

## Global Studies News

### A NOTE FROM THE DIRECTOR

23 January 2024

It’s great to be back in Baltimore! The Global Studies program has thrived under Dr. Carsten Vala’s very capable leadership, but it is good to be back here on Evergreen after a year away. This is not least due to all the amazing things that Global Studies faculty and students have been up to—almost too much to fit in one issue!

Over the fall semester, Global Studies majors represented Loyola at intercollegiate conferences at the U.S. Military Academy at West Point and at the U.S. Air Force Academy in Colorado; they moderated the much-anticipated annual Hanway Lecture in Global Studies featuring Nobel Peace laureate Dmitry Muratov; they completed an assortment of internships at various local, national, and international agencies, and they traveled to Uganda and Rwanda on the first-ever Global Studies Global Scholars (GSGS) intersession trip. In short—it has been a very busy fall semester, and we are so excited to keep up this momentum as students pursue even more amazing opportunities this spring.

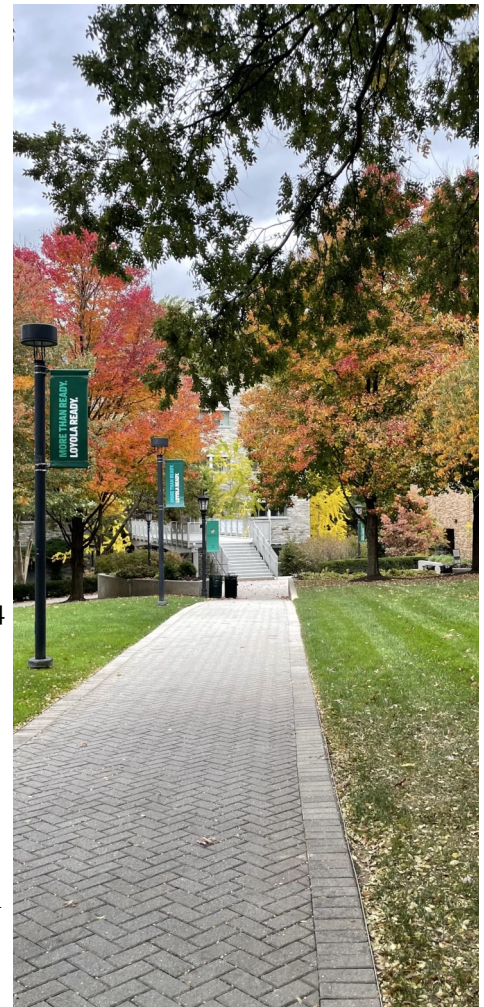
Looking ahead, we are honored to help welcome oral historian and Srebrenica genocide survivor Hasan Hasanović to Loyola University on February 8<sup>th</sup> at 6pm in the 4<sup>th</sup> Floor Program Room. He is traveling from Bosnia-Herzegovina (BiH) to speak at Loyola as part of the Bunting Peace and Justice lecture series and is looking forward to meeting with students. We hope to see many of you there!

We also have two exciting 3-credit Maymester study abroad programs on offer this year—Dr. Vala will lead a program to Taiwan for the second time this year, and I will lead a program to the Balkans again in May and June. If you are interested in participating in a Loyola faculty-led short-term study abroad experience in a unique location, check out these programs.

All the best for the spring semester!

Mary Kate Schneider, Ph.D.

Director, Global Studies Program



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## For Faculty: How to Submit New Courses to Global Studies

Faculty wishing to submit courses for consideration to the Global Studies curriculum should e-mail the Director with the following:

- course name and number;
- a sample syllabus (or detailed course description, if the syllabus does not yet exist), and the area(s) of the GT curriculum that the course would fulfill (for example: a new 300-level non-Western History course might serve as an Analytical course as well as a Topic 2 course).

Faculty from any department may submit courses at any time. Courses are reviewed on a rolling basis.

### NEW GLOBAL STUDIES COURSES

FR 307 French for Health Professions and Humanitarian Aid, Topic 1

HS 227 Introduction Modern Latin America, Analytical, Topic 3

HS 249D/ HS385D The History of Mexico, Topic 1, Topic 3

### CHANGES TO THE HISTORY CURRICULUM

The History Department has changed their curriculum, effective Catalogue year 2022—2023 and beyond. Because of this you will see most classes reflected twice in Student Planning. It may be easier to go to our website (<https://www.loyola.edu/academics/global-studies/curriculum/major>) to see which class of the two you should register for. Each HS course that is being offered will be bolded if it is offered in the upcoming semester. Then behind the class it will tell which students can register for it. Example:

One of the following history courses

- **HS100 Encountering the Past** (open to students using the 2022 - 2023 academic catalogue and beyond)
- **HS101 Making of the Modern World: Europe** (open to students using the academic catalogue year prior to 2022 - 2023)
- **HS103 Making of the Modern World: United States II** (open to students using the academic catalogue year prior to 2022 - 2023)

Please email [nfenchak@loyola.edu](mailto:nfenchak@loyola.edu) if you have any questions about this.

