

Inside this issue:

INS Faculty and Committee Members	2
Faculty Spotlight	3-5
Student Spotlight	6
Model U.N	7
UNICEF Conference	8
Upcoming Events	8
Internship Adventures in Nigeria	9
UN DPI/NGO	10
A Semester in France	11
Why Africa Matters	12
Senior Theses	13
Alumni Update	14-15
INS Course Electives	16

Director's Corner

Please take the time to peruse the fall International Studies Program (INS) newsletter. This issue is composed entirely of articles written by students, for the most part INS majors, about events on campus, stimulating classes and extra-curricular activities, and experiences with internships and study abroad. There is also an update about the recent endeavors of INS alumni/ae, both old and new (*see pp. 14-15*). Karina Edouard, a Junior, INS major, and INS Program Assistant for this semester, conducted an excellent interview (*see pp. 3-5*) with Professor George Keteku who is teaching one of the sections of the *Introduction to Global Studies* course this semester.



INS Faculty Members with Dr. Rosa Ribeiro (right). Left to right: Professors Luján, Mehta, & Swedberg

On Thursday, October 24, in the East Library of the Castle, the INS Program co-sponsored a talk with the International Studies Program at The College of New Rochelle (CNR) on “Latin American Feminisms” by Dr. Rosa Ribeiro. Several Departments and Programs at Manhattanville College co-sponsored the event. Dr. Ribeiro is a Brazilian Fulbright scholar in residence at the CNR this year. The talk was well-attended by students, faculty, and staff from Manhattanville College and the College of New Rochelle. The CNR contingent was led by Professor Anne McKernan, Director of the INS Program at that College. Dr. Ribeiro, who is an active participant in the women’s movement in Brazil, discussed the diversity of Latin American feminisms. She emphasized the enormous achievements for women’s rights in Latin America as a result of biennial or triennial meetings, *Encuentros*, which have created transnational connections between feminists and activists of all persuasions from the Caribbean and South America. During the Q & A that followed there was a lively exchange about the very different connotations of the term “feminist” in the United States and in Latin America.

Dr. Ribeiro’s talk was our attempt to revive the dormant Westchester Consortium of International Studies (WCIS). The WCIS was founded in 1984 with a seed grant from Hitachi Corporation. Professor Gabriele Wickert and then Provost Cate Myers spearheaded the grant application. The original members were Manhattanville College, Marymount/Tarrytown and the CNR (Iona College joined for a few years, then dropped out). These were all originally Catholic women’s liberal arts colleges that had an international mission. In the 1980s, 1990s, and early 2000s the WCIS organized several major Symposia, annual “Presidential Lectures” by prominent scholars, annual International Careers Evenings, annual senior thesis presentations, an International theater festival, an International film series, and several Faculty Development Seminars. Manhattanville College and the CNR, the two remaining members of the Consortium, hope to continue to organize internationally-focused events like the one with Dr. Ribeiro.—**Binita Mehta, Director, INS Program**

International Studies Program Faculty Committee

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 James Jones (African Studies/ World Religions)
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 Eric Slater (Sociology and Anthropology)
 Gregory Swedberg (History)
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 Irene Whelan (History/ Irish Studies)
 Gabriele Wickert (INS/ German)

Student Representatives: Meryl Roux '14 and 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 one of the student representatives]

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

Newsletter Contributors

Karina Edouard '15 (International Studies, French, Economics)
 Fatu Yekeh '15 (International Studies, French, Pre-Med)
 Ivana Bejaran '16 (International Studies)
 Valeria Ricciulli-Marin '15 (International Studies, Communications)
 Nendirmwa Parradang '15 (International Studies, French, Creative Writing)
 Shahrazan Isa '15 (International Studies, French)
 Elizaveta Nikitin '15 (French, Education)

The INS Program would like to thank INS Program Assistant and Junior **Karina Edouard** for creativity, initiative, and hard work in writing, editing and designing this Newsletter!

Faculty Spotlight: An Interview with Professor Keteku

*The International Studies Program would like to extend a warm welcome to Professor George Keteku, the newest addition to the International Studies Program Faculty. Professor Keteku came to Manhattanville College in fall 2013 semester and is currently teaching both the **Introduction to Global Studies** in the International Studies Program and the **Model United Nations** course in the Political Science Department.*

Q: Professor, tell us a little bit about yourself—your education, travel experience, work experience, and passions.

A: I will start with education. I am a son of diplomats. My folks were from Ghana, West Africa, but because they were posted all over the world I happened to be born in the United States. I lived in Moscow for most of my early years then moved to London for boarding school for my high school years. Afterwards, I attended the London School of Economics (LSE). When I was done, I came back to the United States. I worked in the private sector for sometime but then decided to go back to school, especially given that I was in a completely different field than what I had studied for in school. At the LSE, I studied philosophy, economics, history, and political science, but then I thought if I'm going to work in auditing and consulting I had to know more about the field. So I studied business administration and earned a B.S. in Accounting. Years later, I reverted to the social sciences and went to graduate school to study Political Science and completed my doctoral study at SUNY Binghamton.

