The INS Program currently has 30 declared majors, and interest in the major continues to grow. We offer two sections of INS 1008, *Introduction to Global Studies*, every semester and they are filled to capacity with 30 students each. In fall 2014, INS launched a minor in International Studies. The INS minor consists of 6 classes in all, 4 core courses and 2 electives selected from any of the INS major concentrations.

INS majors are actively engaged in study abroad, service-related activities and internships. You will see examples of these spread throughout the newsletter. Our faculty spotlight this semester is on History Professor David Gutman (see Karina Edouard’s excellent interview on page 3) and student spotlight is Juan Espósito (page 4). We are also highlighting the achievements of INS alumni/ae (pages 13-14). We have a whole new section entitled “Inside INS courses” that discuss highlights of current courses taught in the INS Program (pages 8-9). Professor Swedberg, who is on sabbatical this semester, sent us a piece on the Climate March in NYC that he attended with his family in September (page 10).

The INS Program continues to offer a large number of electives from across the curriculum (page 16). Professor Christopher Sarver, the new Assistant Professor in Political Science, has just joined the International Studies Faculty Committee. He taught a course on War and Human Rights this fall and is teaching a new course entitled, *Emerging Global Powers*, in spring 2015.

The INS Program co-sponsored the screening of a documentary film by Spanish director Pilar Pérez Solano about women teachers in pre-Civil War Spain entitled, *Las Maestras de la República*. The screening was co-sponsored by the INS Programs at Manhattanville and the College of New Rochelle, along with the Westchester Consortium of International Studies (WCIS), of which Manhattanville and the College of New Rochelle are members. Several faculty, students, staff and administrators from Manhattanville attended the screening on Monday, November 10 at 7 p.m. at the College of New Rochelle.

The INS Forum this semester will take place on Thursday, Nov. 13 at 7 p.m. in the Berman Students' Center Theater (page 14). Our invited speaker for the evening is Elizabeth McClintock who works internationally in the areas of conflict management and leadership training. Her background and work experience will be of special interest to INS majors who may wish to work in those fields.

Finally, a big thank you to senior Karina Edouard ‘15 who is graduating this semester. She deserves high praise for the work she has done to enhance the content and look of this newsletter. We wish her luck as she moves on with life after Manhattanville College.

-- Binita Mehta, Director, INS Program
International Studies Program Faculty Committee

Nimish Adhia (Economics, Finance & Management)
Lawson Bowling (History)
Jim Bryan (Economics, Finance & Management)
David Gutman (History)
Nada Halloway (English)
James Jones (African Studies/ World Religions)
Theresa Kelleher (Asian Studies/World Religions)
Laurence Krute (Education)
Maria José Luján (Spanish/ Latin American Studies)
Mohammed Mboji (History/African Studies)
Binita Mehta (Director, INS / WLL)
Christopher Sarver (Political Science/Legal Studies)
Eric Slater (Sociology and Anthropology)
Gregory Swedberg (History)
Rev. Wil Tyrrell (World Religions/Duchesne Center)
Irene Whelan (History/ Irish Studies)
Gabriele Wickert (WLL)

Student Representative: Karina Edouard ’15

[The INS Program Faculty Committee usually meets once a semester to review the Program and to address specific concerns. If you have any concerns that you would like to bring attention of the Committee, please be sure to contact the Director of the Program, or the student representative]

Remember: All majors must have an advisor from the International Studies Faculty Committee

Newsletter Contributors

Karina Edouard ’15 (International Studies, French, Economics)
Juan Espósito ’15 (International Studies, Political Science)
Nury Charro Live ’16 (International Studies, Communications)
Kristie Manzueta ’16 (International Studies, Political Science, Digital Media, French)
Valeria Ricciulli-Marin ’15 (International Studies, Communications)
Polin Petkova’17 (Biochemistry, French, Mathematics)
Mariateres Perez Soto ’15 (International Studies, Political Science)
Professor Gregory Swedberg (History)

The INS Program would like to thank INS Program Assistant and Senior Karina Edouard for her creativity, initiative, and hard work in writing, editing, and designing this Newsletter!
The International Studies Program would like to extend a warm welcome to Professor David Gutman, this semester's Faculty Spotlight. Professor Gutman came to Manhattanville College in the fall 2012 semester and is currently teaching “World History Since 1500,” a core course in the International Studies Program, “Genocide and Humanitarianism” in the Castle Scholars Program, and “History of the Modern Middle East” in the History Department.

