

# GOVERNMENT DEPARTMENT NEWSLETTER

SKIDMORE COLLEGE  
Government Department

Fall 2007

## Letter From Department Chair

Kate Graney

**H**ello Government Majors, Minors & Alumni:

Welcome to the second half of your first semester of the AY 2007-8 here in the Government Department. It has been an unusually busy fall this year on the third floor of Ladd. Our newest full-time hire, Assistant Professor Flagg Taylor, started us off on the right foot (and kept Skidmore in the federal government's good graces) by organizing our annual Constitution Day events, going to heroic lengths in the process, including pinch-hitting for a speaker who was ill. Prof. Taylor also did a wonderful job introducing our 2007 Fiscus Lecturer, Gary Jacobsohn. Thank you, Professor Taylor! Prof. Roy Ginsberg put his substantial energies towards organizing a two-day visit by Brad Swanson, whose afternoon presentation on micro-lending and evening talk on Iraq were both fascinating and well-attended. Prof. Ginsberg also arranged for one of our alumni, Lt. Col. Rob Resnick, to meet with our majors during his visit to campus in September. Thank you, Prof. Ginsberg! Our own Prof. Aldo Vacs will soon be co-leading a travel seminar to Chile and Argentina-bon voyage and happy trails to you, Prof. Vacs!

Many exciting classes await you in your next semester. We are very fortunate to have Pat Ferraioli back with us this year in the Government Department while Prof. Natalie Taylor is on her well-earned sabbatical, and you are all fortunate enough to have the opportunity to take two rarely-offered

seminars with Prof. Ferraioli next semester: Sex and Power and Communications Law. Please be sure to grab the chance to take a course with Prof. Ferraioli while you have the opportunity (or at least stop by to meet her!). Prof. Tim Burns will also be offering his ever-popular special topics seminar on Shakespeare's Political Wisdom next semester, while Prof. Beau Breslin will return to our halls ever so briefly next semester to teach a Civil Liberties class.

We here in the Government Department are also excited to announce a new opportunity that will surely be of great interest to many of you. This year marks the inaugural awarding of the Levine Internship Awards, named in honor of one of the Government Department's most distinguished and beloved members, Erwin Levine, who taught at Skidmore from 1961-1988. The Levine Internship Awards are grants awarded on a competitive basis to support Skidmore students who wish to undertake internships in fields related to the practice of American politics and law. Academic year grants are awarded in both the fall and spring semesters in the amount of \$1000 cash stipend.

Summer grants are awarded in the amount of \$2500 cash stipend plus \$1000 housing allowance. Applications for the Levine Internship Awards are available in the Dean of Studies Office, on the Dean of Studies Website at: [http://cms.skidmore.edu/dean\\_of\\_studies/](http://cms.skidmore.edu/dean_of_studies/) or on the Government Department's website.

The deadline for the Spring 2008 Semester Awards is NOVEMBER 27. The deadline for the Summer 2007 Awards is March 24, 2008. Please consider applying!

**Faculty News**  
**Laura Swartz '10**

Though we students may think we have the monopoly on heavy workloads, our professors in the Government Department have been quite busy this semester! See what they have been up to.

**Professor Aldo Vacs** attended the 27<sup>th</sup> International Congress of the Latin American Studies Association in Montreal this September. The topic of the Congress was "After the Washington Consensus: Collaborative Scholarship for a new *América*." He has written and submitted two papers, one on the Argentinean social movement and one on the Chilean situation. He has also published an article with the Oxford University Press and contributed to a handbook on Latin American Studies.

**Professor Flagg Taylor** delivered a paper on the unitary executive at the American Political Science Association meeting in August. He is also going to deliver a paper on Montesquieu's views of republican Rome at the Northeast Political Science Association meeting in November, and has an essay coming out in the January issue of *Society* called "Russia, the West, and the Problem of Modern Revolution: The Work of Martin Malia."

**Professor Kate Graney** has an article coming out in the November/December issue of *Problems of Post-Communism* about museums and national identity in Tatarstan, Russia. She is enjoying being back in the classroom, and learning the job of chairing the Government Department. With her daughter Mimi turning a year old on November 6, the professor is "re-learning how to balance work and family."

