchers,
<https://chicagoelections.gov/en/serving-as-a-poll-watcher.html>

Chicago Votes,
<https://chicagovotes.com/vote-2/>

Power to the Polls,
<https://www.powerthepolls.org/campus>.

New Faculty Spotlight

Keith Simonds



Keith Simonds is a lifelong Chicagoan who is currently working on finishing his dissertation at the University of Illinois at Chicago. His interest in politics was first sparked after working for the John Kerry campaign in Missouri. He would go on to work for the first Obama campaign and many smaller campaigns mostly in the Chicago area. His research interests include niche political parties and party competition. He is interested in issues of representation and political legitimacy. In recent years he has presented work on populist parties and religious populism. This Autumn he will be teaching The American Political System and Political Parties and Elections. He is looking forward to what promises to be an interesting quarter.

Save the Date

THE LATINX VOTE IN 2020: GETTING OUT THE VOTE THURSDAY, OCTOBER 1 4:30-5:30PM

Political scientist Melissa R. Michelson and LULAC Iowa State Director Nick Salazar will be in conversation with DePaul professor Joe R. Tafoya (Political Science, Latin American and Latino Studies) on the importance of Latino voting, best practices on getting Latinxs out to vote, and opportunities in the Midwest.



Professor Michelson is a widely cited author of field experiments on Latino voter mobilization techniques that include door-to-door canvassing and ethnic appeals.

Nick Salazar headed LULAC's Iowa Civic Education Campaign that empowered and mobilized the Latino vote ahead of the Iowa Caucus and general election.

Joe R. Tafoya, our moderator for this event, is an Assistant Professor of Political Science and affiliated faculty of the Latin American and Latino Studies Department. He specializes in Latino Politics and political participation.

PLEASE REGISTER AT

<https://getting-out-the-vote-depaul.eventbrite.com>

THIS IS AN ONLINE EVENT, FREE AND OPEN TO THE PUBLIC

This panel is the first installment of *The Latinx Vote in 2020*, a two-part symposium dedicated to the significance of Latinxs on the Presidential Election on November 3rd.



Hosted by the Center for Latino Research. Co-sponsored by the Departments of Political Science, Latin American and Latino Studies, African and Black Diaspora Studies, and History, and the Critical Ethnic Studies Program at DePaul.

For more information, contact a.delgadillo@depaul.edu

Pre-Election 2020 Panel

When:

Thursday, October 22, 4:30 to 6:00 pm
(via Zoom)

Line-up:

Valerie C. Johnson, Wayne Steger,
Molly Andolina, and Erik Tillman.

Moderator:

Scott Hibbard, Department Chair

More information to come.

THE LATINX VOTE IN 2020: HISTORY AND VOTING RIGHTS WEDNESDAY, OCTOBER 14 4:30-5:30PM

Historian Benjamin Francis-Fallon and political scientist Bernard L. Fraga will be in conversation with DePaul professor Joe R. Tafoya (Political Science, Latin American and Latino Studies) to discuss the possibility of a Latino voting bloc, the national diversity among Latinxs, and ways of overcoming the barriers that have historically blocked Latinx, Black, and Asian American communities from voting.



Benjamin Francis-Fallon is a History professor at Western Carolina University and the author of "Rise of the Latino Vote: A History."

Bernard L. Fraga is a Political Science professor at Emory University and author of "The Turnout Gap: Race, Ethnicity, and Political Inequality in A Diversifying America."

Joe R. Tafoya, our moderator for this event, is an Assistant Professor of Political Science and affiliated faculty of the Latin American and Latino Studies Department. He specializes in Latino Politics and political participation.

PLEASE REGISTER AT

<https://history-and-voting-rights-depaul.eventbrite.com>

THIS IS AN ONLINE EVENT, FREE AND OPEN TO THE PUBLIC

This panel is the second installment of *The Latinx Vote in 2020*, a two-part symposium dedicated to the significance of Latinxs on the Presidential Election on November 3rd.



Hosted by the Center for Latino Research. Co-sponsored by the Center for Black Diaspora, the Departments of Political Science, Latin American and Latino Studies, African and Black Diaspora Studies, and History, and the Critical Ethnic Studies Program at DePaul.

For more information, contact a.delgadillo@depaul.edu

Post-Election 2020 Panel

When:

Thursday, Nov 5, 4:30 to 6:00 pm
(via Zoom)

Line-up:

Valerie C. Johnson, Wayne Steger,
Molly Andolina, and Joe Tafoya.

Moderator:

Scott Hibbard, Department Chair

More information to come.

Alumni Spotlights

Audrey Carroll, Class of 2020

Since graduating early in March 2020, **Audrey Carroll** has moved to Washington, D.C. and began work at NETWORK Lobby for Catholic Social Justice as a Policy Communications Associate. In her role, Audrey is responsible for communicating a defined agenda of federal issues where human rights are at stake through the lens of Catholic Social Justice. At NETWORK, Audrey is able to engage and activate community members through multi-media content such as email, social media, blogs, and more. NETWORK's lobbying and messaging strategies are centered around protecting the rights and human dignity of all people, especially marginalized communities in the U.S. Before joining the NETWORK team, Audrey held internship positions in Senator Tammy Duckworth's Chicago office and the Irish Parliament, along with campaign field work in Chicago's recent mayoral race. At DePaul, Audrey became a certified Peace Circle facilitator and is trained in restorative justice mediation. Also during her time at DePaul University, she served as Catholic Campus Ministry's Catholic Relief Services' Student Ambassador. Additionally, Audrey has completed community organizer training in partnership with Chicago Coalition for the Homeless. These experiences at DePaul ultimately led Audrey to seek out non-profit and social justice work, which led her to NETWORK, a community partner of DePaul's office of Mission and Ministry.



Doug Klain, Class of 2019

Doug Klain is a Program Assistant at the Atlantic Council's Eurasia Center in Washington, DC. Working at a foreign affairs think tank, he splits his time between planning and executing events, writing and editing research and publications, and managing the Eurasia Center's social media pages. Since starting at the Eurasia Center, he has written articles for the Atlantic Council publications UkraineAlert and the New Atlanticist, as well as for the National Interest. One of the more unexpected challenges since starting at the Atlantic Council was the shift to work-from-home due to the coronavirus pandemic, having to find ways to adapt a job where a significant portion of the work involves bringing together policymakers and thought leaders for in-person discussions and events. Now, the Zoom webinars feel far more normal, and the shift from a two-hour commute from Virginia to a 30-second commute from bed has been a welcome change. Working at the Atlantic Council is a fast-paced experience, and it gives the opportunity to be genuinely interested in the work and mission—from spotlighting reformers under political pressure to supporting policies designed to pressure undemocratic governments, the days remain



engaging. Some of the best advice that can be given for finding work at a place like the Atlantic Council is to show passion for what you are interested in, and show the ability to learn and ask questions about what you don't know. It's an incredibly lucky thing to have a job writing and continuing to learn about something you're passionate in, and that's been a welcome thing to find after graduating from DePaul University's Department of Political Science.