## FACULTY NEWS

Janine Holc, *The Weavers of Tratenau: Jewish Female Forced Labor in the Holocaust*, Brandeis University Press, 2023.

Ricart-Huguet, Joan and Emily Sellars. 2023. **The Politics of Decentralization Level: Local and Regional Devolution as Substitutes.** *World Politics*, 75(2), 353–389. H-Index 122, IF 3.6, top-3 journal in Comparative Politics and in International Relations, JHU Press.

Baldwin, Kate and Joan Ricart-Huguet. 2023. **Does Land Quality Increase the Power of Traditional Leaders in Contemporary Africa?** *The Journal of Politics*, 85(1), 334-339. H-Index 138, IF 3.3, top-3 journal in Political Science, U. Chicago Press

Ricart-Huguet, Joan and Betsy Levy Paluck. 2023. **When the Sorting Hat Sorts Randomly: A Natural Experiment on Culture.** *Quarterly Journal of Political Science*, 18(1), 39-73. Lead article. [Media: The Conversation]

H-Index 41, IF 1.7, highly regarded journal for quantitative political science, Now Publishers Inc. Ricart-Huguet, Joan. 2022. **Why Do Different Cultures Form and Persist? Learning from the Case of Makerere University.** *The Journal of Modern African Studies*, 60(4), 429-456. Lead article. [Media: Africa at LSE, The Edge] H-Index 63, IF 0.88, top-2 journal in African Studies, Cambridge UP. Ricart-Huguet, Joan. 2022. **"The Political Consequences of Unequal Education in Africa"** *Newsletter of the Organized Section in Education Politics and Policy of the American Political Science Association*, 2(2).

**"Earnings Losses of Displaced Workers in Times of Crisis"** Hovhannisyan, Nune and Mendez, Fabio, July 2023, *Contemporary Economic Policy*, Volume 41, Issue 3, pp. 555-567, <https://onlinelibrary.wiley.com/doi/10.1111/coep.12605>

David Carey Jr., *Health in the Highlands: Indigenous Healing and Scientific Medicine in Guatemala and Ecuador*. Oakland: University of California Press, 2023.

David Carey Jr., "Indígenas and International Influences of Modern Medicine in Twentieth-Century Guatemala." Co-authored with Lydia Crafts. In *The Transnational Construction of Mayanness: Reading Modern Mesoamerica Through U.S. Archives*, eds. Ben Fallaw and Fernando Armstrong-Fumero, 145-178. Boulder, CO: University Press of Colorado, 2023.

David Carey Jr., "Foreword." In *Urban Guerrilla vs. Citizens Revolution: The Ecuadorian Dilemma at the Turn of the Century*, by Nicolás Buckley, ix-xiii. Lanham, MD: Lexington Books, 2023.

Dufendandach, Rebecca. "Threefold Manuscripts: The Nine Texts of the Florentine Codex" (Colonial Latin American Review, forthcoming 2023, vol. 33)

Sandler, Willeke. "In der Zwickmühle: Die kolonialistische Bewegung im Nationalsozialismus," ["Navigating Ambivalence: Colonialists in the Third Reich"], *Historische Urteilskraft. Magazin des Deutschen Historischen Museums* [Historical Judgment: Magazine of the German Historical Museum], vol. 5 (June 2023): 44-49.

# STUDENT NEWS

## Sabrina Gurung, Global Studies '24

Sabrina presented “Investigating Paubha: The Disappearing Contemplative Art Tradition of Nepal” during the Center For Humanities annual Celebrating the Humanities. Sabrina received a summer fellowship from the Center for Humanities which allowed her to spend the summer in Nepal researching her topic.