**Professor Pat Ferraioli** has been very busy. In June she attended the 3rd Haudenosaunee\* Conference and this weekend, she and several of her students will attend the 4th Haudenosaunee Conference at the Syracuse Law of School. Professor Ferraioli was a presenter at the October 9<sup>th</sup> Seminar on Relationship Violence, and attended a mediation conference sponsored by the New York Dispute Resolution Association earlier in the semester. This week Professor Ferraioli delivered a lecture entitled "Taxing Issues: Making Sense of the NYS –Seneca Nation Controversy" as part of Skidmore College's Survey of Liberal Studies for Mature Adults.

\*Haudenosaunee is the name the group of Native American tribes commonly known as Iroquois call themselves.

**Professor Natalie Taylor** is on sabbatical this year, but she has remained very active. In September she attended the

annual meetings of the American Political Science Association, along with Professor Flagg Taylor and Professor Burns, where she delivered two papers. The first paper was "A Vindication of the Novel: Jane Austen's Reading of Mary Wollstonecraft". The second paper was "The Personal is Political: Women's Magazines for the 'I'm-not-a-feminist-but' Generation". She is in the process of revising the latter paper for publication in a volume of essays on feminism and popular culture, as well as editing a volume of essays on Henry Adams.

**Professor Steve Hoffman** will be in India from December to the middle of January doing research and making contacts.

**Faculty Re-Reads**  
**Liza Mills '08**

I recently asked our government professors,  
**"What books do you find yourself reading  
 over and over and why?"**

Here are their responses...

**Professor Seyb**

The one book that I do re-read fairly often is Robert Penn Warren's *All the King's Men*. It truly is a vivid, trenchant meditation on the elusiveness of human character and the uses and abuses of political power. And I have also always thought that Huey Long was more fun than a day at Branson, Missouri (sometimes I just need a little banjo therapy). A more appropriate list for me would consist of books that I should re-read. Such a list would include the following: Miguel de Cervantes, *Don Quixote*, Herman Melville, *Moby Dick* (O.K., too many chapter on the sundry uses of whale innards, but it is still one of the best books by an American on America), Charles Dickens, *A Tale of Two Cities* (unforgivably mawkish at times, but I defy you not to cry when reading the final chapter), Henry Adams, *The Education of Henry Adams*, Saint Augustine, *The Confessions*, Primo Levi, *The Periodic Table*, William Beveridge, *The Art of Scientific Investigation* (obscure little volume that sparked my interest in...well... scientific investigation), Thomas Kuhn, *The Structure of Scientific Revolutions* (seminal text during the 1960s and 1970s that has strangely receded into the "hidden history" of ideas), Kathleen Norris, *The Cloister Walk* (young woman lives among Benedictine monks. I am convinced that it served as the inspiration for "Sister Act").

**Professor Graney**

When I was younger there were so many books I would read over and over again -- especially the Beverly Cleary books, the *All of a Kind Family* books, and Madeline L'Engle's *A*

*Ring of Endless Light*. Recently I have been able to read them again with my son, so that has been a fun trip down memory lane (they are still good!). In terms of my "grown-up" reading, I find myself re-reading John LeCarre's Cold War trilogy every few years (*Tinker, Tailor, Soldier, Spy, The Honorable Schoolboy*, and *Smiley's People*). I think *The Honorable Schoolboy* is my favorite. Jerry Westerby is just such a great protagonist, and the Vietnam-era Hong Kong setting is a nice change from the Langley/London usual set piece. I also just recently re-read Susan Sontag's *The Volcano Lover*, which sounds so pretentious and awful-- but actually, it is a wonderfully informative and engaging re-telling of the Lord Horatio Nelson - Emma Hamilton love story. I think I like it so much because she provides so much historical context and detail without ever losing sight of the story or characters. I highly recommend it, though both my husband and my mother tried to read it, on my recommendation, and hated it! My dad loved it though. Besides, it has a great cover!

#### **Professor Ginsberg**

Henry Kissinger's *Diplomacy* because each time I read it I (a) learn something new about the evolution of international politics from the end of the 30 Years War to the end of the Cold War; and (b) sharpen my understanding and criticism of a purely realist theoretical approach to the study of war and peace.

#### **Professor Turner**

*The Hobbit* and *The Lord of the Rings*. More seriously, Charles Jones' *The Presidency in a Separated System*, Peter Eisinger's *The Rise of the Entrepreneurial State*, Gabriel Garcia Marquez' *One Hundred Years of Solitude*.