Q: Tell us a little about yourself, your education, what class you teach, etc.
A: Hello, my name is Professor David Gutman. I have my Ph.D. in Ottoman Modern Middle East History, which I received in the spring of 2012 from SUNY Binghamton. I received my undergraduate degree in History from the University of Minnesota Twin Cities, and I received my M.A. from Binghamton. While there, I worked with a very prominent Ottoman historian, the late Donald Guadert. I did my dissertation research on Armenian migration to North America in the late 19th, early 20th centuries. And to do that research I spent ten months in Turkey, between 2009 and 2010 working in the Ottoman Archives in Istanbul. Additionally, while at Binghamton I did a good deal of teaching in World History and Modern Middle East History, among other things. Upon arriving at Manhattanville in the fall of 2012, I’ve taught courses in World History, History of the Modern Middle East, History of Modern Russia, a course on genocide, and a course on migration—so a wide variety of courses.

Q: What would you say has been the most interesting course you’ve taught here at Manhattanville?
A: I’d say the most interesting course I’ve taught is a course I’m teaching now, a Castle Scholars seminar called Genocide and Humanitarianism, which looks specifically at the history of the Armenian Genocide and its place in Ottoman history and also the United States’ humanitarian response to the Armenian Genocide. The United States’ response is, if not one of, the first examples of mass modern humanitarian movement involving large scale propaganda effort to send money and help the victims of the Armenian Genocide, alongside a large scale relief in the Middle East to support this humanitarian effort. While not directly related to my research, it’s a close tangent to my research and its been a wonderful opportunity to involve students in that and I think I have gotten a good response from them, so I’ve very much enjoyed teaching that.

Q: Are you doing any interesting activities with the class?
A: On October 22, we took a trip to the Rockefeller Archives Center, which houses the archives of the Near East Foundation. This organization grew out of the United States’ humanitarian relief effort in response to the Armenian Genocide and which today is still actively engaged in international development.

Q: Outside of your academic life, what do you enjoy doing in your free time?
A: I do enjoy any opportunity to travel. I have travelled throughout much of the former Ottoman world including Turkey, Egypt, Greece and Bulgaria. I have also travelled extensively in southern Africa, Mexico, and central and eastern Europe. I also enjoy walking, cooking, and spending time with family and friends.

Q: If you could convey one message to your students, what would it be?
A: Well my interest in Ottoman history stemmed from a paper I did in a history class on the Armenian Genocide. This was a class I took just to learn more about the event; I had heard of it before, but other than that, I knew nothing about it. From that experience, writing the paper and doing the research, I have now parlayed that into a career as a professor in history, again related to the work I did as an undergraduate. So I would tell students: be willing to step out on a limb and do things like that. You never know where a paper, research interest, or internship might take you. Do try those things out because they might shape your future going forward.
The following is an excerpt of an essay written by this semester’s Student Spotlight, Juan Espósito, in the “Politics/Art of German Cinema” course.

As a result of World War I and the Treaty of Versailles, Germany would be plunged into one of the darkest periods in its history. The destruction, the high death rate, plus the sanctions imposed by nations that prevailed during WWI had completely changed the course of German history and had taken an even bigger toll on its people, government, and economic stability. These issues worsened, as some Germans believed that the international community had humiliatted them through the terms of the Treaty that they felt were unjust.

Things would take a completely different turn, however, in the decade that followed. A new wave of radical nationalism came into force, bringing with it the rise of three important, but evil elements: fascism, Nazism, and Adolf Hitler. Hitler’s dictatorship is infamously known for orchestrating the Holocaust, which led to the execution of thousands of Jews and communists.

At the same time World War II was taking place, and Germany was still in a state of ruin. During the denazification process after the War, Germans would now question themselves on who to blame, apart from Nazis for the actions committed during the past regime. Many people had fled Germany during this period, others fought the Nazi Administration, but a third group, the Mitläufers, had remained indifferent towards the horrific events of the Holocaust, showing little to no support for the government while also not doing anything against their abuses.

The first film to take on the issue would be The Murderers are Among Us, which also was the first feature film after the war. Set in the bombed city of Berlin, it incorporates the use of multiple expressionistic details in the use of camera angles, some which are in dark places and give a sensation of discomfort and of spying. The film is centered on Hans Mertens, a returning soldier who has been deeply affected by war, having changed physically, mentally and emotionally. His character has dropped into a very low point in his life. Shocked by the war scenes and the atrocities that had to be dealt with during that period of time, he has decided to embrace despair and sorrow since the idea of reconstruction seems to be very distant due to the total lack of will from people who like him are still living in Germany, and too much work would be necessary to rectify a social structure that is barely existent. The sense of guilt that he feels can be traced to what he considers his inability to make a difference during the war. The extent of the problem can be noticed the moment he almost refuses to give medical help to a dying child, as he believed that nothing could be done and there was nothing worth fighting for.