Sabrina interned during the Fall for Carpe Global. This is an e-learning platform, curated with a comprehensive collection of international resources and opportunities for personal, academic, and professional growth across a wide range of global topics, countries, cultures, and professional fields. For more information on the resources it provides go to <https://www.carpeglobal.com/>

## Elena Johnston, Global Studies and Communications '24

Elena interned at United States Agency for International Development (USAID) in the Summer and Fall of 2023. She worked in the Communications Department as a Communications Pathways Intern for Bureau of Europe and Eurasia. There she wrote press releases, media advisors and other documents for Agency activities such as the UN General Assembly, Official Administrator visits and high level meetings. These documents achieved coverage from the *New York Times*, *60 Minutes* and *Reuters*. Other duties included responding to media inquiries from international sources, collaborating directly with other bureaus, desk officers and USAID missions abroad. She presented topline, talking points and speeches for high level staff for diplomatic usage and acted as one of the communications leads for the Administrator’s trip to Ukraine and oversaw the bureau’s X (formally known as Twitter) account.

## Model UN Club

This year Loyola’s Model UN celebrated its first full semester as a new club. Elizabeth Gilmore, a senior Political Science major, acted as President, with Yamil Hernández, a junior Global Studies major, as Vice President. Annabella Ritter-Pleitez, a junior Global Studies and Political Science major, acted as the Social Media Coordinator, and Liam McClure, a senior Political Science major, served as Treasurer.

Model UN kicked off the semester with the club fair, where several new members joined. It then commenced its weekly meetings on Wednesday at 7:00 P.M. in Sellinger. The club dedicated the first half of the semester to general procedure: parliamentary procedure, debate and speech writing, coalition/working group formation and resolution writing, and crises preparation. During the second half of the semester, the club practiced for the upcoming Crisis Simulation, hosted by Dr. Schneider’s Global Governance class (in which several Model UN members were also students).

One practice session involved the UN High Commissioner for Refugees, where each club member represented one country. These countries included Hungary, Haiti, the United States, China, Serbia, and Turkey; the crisis involved an influx of Syrian refugees. Throughout the meeting, students practiced their speech writing skills, gained confidence in public speaking, reviewed parliamentary procedure, and learned about their country and the ongoing, real-life refugee crisis.

Finally, this practice prepared the club for the simulation in December, which focused on the grain crisis in the Black Sea. Since Russia’s invasion of Ukraine, grain prices have skyrocketed and have led to protests worldwide. The simulation—which provided rooms for the UN Security Council, NATO, the European Union, and the African Union—provided a glimpse of how international organizations work to the Global Governance students. After a long day of negotiating and avoiding war, the simulation ended with a passed resolution sent by France. This resolution called for more money into the World Food Program to relieve partially the ongoing grain crisis.

The Model UN club is looking forward to next semester, when five delegates will attend the National Model UN Conference in New York City to represent Syria. Throughout the rest of the year, the club will remain dedicated to Model UN’s mission: to allow members to learn about the functions and methods of the United Nations through hands-on experience, as well as to encourage members to debate freely, stay informed, and act diplomatically. If any students are interested in joining, the club welcomes all class years, majors, and experience levels!



*Model UN members at the Global Governance Crisis Simulation (from left to right): Mollie McFerran, Yamil Hernández, Elizabeth Gilmore, Liam McClure, Mario Pineiro, and Annabella Ritter-Pleitez.*

# Hanway Lecture 2023, *Democracy Dies in Darkness*

Annabella Ritter-Pleitez '25

This year's Hanway Lecture, titled "Democracy Dies in Darkness," welcomed Dmitry Muratov to Loyola. In 1993, Muratov co-founded *Novaya Gazeta*, an independent newspaper centered in Moscow. *Novaya Gazeta*, a defender of democracy and free press, has criticized Russian electoral fraud, corruption, human rights violations, and most recently, Putin's "special military operation" in Ukraine. On March 28, 2022, a month after the invasion began, the Russian government suspended the newspaper. But Dmitry Muratov, awarded a Nobel Peace in 2021 for his commitment to free expression, has refused to step down.

Yamil Hernandez and I had the honor of both meeting him and moderating the discussion. Muratov commenced the lecture with a speech on nuclear weapons. Chilling and blunt, his remarks shed light on the real, frightening threat that multiple countries possess. Russian propaganda on nuclear weapons, he explained, has increased, and for a reason: propaganda is like a vaccine, given in doses to build up tolerance for the real thing. His speech, of course, was one most audience members did not *want* to hear, as even the thought of nuclear destruction is petrifying. But Dmitry Muratov does not sugarcoat the truth, and his speech was one the audience *needed* to hear.