#### **Professor Hoffmann**

*We Were Soldiers Once and Young* by Harold G. Moore and Joseph L. Galloway. Prof Hoffmann reports that he rereads this book to check the accuracy of details in the film version of the book.

#### **Professor Vacs**

Jorge Luis Borges, *Collected Fictions*, Norman Mailer's *The Naked and the Dead*, Ernst Bloch's *The Hope Principle*, Max Weber's *Economy and Society*.

#### **Professor Ferraioli**

*Tao Te Ching* is the only book I have read (from cover to cover) more than once. Why? Because of the first sentence, "A way can be a guide, but not a fixed path."

#### **Professor F. Taylor**

The novels, essays, or letters of Walker Percy. Percy reminds us what strange beings human beings truly are. He claims it is our fate never to be fully at home in this world--we're

pilgrims, searchers, misfits. Oh, and he also explains why this is the case. The spy novels of Alan Furst, particularly *The Polish Officer*. Furst covers the years leading up to WWII and evokes with depth and detail the fate of the Central European countries like Poland. Extremely entertaining and moving. *Lucky Jim* by Kingsley Amis. A laugh out loud funny send up of the pretensions of academics. *The Gulag Archipelago*, by Aleksander Solzhenitsyn. This is obnoxious, I know. I don't reread all 2,000 pages. But consider this a plea. It's a book about the heights and depths of the human soul. And since he took the time to write it (and memorize much of it) while in the Gulag, the least we can do is read it. *Moby Dick*, by Herman Melville. The only book that I have ever started reading again immediately after finishing it.

### **"Is There Equality Under the Constitution?"**

**Laurie Graham '09**

The Declaration of Independence, articulating what many point to as the very foundation of American, and, indeed, all meaningful, political life, reads: "We hold these truths to be self-evident, that all men are created equal..." Following the Declaration, one might well expect the Constitution to be similarly absolute on the matter of equality, but does the text meet those expectations? Colgate Professor Stanley Brubaker, in his speech, given as part of the Departments Constitution Day Lecture Series, entitled "Is There Equality Under the Constitution?" took up this question of the extent to which equality finds its support in the Constitution.

The Constitution, Brubaker began, is not completely silent on the issue of equality. One could, he said, point to the text's opening line "We the People..." as some evidence in support of a textually-committed equality. Indeed, Brubaker continued, many great men, like Martin Luther King and Lincoln, took the Declaration's very seriously. For his part, however, Brubaker said that he is "not so sure equality is concretely supported in the Constitution."

Furthermore, turning to the primary focus of his talk, Brubaker said, "contemporary equal protection doctrine is both confused and incoherent, and that confusion is inevitable in the concept of equality."

The confusion begins, for Brubaker, with the fact that virtually any law could, in some way, be argued to be in violation of the 14th Amendment, which guarantees that no state shall "deny to any person within its jurisdiction the equal protection of the laws." Even something as basic as the speed limit could be said to discriminate against those who drive faster than 55 mph.

Brubaker then turned to several different tests that the Supreme Court has used in its 14<sup>th</sup> Amendment cases, and highlighted the vastly different results that each test produced when confronted with the same issue. For instance, the “rational basis” test, which allows for inequality so long as the end is “legitimate” and the means “rationally related to the end” is far more forgiving than the “strict scrutiny” test, which demands the end be “compelling” and the means “narrowly tailored.”

The discrepancies and disagreements that, today, surround contemporary equal protection doctrine are, for Brubaker, rooted in the Constitution. “Equality,” he said, “is an empty idea. It is superfluous without content.” Even in the case of the Declaration of Independence, “We hold these truths to be self-evident, that all men are created equal...” the question of “Equal how?” is only answered when one reads further “...that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the pursuit of Happiness.”

Brubaker then distinguished the difference between what he called the “positive equality” found in the Declaration, which guarantees that all men, as men, are deserving of rights, and “negative equality,” which deals with what qualities, like race and gender, cannot be taken into account in matters of equality.

It is this latter form of equality the Brubaker sees in the Constitution. Yet, he continued, “If equality is purely negative, then it cannot be what gives the Constitution its moral support.”