Natalia Cárdenas, Class of 2019

Natalia Cárdenas knew since high school that journalism was something she wanted to pursue. She transferred to DePaul from Harold Washington College after her second year and enrolled in the BA/MA 5-year program in Political Science and journalism.



Like other students who have experienced the possibilities of academic life, however, she changed her mind. The class that opened her eyes to the possibility of a different career track was “Congress and the Legislative Process” with Prof. Zachary Cook. This class was only the beginning. The experience and knowledge she gained whetted her appetite for a greater focus on politics. She counts, among others, Professors Spalding, Denton, French, Epstein, and Hibbard as significant and positive influences on her education at DePaul. Also, she firmly believes that the best decision she made as a student was to take Prof. Hibbard up on his offer to seek his advice on career choices during office hours.

Hibbard's guidance proved to be key in the choices that led Natalia to land a position with Congressman Jesús “Chuy” García. January 2021 marks two years since she started working for the Congressman's team. In 2019, when she first embarked on the present-day path, Garcia himself was also starting as a newly elected official. Her initial job title was Constituency Services Liaison. Now, she is the District Communications Coordinator. She was still in school finishing her MA when she got this full-time job.

Landing that first professional position, however, took work, perseverance, and grit. With four internships under her belt (two of which she discovered from guest speakers in DePaul classes) and significant volunteer experience on two campaigns, Natalia had built a strong resume and network of contacts. She was offered a fifth internship as student when she got the call from Congressman Garcia's office inviting her to join his team, and she never looked back.

Natalia's advice to students is simple and obvious: take advantage of your professors' office hours and ask them for career advice; gain experience as a student in the areas that you like; be sure to follow up with people with whom you would like to work; don't be afraid to be assertive; be strategic about your class schedule, and do not be discouraged by setbacks; instead, keep exploring and never give up.

If you are interested to be a part of future alumni spotlights please contact us at polisci@depaul.edu.

Shaza Loutfi, Class of 2015

Shaza Loutfi is a second year law student at Harvard law school pursuing a career in international migration, humanitarian, and counterterrorism law. Ms. Loutfi graduated from DePaul in 2015 with a Bachelors in Political Science and French. From there, she went on to earn a Masters in Urban Planning and Policy from the University of Illinois at Chicago (UIC). In 2016 she was awarded a US National Security Education Program (NSEP) Boren Fellowship to Turkey, where she studied Turkish and worked with Syrian refugees. She remained abroad for the following 3 years working in various capacities for the UN Development Programme (UNDP), the International Organization for Migration (IOM), the US Institute of Peace (USIP), UN Population Fund (UNFPA), UNOCHA, UNICEF, Care International, Save the Children, and other organizations.



With COVID-19 forcing classes online, she has chosen to continue her studies remotely from Istanbul, Turkey this semester. There, an increasingly controlling government may be manipulating coronavirus case numbers, yet many citizens still feel positively towards the authorities. This is especially true when compared to what the Turkish population sees happening in the US, both in terms of the pandemic as well as the Black Lives Matter movement. As Shaza notes, “traffic police in Turkey are mostly non-confrontational and certainly not as trigger-happy as their counterparts in the US. And they are aware of this: when I was stopped recently they explicitly compared themselves to US police.” Even with uncertain numbers, the culture generally respects mask-wearing and hand sanitizer was a ubiquitous fact of life even prior to the pandemic, making the city feel – at least superficially – safer than the US for now.



Staff Spotlight

Loyala Kanwal, Student Assistant
MPH, Social Epidemiology, ('20)

To be born and raised in a male dominating society is a challenge for every single girl in Pakistan where democracy is just on papers and not in action. To talk about myself more, I have to shed some light on where my parents lived before they moved to Karachi, also known as the city of lights (even though blackouts are a daily routine!). It all began in Layyha city, which is a small district in Punjab, from where my parents migrated to Karachi after they got married, with their strong Punjabi values and traditions. Karachi is the largest city in Pakistan, the third-largest city in the world by population within city limits, and seventh-largest urban agglomeration in the world and the largest city in the Muslim world!

My siblings and I were fortunate to have gone to the best schools and colleges in Karachi.

I completed my schooling from St. Patrick's High School and then went on to study, on merit, at BMM PECHS Government College for Women. Belonging to a minority religion in Pakistan, my father's dream was for me and my sister, to open a clinic or a hospital in his hometown, which was a motivational drive for us to score high and to gain admission in a Medical University. I completed my medical education in 2014 from Liaquat National Medical Hospital and Medical College. My interest in the medical profession increased when I took my electives in cardiovascular and thoracic surgery at Tabbah and Jinnah Post-Medical institute in Karachi. It always gave me an internal, inscrutable, and inexplicable contentment to know that my patients are getting better and joining their families. During those 8 years, I was privileged to have had one on one interaction with patients in the Basic Health Units and the clinics during my rotations. As a General Physician, I was exposed to people from various backgrounds, religions, and ethnicities. These daily experiences allowed me to develop cultural sensitivity along with the importance of health equality. Pakistan is a developing country where the rural population predominates in numbers over the urban population. I have seen my country suffer through internal and external threats for the past 20 years. Terrorism, corruption, and regime change have led to a decline in the health care system. Witnessing this, I worked to the best of my abilities to combat this deterioration by actively participating in various volunteer camps to provide assistance as a doctor.