Now in terms of work experience, I have worked in both the private and the public sectors --- with Deloitte and Touche Consulting, the City Controller's Office, and now teaching. It has always been my dream to teach. Currently, I teach at Purchase College and I am also involved with an initiative to help raise student retention at Westchester Community College. (WCC). Together with an Advisory Committee, I devise programs that try to help black and Hispanic males stay in school and demonstrate to them that school is perhaps the best alternative to improve their lives. Through Purchase College, I was recommended to the program here at Manhattanville College. I am glad to be part of the INS Program.

Q: Interesting! Just out of curiosity, how many languages do you speak fluently?

A: I always have to stop and count because I speak several African languages, but I will try and be modest here and say four or five. My native language is called Twi and then I speak another language called Ga. I also speak Ewe and little bit of Hausa. I speak Russian, but now I'm losing it because I am not using it that much. I speak a little bit of French and obviously English. As strange as it may sound I started to learn a bit of Polish as well ... I have few friends who are Polish.



(Continued on page 4)

Faculty Spotlight: Professor Keteku

Q: You mentioned your parents were Ghanaian diplomats. How do you think that has influenced your perspective on world politics?

A: Well I believe that is perhaps the most essential influence on my outlook on International Relations in particular and life in general. I probably should not talk about International Relations or globalization per se, but the fact that my folks and I were always moving from place to place exposed me to this sense of a globalized community to which we all belong.. Although it starts as a puzzle you begin to get a feel for how the world works when you go to different places. My interest in politics started there. From the outside you might not necessarily think diplomatic service involves lots of politics, but, in fact, that's all it is. I pretty much grasped how dominant the United States was in world politics, for instance, by looking at their embassies. Wherever we went and lived, the American Embassy was the center of everything and when you begin to unravel that, you realize that the entire world order is power based; and the United States is the preeminent country in the world. At least that is how it appeared to me then. And so my parents' work directly, and indirectly, stoked my interest in politics and led to the decision to study social sciences as a whole.

“Sometimes you have to take risks to break barriers.”

Q: Could you please talk about one of your experiences, either as an academic and mentor, that would be relevant to students now?

A: I would speak to the issue of identity and what we do with it in a world that is becoming increasingly small and cosmopolitan. I will tell you a short story to illustrate this point. In my teen years, I traveled with some friends to their hometown. They are from a very small town in Poland. To my surprise, not a single person in the town had ever seen a black person, not even in the movies or books they had read. I remember how everyone came out to look at me. A particular incident stood out during the trip. The town had a public swimming pool and we had gone there to swim. While in the pool, I thought I sensed some expectations from the other swimmers, It was almost as if they expected my skin color to undergo some transformation. My friends were terribly embarrassed but I assured them that perhaps that is where we need to be at that moment. The lesson I learned from that is sometimes you have to take risks to break barriers. It was terribly embarrassing to go to a Catholic Church in that Polish town and see the older parishioners making the sign of the cross as they passed by me. Apparently, black represented the devil in their local mythology. But then being in their midst, it did not take long for barriers to start breaking down. Our identities should provide educational opportunities to bring peoples of different backgrounds together.

Q: You have expressed a strong interest in taking students on a trip to the United Nations. What would you like students to gain from this experience?

A: My goal, first and foremost, is to encourage students to pursue careers in International Relations. I have lived a very good life based on my parents' job and I know now that it is going to be tough for the next generation of students finding satisfying occupations, simply because the competition is so intense and because of globalization.

(Continued on page 5)

Faculty Spotlight: Professor Keteku

Last year I took some students to the U.N; they all lived in New York State but had never been there [the U.N.] before. And I remember at the end of the tour, all the questions they asked centered on how they would like to either work or do an internship at the U.N. As functional and important as the U.N. is to the world, there is a personal goal to have students explore the options they have in working for some of these international organizations.

Q: You are also teaching the class on *Introduction to Global Studies*. How do you think you have put a new spin on the class? Professors in the past have all taken various approaches, whether it is a feminist approach or an economics approach. What do you think you are doing differently?

A: Well I think my goal is to introduce students to the basics of research and take the research approach to learning. I think the best way for students to learn is the hands on approach. I would also emphasize theories and the translation of these insights into policies. I want students to go and find the evidence that verifies or undermines those theories and give them the tools to evaluate what they observe or read about. There are gaps in all theories and my goal is that students will see those gaps and fill them with their own insights. At the end of the course, I want each student to have an idea that he or she can go to graduate school or pursue independent research. In the end, the observation and the thesis they develop in this introductory course can be the basis for their own future research or a spark to lead them to a vocation.