### **“America’s Failed Occupation in Iraq: An Insider’s Perspective”**

**Dawn Harfmann ‘10**

Brad Swanson’s lecture was for me both informative and thought-provoking, and I am glad that I attended. The beginning of his presentation caused me to ready myself for a long rant of anti-Bush hype. He opened with a blatant critique of the Bush administration’s policy in Iraq, and throughout the presentation he did make fun of the administration and its decisions. He assumed that the audience would appreciate this humor; for the most part, he was right. I would be interested to see if or how his presentation changes when he speaks for an audience at places other than a liberal, liberal arts institution.

On a general level, I become annoyed when Bush-haters flail about and hurl any and all possible insult at the President simply because he is George W. Bush. These people either: a) don’t really know what they are talking

about but think it is “the thing to do” or b) actually don’t think the war is going well. Swanson’s lecture was different, however. It did, of course, have a great deal of content criticizing America’s occupation of Iraq (hence the lecture’s title). However, Swanson knew what he was talking about, and he seemed to have based his opinions on the situation in Iraq on a large quantity of information. He is not one of the wild Bush-haters with whom I disagree.

Swanson discussed the ways in which the United States administration used propaganda to convince the American population to support the war, censoring information that did not support its claims. He stated his reasons for thinking that insufficient planning was done for the actual occupation of Iraq, after it was taken militarily. He stated that the cause of this lack of planning was that any planning for a troubled occupation would admit to the public that the war would not go as smoothly as the administration initially said it would.

Brad Swanson predicts that America will need to begin withdrawing troops, whether it wants to or not, if we are to avoid a draft. He predicts a de facto partitioning of Iraq and “continued disintegration.” I wondered, if this prediction is accurate, what the United States will do after we withdraw, as it does not seem wise to simply sit here in our hemisphere and wait for destruction and terrorism to occur again. I asked Swanson what he thought the United States would or should do, and he suggested an international peace-keeping effort, in which all countries that have a stake in Iraq would have input. Otherwise, the United States could become “dealt out” of having any position of power in Iraq. This recommendation sounds good, but I would be interested in learning more about how he thinks it would actually operate in practice: for example, how does one determine who has a “stake” in Iraq?

I do not believe all of the information that Brad Swanson told us. He is a human being and has imperfect access to information, and he is subject to his biases. I do not know enough about the situation in Iraq to decide whether I agree with his interpretations of the situations. However, it was truly a wonderful experience to be able to have, as Professor Ginsberg observed, a primary source come to Skidmore and talk to us firsthand and answer our questions. I very much appreciate that opportunity.

### **The Disharmonic Constitution**

**Charlotte Underwood ‘08**

Professor Gary Jacobsohn of the University of Texas, Austin, delivered the annual Ronald J. Fiscus lecture. His talk was entitled “The Disharmonic Constitution.”

Jacobsohn, an expert and pioneer in the field of comparative constitutional law, explored the dynamic relationship between a constitution and national identity. He argued constitutions assume a national identity and are inseparable from it. Constitutional interpretation that fails to account for the fundamental principles that inform any constitution will suffer from either narrowness or boundlessness.

Jacobsohn sought to depict the dynamic interplay between national identity and constitutional reform. As the nation is a moral presence, the constitution should reflect that presence. Jacobsohn pointed to the United States in the nineteenth century to show this dynamic relationship. Slavery was eventually found incompatible with our national identity, so the Constitution was reformed. The past is inseparable from the present, but it need not direct the future. Chief Justice Taney (the author of the infamous Dred Scott decision) Jacobsohn claimed, failed to understand how a constitution shapes a people.

By using other examples such as India and South Africa, Jacobsohn revealed how constitutional development and national identity develop along side one another. India's history is rooted in conflict, yet their Constitution is able to incorporate different sentiments and dissenting voices. This creates disharmony, but it isn't a disharmony that is wholly problematic.

At the conclusion of the lecture, Jacobsohn addressed jurisprudence and offered a prescription for interpretation. Following a recommendation of Justice Kennedy, he suggested that if principles exist in a nation's identity, judges should maintain those principles. The "Disharmonic Constitution" points to the enduring relation between national identity and a constitution.