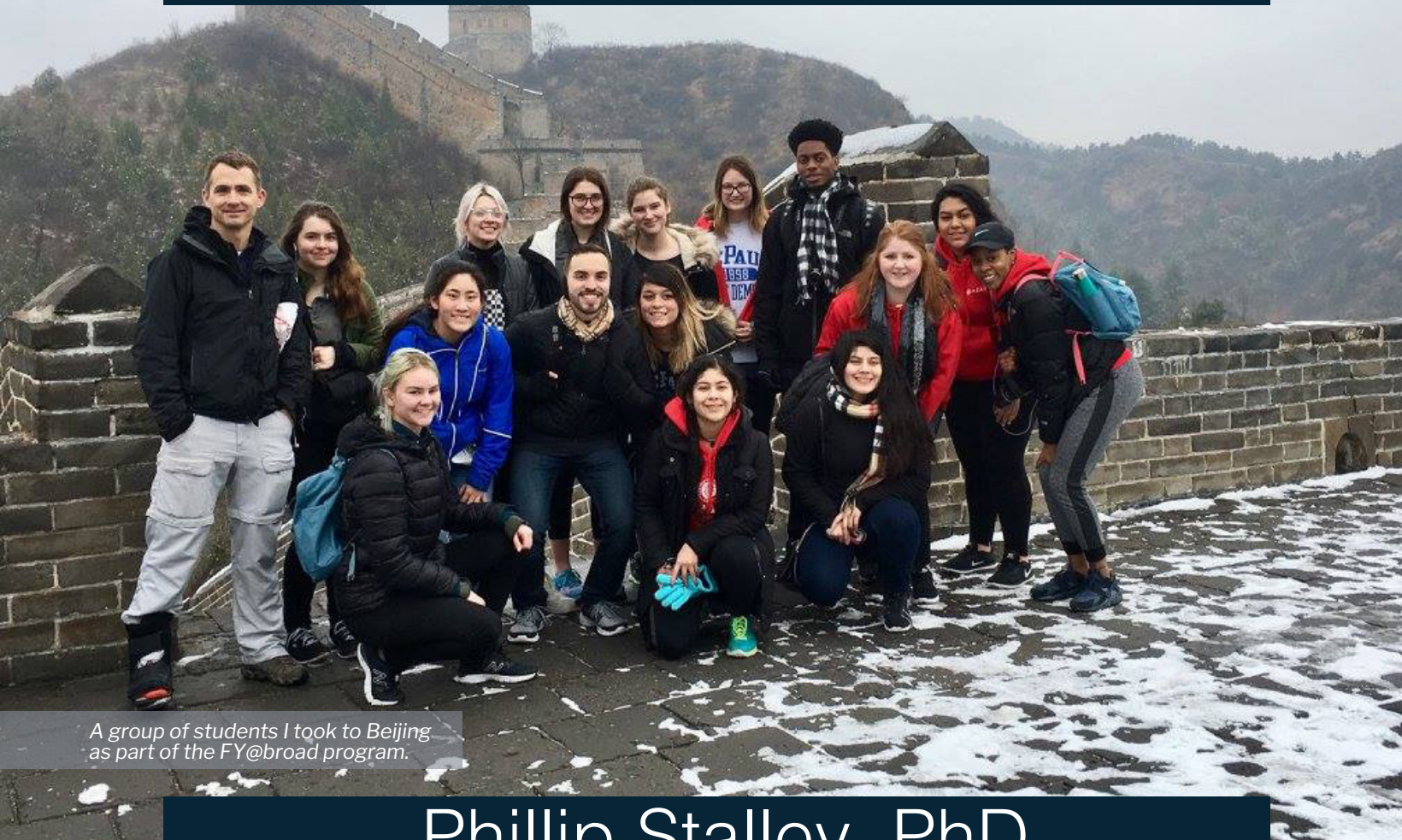
However, I wanted to reach out to a larger audience, to more people, and to work on the basic and yet complex social determinants and health behaviors for us now and for generations to come. I am an avid believer that prevention is better than cure. With this belief, for the past 6 years, I have been frequently involved in public awareness programs on topics like drug abuse in youth, childhood and adulthood obesity, and mental health education. In addition, I felt the need to learn more about the determinants that affect our lives in all the ways, which led me to DePaul where I started my journey as a graduate student in the Masters of Public Health program. During my MPH, I had the privilege to complete my internship at the Chicago Department of Public Health under the supervision of the most brilliant Epidemiologists, Nick Prachand (Director of department of Epidemiology), Kingsley Weaver (Senior Epidemiologist) and the entire team in the city of Chicago.

Currently, I am working two jobs, as an Assistant in the Department of Political Science, working with blind faculty and as a Student Assistant in the Liberal Arts and Sciences Dean's Office to support myself. It was a phenomenal experience to learn and execute remote assistance to blind faculty during a pandemic. My studies and experiences at DePaul polished my independent working abilities and collaborative teamwork skills.

While experiencing the COVID-19 pandemic, I am proud that I have excelled in the field of public health. My future goal as a Social Epidemiologist is to use social structure research to analyze associations between its elements, such as, culture, class, status, groups, roles, institutions, and health outcomes to include solution-based data lenses and provide policy-focused data in order to progress and support public health work. I would work towards actively deconstructing institutions of structural violence and expose uncomfortable truths about the role our society plays in the health outcomes of marginalized groups. Moreover, more than ever, I am determined to improve equity in the social determinants of health. With high hopes and ambition in Public Health and Epidemiology, I would like to share a recently published scholarship item on my research on sleep deprivation due to smart-phone addiction among medical students: <https://njhsociences.com/wp-content/uploads/2020/07/Article2F.pdf>

Faculty Spotlight

Political Scientist, Environmentalist, Marathon Man



A group of students I took to Beijing as part of the FY@broad program.

Phillip Stalley, PhD

How did you first get interested in China and did you ever expect that interest to turn into a professional focus?

I discovered my interest in China completely by accident and I never imagined it would lead to a career in academia. A US History major at UNC-Chapel Hill, I stumbled into a China-related career only because I was required to take a non-western history.

A visiting professor named Sidney Rittenberg was offering a course on Chinese history. I had no particular interest in China and would have been

lucky to find it on a map, but he had such an interesting biography that I took his course. Sidney was an alumnus of UNC who joined the US army right after graduation. He had an affinity for languages and was sent to study Chinese and then eventually stationed in China. This was right at the end of WWII when China was in the midst of a civil war between the Communists and the Nationalists. As part of his

job, Sidney traveled around the country and he was impressed with the esprit de corps in the Communist-controlled areas. Long story short- Sidney ended up joining the Chinese Communist Party, rising up through its ranks, and working shoulder-to-shoulder with its leaders including Mao Zedong, whom he knew personally. He hid in the caves in Yan'an as the Nationalists and Americans bombed the

Communists' hideout!

Like so many in China during the Mao era, Sidney paid a heavy price for his role in elite politics. He was purged twice and imprisoned for a total of 16 years, much of it in solitary confinement. His second stint in prison, which lasted the decade of the Cultural Revolution, was because Mao's wife turned on him. He stayed in China for 35 years before coming home and making a living as a consultant as China began opening to the outside world and western companies were desperate for people who knew the lay of the land. He was a perfect microcosm of Chinese history after 1949—a redder-than-red communist who then decided that making

money was not so bad. No one led a more interesting life than Sidney and I would encourage everyone to read his book *The Man Who Stayed Behind* or see the documentary about him, *The Revolutionary*. (I have copies of both in my office that I am happy to loan to anyone).

In any case, Sidney had some interesting stories to tell in class and he ignited my interest in China. He was also one of the nicest people to walk the planet and he became a friend and mentor. After his course, I took all the Chinese history classes I could and decided to travel to China after graduation. My intention was to hang around for six months. Sidney helped

arrange the trip, which was a big deal for me since it was



My first trip to China in the mid-1990s.

less common to travel to China at that time and I had never left the country (or even been west of the Mississippi). A few months turned into several years and then the next thing I know I'm a professor focusing on Chinese politics.

What are the main themes of your course on climate change and international environment politics?

I teach two environmentally-themed courses, one on China and one on global issues. Because of the magnitude and salience of the climate crisis, both of the classes focus heavily on climate change. In terms of themes, my aim is to help students better appreciate the causes and consequences of global environmental challenges. In particular, I want them to understand the role of politics and how environmental exploitation is embedded in our socioeconomic and political systems.

