

International Studies Program

NORTHWESTERN UNIVERSITY

SPRING 2009 NEWSLETTER

Note from the Assistant Director

Enhancing Research Opportunities

This past winter quarter began with our newly created “Next Steps” workshop which was co-sponsored by the Center for Global Engagement. The two-day workshop was open to all International Studies majors who had just returned from study abroad invigorated and ready to jump into new projects that had been influenced by their time abroad. With the support and participation of the Office of the Provost, the Writing Center, the Searle Center for Teaching Excellence and a number of our own students who already began their “next steps”, over 30 students participated in a series of workshops that helped them identify their “next steps” whether they led to writing an honors thesis, returning abroad to do more research, or connecting with non-profit and international engagement organizations. Participants were also able to meet and network with professors and graduate students who were interested in supporting undergraduate research during our culminating reception.

Given the strong interest in independent research expressed by participants, the Next Steps workshop was also the catalyst for the creation of the newly formed Graduate Mentors Program (pg 6). We are happy to announce that we had an overwhelming number of graduate students eager to sign up as Mentors and with the generous support of The Graduate School, we were able to hire four Graduate Mentors for Spring quarter. Spring quarter marks the beginning of this innovative and interdisciplinary program.

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This newsletter also highlights the dynamic research that our senior IS majors have been undertaking both on campus and abroad. From Jennifer Chato’s academic and professional experiences in France (pg 1) to the research conducted by our ever-growing Honors cohort (pgs 3–5) it seems that more and more IS majors are taking on the challenges of honors research.

Finally, we would like to congratulate all of our graduating seniors (pg 7) for their hard work and dedication to the program. Our majors come from every school at the University including the Weinberg College of Arts & Sciences, Medill School of Journalism, McCormick School of Engineering and Applied Science, Bienen School of Music, School of Communication, and the School of Education & Social Policy. This year we have seen our graduating class grow from an average of 90 students to well over 150 for the 2009 Academic Year!

One of the many areas that distinguish the Northwestern undergraduate education from that of many other

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Student Research Abroad:

My Research Path to France

by Jennifer Chato, WCAS ‘09 Sociology & International Studies



Over the course of my undergraduate career, I have been given many opportunities to pursue my academic interests in through internships and independent research opportunities. Moreover, as an International Studies and Sociology double major and French

minor, I have had the freedom to conduct research and develop projects that integrate all of my academic interests. This past Winter quarter I was awarded an undergraduate research grant (URG) from the Office of the Provost and a supplementary research award from the International Studies Program to continue my honors research in France for a few weeks. With their support I was able to conduct on-site interviews in January with various institutional actors who work in the fight against discrimination in France. Upon my return I was invited to speak at the Next Steps Workshop with other students who had carried out independent research abroad and share my experiences working and researching in France. I was more than happy to speak with other undergraduates who might be interested in pursuing additional research abroad and excited to meet other students who had similar experiences to mine. I have since spent winter quarter completing the thesis and I now plan to apply to present my research findings alongside other student researchers in the Northwestern Undergraduate Research Symposium as well as in other venues.

My research experience at Northwestern began when I started exploring opportunities that would allow me to apply what I was learning in the classroom within a professional setting. In addition, as I had been studying French for nearly a decade, I began looking for ways to test my proficiency in the language outside of academia. With these goals in mind, I decided to devote my junior year to studying and interning in Paris as a participant in the full-year NU French Field Studies Program.

The first semester was packed with course-work, an internship and a large amount of writing. To prepare for French professional life and acclimate myself to the culture, I spent the first five weeks taking courses that dealt with the political, cultural & historical events in France as well as participating in workshops and arranged site visits. During this intensive portion of the program I was also introduced to the process of conducting formal research. Shortly thereafter, I began my twelve-week internship as a research assistant at the Institut de Relations Internationales et Stratégiques. I progressively developed ideas for a research paper, drawing from the courses I was taking there, previous courses in my majors and from my new experiences on the job. Given my supervisor’s specialization in Asian affairs, I decided to focus my research on Southeast Asian immigration to France.

Although challenging at times, I was glad to have complete the 30-page

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Guetzkow Prize Call for Papers

The Guetzkow Prize in International Studies was created by the Program and first awarded in 1992 to bring together various perspectives and modes of disciplines engaged in the field of international studies. The prize is awarded to the most outstanding senior research paper written by an adjunct major enrolled in the International Studies Senior Seminar.