Through the films The Murderers are Among Us and I was 19 it is possible to see how cinema tried to portray the problems of war, giving insight on its aftermath and how it personally affected survivors. The Murderers are Among Us and I was 19 are just two depictions of suffering endured during the War, but the examination of both films can lead to a better understanding of the personal and internal battles that survivors had to deal with many times leading them into guilt, depression, or death.

By: Juan Espósito ’15
On September 26, 2014, Manhattanville College’s MFA in Creative Writing Program welcomed Kenyan writer Ngugi wa Thiong’o to campus. Currently, Distinguished Professor of English and Comparative Literature at the University of California, Irvine, Ngugi is a prolific writer, shortlisted many times for Nobel Prize in Literature. He is well known for his decision to switch from English to writing in his native African language, Gikuyu. The first portion of the event was a panel discussion, where panelists, Fatin Abbas, Jeremy Glick, and John M. Mugane spoke about the impact of Ngugi’s work in their academic and personal lives. The second segment featured a reading by Ngugi himself from several of his books, including his award-winning autobiography, *Dreams in a Time of War*.

During the panel discussion Professor Mohammed Mbodj, professor of History and African Studies at Manhattanville, who introduced Ngugi agreed that this is Ngugi’s time. Ngugi’s work challenges Western ideas that African writers must write in the language of their former colonial rulers in order to be considered human. This movement is starting all over Africa and can be seen throughout Africa. This is a generation with a lot of responsibility for what Africa can be in the future.

According to Visiting Assistant Professor Fatin Abbas, Ngugi is important because he was the first to insist on the importance of Kenyan colonial history and how it shaped post-colonial identity. She called attention to aesthetics and politics, recognized the limits of current narratives and literature, and showed the connection between state deployment of narratives and violence. Hunter College professor, Jeremy Glick, spoke of the influence Ngugi’s work had on his own political ideas as a student at Rutgers University. “Ngugi’s ideas are central to how we construct our lives,” he said.

John M. Mugane, Professor of the Practice of African Languages and Cultures and Director of the African Language Program at Harvard University, stated that there is a disconnection between African Studies students and what is really happening in the continent, leaving these students out of the real discussion. He asserted that since all languages are learnable those who are vested in African studies should know how to speak African languages. He quoted Ngugi who had stated in a BBC interview that “English is not an African language.” Professor Mugane ended by stating that all languages live in the organic sphere in which one writes.

After the discussion panel, Ngugi read from his memoir *Dreams in a Time of War* and his first published novel, *Weep Not Child*. In both his memoir and novel he describes his life growing up in Kenya, as a member of a large peasant family and, in humorous terms the difficulties he and his classmates had in learning English. In the question-answer period that followed his reading, he was asked about his decision to write in Gikuyu. He mentioned how he had written a play 1977 that was critical of the inequalities in Kenyan society. This led to his incarceration by the post-colonial Kenyan government. While in jail he made a decision to do all his creative writing in Gikuyu, and wrote a novel on toilet paper entitled *Caitani Mutharabaini*, later translated into English as *Devil on the Cross*.

By: Polin Petkova’17
To recount my study abroad time in Brazil I would have to put together the best memories of my life.

One thing that I had always admired of this South American country was its language. Even though Portuguese is similar to my native language, Spanish, the musicality of its words and the way in which some of them are written and pronounced truly amazed me. Hence, my main objective when I decided to spend a semester there, was becoming fluent in Portuguese. So since the moment I stepped in São Paulo, Brazil, I became a sponge- absorbing, learning, and attempting to understand every single word and expression that was said to me or heard on the streets. I loved how there was a word for every single detail and emotion in life- which made every experience much more exciting and vivid. I will recount my six months in the land of “order and progress” with the help of certain frequently used words and expressions.

Boa Aula: As I said before, Brazilians are really expressive. They are all welcoming and friendly- no matter where you are or what you need. So, they have endless sentences to express appreciation or to just to be nice. Americans say “have a good day” or “have a good week,” something general. In contrast, Brazilians compose a phrase depending on what the person is about to do. For instance, what to expect from the people with whom they were going to live for a semester. I was grateful to have an assigned roommate - Chelsea- who later became my best friend. I was amazed at how similar we were and how we bonded from the beginning. When we first met our host family, we loved them! They were all really nice. The family included the mom, the dad, their daughter (who was our age), and two dogs: Flick and Lanny. The dogs were the only ones who didn’t seem so pleased to receive us- we thought it was because we were strangers to them, but they barked at us every time we came home or we left. (They were really cute, though.)