Q: What would you say is your most interesting subject in Politics or International Relations and do you think you have successfully incorporated that into the Introduction to Global Studies Class?

A: My focus is and would be on Human Rights. I think all national interests should be based on Human Rights. I am going to try to make Human Rights the center of our course, not to overwhelm other areas of course but as I emphasized to the class, the unit of analysis is and must be humans. We are going to look at the rights of the child, women, workers etc. I am going to emphasize that all human beings have certain inalienable rights that must be respected at all times.

Q: Lastly, what advice would you give to students who are either new to the Program, or considering a major in International Studies, or more generally, to students as a whole?

A: I would suggest they get out of the classrooms and dormitories more and be part of the larger community. They should play an active role in campus affairs. It would be a sad situation indeed to spend years at a place where no one knows your name except perhaps your roommate or best friend. I think we need people who are ready to move out of their comfort zone and participate in the community in which they live. The classroom and the dormitories can become protective shields and provide reasons for students to stay away from extracurricular activities. But, students need to do more; attending college games, various events on campus, joining clubs, and going on learning trips. Students who are doing something in addition to their academic work, like my interviewer, are better prepared to take on the world than those who attend classes, and study for most of their time. They eventually graduate without leaving any trace whatsoever.

By: Karina Edouard '15

Student Spotlight: Fatu Yekeh '15

(An excerpt from an essay written in the *Introduction to Global Studies* course, fall 2012)

The documentary, *The Hidden Face of Globalization*, sought to raise awareness on poverty and human rights violations in Bangladesh by exposing the working conditions at Wal-Mart and Disney factories.

In Bangladesh, one of the world poorest countries, women are forced to work long hours. The average work schedule typically lasts for about 15-20 hours per day. Furthermore, most women do not usually make a fair and sustainable wage. The average wage ranged from about eight cents to fourteen cents per hour. The most devastating thing of all is that these companies abuse their female employees.

Women in Bangladesh are forced to start working at a very young age. When they do find work, they are oftentimes treated unequally. For example, they are not entitled to health insurance, the right to form unions, or to take breaks. These women simply have no rights. They are abused, kicked, slapped, beaten, tortured, jailed, and even fired without being paid. Even more unfortunate, is with the salaries they make, they are still unable to pay rents, buy medicine, or feed their families. Meanwhile, at the factories, they do not have clean sanitary environments. For example, there are no tables on which to sit and eat, the bathrooms are dirty, and as a result, they constantly suffer from diarrhea. Living conditions for most impoverished families are as frightening as the working conditions. Most houses are made from sticks, old zinc, straws, and mats, some are built over sewage, and stagnant water. Because of this environment, families suffer from malaria and other infectious diseases. They face especially harsh conditions during the rainy season because of the leakage problems and flooding. Within one neighborhood, there are approximately eighty to eighty five people who share one gas stove, one outdoor toilet, and one water pump.

***“Women
deserve
more.”***

Personally, I was very troubled while watching this video. I was disheartened to see women and children living in such deplorable conditions and to observe the mistreatment of women employees by these multinational corporations. Women deserve more than constantly being pushed around like animals. There is much more work to be done, but documentaries like “The Hidden Face of Globalization” are raising much needed awareness of working conditions, especially for women, in multinational companies around the world. Above all, these women want their voices to be heard, and not cheated for the work they do overtime. I believe that their work hours should be reduced so that they can rest and spend more time with their family and children. They should be appreciated and not treated as slaves, or second class human beings. After watching this video, I have to remind myself to be more grateful for the things I have in life. For example, we tend to take the things we have for granted. Yet there are so many people out there who are hungry, homeless, have no money to buy decent clothes, and, most importantly, no access to education that can get them out of the vicious cycle of poverty.

By: Fatu Yekeh '15

Model United Nations Conference, 2013

For the past forty-five years, Manhattanville College had been a part of the National Model United Nations Conference hosted every year by Harvard University. As an International Studies and Communications Studies double major, I was ecstatic to find Model United Nations as one of my possible elective courses and proceeded to take it during my Freshman year, 2012-13. The course is taught over two semesters. If students plan on attending the Model United Nations Conference at Harvard, they are required to take the course for both the fall and spring semesters. However, for those students looking for course credit, or simply an intellectually stimulating and informative course, they can register for either semester.

I had the pleasure and the honor to take this class with Professor Yim before he retired last year. The first semester of the class focused on the background and history of the United Nations. We studied the composition and procedures of the international organs and their influence over the past few decades. The fun really began at the end of the first semester.