### **International Affairs Club**

**President: Joseph Kaifala '08**

Have you seen a good film lately? Come join the swell folks of the Foreign Film Forum every Wednesday night for a cool flick. Interested in International politics? Discuss your opinions with professors and students in an informal conversation Tuesday afternoons in the Spa for Brown Bag Politics. Want to go to simulations to debate with other students the politics of the Globe? Join the Model European Union Club or the Model United Nations Club. Want to bring a cool speaker to campus or organize a Teach-in to inform the community about important topics? If you answered yes to any of these, then YOU MUST get involved with the International Affairs Club (IAC)!!! These are just a few of the many events and programs that the IAC has been involved in doing. Last semester we had a great German feast at the Spa Brahaus where we held our second annual International

Affairs Dinner which invited all IA students and faculty. Students participating in the Model European Union Club traveled to Prague, in Czech Republic in January for the annual simulation where they played the part of the European Commission. Students involved in the Model United Nations Club will be traveling to New York City in the April for their simulation. Last but not least, the IAC is in the process of planning its most fantastic event!! The annual LiveAid Concert. The formal evening of music and performances from around the world will raise money for a specified issue in the world today! We will also be celebrating International May Day and a possible co-event for Cinco de Mayo! And don't forget about the Foreign Film Forum. We had over 100 attendees to previous film events. Come join the fun and get involved with the International Affairs Club!

### **Skidmore Young Republican Assembly**

**Thomas Qualtere '08**

The Skidmore Young Republican Assembly is currently enjoying its most eventful semester since the club's founding in 2003.

It was last spring that SYRA first aligned itself with both the *Skip Scirocco for Public Works* and *Matthew Veitch for Supervisor* campaigns. Before classes even resumed, SYRA began assisting the campaigns in door-to-door efforts as early as mid-August. Two weeks into classes, on September 11th, SYRA erected a memorial on the Case Green to commemorate the sixth anniversary of the terrorist attacks on our nation. Dozens of miniature American flags were assembled on the grass to spell out the number "2,974", the total number of victims who lost their lives on that tragic day. The campaigning continued throughout September and October, as SYRA members volunteered their time and effort every weekend morning for at least two hours a day.

On the 15th of October, history was made when the Skidmore Democrats and the Environmental Action Club joined SYRA to publicly announce our unified opposition to incumbent DPW Commissioner Tom McTygue, and throw our support to Skip Scirocco's candidacy. The following week, SYRA hosted a film screening of "America at a Crossroads: The Case for War-In Defense of Freedom", a powerful documentary narrated by former assistant Secretary of Defense Richard Perle that debuted on PBS last spring. Students from all political stripes attended the screening and took part in an open discussion following the film.

As the campaign season winds down and Election Day draws closer, SYRA is currently promoting our annual fall lecture. On November 15th, Dr. Harvey Mansfield, the Kenan Professor of Government at Harvard, will be giving a special guest lecture on "Manliness"

in Gannet Auditorium at 7:30 p.m. The event is being co-sponsored by the Government Department, Speakers Bureau, First-Year Experience, and Young America's Foundation.

**A T T E N T I O N**  
**J U N I O R C L A S S**  
**G O V E R N M E N T**  
**M A J O R S**

*Department Honors*

To be recommended for Honors in the department, a student must have received at least an A- on a senior thesis, have a 3.5 grade-point average in government courses, and a 3.0 cumulative grade-point average.

The senior honors thesis is a year-long project that requires students to follow a carefully sequenced period of reading, writing, and revision culminating in a paper of at least 40 pages (10,000 words) that utilizes both primary and secondary sources to defend a clearly stated thesis.

Students interested in writing a senior thesis must seek during the spring semester of their junior year a Government department faculty member to act as their thesis director. Once students have secured a thesis director, they then enroll in GO 374: Senior Thesis Prep for the fall semester of their senior year. Students complete their thesis work in the spring semester in GO 375: Senior Thesis. Students must then defend their thesis before a panel of faculty some time between April 12 and April 22.

Please review the full guidelines for completing a senior honors thesis. The guidelines are printed on page 8 of this newsletter.



**Award Competition:** These internship awards honor the memory of Erwin L. Levine, who was a Skidmore Government Department Professor of American Politics and Law from 1961 until his retirement in 1988. Through the generosity of his family and friends, these awards celebrate the life and legacy of a beloved teacher, respected scholar, treasured colleague, and inspired student of the history, theory and practice of American politics and law. The Levine Internship Awards are offered on a competitive basis to support Skidmore students who wish to undertake Government Department internships in fields related to the practice of American government, politics and/or law.