Que Legal: This expression does not have anything to do with law or something being legal; Brazilians use it to express that something is cool. This is why this set of words describe the second stage of my study abroad semester. For the first two months everything was perfect- we explored the city, visited museums such as Museu do Futebol(soccer museum), went to the Museu Da Lingua Portuguesa to learn about the origins, roots, and different accents of the Portuguese language, and were introduced to delicious and addictive foods. I remember one day we were taken to a feira, which is the equivalent of a farmer’s market in the US. The difference is that apart from selling fresh fruits and vegetables, they sell something called pastel, which is similar to an empanada but larger and filled with cheese, ham, condensed milk, coconut, sausage, and other items of choice. It was addictive, I must say. There was also something called caldo de cana,a fresh juice made out of sugar cane and something that got me addicted instantly: Açai. It’s a fruit grown in the Amazon, solely sold in Brazil. What got me addicted to it was how they make shaved ice out of its juice and add condensed milk and granola as toppings. All in all, the fieldtrips, the intensive Portuguese classes, and the exploration of Brazilian gastronomy, made this stage of the trip one of the best.

Boa Aula: As I said before, Brazilians are really expressive. They are all welcoming and friendly- no matter where you are or what you need. So, they have endless sentences to express appreciation or to just to be nice. Americans say “have a good day” or “have a good week,” something general. In contrast, Brazilians compose a phrase depending on what the person is about to do. For instance, when my roommate and I were going to class, our host mom would say boa aula,which means “have a good class.” When we were going for a field trip she would say bom passeio,which literally means “have a good fieldtrip.” Like these, there are endless expressions that she used to wish us a good time or just to be kind.

This stage, I believe was the hardest, because it was when classes at the Pontificia Universidade Catolica (PUC) began. I realized, as soon as I got there, that all my classes were going to be in Portuguese so I was nervous and unsure as to whether or not I was going to be able to understand what my professors were saying.

Continued on next page
I was also worried about writing in the language since I didn’t feel as comfortable doing it. In the end, though, my classes ended up being understandable and not as demanding as I thought- which was good, since I was dedicated to completing the study abroad blog I started about gender issues in Brazil.

Dar Um Jeito: This expression means “finding a way,” and it defines Brazilian culture perfectly. It shows how Brazilians, no matter the situation, are always able to help and will find a way to do it. I think this one describes one of my last stages in the semester. I was already used to the college, my homestay, my friends, etc. And I was already getting tired of the food, which was mainly rice and beans every day. Also, I was already starting to think about my return to the US and my college, which made me really nostalgic. I hated to think that I was not going to see my study abroad friends anymore and that I had to come back to my actual college to culminate my studies and to go through stressful senior year. However, the end of the semester brought the FIFA World Cup, and my sister coming to visit me from Colombia- which instantly boosted my mood. During the days she was visiting, I had the amazing chance of going to Brasilia for a Colombia vs. Cote d’Ivoire soccer game, going to Rio de Janeiro for the third time in the semester and visiting breath-taking Buenos Aires. Argentina for the first time. The reason why this last part of the semester could be linked to the expression Dar Um Jeito is because the official World Cup anthem is Dar Um Jeito a song in English and Portuguese which I love and was played everywhere during that time.

Saudades: Lastly, this is one of my favorite words in the Portuguese language. It is a word that doesn’t have an exact translation- it kind of means nostalgia. It’s missing something but feeling happy at the same time because you were fortunate to have had it. That’s exactly what I feel right now. Saudades for being in a tropical country, learning new things, speaking a different language, meeting new people every day. Saudades for living surrounded by a festive environment in which every occasion is a reason to dance, sing, and eat. Saudades for Brazil.

By: Valeria Ricciulli-Marin ‘15

Study Abroad Expectations

3 months. That’s all that’s left. I keep finding myself repeating these two sentences over and over in my head, trying to convince myself of the reality. The fact that I am going to study abroad in Montpellier, France in 3 months is beyond surreal. I doubt that the true feelings of my departure will hit me until I am in my room suitcases spread out trying to figure out where I can squeeze in my 8 pound Maltese.

Below the surface of my small worries about embarrassing myself with my current level of conversational French, I am more than excited for the adventure to come. Over the past few years I have been very fortunate to have had opportunities to travel to Spain, Costa Rica, and even Uganda. However, this study abroad experience will be unique from the rest and my biggest adventure of all. For the entire Spring Semester, Montpellier, France will be my new home and I will be immersed in a French University experience.