The Model United Nations functions as a mock United Nations to show students how the Organization works internally. Every College, University, and School is assigned a country and are subsequently divided into different committees based on topic issues. The United Nations is divided into six General Assemblies (Disarmament and the International Security, Economic and Social, Social Cultural and Humanitarian, Special Political and Decolonization, Administrative and Budgetary, and Legal) where all countries have a seat, the Economic and Social Council (ECOSOC), the Secretariat, the World Bank, the International Court of Justice, the Security Council, and other special committees. Each committee holds either one or two students per country. Last year Manhattanville College was assigned two countries, Syria and Sudan.

In my case, my partner and I represented Syria in the first General Assembly with the topic of Disarmament and the International Security. Before we attended the conference we had to write a position paper and a speech with where we stood on the subject. You can imagine the stress we went through when we realized most of the topics were directly related to our assigned country. In all honesty, it was a challenge, but I loved every minute of it. We were surrounded by different types of people, from international students to Ivy Leaguers. The best part of all, however, was listening to everyone's point of view and witnessing the resolution process.

What makes the event even more extraordinary is not only the educational learning experience, but also the social and cultural aspects of the event. As soon as we reached the venue, we quickly realized we were no longer students, but diplomats representing our respective countries in an international forum. We had to follow certain procedures and decorum in everything we did, from raising our placard, to speaking to other representatives outside of the meetings.

The Harvard Model United Nations Conference was one of the fondest educational experiences of my Freshman year at Manhattanville and I would recommend it highly to other students.

By: Ivana M. Bejaran '16



UNICEF Campus Initiative Summit 2013

The UNICEF Campus Initiative Summit is a yearly conference that brings together college UNICEF chapters' student leaders from around the nation. I was fortunate enough to attend the Conference for the third time from October 11-13. I attended the Conference with four members from my executive board and club members from Manhattanville College. This year's conference brought together over 250 student leaders from all over the nation in New York City. All those who attended, although unique in their own respects, shared a common goal: to serve, inspire, and promote UNICEF'S cause: Believing (and getting) to zero!

During the first day we had the opportunity to hear from the U.S. Fund for UNICEF CEO, Caryl M. Stern, who shared her experiences traveling around the world in order to save children. She also promoted her new book: "I Believe in Zero." Later on, in the "Sharing Experience" portion of the Conference we created posters to display and share the activities we organized on-campus in order to fundraise and raise awareness. The second day was full of lessons learned by several keynote speakers who took the floor, such as former student chapter leaders who work in UNICEF today, as well as officers of organizations such as The Global Poverty Project, which organized the Global Citizen concert. Moreover, we got the chance to attend workshops such as "Organizing a Successful Event" facilitated by fellow student leaders at Ohio State University. At the end of the day, we had an eye-opening experience: being part of the Oxfam America Hunger Banquet. The activity divided the room into two: one side representing the upper class, and the other one represented the lower class. After listening to some testimonies from real people from all over the world who suffer from not having enough to eat, those who were in the "lower class" side were given just a few pieces of rice and beans whereas, at the same time, those in the "upper class" side were given pasta, salad, rice, and all sorts of large and complete meals. Those who were in the other side decided to share what they have with those who had less. This showed us how important and meaningful it is to be able to share with others and appreciate what we have in life. On the third day, we had the chance to attend interesting workshops such as "How to Effectively Recruit and Retain Members" and "What Kind of Leader Are You?"

"I cannot reiterate enough how motivated and highly inspired I was by this conference."

Once again, I cannot reiterate enough how motivated and highly inspired I was by this conference. I am reminded of the reason why we are taking action: those 18,000 children still dying from preventable causes every day. We were reminded of the importance of believing in zero and ACTING towards getting to zero.

By: Valeria Ricciulli-Marin '15

Upcoming Events

- **INS Forum**, Thursday, November 14, 7:00-8:30 p.m., President's Dining Room in Reid Castle.
- **INS Senior Thesis Presentations**, December 5, 2013, 7-9 p.m., East Library, (*see p. 13 for topics*).

Internship Adventures, Nigeria

This summer I had the incredible opportunity to complete an internship with the United Nations Office on Drugs and Crime (UNODC) in Abuja, Nigeria. I had spoken to my father about my interest in doing an internship that summer; I assumed he would know about available internships related to International Studies because he worked for the Nigerian Immigration Service (NIS).

He informed me early in the summer that the UNODC had staged a presentation in his office for the “I am Priceless” campaign; which focused on stopping child trafficking. He had spoken with an official and they informed him that they would be eager to meet with me and hopefully add me on.

The following Monday, I arrived at the United Nations office in Abuja in my finest work clothes eager to impress. After a thorough security check, I was allowed inside and met with the project coordinator who showed me around and interviewed me in one of their conference rooms. She asked why I wanted to intern there, what my future ambitions were and if I thought I had any special skills that set me apart from the competition I responded by informing her about my educational background, my major in International Studies and my double minors in French and Writing. From her positive reaction, I could tell that she was quite impressed with my credentials.