It's common for non-

political scientists to think of environmental problems in terms of an individual ethic.



A family photo from Hawaii (2017).

We are constantly told what we can do as individuals to help the environment—ride a bike to work, eat local, turn

down the thermostat, etc. Individual action is all well and good, but it sometimes leads to a failure to appreciate the importance of political action and the impact of regulation. Trump's rollback of Obama's fuel efficiency standards, for instance, could cause the emission of a billion tons of carbon dioxide, roughly the annual emissions of Germany. I want students to leave my class recognizing that, if they want a cleaner environment, they need to take political action and fight for systemic change.

Tell us about your work as the Fulbright/Boren advisor for the school.

As has been the case for most of my career, I stumbled into the scholarships adviser role. I never planned to make it a central focus on my career. My work in this role is pretty straightforward. I promote national scholarship programs such as Fulbright and assist students who apply. Most programs require an institutional letter of recommendation and a formal campus review, which I administer.

The summer after I received tenure, the Dean's office approached me and asked me to take the position,

presumably because everyone else had already turned it down. After several years of life as an assistant professor, during which the pressure to publish is intense, I thought it would be a pleasant change for a year or two. As it turned out, I really enjoy it and now I'm in my eighth year. Every quarter I get to work closely with dozens of our brightest, most accomplished students, not to mention all the great faculty who volunteer to help with the campus review. It really is DePaul at its best. Dedicated teachers helping interesting, public-minded students

take their first steps out of college. What's not to love?



A family photo taken after my wife, Evance, completed the Chicago Marathon in 2019.

How did you get involved in triathlons and how do you maintain your training during a pandemic?



I've been a runner my whole life and have always loved competition and training for a race. I focused on marathons for about a decade, but after qualifying for and running the Boston Marathon, I did not

have much left to accomplish and was looking for something new. Plus, I was getting older and the pounding of marathon training was taking its toll on my body.

Knowing I had done a few triathlons as a kid, my wife bought me a bike. It turned out that I'm a decent cyclist and so what had been an interest in marathoning turned into an obsession with triathlons. I race several times a year at all distances, but mostly Olympic and half-Ironman. I was in week 22 (of 28) of training for my first full-distance Ironman when the race was cancelled due to the pandemic. Bummer.

I do not see a return to racing any time soon, so for now I train and race

virtually on a platform called Zwift. It is akin to a live-action, multiplayer video game that consists of a virtual world populated by thousands of riders at any given time. I'm a gamer! In my basement I have my bike attached to a smart trainer sitting in front of a TV. The trainer sends data about my power and weight to Zwift and that is translated into the speed with which my cyclist avatar moves in the virtual world. It sounds silly, but the races are intense. I never thought I'd care so much about making a cartoon figure move through a pretend world, but 2020 has been full of surprises and I'm just happy that I found a way to scratch my competitive itch.



Study Abroad Highlight

Leuven: Community, Policy Making, and the EU Parliament in Belgium

Description

DePaul students can participate in engaging courses at the Leuven Institute in Belgium and gain professional experience in a five-week internship in Brussels. This program is designed for students who want to gain a practical understanding of modern Europe, particularly its political structures and processes. The courses allow for a comprehensive academic study program linked to practical exposure to the emergent trends and developments in the central EU policy spheres. Studies focus on the institutional framework of the EU and the resulting legislation from its development. As students examine the continuing formation of the European Community, they will also consider the foundations of economic integration, the movement towards an economic and monetary union, and the political systems of member states. This program is really beneficial for Political Science students, International Studies students and students who are interested in gaining international work experience.

Internship

A highlight of this program is the opportunity to intern either with a member of the European Parliament or a nongovernmental organization (NGO) affiliated with the EU government. Local faculty and staff provide DePaul students with the preparation, training and support to succeed in this work. The coursework on European history, society, politics and literature also support the internship by providing a comprehensive overview of the European Union's emergence and development. The Leuven Institute will place students in internships according to academic and professional experience and interests. Internships with the European Parliament will take place for five weeks at the end of the program, which means that students will have the benefit of taking their coursework before the internships begin. Students will be scheduled to work with participating Ministers of Parliament on Mondays, Tuesdays and Wednesdays. Interns may also have an option to work on Fridays with agreement from Internship Supervisors. Prior to the internship, students will participate in "Brussels Briefings" to be oriented to key locations in Brussels that are significant to the European Union. Internship placements will be coordinated by the on-site Director at the Leuven Institute and students will have the opportunity to meet with placement staff after they arrive in Leuven. Final internship placements happen on-site after interview-style meetings.

Dates

Term: Fall 2021

Application Deadline: 02/01/2021

Admission: 03/01/2021

PSC Student Organizations



Mock Trial

Mock Trial is a competitive trial simulation. Teams from different universities present all aspects of a regular trial: pre-trial motions, opening statements, direct and cross-examinations, and closing statements. During these tournaments, attorneys and/or judges preside over the mock trials and assign scores to each aspect of the trial.

The team with the greater score wins that round of the competition. Our mock trial teams have been very successful in past competitions.

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

For the upcoming 2020-2021 academic year, Mock Trial, per AMTA, is going to an all virtual format. While the procedures have not been completely worked out yet by the DePaul Mock Trial teams, due to covid-19, the student executive board has decided to temporarily forgo recruitment and go with returning members only.

For additional questions about the Mock Trial, contact PSC faculty advisor, Eric Wright at ewrigh13@depaul.edu.

Model United Nations

Model United Nations provides an opportunity to learn about international relations, diplomacy, and the United Nations through preparation for and participation in simulations of the UN, such as guides, workshops, and conferences. DePaul runs internal simulations for its students and faculty and takes part in national Model United Nations conferences during the school year. Due to covid-19, participation in Model UN has been suspended for the 2020-21 academic year. For additional information, contact faculty advisor, Erik Tillman, etillman@depaul.edu, 773-325-4131.





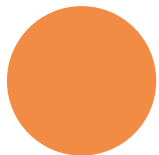
Pi Sigma Alpha

This Xi Iota Chapter of Pi Sigma Alpha was founded at DePaul in 1983. Membership in this national honor society is open to upper-level undergraduate students in political science who have achieved the required level of academic excellence. The Xi Iota Chapter recruits new members during winter quarter. To learn more about this national honor society, go to [Pi Sigma Alpha](#).

For the 2020-21 academic year, the DePaul chapter of Pi Sigma Alpha has elected the following new officers:

Grace Weber, President
Robert Dietterick, VP
Nasko Pelinkaj Executive board
Linette Sanchez, Executive board
Jillian Morrison, Executive board

For additional information, contact faculty advisor, Professor Dick Farkas, 773-325-1977, dfarkas@depaul.edu.



PSC Student Representatives



James Leichty
Class of 2021

My name is **James Leichty**, and I am a senior majoring in political science and minoring in classical studies and geography. Like other freshmen, I was undecided until I took PSC 140 with Professor Denton. His engaging, middle-of-the-road teaching style made me realize that my home was in the Political Science Department.