In the midst of two internships and midterms here at home this semester, study abroad seems like a beacon of hope at the end of a long road. I know that when I am there I will be so ecstatic about every small detail, like ordering a café au lait, walking along the cobblestone streets, and learning all there is to know about Montpellier's rich history and architecture.

I am doing my best about keeping an open mind about what next semester will be like but there are a few things that I know for sure. I will be able to show off my new French influenced fashion sense to my friends back home and that I am already so appreciative of this opportunity to grow and learn in this incredible country. I can’t wait to see how this exciting opportunity will exceed my expectations.

By: Kristie Manzueta ‘16
**Introduction to Global Studies, section 1**

*Professor Don Richards*

"We're really urged to pay attention to and absorb current events so that we can apply them to our readings and the lectures."

INS students are currently talking about the UN EU and NATO, especially in regard to what their responses have been to current instabilities. This will continue until early next week. Because of upcoming MIDTERMS and reviews my next discussion with them will be during the week of October 13th, where we will be discussing how culture, food etc. affects globalization.

**Women's Writing in Latin America**

*Professor María José Luján*

The objective of this course is to introduce students to literature written by women in Latin America starting in the 17th century up till now. This class discusses a range of issues and societal problems encountered in literature written by women. One of the main issues discussed in depth throughout the is the representation of women as objects instead of subjects, as well as how men treat women as objects and use them for their own advancement. We also had the opportunity to go to the Repertorio Español, a theater in Manhattan, to view a performance of “En el tiempo de las mariposas,” a play based on a novel written by Julia Alvarez about the Trujillo dictatorship in the Dominican Republic.

“We've read excellent works of literature, including *Conversación al sur*, a novel written by Argentinian author Marta Traba that discusses political violence in Argentina, Chile, and Uruguay.”
For this class, being an introductory class, I have actually clustered the issues into 5 major Categories: the Global Political Agenda; the Development/Economic Agenda; the Global Climate Environment, including climate change and global warming; the Global Security Agenda; and Globalization itself as a process. Cultural globalization is included as an important topic for discussion in this class. I am convinced that problems of race, racism, and racial stratification, gender, ethnicity, class and values, as well as clashes of cultures and civilizations, cannot be well understood and resolved, unless the problems, necessities and benefits of communicating across cultures and cultural pontification are analyzed and understood.

“Professor Nanjira’s knowledge of global issues like poverty, disease and globalization as a process motivates his students to take action in what he calls the global village.”

INS 3056 focuses on 15 important films made in Germany—East, West and reunited—between 1946 and 2009, in each case connecting the film to the important socio-political developments of the times. Through the film viewings and through assigned readings, we learn about the problems of the post-war period, the economic “miracle” in West Germany, the development of socialism in East Germany, the Cold War, the Student Movement, and the reunification of East and West Germany. We also come to appreciate how German filmmakers have often used their art to challenge dominant viewpoints and to open up new ways of looking at things.

“As an INS major I believe that it is important to study the past in order to better understand the present, and with many of these films we are able to get a better look at what life was like and some of the important events that occurred.”
On Sunday September 21st my wife, son, and I attended the People’s Climate March in New York City. Upon our arrival, thousands had already gathered along the circuitous march route, which had to be adjusted further north due to a much higher turnout than expected. We joined the Family and Labor division of the march and stood for nearly two hours before the sea of people began to crawl its way down from midtown to lower Manhattan. As we waited for the march to begin, I noticed the large number of children who came with their parents and even grandparents. Folks were engaging strangers in conversation about the event, what they were reading, what specific organizations they belonged to, and what they hoped the march would come to symbolize. Far from a discombobulated mass of people with diverse interests, many were spontaneously forming communities in the street and exchanging phone numbers and e-mail addresses.

As we began to move, we paused for a moment of silence around 1:00 pm in commemoration of those (such has indigenous groups from around the world) who are victims of the fossil fuel industry. The silence was followed by horns, whistles, and chants which symbolized a climate change alarm to wake us from our lethargy. Dozens of people were standing on balconies or leaning out of windows along the carefully patrolled path that officials had carved out for the march. Some hung banners out of windows others shouted words of support while many more were simply curious. By the end of the march, most reports indicate that over 300,000 had attended this momentous event, garnering news coverage from all over the world ahead of the UN Climate Change Summit, which was to be held in New York that week.