The Prize was named for Harold Guetzkow, Professor of Political Science, Psychology, and Sociology from 1957-1986, a distinguished scholar of international studies.

The International Studies Program seeks nominations throughout the year so Winter quarter and Spring quarter papers are eligible for the prize. The prize is awarded at the end of the year during our Graduation reception in Spring quarter. A paper may be submitted by a student or professor and must be accompanied by a faculty letter of recommendation.

Past winning papers have included: "The Dynamics of Reform in the Mexican Telecommunications Sector", "Mythologies of Florence", "The Growing Pains of a Nation: The Social and Economic and Political Reasons for Singapore's Exaltation of Asian Values", "Remembering, Representing, and Enacting lo boliviano: Indigenist-Multiculturalism in the Construction of National Identity in Contemporary Bolivia", and "The Resilient Ugandan: Life stories of Ugandan community leaders."

All submissions can be sent to the International Studies Office located at 1897 Sheridan Road, University Hall 020.

Enhancing Research Opportunities, continued from page 1

universities is its commitment to undergraduate research. Given my experiences working and matriculating at other institutions when I joined Northwestern almost three years ago I was surprised to find out about the wide array of resources available to undergraduates at Northwestern, from Undergraduate Research Grants (URGs) and Language Immersion Grants, to the amount of support offered to students by the Office of Fellowships. As the program continues to grow, expand and collaborate with these programs we hope that the interdisciplinary efforts we have been initiating will continue to draw in more students and foster an interdisciplinary community of undergraduate researchers.

~Bianca Ramirez

Juniors: Petition to Graduate with International Studies

All adjunct majors and minors in International Studies must complete (2) two Petitions to Graduate, one in their disciplinary major and one in International Studies. If you fail to do this, the Registrar will not be aware of your adjunct major/minor in IS and will not give you credit for the work you have done. All Juniors should file a Petition to Graduate during Spring quarter with the International Studies Office. If you are a senior and have not completed a Petition to Graduate with us please set up an appointment to do so as soon as possible. To set up an appointment to file a petition to graduate please send an e-mail to international-studies@northwestern.edu.

Seniors: Call for Applications for the Certificate of Distinction in Foreign Languages

The International Studies Program awards Certificates of Distinction in Foreign Languages to adjunct majors who have studied one or more languages above and beyond the two-year minimum requirement set by Weinberg College. The award is open to all graduating seniors and application materials can be found on the International Studies web site here: <http://www.internationalstudies.northwestern.edu/research/deptprizes.html>. Please set up an appointment with an International Studies advisor to submit an application by Friday, May 15, 2009.

The International Studies staff welcomes you to become a supporting member of our program by donating to our gift funds. Every year International Studies alumni make donations to support IS students pursuing international endeavors.

If you would like to support the Anderson Global Education & Engagement Fund, the Guetzkow Prize or other student initiatives please contact us at: international-studies@northwestern.edu

Mail checks made out to Northwestern University and include "International Studies Program" in the memo line to: Office of Alumni Relations and Development 2020 Ridge Avenue Evanston, IL 60208

Additionally gifts can be made online at:
<http://development.northwestern.edu>

Senior Honors Research

The International Studies Program is pleased to once again present the work of our graduating seniors writing honors theses. Led by Program Director, Professor Galya Ruffer, this year's cohort represents our largest group yet with two of our students presenting their research at the Midwest Political Science Association. Through the International Studies curriculum at Northwestern as well as their individual study abroad programs they have embarked on a multidisciplinary exploration of the world around them. We hope this curiosity and thirst for knowledge remains with them throughout their lives.