Before serving as PSC Student Representative, I held a research assistantship and several intern/externships, including at the Office of U.S. Senator Tammy Duckworth. Having benefited considerably from these experiences, I envision spearheading monthly networking events for students with PSC alumni.

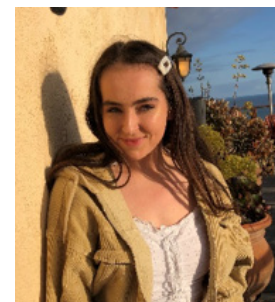
Outside the classroom, I campaign for Judge Jason Bohm's 2020 campaign for circuit judge. I also volunteer at Illinois Premier Boys State and help prepare my former high school's We the People team for state and national competitions. Next fall, I will attend DePaul University College of Law.



Celeste Ruan
Class of 2022

My name is **Celeste Ruan** and I am incoming junior. I am majoring in Political Science with concentration in Law and Theory along with a minor in Spanish. I am from Long Beach, California and came to DePaul to take advantage of the opportunities the school and the city have to offer. As a student representative, I am looking forward to voice and fulfill the needs of PSC majors, especially students of color, and encourage student-faculty interaction.

My name is **Kacie Koenig** and I am studying Political Science with a Law & Theory concentration. In addition to my major, I'm also double minoring in Spanish and Psychology. I'm an incoming junior, born and raised in Orange County, California. I came to DePaul to experience seasons, live in a city, and take advantage of all DePaul offers to get the best education. I can't wait to bring students' voices to the department faculty this year as a student rep!



Kacie Koenig
Class of 2022



Olivia Kennedy
Class of 2023

My name is **Olivia Kennedy** and I am a second-year student studying Political Science, Economics, and French. I am from Cedar Rapids, Iowa, and was thrilled to move to Chicago and attend DePaul because of the endless internship and research opportunities, DePaul's unique location, and the strong academic and pre-professional programs in the city. Growing up in Iowa gave me a ton of exposure to politics because of our first-in-the-nation caucus spot and I found that I really enjoyed this area of study through my time thus far at DePaul. As a student rep, I want to increase transparency and communication from the department to students and come up with some interesting events to increase student engagement with the department.

My name is **Riley Reed** and I'm a current junior studying Political Science and Peace, Justice and Conflict Studies. I'm originally from Milwaukee, Wisconsin, but, don't worry, I'm an avid Bears and Cubs fan. I love the amazing poli sci program at DePaul and all the resources to connect with groups and people in the city of Chicago. The classes always fascinate me and have helped promote my passion for social justice. Outside of school, I am the Chicago chapter lead for March For Our Lives, I am a National Outreach coordinator for Extinction Rebellion Youth, and I have my own organization called Pride In Running focused on helping the young LGBTQ+ folks run for office and gain advocacy skills. So, civics and social change are things that run deep for me!



Riley Reed
Class of 2022

PSC Student James Leichty Publishes Op-Ed

In the June 30, 2020 issue of the *The News-Gazette*, Champaign, Illinois.

Reprinted with permission.

AFTER 20-PLUS YEARS ON THE BENCH IN CHAMPAIGN COUNTY, THE HON. HEIDI LADD WILL HANG UP HER ROBE ON WEDNESDAY. ON THE EVE OF HER RETIREMENT, A MENTEE FROM ST. JOSEPH REFLECTS ON LADD'S LEGACY.

'She never failed to acknowledge a person's worth, treating all whom she encountered as her equal, irrespective of title or status'

Judge Heidi Ladd is a household name to countless residents of Champaign County, but after she hangs up her robe for the final time Wednesday, she wants just to be known as Heidi.

Reflecting on her nearly 21 years as a judge, she said, "I am Heidi Ladd. I have had the honor of serving as Judge Ladd, but that was a privilege, not a definition. The job is important; I am not."

While many, including myself, would strongly disagree with her latter sentiment, Judge Ladd's words speak volumes to her humility and profound devotion to public service.

I first came to know Judge Ladd through teacher Marshall Schacht in 2017, when I was a senior at St. Joseph-Ogden High School. She graciously allowed me the opportunity to job-shadow her on multiple occasions.

One was particularly compelling. With the consent of both parties, I witnessed a closed hearing involving a juvenile. What stood out to me was Judge

Ladd's motherly concern for the young man before her. She unwaveringly adhered to the rule of law, yet with compassion and an eye toward rehabilitation, refused to see him as a lost cause.

Throughout her legal profession, Judge Ladd has demonstrated that regard for the law and human dignity are not mutually exclusive.

As an aspiring lawyer and judge, I have had a unique perspective living vicariously through Judge Ladd and her colleagues to whom she introduced me, continuously expanding my knowledge of the law and understanding of the inner workings of the criminal justice system.

These individuals — including Judge Jason Bohm, Judge Brett Olmstead, chief court reporter Melissa Clagg and the woman of the hour herself, Judge Ladd — have not only contributed to who I am today but have become like my second family.

Not all that I have learned from being in Judge Ladd's presence has per se related to the law. While serving as a judge is arguably the zenith of a lawyer's career, ego has never been at the forefront in Judge Ladd's mind.

Whether we were in court or eating lunch together at Silvercreek, she never failed to acknowledge a person's worth, treating all whom she encountered as her equal, irrespective of title or status.

This hallmark transcends the judge who I have come to know as Heidi. Moreover, it teaches us all a valuable lesson that echoes the Golden Rule: Judge Ladd commands respect but does so only by reciprocating that respect.

We will soon embark on new life journeys: for Judge Ladd, the well-deserved rest and recuperation that comes with retirement; and for myself, law school.

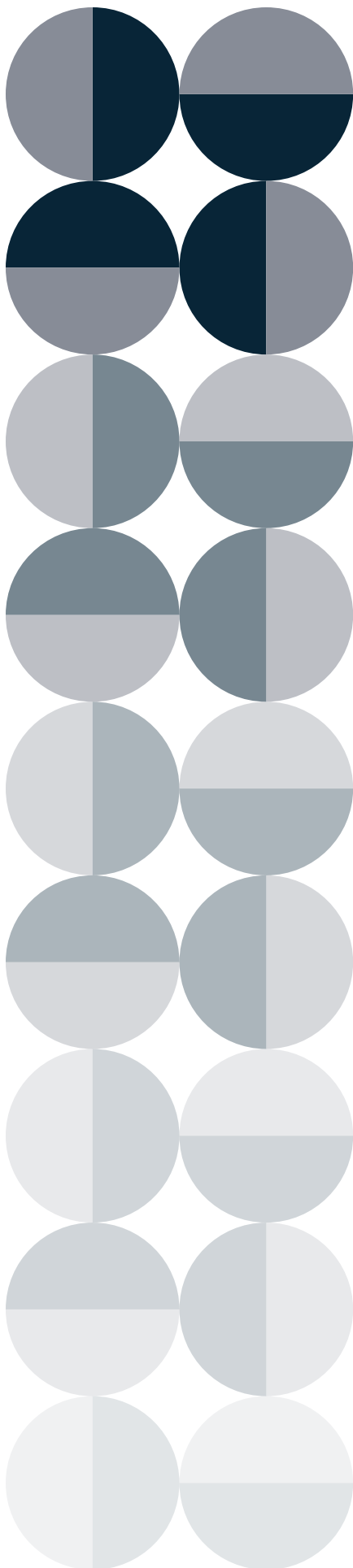
As a rising senior at DePaul University, Judge Ladd's unceasing guidance and support have allowed me to reach new heights never before imagined. Her mentorship has blossomed into a lifelong friendship.