Some activists, such as author and former New York Times columnist Chris Hedges, argued that the march was a waste of time and energy. He noted that the Climate Group, which supported the march, includes members and such as BP, China Mobile, Dow Chemical Co., Duke Energy, HSBC, Goldman Sachs, and JPMorgan Chase. According to Hedges, the presence of such corporate sponsors is intended to neutralize resistance. Moreover, such events do little to lay the foundation for the social movements necessary to bring about meaningful change. Perhaps that’s true. But it seems cynical to dismiss such marches and protests as unproductive tactics of the liberal class; those who simply rise from their chairs on a Sunday morning to feel good about themselves while changing nothing.

From what I saw and experienced, the diverse interests that were expressed during the march seemed connected to a planet imperil. The vegetarians or vegans who marched clearly had common cause with another group that called attention to the role that rapacious capitalism plays in conspicuous consumption, inequality, and the depletion of natural resources that Naomi Klein writes about in her new provocative book This Changes Everything: Capitalism vs. the Climate. Clearly hardly anyone would probably think that the Climate March would force officials to take swift action. Most folks aren’t that naive. But the opportunity for thoughtful individuals to come together and exchange ideas was both empowering and stimulating. If the march did nothing more than to get a small percentage of people to be more involved in their communities, in a political campaign, or in various expressions of direct democracy, than it’s a huge success. Change can be painfully and unfortunately at times catastrophically slow. The Climate March, regardless of how it was portrayed or understood, gave folks an outlet to express their concerns, to meet new individuals, to share ideas, and perhaps---just perhaps---to take greater action.

By: Professor Gregory Swedberg
During the summer, I completed an internship at the Mexico Israel Chamber of Commerce in Mexico City. The Chamber of Commerce is a non-profit and non-governmental organization that promotes the economic, cultural, and social relationship between Mexico and Israel. My internship focused on mostly economic aspects of the relationship between both countries.

This internship was a great experience for me for various reasons; I was able to explore and learn about the nonprofit sector; it increased my confidence as I was forced to interact with people in a workplace. In addition, I had the chance to attend important meetings with the members of the Chamber of Commerce and was able to observe the interaction between these members and the Board of the Chamber. Also, it was a great experience to get to be in a different city and to learn about the culture of Mexico and its people.

In the internship I was assigned a project that concentrated on the creation of a “knowledge and entrepreneurship” club. I had to conduct research about how these clubs functioned around the world and distinguish what was exactly needed in the Mexico Israel Chamber of Commerce. For this project I worked directly with the Director of Commerce and the Director of Communications of the Chamber, and together, we had meetings with the President and the General Director of the Chamber in order to go over our progress in the project. It was very exciting to be able to work directly with them and in a project that meant so much for the Chamber. The creation of this club received a lot of press coverage and there were high expectations for the impact it would have on Mexico’s relationship with Israel.

Being able to do an internship is a great experience, not only for one’s personal development, but also for one’s professional life. It helps one discover one’s real interests and passions and put that into practice. I would encourage all students to do internships and to take full advantage of those experiences.

By: Mariatere Perez Soto ‘15

Introducing the New INS Minor

The INS minor was introduced in Spring 2014. Students interested in an INS minor will take six courses in all four core courses: Introduction to Global Studies, Global Economy, International Politics I or International Politics II, World Cultures through Literature and Film and two electives from any of the current INS concentrations assuming they have sufficient enrollment. At least one of the two electives must be at the 3000-level.

It is highly recommended that students who minor in International Studies study a second language up through the first semester of Intermediate, i.e. 3 credits more than the required 6-credit second language requirement.
The Center for Career Development (CCD), along with the International Studies Program invited all current and future students interested in the International Studies major to attend the Internship Workshop on October 15th. This semester, the CCD developed a series of internship workshops focusing on the application process, procedures, and policies for all international and undergraduate students. Professor Mehta, Director the INS Program, who attended the workshop, spoke about the importance of internships as a good way for students to start exploring the different career choices in the field of International Studies. Several senior INS majors who attended this workshop shared their internship experiences with other students.

The event began with an introductory segment by Lyn Nelson, Career Counselor/Internship Coordinator with the CCD, highlighted the importance of having an internship throughout college. She also pointed out that internships help students to decide on what types of jobs coincide the most with their interests. Moreover, she explained that internships help students gain work experience and networking skills. The process for whoever is looking for an internship can be as easy as conducting research through Experience, or other search engines such as Internships.com, Indeed.com, and Idealist.org. Maria Carolina Cerro’15 shared her experiences with networking. Maria arrived at her most recent internship through networking, instead following the normal application process. She pointed out the importance of following up with people after meeting with them. She met her boss at an event in Manhattanville’s Reid Castle and contacted the person some days after. This led to an interview and an internship offer.