Skidmore students from any major or minor may apply. Students are not required to apply for academic credit, but proposals must demonstrate the academic aspects of the internship experiences. Students may propose an internship in government, political, or legal offices and must demonstrate appropriate academic preparation. Examples of internship sites include: city, state, or federal government office, federal agencies (e.g., State Department) or international agencies addressing U.S. political and legal issues (e.g., the United Nations), a pressure group lobbying Congress, or a Presidential library with an emphasis on the president's politics.

Preference will be given to students who receive financial aid. During the academic year, one grant is awarded in fall and another in spring semester in the amount of \$1000 cash stipends. Summer grants are awarded in the amount of \$2500 cash stipends (typically one or two grants are awarded in the summer). Selected students for summer grants will receive a \$250 per week stipend for an 8 to 10 week internships (not to exceed \$2,500.00); local summer internships may include housing on campus.

**SPRING 2008**  
**Topics Course Descriptions**

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**GOV 351B**

**Topics in Political Thought**  
**Shakespeare's Political Wisdom**

Spring 2008  
Tues & Thurs 3:40-5:30

Instructor: Timothy Burns

This year the political theory topics course will be devoted to Shakespeare's political wisdom. At least since the time of Aristophanes and Plato, major themes of political theory have been explored through fiction rather than in treatises or tracts. Through a careful reading of five of Shakespeare's plays (*Julius Caesar*, *Macbeth*, *King Lear*, *The Merchant of Venice*, *The Tempest*) we will examine the following themes: the justice of a pre-emptive strike; justice in a republic; the pursuit of happiness in the private realm versus civic life; the longing for the noble or beautiful and its political consequences; religion, commerce, and the destruction of the political; the problematic rule of philosopher-kings; tyranny; the effect of Christian theology on political life.

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**GO 367 Topics in American Politics**  
**Communications Law**

Spring 2008  
Tues & Thurs 3:40 – 5

Instructor: Pat Ferraioli

An introduction to federal and state laws as they pertain to the media. The issues of copyright, privacy, libel and media access are examined with special consideration given to media ethics, integrity and credibility. Contemporary and historic First Amendment cases are studied.

You can reach me at ext. 5237 with any questions and/or concerns

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**Life on the Campaign Trail**

**The John Edwards Campaign**  
**Eric Hyers '06**

I've been in Iowa for 8 full months now, and things are steadily getting crazy. Up and at the office by 9am and going non-stop until 4pm, when call-time starts, which is 5 hours on the phone, talking to voters, volunteers, and precinct captains. By the time data is entered and calls are tallied, its 1130pm, and you realize you haven't eaten anything since a day-old donut you had at around 1pm. And that is a day when the Senator is not in your area. If he is in town doing events, you are setting up and staffing the event, and still rearranging your day to get your 5 hours of calls in.

Yet, as chaotic and intense as the average day is, it's perhaps the most fun I've ever had. Organizing in Iowa, the Super Bowl of politics, is one of the most legitimate political experiences you can have. As Professor Turner told me as I finished my senior thesis, it's a bug, and you either have it or you don't. I know I have it, and to any of you wondering if you also might have the bug, do a campaign. If, three weeks after the election, when you are sitting at home watching movies, wearing clean clothes, and actually eating food, if you aren't waking up at 3am to watch CSPAN, if you aren't itching to get back out on the road, itching to get hung-up on, lose weight, and live on coffee and generic donuts, then you probably don't have it. I'd love to talk to any of you about this on January 4<sup>th</sup>.

**The Hillary Clinton Campaign**  
**Beth Schoenbach '07**

After graduating from Skidmore in May, I spent the summer looking for jobs that would allow me to pursue my interest in government and politics. It was my Government degree that made me decide to move to Manchester, New Hampshire to work for the Hillary Clinton campaign. I arrived less than a week ago, and have had no trouble keeping busy: twenty minutes after I arrived in Manchester, I was working a phone bank inviting people to see Senator Clinton speak on Friday!