Whether or not she will admit it, Judge Ladd will be leaving the bench with big shoes for her successor to fill, along with an indelible mark on all whom she took an oath to serve over two decades ago.

It is an honor and a privilege to call Judge Ladd my friend and mentor, and I am eternally grateful for the knowledge and values that she has imparted to me. I will never forget the memories made with Judge Ladd, but I cannot wait to make new ones with Heidi Ladd come Thursday morning and the days that follow.

May retirement treat her well.

James Leichty is a senior at DePaul University, where he majors in political science and minors in classical studies and geography. Raised in St. Joseph and now living in Chicago, he plans to go to law school.



Student Statement

Olivia Kennedy

Class of 2023

It's no secret that Spring Quarter 2020 was strange. From being ousted from on-campus housing to sharing a workspace with working family members and siblings, the "college experience" felt like it was lost to COVID-19. As I was personally adjusting to the new normal in the world of COVID, I remember thinking "this won't be long" and "we'll be back on campus in the fall", but as trends started to look more and more grim, I knew that wouldn't be the case. As we enter fall quarter, I have done a lot of reflection on the past few months and the trials and tribulations of existing in the midst of a global pandemic, an economic downturn, and the necessary resurgence of the Black Lives Matter (BLM) movement.

First, as a white person, I would like to check my privilege in speaking about BLM - I cannot speak on behalf of Black Americans, nor do I intend to. I will do my part in this movement by acting as a follower rather than a leader by donating to organizations that support BLM, protesting, and educating myself and those in my close circles on these very complex issues. For more information and a comprehensive list of resources on how to be an effective ally, see [this Google Doc](#).

There is no doubt that these unfoldings coupled with a health crisis that was becoming more and more politicized by the second affected my learning. I found myself increasingly distracted and disinterested in my school work. However, these events only served to enhance my political science coursework. It seemed like everything we had been discussing in my class (PSC 326 with Professor Steger) was happening in real-time. It was almost the perfect environment to dig deep into the complex underlying reasons for political events.

With fall quarter upon us, I hope that we can take these events and learn from them as we move forward. I hope that everyone does their part by wearing masks and social distancing so we can bend the curve of this pandemic. Finally, I hope that leaders at DePaul do what is right to ensure the safety of their students and make online learning accessible and beneficial to all students.



Recent Graduate Spotlight

Ena Rizvic Class of 2020

I'm Ena Rizvic and recently completed my bachelor's degree in Political Science with a concentration in international politics and a minor in French. I've been a part of the Honors Program, Sigma Pi Alpha, the Inside-Out Prison Exchange Program, and I studied abroad as well. Having graduated a year early, my undergrad experience at DePaul was jam packed!

Because my focus is on international politics, studying abroad was a huge step for me. But doing that for my last semester of college was particularly risky. I stuck with it, and in the beginning of February 2020, I landed in Dubrovnik, Croatia (where they shot Game of Thrones) ready to breathe in that fresh Adriatic air. I was taking part in the Erasmus+ program, which aims to connect students throughout the European Union (and the rest of the world) through a cultural exchange. Meeting students from so many different countries, exploring the beauty of Croatia, and mixing that with a unique academic setting was engaging. We managed to take a weekend trip as a group to the neighboring countries of Bosnia

and Herzegovina. Being that my family is Bosnian, it was such a heart-warming experience being able to explore its capitol with my newfound friends.

Then came mid-March and panic struck; every Erasmus+ student had to decide whether or not they would return to their home countries or stay there for an "indefinite" amount of time, in a program with a lot of adjusting to do. Croatia's response to COVID-19 was very proactive, which encouraged me

a social and emotional setback, at the very least it gave me the time to focus on my schoolwork.

By May, Dubrovnik had reduced its cases so significantly that the city began opening up. I was able to end my experience



On Croatian Mountain



In Mostar, Bosnia

to stay for the remainder of my school year. As the months went by, we navigated online learning through endless hours of lecture and online assignments. I was taking about eight classes and completing a thesis on top of it. Despite the pandemic being

in Dubrovnik by shopping in boutiques, walking the Old City walls, visiting islands, swimming in the sea, dancing with friends in the local cafés, and completing my final exams. Fortunately, I finished my coursework in time and was able to graduate, leading me to fly back to Chicago just a few days before commencement to celebrate with my family. When the departure date arrived, I left Dubrovnik in a very bittersweet mood. It had been my sanctuary during a pandemic, but the "real world" awaited me at home. My time in Dubrovnik was a story-book way of ending my undergraduate experience at DePaul, but I certainly have some unfinished business abroad.



PSC Internship Tips and Tricks with John Travlos, Class of 2023

The Path to the U.S. State Department

Are you interested in working for the U.S. State Department? Well, I have the game plan for you. My name is John Travlos and I am a current sophomore at DePaul University, double majoring in political science and economics. I have recently obtained a year-long internship at the U.S. State Department. Specifically, I will be working at the Foreign Language Institute under Ismini Petraki, the Head of the Greek Department of Foreign Affairs. My role is to assist U.S. diplomats in their studies of the Greek language and Greek-Cypriot affairs. I will be collaborating with Ms. Petraki on lesson plans and then video-chatting with the diplomats multiple times a week to assist them in their language skills. I am beyond excited to be a part of this program and I would like to share some tips on obtaining similar positions.

Step up to the Plate

The first step I took in receiving this internship was finding it. I discovered this position on USAJOBS.gov. If you are a college student, I highly suggest making an account on USAJOBS.gov. This website is the platform all federal agencies use to list their vacancies. In the middle of June, I saw the Virtual Federal Student Service (VSFS) on the USAJOBS vacancy list. VSFS is a student specific platform used by federal agencies that lists all the virtual internships for each year. There are hundreds of vacancies available, so I highly recommend if you are interested in working in government to apply to this program over the summer.