RAJNI CHANDRASEKHAR

The Politics of Education Development Interventions: Tracing the Rise of Government-NGO Partnerships in South Indian Primary Education Reform

Advisor: Jock McLane, History

I seek to explore the linkages between socioeconomic change and education development imperatives by the Indian government, and assess the ways in which government-NGO partnerships address the deficiencies in government primary education in India today. The work of organizations like Asha for Education, Sikshana Foundation, and the Azim Premji Foundation in Karnataka are part of a growing community of non-profit actors, and are the subject of this study. Global trends towards decentralization for education reform have affected state priorities, as opportunities for corporate actors, individuals, and non profits to take part in reform efforts increase. I have found that corporate-based non-

government organizations legitimize their entry as reformers in education by initially establishing visibility or name recognition in other trades, and utilizing business practices to secure funding support for their projects. Yet the Government of Karnataka does little to hold organizations accountable to the government and to the subjects of their interventions; further, there are no institutionalized mechanisms to encourage transparency on the part of NGOs. However, NGOs maintain transparency and accountability relatively well through openness to outside critique. Government-NGO partnerships rarely give any agency to schools to “vet” NGO involvement, thereby risking paternalistic involvement on the part of NGOs, and further disempowerment of school communities. Overall, these three organizations reflect upon an interesting normative trend as liberalization and decentralization imperatives create new points of entry for NGOs to work with government schools, providing encouragement for more innovative reforms to be adopted systemically to improve government primary schools.



EU-WEN DING

Microfinance and Economic Development: Analyzing the Effects of Microfinance Activities on an Economy from an Institutional Perspective

Advisor: Joel Mokyr, Economics and History

In its 2007 Annual Report, the Microcredit Summit (MCS) estimated that there were 133 million people served by microfinance institutions (MFIs) around the world. Microfinance has been frequently cited as one of the most innovative approaches tackling global poverty today, but as its popularity grows and the model is expanded and replicated more and more, fundamental questions still remain unanswered. Does microfinance actually lead to economic growth? If so, through what mechanisms, and if not, what is preventing it from doing so? I address these questions in my research from an institutionalist perspective, using the example of microfinance in Uganda as a case study. Utilizing an interdisciplinary perspective I examine in what way if any, has microfinance had an impact on both the formal and informal set of institutions, the structure of social capital, and the corresponding implications this has for economic development in Uganda. I argue that while microfinance activities clearly add value to the communities in which they are carried out, and have demonstrated potential to affect large scale change via affecting the institutional structure of the country, these improvements are nonetheless still local improvements and do not necessarily represent a fundamental shift towards the path of sustainable modern economic growth.

Fellowships and Undergraduate Research Grants Deadlines

April 30, 2009, Registration for 2009 NU British/Irish Scholarship Nomination Process (for 2010-11 graduate study abroad)

May 1, 2009, Rotary Ambassadorial Scholarship—Date Varies by District (for 2010-11 graduate study and service abroad)

May 31, 2009, Registration for 2009 NU Fulbright Process—Preferred (for 2010-11 research, teaching, or graduate study abroad)

Fulbright Grant Informational Sessions:

April 8 @ 3PM

April 17 @ 12PM

Rotary Ambassadorial Scholarship Information Sessions

April 6 @ 12PM

April 7 @ 9AM

April 9 @ 10 AM

Senior Honors Research



CECILY HARWITT

Doing Business Underground: The Informal Economy as Seen From the Buenos Aires Subway System

Advisor: Karen Tranberg Hansen, Anthropology

The purpose of my research is to explore how the social reality of informal workers relates to the ongoing academic debate about informality. More specifically, I examine the many resources that itinerant vendors on the Buenos Aires subway system utilize to build a sustainable livelihood in an urban setting. Although there is research that simply points to marginalization or entrepreneurship as the cause for an informal economy there are a few scholars who have attended to this question and reveal a more varied set of incentives that draw people away from the formal sector. Previous studies on this topic fail to incorporate qualitative research on how workers themselves understand their situation therefore my ethnographic research may shed light on the motivation behind people currently engaged in informal behavior. Drawing on interviews with informal workers on the Buenos Aires subway, my study aims to contribute empirical analysis that may broaden the discussion on this type of work and challenge one-sided explanations of the existence of this sector. The heterogeneity of age, sex, background and socioeconomic status of those interviewed demonstrates how difficult it is to characterize “informals” as belonging to one group or another. To better understand informal behavior in Buenos Aires, this work utilizes textual research, interviews with itinerant subway vendors, and observation of this particular market within the informal economy to tell the story of one such diverse community.

The Newsletter of the International Studies Program

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Assistant Director: Bianca Ramirez, M.A.