“Lessons like that can neither be quantified nor forgotten.”

Shortly after, I got the all-important call letting me know that I was accepted as an intern and that I would partner with Nigeria’s foremost agency against child trafficking, abuse and labor called Network of Civil Society Organizations Against Child Trafficking, Abuse and Labor (NACTAL) and that I would handle their data entry, social media, including blog posts and social upkeep, as well as doing the ground work for the organization of rallies and social outreach endeavors.

Working with NACTAL was more life changing than I could have imagined. The office was adjacent to one of the shelters for trafficked women and children and I was astounded to be able to see first-hand the effects of trafficking on their lives.. I attended several meetings with various heads of anti-trafficking homes in Nigeria and we also went on awareness trips to several institutions to enlighten them on how to identify victims of trafficking and what to do. All the while, the UNODC coordinator would check up on me regularly to see what progress I had been making.

It is incredibly difficult to explain how much I learned in those two months because although learning how to work in an office setting was fulfilling in its own way, it could not compare to the lives that I was able to see change. Lessons like that can neither be quantified nor forgotten.

By: Nendirmwa Parradang '15

Translating Learning into Action: The UN DPI/NGO Briefings



During my sophomore year at Manhattanville College, I took advantage of the wonderful opportunity to attend the United Nations Department of Public Information/Non-Governmental Organization (UN DPI/NGO) briefings coordinated by the Duchesne Center of Religion and Social Justice. Attending these briefings has brought me in contact with UN employees and other NGO workers who work on various global issues that we have discussed in many of my International Studies classes at Manhattanville College. These include issues such as environmental sustainability, poverty eradication, global development, international human rights, women's rights, and indigenous rights. Attending these briefings has motivated me to take action and to make a difference.

One particular briefing that stood out to me was a briefing on Indigenous Rights that I attended in fall 2012 in which there was discussion about how indigenous people in South America have the lowest standard of living within their countries. At the event panelist Beatrice Duncan, a human rights specialist for UNICEF, mentioned how indigenous people live below the dollar-a-day poverty line. As a result, Duncan claims, if indigenous people are not benefiting economically they also do not have any rights. She went on to address other social problems that plague indigenous peoples such as high infant mortality and maternal mortality. Indigenous women have the highest rate of maternal mortality. Duncan added that indigenous people in many countries do not have rights and lack clear recognition of their existence making it harder for them to have access to health care, education, and other programs that the government provides for its citizens.

***“I am
determined to
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Rights.”***

After attending this particular briefing, I was determined to bring awareness on the issues of Indigenous Rights to Manhattanville. Along with my fellow Seeds of Peace members, and with Professor Swedberg's guidance, we planned an event on Indigenous Rights for fall 2013. This event took place on October 28, 2013, where we screened the documentary, *When the Mountains Tremble* that discussed the genocide of indigenous peoples in Guatemala. The screening was followed by a discussion led by Professor Swedberg. This event definitely increased my awareness and knowledge on the plight of indigenous peoples. The UN NGO/DPI briefings have allowed me to take what I have learned and to spread the knowledge within the Manhattanville community. I highly recommend that students from all majors and backgrounds attend these briefings.

By: Shahrazan Isa '15

A Semester in Montpellier, France

Several weeks ago I arrived in Montpellier by train from Paris. I remember precisely the moment of my arrival and the first impression this southern French city gave me: the vast blue sky, palm trees aligning the sand-stone buildings, and the tramways. A feeling of ecstasy and adventure filled me and I was impatient to drop off my belongings and start exploring the city.

To this day I continue my daily explorations of this beautiful medieval city. With a camera in hand, I stroll down the narrow paved streets and across *La Place de la Comédie*, a square in the center of town, surrounded by charming little cafés and restaurants. Young people wait beside the Three



Graces fountain, the most suitable location for a rendez-vous. As I myself wait beside the fountain, I cannot help but gaze at the beautiful night illumination of the National Opera of Montpellier. As I stroll from *La Place de la Comédie* along *Rue de la Loge*, a wide avenue filled with brand stores and boutiques, I observe the crowds of people walking in and out of the buildings and the beggars sitting at the doorsteps. In the midst of the jostling crowd, a young boy serenades the public with traditional French accordion music. *Rue de la Loge* leads to a beautiful little park, where visitors can take leisurely walks, jog, have a peaceful conversation on a bench, or enjoy a picnic with friends on the lawn. Last week my friends and I had a birthday picnic at the *Parc de Peyrou*, it was a beautiful evening, and as there were many international students, everyone baked a specialty from his or her country.