Make Sure You Can Walk the Walk

Most of the vacant internships were looking for one thing: multi-language skills. I cannot stress enough how beneficial it is to learn and actively improve in a second language. Applicant pools will be smaller for those positions that require a second language, meaning you will have a greater chance at obtaining the position, and as someone who is multi-lingual, you will be a more valuable asset for the State Department. However, do not think that taking a couple of classes in a foreign language prepares you for the State Department. The officials there are looking for interns who understand not only the language of a foreign country, but also its cultural and political affairs. For example, in my interview, my supervisor asked me about the current conflicts in the Eastern Mediterranean to evaluate if I actively paid attention to current events in that region. Fortunately, I prepared by reading articles and watching relevant media regarding political affairs in the Eastern Mediterranean. In short, I recommend continuously improving your language skills outside of class and actively paying attention to cultural and global affairs related to your language.

Slam Dunk the Application

The core part of the application is the statement of interest. This statement not only tells the story of who are you and what you will contribute to the internship, but also displays your writing skills, which is an essential skill for any government job. If you are able to write a great statement of interest, you are guaranteed to be referred to the top list of applicants. Personally, I made sure my statement was at its highest potential by drafting multiple copies and asking multiple advisors to review it for me. After I submitted my application, I received an email a couple of weeks later that the Foreign Service Institute wanted to interview me in my target language. I was interviewed over the phone in Greek with my current supervisor and she gave me the position on the spot.

**Assistant Professor
Joe R. Tafoya co-authored
a publication with Loren
Collingwood and Benjamin
Gonzalez O'Brien in *Journal
for Race, Ethnicity, and
Politics* in the March 2020
issue.**

**Partisan Learning or Racial
Learning: Opinion Change
on Sanctuary City Policy
Preferences in CA and TX**

Abstract: Significant research indicates that attitude change is often a product of partisan learning. However, as the party system continues to rearrange around issues of race and immigration, and as new racial policy issues thrust onto the agenda, it is unclear whether voters learn to adopt racial policy attitudes more based on race/ethnicity or on party identification. We evaluate the partisan-learning model versus a racial-learning model with regards to public opinion on sanctuary cities/policies among survey respondents in CA and TX. Given President Trump's public antipathy toward sanctuary cities, we argue and show that negative partisanship is the most plausible vehicle for sanctuary city attitude change between 2015 and 2017. In this particular case, we find no support for a racial/ethnic-learning model.

CENTER FOR LATINO RESEARCH FACULTY FELLOWS 2020-2021

EMANUELE COLOMBO, Ph.D.
Catholic Studies | College of Liberal Arts and Social Sciences

**"MISSIONS AND MEMORY:
INDIGENOUS NARRATIVES OF THE JESUIT REDUCTIONS"**
I am working on the recollections and narratives of the Jesuit reductions (reducciones) as preserved among the Guaraní people. The reducciones—settlements for indigenous people created by the Jesuits in the seventeenth and eighteenth centuries in an area on the borders of Brazil, Argentina, and Paraguay—have been usually described by the historiography from an exclusively European perspective. My project, following the most recent historiography, aims at connecting the study of the history of the reducciones with the recollections and narratives of this history as recounted by the Guaraní who still today live near the ancient mission settlements.



DELIA COSENTINO, Ph.D.
History of Art and Architecture | College of Liberal Arts and Social Sciences

"RESURRECTING MÉXICO-TENOCHTITLÁN, 1915-1965"
This book project is an urban history that takes us to Mexico City in the first half of the 20th century. In 1915, the first systematic excavations in the Centro Histórico uncovered a corner of the Templo Mayor, the most important building of the Aztec Empire. In the decades that followed, remains and reconstructions of Tenochtitlán functioned as ideological instruments of indigenismo and mestizaje. I highlight the historical process by which the ancient capital of the Mexica dynasty entered the post-Revolutionary Mexican imaginary, especially through the work of modern archaeologists, artists, art historians, and urban planners. I seek to lay bare a significant spatial component to the construction of Mexicanness, even in far-flung places like Chicago. I argue that creative, intellectual, and state agents engaged in literal and much more broadly cultural excavations of Mexico City's past in order to dismantle an enduring topos of Spanish Conquest in favor of a narrative promoting the nation's mestizo foundations.



JOE R. TAFOYA, Ph.D.
Political Science | College of Liberal Arts and Social Sciences

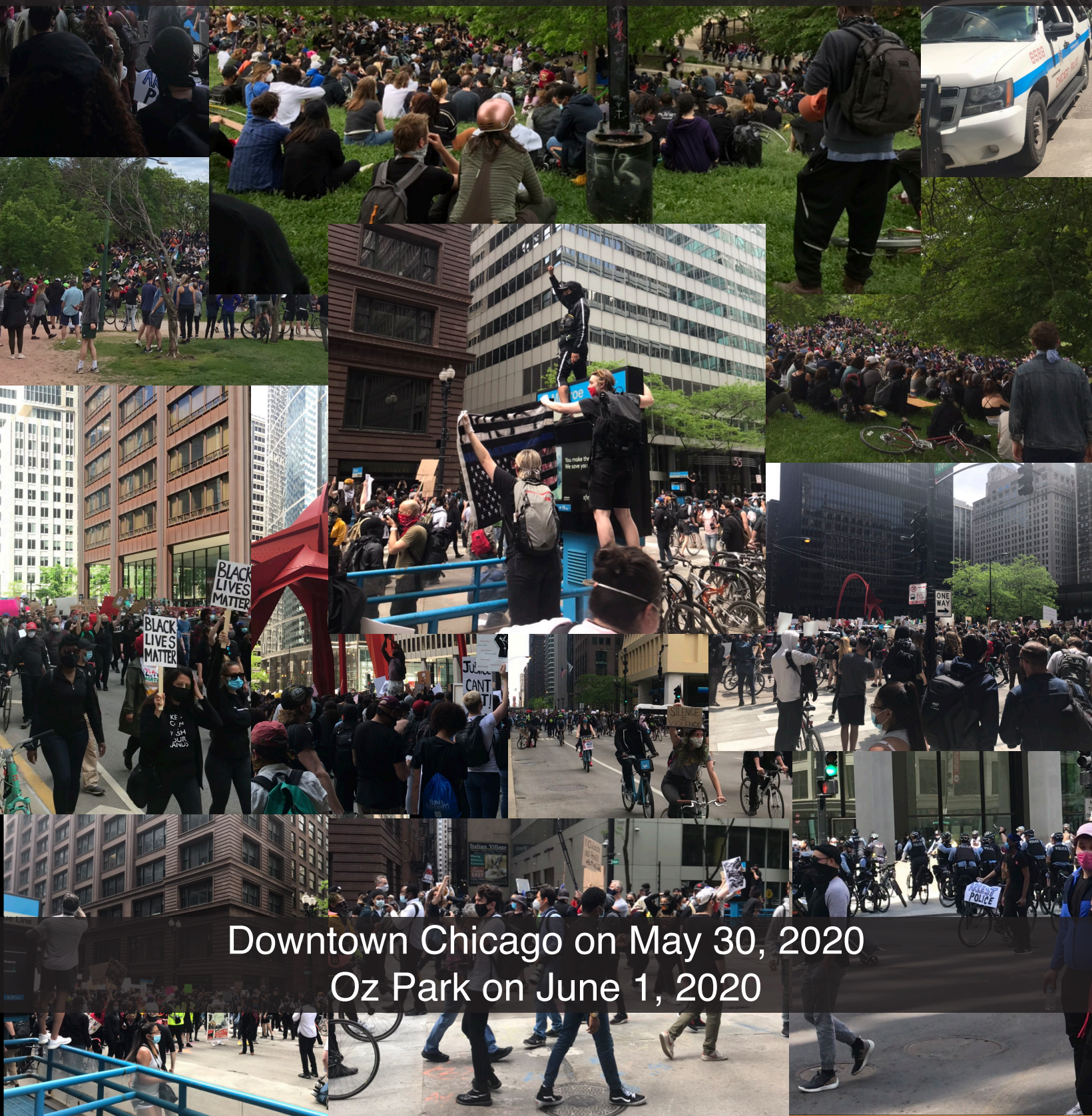
**"BRINGING IN DETACHED LATINOS: THE LINK BETWEEN
VOTING AND DECISION-MAKING UNDER RISK"**
Understanding and advancing Latino political involvement is challenging because community members are unlike the rest of the American electorate. Socioeconomic disadvantage places Latinos in a secondary tier of political influence, and discrimination on the basis of national origin, legal status, language, and creed provide uncertainty over politics and place in American society. Rather than apathy or ignorance, I argue, perceptions of uncertainty over the prospects of well-being better explain Latino involvement in the political system. The approach reveals that Latino voters possess a desire for certainty and qualities of well-being uncharacteristic of Latino non-voters, who show a desire for drastically new conditions so strong that protest action is more desirable. Here I project these survey findings to the population level to better guide the mobilization of disengaged Latinos at local levels.