Program Assistant: Victoria Schiffman

The International Studies Advisory Committee

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SHALYN HOCKEY

Drivers of Humanitarian Intervention: Exploring the United State's Policy Towards Sierra Leone

Advisor: William Reno, Political Science

My study explores the drivers behind US policy regarding humanitarian intervention, specifically investigating the motivation behind the United State's policy responses towards Sierra Leone. I focus on how the policies of the United States are reflective of moments of harmony between Liberal and Realist International Relations Theory and American political objectives. I argue that the policies regarding US humanitarian intervention primarily revolve around considerations of both domestic and international political aims as well as US past and present involvement in other conflicts. The culminating decisions occur when these politics and interests suggest the same policy that both Realist and Liberal International Relations theories would propose. When possible US policies regarding humanitarian intervention reflect Liberal concerns, but they tend to rely upon Realist considerations. The United States may claim they will intervene due to normative principles and highlight arguments within the Liberal paradigm, but ultimately will act on Realist motivated strategic interests. In this view then, the United States' reasons for intervention will not be consistent over time, nor will they be overtly obvious. Instead they will cite arguments that will depend on the strategic interest at the moment.

Senior Honors Research



ASHLEY JELENIK

Papers for All: Divergent Outcomes of the Undocumented Immigrant Movement in France

Advisor: Josef Barton, History

In 1996, 300 undocumented African immigrants occupied a Parisian church to protest their inability to reside legally in France. Their action succeeded in drawing public, media, and governmental attention to their cause, resulting in widespread public support for their movement and 80,000 regularizations of undocumented immigrants. Currently, 1,300 African immigrants are again occupying a public building in Paris, but this time their protest has gone largely unnoticed. These protesters rarely appear in the news and have obtained a minimal number of regularizations. This poses the question of why two instances of collective action with similar strategies and participants have resulted in such divergent outcomes. This thesis will argue that the reason for this disparity is that current protesters have failed to form alliances with other societal actors, such as trade unions and immigrant rights' associations. These alliances are crucial to gain access to the media arena, which in turn guarantees public visibility and thus influences government policy. Based on interviews with current protesters and associations, the autobiographies of the 1996 protest leaders, and an analysis of both outside press and press produced by the movements themselves I posit that the immigrants of 1996 succeeded due to their close ties to outside support networks that increased their media visibility and political influence. This research reveals that alliances with outside actors, which lead to increased media coverage, are crucial to the success of a social movement.



ALLISON PICHERT

From "Racial Democracy" to Race-Conscious Quotas: Affirmative Action in Public Universities in Brazil

Advisor: Brodwyn Fischer, History

Brazil historically touted itself as a "racial democracy," devoid of race-based discrimination. First challenged in the 1950s, this theory is now discredited and racism is recognized as rampant in Brazil. To redress black/white gaps in higher education, a few years ago several state and federal universities chose to implement affirmative action quotas for negros, afro-brasileiros and applicants primarily educated in public secondary schools. Using an in-depth analysis of first hand documents, including Congressional debate transcripts, newspaper articles and university policies, my paper traces the various paths that

specifically led race-conscious quotas to be the focus of Brazilian affirmative action politics. In my research I take a historical approach that follows political and social movements over the past century that led to Brazil's 2001 decision to implement affirmative action quotas in higher education. My work examines why so much political attention has been paid to race-based policies in a society that does not have a long history of race-based law making and concludes by identifying the quota system's political and social supports.

Allison will be presenting her research at the Midwest Political Science Association Conference.



SARAH WALD

The Institutionalized Role of NGOs in the UN Convention on the Rights of the Child

Advisor: Brian Hanson, Political Science

Many researchers focus on the struggle NGOs face trying to access meetings and most focus on the effect of NGOs on State Parties' commitments. There is a gap, however, in identifying the causal factors that lead to the creation of a role for NGOs in the convention text. My thesis focuses on two conventions where NGOs played a role during the drafting process. The first is the UN Convention on the Rights of the Child where NGOs held a permanent spot at the discussions, resulting in their inclusion in the Convention text and reporting process. The second case, the Convention Against Torture, offers a contrast as NGOs were similarly vocal during the drafting process but were not included in the final text because they were excluded from the drafting sessions altogether. I argue that because the NGOs involved in the Conventions on the Rights of the Child advocated for such a vulnerable and politically-neutral population, States Parties did not exclude them because they would face negative repercussions if they had. This resulted in a streamlined procedure for NGO input to the reporting process, a status I call an "institutionalized role for NGOs." My research focuses on the drafting processes of these conventions in an effort to determine what differences between the two resulted in the creation of an institutionalized role for NGOs in one case and an absence of such a role in the other. NGOs who are trying to access existing or future conventions would be able to save valuable resources and would greatly benefit from identifying those factors. Using primary documents and interviews, this study examines the drafting processes and final texts before offering an in-depth contextual analysis.