In my opinion, the most amazing part about studying abroad is getting to know people from different countries and cultures. During the birthday evening in the *Parc de Peyrou*, I not only got a chance to taste culturally diverse dishes and desserts, such as the delicious home-made Belgian tart, a Brazilian pie, and a French quiche, but I also had the opportunity to learn about the different countries where my friends come from. Bruno, a funny young man from Brazil, told us about his nature strolls by the Amazon River, while Anna, my friend from Belgium, explained to us the different dialects spoken in her country. And I began to reflect how different we all are, with our own ideas and styles of life, yet there is something that ties us together. Perhaps it is the language and the new experience we all share in the city of Montpellier. I also find it interesting to note the different accents my international friends have when they speak French and the difference in the pronunciation of the French spoken in Paris and in Montpellier.

The French language has always fascinated me. I remember myself listening for hours to Edith Piaf's songs and attempting to sing along to the lyrics and to imitate her voice. I love the way French sounds, as it flows beautifully from one word to the other. But as I sit in my *Contemporary Art History* class at the University of Montpellier, I can no longer simply enjoy the aesthetic flow of the language, but I have to concentrate and rapidly absorb the material. Understanding everything the professors are saying was very hard at first, and I was quite aggravated with myself. After several lectures, however, it became easier, and ever since I have been intrigued by the works of the great architects of contemporary France.

One recent morning, one of my friends and I bought bikes at the famous Montpellier Sunday yard sale. Returning to our residence hall, we were going full speed down the valleys, the warm breeze blew into our faces and the landscapes flashed by us. The sky above our heads felt endless and I could not help but admire the beauty around me. The feelings of freedom, happiness, and gratitude that filled me at that moment describe precisely my state of being for the past month I have been in Montpellier. Living and studying in this beautiful city in the south of France has been one of the best experiences of my life so far.

By: Elizaveta Nikitin '14

Why Africa Matters

Beginning on the 16th of September 2013, Manhattanville students, faculty, and staff came together to celebrate this year's Valiant Week. Scheduled programs included presentations by the Manhattanville College archivist and special collection librarian Lauren Ziarko, a talk facilitated by Professor Gardella about the history of the O'Byrne Chapel, a tour of Heritage Hall led by First Lady Jean Strauss, and a performance by the legendary singer/activist Pete Seeger. There was, however, one program whose subject matter dealt with issues largely outside the scope of the College's history. That event, Why Africa Matters, featured a presentation by senior Ali Hoyt on Guinean art and culture, and was followed by a panel discussion with Professors Mohamed Mbodj, Daniel Nanjira, and Deborah Saleeby-Mulligan.

As many can attest, every cross-cultural experience regardless of where it takes place has lasting effects on people all over the world. This is one esteemed truth for Ms. Ali Hoyt. After spending a semester studying art and culture in the West African country of Guinea, Ms. Hoyt has continued to share her experiences with the Manhattanville College community. Her presentation featured colorful photographs of the town she lived in, its people, and how she learned to create Guinean puppets. Creating Guinean puppets is no easy task, Ms. Hoyt explained to the captivated audience, but in due course she would soon be teaching Manhattanville College faculty, students, and staff how they could make puppets of their own.

“Africans need to lead themselves on the path of real transformation for the material and social benefits for the majority on the continent.”

Professor Mbodj Next Professors Mbodj, Nanjira, and Mulligan began the panel discussion. Each of the panelists delivered fiery speeches on some of the current issues facing the Continent. No stone was left unturned and no topic went unaddressed; topics ranged from economic security and development, painting, sculpture, language, literature, education, and corruption. What was most striking was how the panelists were able to show the interconnected relationships between events taking place in Africa to countries around the world. For instance, the question was raised in the discussion that followed regarding the struggles many African authors face when deciding in what language to publish their literature. Professor Mbodj explained that important literature should be shared with everyone. If an African author only chooses to publish their works in their native languages, its message is strictly limited to those who speak that particular language. But, if these works are published in English or French, or some other commonly spoke language it widens the readership. This should not be seen as an abandonment of one's African heritage. Adding to this, Professor Nanjira raised awareness of the nature of African education and its lack of emphasis on regional languages and culture. He exclaimed that African education must be reformed. Schools should place more emphasis on African language, culture, and literature at an early age.

Africa matters, not only because it is a diverse continent that is full of natural beauty and history, but because that beauty and history affects everyone around the world. This is why Africa matters. As Professor Nanjira's so nicely phrased it, “we live in a global village”. Now, Manhattanville College students, faculty, and staff can learn more about Guinean puppet making and culture from one young student's experience living in a small Guinean village. And now the experiences of the College's professors of African Studies no longer seem like distant lessons. They are the here and the now.

By: Karina Edouard '15

INS Senior Theses

Alexis Moore

Topic: Democratic Transitions in Myanmar

Myanmar has to institute a fully democratic system, one that is not overseen by the military to solve its ethnic conflicts and human rights violations. Doing so will allow the country to complete its transformation into an unrestricted democratic country.