**Congratulations to Assistant
Professor Joe R. Tafoya
who is one of the 2020-2021
recipients of the Center for
Latino Research's Faculty
Fellowship!**

Black Lives Matter Protests

Photos by Ben Stumpe, Student Assistant



Downtown Chicago on May 30, 2020
Oz Park on June 1, 2020

IT'S TIME TO THINK ABOUT

SCHOLARSHIPS

opens **October 1**

closes **November 1**

Apply through DePaul
Scholarship Connect

<https://depaul.academicworks.com/>

Dean's Office scholarships and
academic-unit scholarships
available.

General application must be
completed on Scholarship
Connect



Questions? Contact

<https://las.depaul.edu/student-resources/scholarships>

Autumn Courses

PSC 368: RIGHTS-BASED SOCIAL MOVEMENTS

This course offers an in-depth look at the relationship between rights, identity, and social movements. It will examine how activists pursue policy goals through the use of rights-based legal strategies. Course material will cover a diverse set of groups, which may include: African Americans, disabled persons, Native Americans, immigrants, gun owners, women, anti-abortion activists, opponents of affirmative action, and LGBTQ individuals.



AUTUMN 2020 | M/W 1:00 - 2:30 PM | JOSEPH MELLO, PhD



PSC 367: IMMIGRATION LAW

Examines the various legal categories under the U.S. Immigration and Nationality Act that permits persons to be admitted to the United States either temporarily or permanently. It also examines U.S. policies toward illegal immigration and the rights of aliens after the 9/11 terrorist attacks.



Autumn 2020
T/TH 11:20 - 12:50 PM
Kathleen Arnold, PhD

PSC 339: Advanced Topics in Political Thought: Slavery & Tyranny in Aristotle

What is the best form of government? How should citizenship be defined? How, if at all, can bad governments be reformed? How should we understand the logic of ancient and modern tyranny? Is America an Aristotelian oligarchy? What can Greek philosophy teach us about recent political events? In this class, we will study and criticize responses to these questions from Aristotle's Politics, one of the most important texts in the history of political philosophy. In addition, we will investigate what modern scholars have had to say about this work: its influence in antiquity, its problems and oversights, and its continued importance for contemporary politics and philosophy.



Giuseppe Cumella, PhD

AUTUMN 2020
ONLINE HYBRID
T/TH 1:00 - 2:30 PM

PSC 282: POLITICAL ACTION AND SOCIAL JUSTICE



Autumn 2020 | T/Th 9:40 - 11:10 AM

This course combines community-based service learning with readings, lectures and classroom discussions to investigate the nature of social justice and the extent to which individual and community political action can promote it.



Molly Andolina, PhD

PSC 217: Women & Politics

This course explores the ways in which women interpret, gain access to, and use political power. It focuses on sex- and gender-based differences in the political socialization process, and their implications for the participation and organization of women. Gender-related legislation and "women's" political issues are also evaluated. Particular attention is given to women and politics in the United States.

Autumn 2020
M/W 11:20 - 12:50 PM
John French, PhD

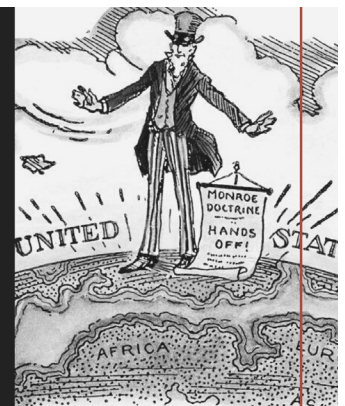
PSC 242: AMERICAN FOREIGN POLICY

An examination of the forces that shape the broad outlines of United States foreign policy, including historical background, and the effects of social forces and governmental structures. The challenges, opportunities and constraints presented by the international environment are also considered.



AUTUMN 2020 (ONLINE)

CLEMENT ADIBE, PHD



PSC 261: First Amendment Rights

A discussion and analysis of Supreme Court decisions interpreting the meaning of the First Amendment guarantees of freedom of speech, press, assembly and religion.

Autumn 2020
T/TH 1:00 - 2:30 PM
Britney Macdonald, PhD



PSC 235: EQUALITY AND SOCIAL JUSTICE

Considers how societies distribute social goods of power, status, wealth, and informal resources and models of just distribution utilized in classic and modern political theory. Shifts in the meaning of social justice over the course of history and the critical contests over this issue are addressed, as well as the emergence of new models focusing on regional and global concerns. The major concepts including capitalism, socialism and meritocracy are considered.

Autumn 2020 | M/W 2:40 - 4:10 PM | John French, PhD



Content Editors

Mihaela Stoica
Sr. Department Assistant

Estela Sorensen
Assistant Director for Academic Advising

Cover Designer & Layout Editor

Ben Stumpe, Student Assistant
BA, Communication and Media, ('23)

Data Analysis & Statistics

Loyala Kanwal, Student Assistant
MPH, Social Epidemiology, ('20)

DePaul Political Science Department

990 W. Fullerton Avenue
Chicago, IL 60614
773-325-7336
polisci@depaul.edu

Connect with us on social media!



Political Science
DePaul



@PSCDePaul



@DePaul PoliSc



@pscdepaul