Lyn Nelson also explained how job fairs are another resource for networking and successfully getting an internship. Many companies rely on this method since it is a place where students can introduce themselves, meet employers, and if lucky get interviews. If students are undecided in what they want to do and are curious about what a typical day is like in some careers, the Center for Career Development offers a program called “Job Shadow.” This program allows students to shadow leading professionals in their fields and learn about the industry. Students who attended this event had the opportunity to exchange ideas and to learn from each other’s experiences. The Center for Career Development invites students to drop by their office if they need help with researching internships, the application process, procedures, and mock interviews.

By: Nury Charro Live ‘16
Alumni Updates

Andreas Argeros’13

Immediately after graduating I decided to move to Crown Heights, Brooklyn; a decision which inspired double-takes and sideways glances from anyone who knew, a reaction that I relished. I lost myself in the fog of being a new graduate for a couple months, but after being spurred on by calls to join the real world I started an apprenticeship at a stock trading firm. Unfulfilled and disillusioned by that “reality” I decided to leave and find something that engaged me. In October 2013 I became a tutor at Friends of the Children NY, a non-profit founded in Portland with a branch in central Harlem, where I worked with children who hadn't won the jackpot in the, “lottery of birth”, as Professor Bell once called it. That position eventually morphed into Assistant Director of Summer Enrichment Programs, and a year later I find myself to be the Assistant Coordinator of Educational and Clinical services. I intend to begin law school in the Fall of 2015, but in the meantime I hope to provide students of the program which I am so grateful to, with real world internship experience at a growing, and dynamic non-profit organization.

Charlene Cordero Matos’11

I still live and work in DC and, to be completely honest, truly enjoy the city and everything that it has to offer, from the food and cultural offerings to the political landscape and the tradition of advocacy and commitment to social justice that many of its inhabitants share. I think DC will be my city for the time being as I figure out my next professional and educational steps.

After working on Capitol Hill for Senator Kirsten Gillibrand (D-NY), I went back to my non-profit roots and have recently joined the Legislative Affairs team at the Human Rights Campaign as Policy Assistant. I was able to jump right into the trenches, traveling to San Antonio, Texas to mobilize voters and HRC members for the Wendy Davis for Governor Campaign. Moving to the Human Rights Campaign is a big change from working on the Hill, but I am so excited to join an organization with such a strong history of advocacy for the rights of LGBT Americans. As many have said, it is the human rights issue of the 21st century and I am thrilled to join the fight.
Alina Fisher ‘13

I have been working at an immigration law firm in Houston, Texas since July of 2013. I deal mainly with non-immigrant visas such as H-1Bs, L-1s, TNs, E-2s, EADs, etc. In addition, I also work on green card applications, PERMS, O-1s, and DACA. The latter stands for Deferred Action for Childhood Arrivals, or more commonly known as the Dream Act.

It has been a great experience working in Houston, though I miss New York incredibly. Everyday I get to interact with clients from all over the world and stay current on the latest immigration policies. Currently, I am studying for my LSAT with the hopes of attending law school in the northeast region by next fall.

Upcoming Events

**International Studies Program Forum, Thursday, November 13, 2014:** Guest speaker, Elizabeth McClintock, has been invited to share her experiences with members of the International Studies community. Ms. McClintock spent 4 years in Morocco as a Peace Corps Volunteer and now works as a consultant in negotiation, conflict management, and leadership training. With over 18 years of experience in International Studies/Relations, in addition to fluency in both French and Arabic, Ms. McClintock will speak to students about how to build a successful career in the field and the importance of learning a second language. The Forum will be held in the Berman Students’ Center, beginning promptly at 7:00 PM. The Forum is open to all faculty and students.

**Human Rights Awareness Day, Saturday, November 15, 2014:** The Castle Scholar Honors Program will be hosting the 8th annual Human Rights Awareness Day. Beginning at 2:00 PM in the Berman Students’ Center, the event will showcase student presentations, screening of the film *Persepolis*, and a diversity training workshop. This year’s keynote speaker will be Shant Mardirossian, from the Near East Foundation.