Left to Right: Professor Swedberg, Alexis Moore, Valerie Hernandez, Meryl Roux, Vivian Vallejo

Valerie Hernández

Topic: Femicide in Ciudad Juarez: What makes Mexico Unique?

My project examines the femicides occurring within Ciudad Juarez, Mexico since 1993 and the factors that have contributed to the situation. I will analyze the backlash against the shifting gender dynamics that come with the feminization of labor and poverty, something that occurs in countries around the world. My thesis will focus on what factors make Mexico unique.

Meryl Roux

Topic: Agribusiness and World Hunger: The Impacts of Agribusiness in Developing Countries and Their Contribution to World Hunger

My thesis explores the domination of agribusiness in the developing world and their impact on small landholders and farmers, and overall, how this paradigm contributes to world hunger.

Vivian Vallejo

Topic: Discrimination against the Indigenous People in Mexico

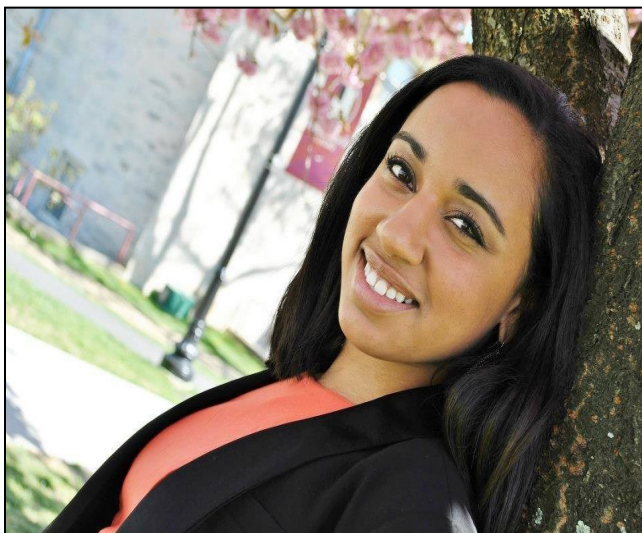
Since the time of colonialism, indigenous peoples were portrayed as savages who needed to be civilized. Civilizing the indigenous meant taking away their culture and language, but thankfully, they were able to conserve it. The indigenous are looked down upon, being seen as the “inferiors,” and discriminated against. The indigenous should be treated equally.

Alumni Updates

Nicole Mele ('13)

As an International Studies major at Manhattanville, I was fortunate to have had the opportunity to take a multitude of versatile courses that gave me the skills needed to succeed and grow in the University at Albany's graduate program of Library and Information Science. Studying abroad in Montpellier, France during the spring semester of 2012 gave me the opportunity to take the information that I had been taught throughout my academic experiences at Manhattanville and apply them to a graduate level of education.

In the ever-changing world of modern technology, I believe that librarianship serves as a way of breaking through cross-cultural barriers through the universality of knowledge and information. The importance of information and its widespread impact on our globalized world is something that I was first exposed to in the courses that I took through Manhattanville's INS program. I look back on my time at Manhattanville with great joy in knowing that it prepared me for my future academic and professional endeavors.



Cristal Espejo ('13)

After I graduated, I worked over the summer as a Team Leader at the South Bronx Overall Economic Development Corporation where I coordinated outreach in the New York community and supervised a staff of 12. Following this, I looked for another job for about two months. I recently received a job offer at the Westchester Hispanic Coalition as an Administrator/ Intake Counselor in White Plains. In my spare time I serve on the New York Women's Agenda committee and I volunteer for a nonprofit called MOSCTHA (The Socio-Cultural movement for Haitian Workers).

Alumni Updates

Christa Calbos ('12)



Upon graduating in May 2012, I began working full-time in Manhattan with a non-profit film project, *Girl Rising*, as Campus Programs Manager. I was very excited to present to students and teachers alike about the importance of global girls' education. Their enthusiasm was inspiring! I was also very proud to see the film air on CNN last March. Upon leaving *Girl Rising* last November, I began working at a bookstore cafe in my Lower East Side neighborhood for several months while getting to know New York City better.

By June 2013, I was ready for a new adventure. I moved out of my apartment, quit my jobs, and took a backpack and a one way flight to Europe. Since June, I have visited family and friends throughout Germany, Slovenia, Croatia, Spain, Italy and arrived back in my "home country," Greece. After volunteering on an organic farm in the rural region of Pelion for several weeks and traveling throughout Athens and Thessaloniki, I felt in my gut that I wasn't quite ready to leave. I am now enrolled at the International Hellenic University in Thessaloniki, and will be completing a one year Master's program on Black Sea Cultural Studies as well as continuing my Greek language studies.