As a Field Organizer, I oversee a group of volunteers in three districts outside of Manchester. I work to engage people in the area in the campaign as much as possible. This week has been a particularly eventful one; the Senator is filing to officially get on the ballot in Concord, we're holding a Get Out the Vote event for the city elections, and General Wesley Clark was in the office! It's especially exciting to be working in New Hampshire for the primary:

Manchester is the home of the New Hampshire headquarters, and since it's such an important state, everyone I've spoken to is paying attention to the race and has an opinion on it.

For those of you interested in getting involved, Hillary Clinton for President has a great internship opportunity available to college students all over the country. During winter break, we're inviting the interns accepted into our program to experience campaign life firsthand. Students will be provided housing, and will be placed in 14 regions throughout the state. These interns will be on the ground, knocking on doors, identifying Clinton supporters and getting out the vote on primary day. Campaign experience is invaluable to anyone interested in politics and government, so I encourage more Skidmore students to join us in New Hampshire! Please see Professor Turner to get a copy of the application.

### *Alumni News*

**Case Button '06** is the Aide for Government and Community Relations in Hillary Clinton's Senate office. He is responsible for constituent services, staffing the Senator at events, preparing her briefings, grants and appropriations, and attending events and meetings on her behalf.

**Mary DeBree '06** is working on Hillary Clinton's campaign in the NY political office as director of outreach.

**Shubha Gokhale '07** is now settled in China, teaching "American and British Literature" and "Newspaper Reading and Listening."

**Zach Weisberg '07** has enrolled at Tulane Law School.



**Kenny Olmstead '06** has accepted a position as a media analyst for The Project for Excellence in Journalism at the PEW Research Foundation in Washington, DC. He is studying Chinese at Georgetown University and preparing for the GRE.

**Julianna Koch '06** was mentioned in an October 17<sup>th</sup> *Wall Street Journal* article, "Why Taxpayers are leaving Billions on the Table". Julianna, a Tax Policy Center researcher worked extensively on preparing a guide to the tax proposals of the presidential candidates. The guide was compiled as a joint venture of the Urban Institute and the Brookings Institution in Washington.

**Wheatly Gulmi-Landy '04** graduated in May 2007 from Western New England College School of Law, where she served as Managing Editor of the Western New England Law Review.

### **Senior Honors Thesis Guidelines**

#### *Description of the Senior Thesis*

*The Senior Thesis is a year-long project that requires students to follow a carefully sequenced period of reading, writing, and revision culminating in a paper of at least 40 pages (10,000 words) that utilizes both primary and secondary sources to defend a clearly stated thesis.*

*The faculty expects that students undertaking thesis work will be well-prepared to address their chosen topic and conscientious about meeting all deadlines and fulfilling all requirements for completion of the thesis.*

#### *Guidelines for Completion of a Senior Thesis*

*1) Students interested in writing a senior thesis must seek during the spring semester of their junior year an appropriate Government department faculty member to act as their thesis director. Students who plan to study off-campus (e.g., in a Study Abroad Program or in the Washington Semester Program at American University) during the spring semester of their junior year must seek an appropriate thesis advisor during the fall semester of their junior year.*

*Students should formulate a specific research question and compile a preliminary bibliography prior to approaching a potential director and be able to provide*

evidence that they have done the course and preparatory work necessary to complete their proposed thesis.

Government faculty are not obligated to direct a senior thesis. A faculty member will decide whether to accept or reject a student's invitation to direct a thesis on the following bases:

- a) The fit between the faculty member's specialization and interests and the student's topic.
- b) A an assessment of the student's ability, commitment, and preparation for undertaking the proposed project.

2) Students enroll in "GO 374: Senior Thesis Prep" for the fall semester of their senior year. Students consult with their thesis director during the first week of classes to establish a reading list and to set a schedule of meetings.

A student's grade for GO 374 and eligibility to continue thesis work in the spring semester will be based on their response to the assigned readings, the quality of their written work, their preparation for the meetings with their thesis director, and their performance on the following required work:

- a) A 5-7 page thesis prospectus that presents the thesis and the research design.
- b) An annotated bibliography that includes both primary and secondary sources.

3) Students must meet with their thesis director prior to the conclusion of the fall semester to establish a schedule for the completion of different stages of the research and for the submission of various drafts of the thesis.

4) Students must receive a final grade of at least "B" in GO 374 and the permission of the department to enroll in "GO 375: Senior Thesis" during the spring semester.