**International Film Festival, spring 2015 semester:** The theme for next semester’s International Film Festival will be “coming-of-age” films. The International Film Festival will have screenings on March 23rd, 25th, 31st and April 2nd, 6th, and 9th.
INS Faculty and Students throughout the Semester

Left to right: (1) Participants at the 2014 Climate March, NYC; (2) INS Faculty Professor sHalloway, M bodj, Mehta, and Mary Jo McClosky at the Ngugi Panel Discussion; (3) INS Faculty Professor Bryan speaking to students about Ebola; (4) INS major Valeria Ricculi Marin, second from left, at the Annual Benefit Dinner for the Holocaust and Human Rights Education Center; (5) INS Faculty Professor Jones lecturing about Gaza and Ferguson; (6) Students learning Flamenco at the WLL launch event attended by INS faculty members Luján, Mehta and Wickert.
**INS Courses - Spring 2015**

INS 1008, Introduction to Global Studies, [2 sections] [Core Course]
INS 1010, Global Economy [Core Course]
INS 2001, World Cultures through Literature and Film [Core Course]
INS 2094, International Relations since 1945 [Elective – Poli-Eco Relations]
INS 2052, Contemporary Wars in Literature and Film [Elective - Global Cultures/Global Justice]

**Electives from other Departments**

Electives are grouped under INS concentrations. An asterisk (*) indicates a 1000-level course. Remember, only one elective can be at the 1000 level!

Courses taken for INS elective credit cannot be DOUBLE-COUNTED for a student’s minor, or vice-versa.

**Poli-Eco Relations**
- CSCH 3020, Theory and Practice of Leadership
- ECO 3016, International Trade
- FIN 3017, Global Finance
- INS 2094, International Relations since 1945
- POS 1038, International Politics II (Core course)
- POS 2015, Comparative Politics II
- POS 3055, American Foreign Policy
- POS 3118, Emerging Global Powers
- POS 4050, Academic Conference: Model UN
- MGT 2007, International Management

**African Studies**
- ARH 2022, Art of Ancient Egypt
- AFS 2021, Introduction to African Studies II
- ARH 2025, Survey of African Art
- FRN 3031, French and Francophone Culture in Literature and Film (taught in French)
- HIS 2085, History of Contemporary Africa

**Asian Studies**
- ANTH 2041, Contemporary Chinese Culture and Society
- *ASN 1045, Asian Religions (cross-listed with WREL 1045)
- ASN 2021, History of Modern Japan (cross-listed with HIS 2064)
- ASN 3010, Women in Chinese/Japanese Religion
- ENG 2075, Modern Asian Literature
- HIS 2064, History of Modern Japan (cross-listed with ASN 2021)
- *WREL 1045, Asian Religions (cross-listed with ASN 1045)

**European Studies**
- ARH 3079, Michelangelo
- DTH 3203, Survey of Dramatic Literature II
- ENG 2021, Shakespearean Page and Stage
- ENG 3114, Victorian Material Culture
- FRN 3031, French and Francophone Culture in Literature and Film (taught in French)
- HIS 2030, Italy since 1800
- HIS 2053, Modern Russia 1800- present
- HIS 2077, Ireland and its Diaspora
- HIS 3035, The Third Reich
- HOLC 3042, Literature of the Holocaust
- MUH 2012, Survey of Western Music II
- *PHL 1012, Ancient Philosophy
- SPN 3020, Spanish Civilization Past and Present (Taught in Spanish)

**Latin American Studies**
- HIS 2083, Latin America: Social Change and Revolution
- SOC 3040, Sociology of Latinos in the US
- SPN 3016, Latin American Civilization (Taught in Spanish)

**Global Cultures**
- AMS 2041, Americans Abroad
- *ANTH 1050, Cultural Anthropology
- ANTH 3030, Men and Masculinities
- BIO 2016, Global Environmentalism
- CAM 3046, Convergent Media/Divergent Voices
- CSCH 3016, Beatles in their Context
- ENF 2089, History of Cinema II
- *ENG 1017, Intro to Postcolonial Literature
- HIS 1036, World History II: Since 1500 (Core Course)
- HIS 2077, Ireland and its Diaspora
- INS 2052, Contemporary Wars in Literature and Film
- MPE 3068, Cross Cultural Perspectives of Sport
- PHL 2021: Philosophy and Literature
- SOC 3007, Globalization and Social Change
- SOC 3050, Mass Media and Society
- SOC 3186, Indigenous Peoples
- *WREL 1018, The Bible
- WREL 2026, The World’s Religions in NYC
- WREL 3020, Women in Chinese/Japanese Religion (cross-listed with ASN 3020)
- *WREL 1012, Roman Catholicism
- WREL 3027, Islam
- WREL 3035, Judaism

**Global Justice**
- BIO 2016, Global Environmentalism
- HIS 3085, Conflict in the Modern Middle East
- INS 2052, Contemporary Wars in Literature and Film
- WREL 3054, Religion Advocacy Peace: The Middle East