Marina Adese ('13)

After a beautiful graduation ceremony and a transitional summer, I am currently the Communications & Digital Assistant for the International Rescue Committee in New York City. The IRC is a non-profit founded at the suggestion of Albert Einstein that provides humanitarian aid for refugees in over 40 countries and in 22 cities of the United States. The IRC responds to the world's worst humanitarian crises under the mission of helping refugees survive and subsequently rebuild their lives. While I am here on a 3-month contract for the time being, my position couldn't fit me better: I have combined my passion for international social causes, with my experience and love for media and communications (which, not coincidentally, were my two majors at Manhattanville). To put it simply, my task ultimately is to draw awareness to the wonderful work that the IRC does and I feel very grateful to have this as my first post-graduate opportunity and to be here until December.



Spring '14 INS Courses

INS 1008: Introduction to Global Studies (2 sections), Core Requirement
 INS 2001: World Cultures thru Literature and Film, Core Requirement
 INS 1010: Global Economy, Core Requirement
 INS 2052: Contemporary Wars in Lit and Film, Elective [Global Cultures/Global Justice]

Electives from Other Departments

The elective concentration to which the course applies is indicated in brackets.

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 the student's minor, or vice versa.

AFS 2021: Intro to African Studies II [African Studies]
 AFS 2085: History of Contemp. Africa [African Studies]
 AFS 3035: Slavery through History [African Studies/Global Culture]
 ARH 2038: Baroque Art and Architecture in Italy [European Studies/ Global Culture]
 ARH 2070: Islamic Art [African Studies/European Studies/ Global Culture]
 *ANTH 1050: Cultural Anthropology [Global Culture]
 *ASN 1045: Asian Religions [Asian Studies] (Cross-listed With WREL 1045)
 ASN 2022.01: History of Modern China [Asian Studies] (Cross-listed with HIS 2022)
 BIO 2016: Global Environmentalism [Global Culture/Global Justice]
 COMM 3046: Convergent Media/Divergent Voices [Global Culture]
 COMM 3070: Media Ethics [Global Justice]
 *CSCH 1030: Power of Prejudice [Global Culture/Global Justice]
 *CSCH 1210: Theory & Practice of Leadership [Global Culture]
 ECO 3016: International Trade [Poli-Eco Relations]
 ECO 3017: Global Finance [Poli-Eco Relations]
 ENF 2089: History Of Cinema II: WWII-Present [Global Culture]
 ENF 4010: Major Film Directors [Global Culture]
 FRN 3017: World Literatures in French [Global Culture] (Taught In French)
 *HIS 1015: Survey of Modern Latin America [Latin American Studies]
 *HIS 1034: World History I: Before 1500 [European Studies/Global Culture]
 *HIS 1036: World History II: Since 1500 [European Studies/ Global Culture] (Core Requirement)
 HIS 2022: History of Modern China [Asian Studies] (Cross-Listed with ASN 2022)

HIS 2053: Modern Russia 1800-Present [European Studies]
 HIS 2085: History of Contemporary Africa [African Studies]
 HIS 2098: European Culture: 1848-1945 [European Studies/ Global Culture]
 HIS 3135.01: Slavery through History [African Studies/ Global Culture]
 HIS 3031: Medieval Synthesis [Global Culture]
 ITL3019: Literature, Film & Society [European Studies/ Global Culture] (Taught In Italian)
 MGT 2007: International Management [Poli-Eco Relations/ International Management]
 MUH 2012.01: Survey of Western Music II [European Studies]
 MUH 3010: Haydn, Mozart, and Beethoven [European Studies]
 PHL 3029: Heidegger and Sartre [European Studies]
 *POS 1038: International Politics II [INS Core Requirement]
 POS 2015: Comp. Politics II: Nonwestern [Poli-Eco Relations]
 POS 2051: Law & Politics of Int'l Trade [Poli-Eco Relations]
 POS 2069: The New Int'l Security [Poli-Eco Relations]
 POS 4050: Academic Conference: Model UN [Poli-Eco Relations]
 SOC 2075: Models of Social/Econ Justice [Global Justice]
 SOC 3020: Sociology of Food [Global Culture]
 SOC 3050: Mass Media and Society [Global Culture]
 SOC 3056: Music & Society [Global Culture]
 SPN 3014: Gabriel Garcia Marquez and Magic Realism [Latin American Studies] (taught in Spanish)
 SPN 3027: Spanish Women Writers [European Studies] (taught in Spanish)
 SPN 3051: Latin American Identity [Latin American Studies] (taught in Spanish)
 *WREL 1012: Roman Catholicism [Global Culture]
 *WREL1014: Intro to World Religions [Global Culture]
 *WREL1045: Asian Religions [Asian Studies] (Cross-listed with ASN 1045)
 WREL 2026: The World's Religions in NYC [Global Culture]
 WREL 3003: Pagans [Global Culture]
 WREL 3027: Islam [Global Culture]
 WREL 3035: Judaism [Global Culture]