Sarah will be presenting her research at the Midwest Political Science Association Conference.

Upcoming Events and Programs

IS Launches Graduate Mentors Program

The International Studies Program with generous support from The Graduate School is looking forward to the launch of our newly created Graduate Mentors Program this Spring Quarter. The Graduate Mentors Program stems from the IS Program's initiative to support and nurture undergraduate research at the University as well as to provide valuable teaching experiences to graduate students. Our goal is that through this program undergraduates will be able to get support for their independent research, honor theses or Senior Seminar research. Simultaneously the Mentors Program is designed to enhance the interdisciplinary cluster experience of graduate students by fostering mutually beneficial research networks with our most talented and engaged IS undergraduate majors and providing interdisciplinary teaching guidance and opportunities. As we explore ideas across the university on how to best enrich the graduate experience and stimulate undergraduate interest in academic research, mentoring has become an important component. We are always accepting applications from graduate students so if you are interested in becoming an IS Graduate Mentor please contact the International Studies Program. This year's graduate mentors are:

Takaaki Daitoku, *History*

Taka's academic goal is to formulate a "connective approach" to understanding the modern history of the Asia/Pacific (and ultimately of the world), transcending disciplinary boundaries between humanities and social sciences. Taka will help students broaden their perspective on international affairs by encouraging them to think how people, ideas, institutions, and events in different parts of the world are connected with each other.

Jacqueline McAllister, *Political Science*

Jackie is currently a third-year doctoral student in political science. Her areas of interest include international organizations and international law, with a focus on human rights. She is currently working on her dissertation, which examines the role of international criminal tribunals in conflict situations. Teaching has been and continues to be her motivation for pursuing a career in academia—serving as a Graduate Mentor is thus an ideal opportunity for her.

Mitch Troup, *Political Science*

Mitch received his undergraduate degree in International Studies. Mitch is currently studying how rhetoric, identity, norms, and structure intersect in the field of transnational social movements. Specifically, he is interested in norms about the kinds of identities that social movements can enact, how these movements compete with each other and with state actors over certain identities, and how these identities then inform the structure and behavior of the movements.

CIA Workshop and Info Session

The International Studies Program is hosting a group of CIA analysts and recruiters who will conduct a "crisis simulation" on Wednesday, April 15th beginning at 9AM in Norris Center Room 204.

The scenario for the simulation is as follows: It is early December 1941 and the President has tasked the CIA (notional, that is, since it didn't really exist then) to take a close look at Japan's imperial designs, intentions and possible courses of action. After a basic overview of the deteriorating world situation with particular reference to the Pacific, students will be divided into 4 or 5 discussion groups. Groups will meet in separate breakout rooms with a CIA analyst to facilitate discussion and offer analytic guidance. Each group will focus on an assigned question (economic drivers, military capabilities, etc.) and receive a small packet of "intelligence" which students will use to debate. The simulation will conclude with a plenary session in which each team will present a short briefing of their findings to the (nominal) DNI who will brief the President.

Food and refreshments will be provided. The simulation is limited to 20 NU students.

The simulation is a great opportunity to get a hands-on feel for a future career in the CIA! Interested students please contact Victoria Schiffman, International Studies Program Assistant at international-studies@northwestern.edu by Friday, April 10.

Students selected will be notified with complete details for participation.

For more information and to register please contact the International Studies Office at 847-491-7980 or e-mail international-studies@northwestern.edu.

International Studies Graduating Class of 2009 Congratulations to all our Seniors!