5) Students begin drafting their senior thesis during Winter Break at the latest.

6) Students enroll in "GO 375: Senior Thesis" for the spring semester of their senior year. During the first week of classes, students meet with their director to identify a second reader. Students are encouraged to choose a second reader from among the Government department faculty. Students can, however, select a reader from another department on campus, provided that both the thesis director and the second reader endorse this decision.

7) Students who wish to have their thesis considered for department honors or for a Periclean Award must submit the final version of their work to their thesis director by April 10.

### Schedule for Completion of a Senior Thesis

#### **Fall of Junior Year**

- 1) Students who plan to study off-campus during the spring seek the approval of an appropriate Government department faculty member to direct their thesis

#### **Spring of Junior Year**

- 1) Develop thesis topic
- 2) Students in residence at the college seek the approval of an appropriate Government department faculty member to direct their thesis

#### **Fall of Senior Year**

- 1) Apprise thesis director of intention to proceed with thesis work
- 2) Enroll in "GO 374: Senior Thesis Prep"
- 3) Establish in consultation with thesis director a reading list and set a schedule for meetings
- 4) Complete thesis prospectus and annotated bibliography
- 5) Establish a research and writing schedule in consultation with thesis director

#### **Winter Break of Senior Year**

- 1) Begin drafting thesis

#### **Spring of Senior Year**

- 1) Apprise thesis director of intention to proceed with thesis work
- 2) Enroll in "GO 375: Senior Thesis"
- 3) Select second reader by the end of the first week of classes
- 4) Submit completed thesis to thesis director by April 10
- 5) Defend thesis during some time between April 12 and April 22

### Spring 2008 Class Schedule

**Breslin, Beau - x5244, Rm. 309**

Classes:	GO 314	Civil Liberties	TU/TH	12:40 - 2	Tang SOMR
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**Burns, Tim - x5247, Rm. 316**

Classes:	GO 303	Classical Political Thought	TU/TH	9:10 - 11	Ladd 207
	GO 351B	Shakespeare's Political Wisdom	TU/TH	3:40 - 5:30	Ladd 207

**Ferraioli, Pat**

Classes:	GO 101	Introduction to American Government	TU/TH	9:40 -11	Ladd 307
	GO 367	Communications Law	TU/TH	3:40 - 5	Ladd 206
	GO 353	Sex and Power	TU	6 - 9:00	Ladd 207

**Ginsberg, Roy - X5245, RM. 314**

Classes:	GO201H	Principles of International Politics	M/W/F	11:15-12:10	Ladd 207
	GO 203	Comparative Politics of Western Europe	M/W/F	10:10-11:05	Ladd 207

**Graney, Kate - X5242, RM 306A**

Classes:	GO 241	Ethnic Conflict and the Global System	M	11:15-12:10	Ladd 206
	GO 241	Ethnic Conflict and the Global System	W/F	10:10-11:30	Ladd 206
	GO 340	International Human Rights	W/F	12:20 - 1:40	TLC 307

**Hoffmann, Steven - X5246, RM. 311**

Classes:	GO 103	Critical Issues in World Politics	M/W/F	1:25 - 2:20	Ladd 307
		Nationalism and Politics in the Middle East	M/W	4 - 5:20	Ladd 206
	GO 239	East	M/W	4 - 5:20	Ladd 206
	GO 319	What the US Does Wrong	M/W/F	11:15-12:10	TLC 205

**Seyb, Ron x5248, Rm. 310**

Classes:	GO 101	Introduction to American Government	TU/TH	12:40 - 2	Ladd 307
	GO 362	Politics of Congress	TU/TH	2:10 - 3:30	Ladd 206

**Taylor, Flagg x5248, Rm 310**

Classes:	GO 103	Critical Issues in World Politics	W/F	8:40 - 10	Ladd 307
	GO 323	Dissident Politics	M/W	4 - 5:20	Ladd 207

**Taylor, Natalie**                    **on sabbatical Spring 2008**

**Turner, Bob x5251, RM 315**
**Vacs, Aldo x5249, Rm. 319**

Classes:	GO 209	The Latin American Puzzle	M/W/F	10:10-11:05	Ladd 307
	GO 228	US Foreign Policy	W/F	12:20 - 1:40	BO 100
	GO 366	Globalization	M/W	2:30 - 3:50	Ladd 206