Sean Raphael Ages CAS
Rachel Marie Aguiar JOU
Rachel Marie Alvarez CAS
Diana Soojin Bae JOU
Jiye Grace Bahk JOU
Loren Martin Balhorn CAS
Sukanya Banerjee JOU
Drue Montague Banta CAS
Jula Marie Beck SPC
Pritish Behuria JOU
Francine Allison Bendat SPC
Divya Bharwani CAS
Carolyn Juell Bishop CAS
Daniela Bloch JOU
Cassandra Rae Blohowiak JOU
Matthew John Bogusz CAS
Andrew Christopher Bowen JOU
Tyler Ross Brown CAS
Brook Jeffrey Bulcha CAS
Melissa Jacqueline Caprow CAS
Zerimar Carattini SPC
Molly Elizabeth Carney SES
Andrew Rene Celis CAS
Rajni Chandrasekhar CAS
Robert Enjian Chang CAS
Stephanie Sooyeon Chang CAS
Hannah B Chapel CAS
Jasett Alise Chatham CAS
Jennifer Andin Chato CAS
Nicholas Geordan Cheadle CAS
David Chen CAS
Hansang Cho CAS
Jessica Ada Chu CAS
Nancy Chu CAS
Laura Faith Clemente SPC
Matthew Everett Combs CAS
Sarah Joyce Conant CAS
David Martin Cooper-Vince CAS
Eric William Dahl CAS
Michael Preston Daniel CAS
Jessica Ann Davidson CAS
Chardae Yanique Davis JOU
Clarissa Deng CAS
Andrew Handler Devine CAS
Begum Dora CAS
Mallory AnnLaure Dwinal CAS
Emily Martha Eisenhart CAS
Sheida Isabel Elmi CAS

Erica Lee Evers CAS
Alexey Evstrantenkov CAS
Ann Senter Fairchild CAS
Benjamin Lewis Friedman SPC
Marcellee Tashanna Fullwood CAS
Ana Maria Gaviria CAS
Danielle Whitney Goldman CAS
Arielle Mira Gottlieb CAS
Evan Thomas Gray CAS
Izabel Gronski CAS
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Alexandra Carmen Haake JOU
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Cecily Rose Harwitt CAS
Elizabeth Ann Henley CAS
Kevin Killebrew Hoban JOU
Shalyn Renee Hockey SES
Mallory Patrice Horejs CAS
Julia Catherine Hotopp CAS
Sydney Evelyn Howe SPC
Syed Akif Irfan CAS
Ashley Elizabeth Jelinek CAS
Alexandra Banas Johnson CAS
Robin Marie Johnson JOU
Janine Anne Kacprzak CAS
Erin Magee Kelly CAS
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Seethal P Kumar CAS
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Emily Nicole Lovejoy CAS
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Jeffrey George Martini CAS
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Anastasia Milgramm CAS
Ariel Milian CAS
Ryne Paul Misso CAS
Saba Farheen Munir CAS

Ryan Patrick Murphy CAS
Veronica Marie Navarrete CAS
Amy Elizabeth Niederberger CAS
Mary Nnenna Nwosuocha CAS
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Ivelina Tsvetanova Panchilova CAS
Jee-Yoon Park CAS
Swati Patel CAS
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Rebecca Ann Peterhansen CAS
Elizabeth Marie Phillips CAS
Page Elizabeth Piccinini CAS
Allison Elizabeth Pichert SPC
Caroline Raistin Porter JOU
Brittany Corrine Primack CAS
Telly Fatima Ramos SPC
Manjari Ranganathan CAS
Meera Venkatapuram Reddy CAS
Phillip Alexander Reich CAS
Casey Brooke Rubinoff CAS
Elsa Lee Sackett SES
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Jacob Christopher Schroden SPC
Courtney Dominique Sharpe CAS
Sarah Katherine Shea CAS
Jordan Reid Shuler CAS
Ashley Marie Smith SPC
Caitlin O'Shaughnessy Smith JOU
Nikolai Ryan Smith SES
Martha Sojka CAS
Neeta Ranjan Sonalkar CAS
Ramata Sow CAS
Katherine Margaret Stofer SPC
Matthew Maurice Stokke JOU
Shoko Sugai CAS
Elisabeth Meryl Summers MUS
Kari Michael Svensson CAS
Dana Lauren Swartz SPC
Neha Anand Thirani CAS
Megan Elizabeth Trout CAS
Ariana Katerina Vergara CAS
Elizabeth Jane Voeller MEA
Sarah Kate Wald CAS
Melanie Susan Wanzek JOU
Elizabeth Whiting CAS
Kaitlyn Elizabeth Williams CAS
Alberta Yan CAS



International Studies Program

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The summer provides a great opportunity for International Studies majors to carry out independent research projects, enroll in study abroad programs and secure internship opportunities. Many of these projects also serve as the launching pad for future projects. Recently we asked our students to send us updates about their upcoming summer activities. Keep reading to find out where in the world they're going and what they will be up to....

I received a job offer from Diamond Management & Technology Consultants in and will be starting work in Downtown Chicago in September.

~Saba Munir, WCAS 2009

Next year I'll be studying abroad for the entire year in Tübingen, Germany. As a part of this program, I'll be attending 2 month long language immersion programs in Germany. The first one will be in Berlin and the second one will be in either Bonn or Dresden.

~Ian Rinehart, WCAS 2011

I will be attending Cornell Law School in the fall and plan to concentrate in International Law.

~Matt Linder, WCAS 2009

I received the Lund Grant from Medill to report in Uganda. I will also be interning for the Ugandan news magazine, The Independent for two months in addition to my Lund story.

~Molly Lister, Medill 2011

I will be joining JP Morgan Chase in the July after graduating from Northwestern. I think having a diverse background in Econ and International Studies had really helped me in my job search.

~Kathy Luo, WCAS 2009

This summer if I get my summer URG grant, I will be traveling to Bhutan for a few weeks to study my thesis for International Studies. The project is about the concept of self in political theory and property rights. In addition I will be working with the Texas Democratic Party.

~Jonathan Gonzalez-Smith, WCAS 2010

I will hopefully be studying abroad this summer in China.

~Noah Aldonas, Medill 2012

I have a summer internship with the Wall Street Journal out of their Chicago bureau.

~Carrie Porter, Medill 2009

I'm doing Teach for America.

~Ana Maria Gaviria, WCAS 2009

I have received a full-time offer at JPMorgan. International Studies has given me insight into the relations between countries - which has sometimes helped explain why certain countries react to others the way they do when dealing with tough issues, like the current economic state. I am excited to start work after Northwestern!

~Jessica Chu, WCAS 2009

After spending a quarter at Sciences Po, Paris, for the EU Studies Program, I am looking to further my knowledge of international legal issues. I have been accepted to the Legal Field Studies Program and plan on interning with the Center for International Human Rights at the Bluhm Legal Clinic of Northwestern University Law School.

~Sanja Hurem, WCAS 2010

This summer I will be going to Uganda with the "Engage Uganda" Northwestern program. There, I will be working on community development projects such as micro-finance initiatives or tutoring children. I also will be partaking in a home-stay to better immerse myself in their culture and way of life.

~Alexandra Britton, WCAS 2011

Student Research Abroad, continued from page 1



paper and defend my research, because I knew it would serve as good preparation for my senior thesis the following year. My next internship began during the second semester. I began a month-long internship at the Centre d'Etudes et de Recherches Internationales where I edited and translated various texts and worked as a research assistant to Catherine Wihtol de Wenden, a top immigration specialist. Consequently and to my excitement, I was credited in the January 2009 republication of her book, *Atlas des migrations dans le monde: réfugiés ou migrants volontaires!* Following this internship I took courses as an exchange student at the renowned l'Institut d'Etudes Politiques de Paris (Sciences Po). Inspired by my internship experiences thus far, my courses at Sciences Po further examined immigration, culture and identity. Finally, I completed my last program internship at the Institut Français des Relations Internationales working again as a translator among expert research professionals, further exposing me to the professional research process. As a result, one of my translations was published last October in the special English edition of *Politique étrangère* (Vol. 73, Autumn 2008, pp. 79-91). Collectively, these experiences laid the groundwork for my senior thesis.

Using the knowledge that I had gained through my coursework and the professional contacts that I had made abroad, I decided to write my senior thesis on the recent evolution of French anti-discrimination policy. Now nearly at the end of my undergraduate career, I remain rather eager to further develop my scholarly potential and build upon my professional credentials in international relations. Moreover, the expansion of my academic and professional portfolio in recent years has steadily fueled my commitment to broaden my knowledge base in global affairs through graduate study and professional training. All in all, I am very grateful that my studies and research experiences have afforded me such great opportunities to actively pursue my interests.