Yamil and I then joined Muratov on stage and asked how he, a journalist in Russia, operates logistically and mentally. Muratov explained how it is no easy task: word choice, like a "special military operation" instead of "war," is crucial; secret newspaper deliveries, especially to prisons, requires dedication, collaboration, and courage. He then showed us photos of his colleague Elena Milashina, who had been attacked for her coverage on human rights. She had been beaten, her hair had been shaved off, yet her attackers have still not been punished. This is what it is like in Russia, Muratov explained. The photos—the unveiled, uncensored truth—revealed the price journalists have to pay for freedom.

Propaganda is the biggest threat to freedom. It seeps into the minds and is a powerful weapon that the government can use as mind-control. Free, uncensored press is thus crucial. In fact, in the words of Muratov, "the less media we have, the more coffins we have." Free press is the antidote to corruption. It is a right everyone deserves, yet in Russia, it does not exist—except in the underground works of Muratov and his paper. While frightening, Muratov does not shy away from his responsibilities as a journalist. He refuses to leave Russia: someone, he explained, has to stay.

Muratov, awarded a Nobel Peace Prize for safeguarding freedom of expression, truly represents a light in the darkness. In fact, Muratov, who joked about being a multi-millionaire for less than a minute, auctioned off his prize to raise money for UNICEF, which supports children experiencing famine and refugees from Ukraine. 262,000,000 children are hungry. 1300 Ukrainian schools have been destroyed. Millions more have been forced from their homes. Muratov, who is currently raising even more money to donate, encourages us—the audience—to donate too.

The Russian-Ukrainian war started my freshman year of college. I am now a junior. It is easy to forget about the war: with one click, I can close out of the news browser. But Muratov is a reminder of my responsibility as an American student to use the privileges I have to support others. Conflict thousands of miles away often makes me feel powerless, but with an education, I and every student has an opportunity and responsibility to create change.

To close out the night, Muratov shared a photo of the former USSR president Mikhail Gorbachev. In the photo, Gorbachev, a close friend of Muratov who used his own Nobel Peace Prize money to fund *Novaya Gazeta*, is holding his favorite snack: an egg. The egg, Muratov explained, is like our world: fragile and the only one left. We must protect it.



# Faculty Perspectives

## Loyola faculty members weighing in on critical current events

Dr. Michelle Gawerc was interviewed on November 3rd by Andrew Nardiello, student reporter for the Greyhound about the conflict in Israel/Palestine. Dr. Gawerc has provided a copy of the interview in its entirety here. Dr. Gawerc has been involved for over 25 years with joint Palestinian and Israeli peace initiatives and teaches a course entitled *Israel-Palestine: Conflict Narratives, Media Framing and Peacebuilding*. Please note, these remarks are hers and do not reflect an official position of the GT program or of Loyola University.



### **Q: What steps need to be taken to reach peace? What does peace look like?**

**A.** After more than 100 years of violent conflict, it is my hope that one day we can recognize there is no military solution to this conflict. Peace is often defined for Palestinians as freedom, equality, justice, and dignity, and for Israelis, it's often understood as security. These are all important values – and I think a true peace will require that all of the above are met for both peoples. Moreover, as peace and conflict resolution studies suggest, a sustainable peace will require an end to all forms of violence—physical, structural, and cultural. In terms of how to get there, I find inspiration in the courageous Palestinians and Israelis who work together for a just peace – jointly seeking to end both the Israeli occupation and the deep-rooted conflict. I will quote from one such group, Combatants for Peace, with whom I have worked over the years. Combatants for Peace consists of former combatants on both sides who now advocate together for a just peace. In terms of the present situation, they urge the following with which I concur:

We, Palestinian and Israeli activists, call upon all sides to end the war and cease all forms of violence, and most urgently, to stop the targeting of civilians. Having taken part in this century-old violent conflict, we know its price, and its futility. Today, more than any other time in the past, we maintain: there is no military solution to the conflict; violence breeds violence; revenge fuels revenge. As Mahatma Gandhi notably said: “An eye for an eye makes the whole world blind.” ... Despite the violence, because of the violence, we hold on to our belief that both people can live in this land in safety, dignity and liberty... We call upon all Israelis, Palestinians, as well as the international community...[to] respect the lives of all equally. We urge both peoples...to oppose ideologies of hate, discrimination and supremacy, that have led us all to destruction and death. We call for an end to the occupation, which perpetuates this conflict, and for a real political solution, promoted and supported by the international community. Let us show the world that even now, there is another way.

### **Q: Is there something the United States government should be doing differently?**

**A:** Be an even broker; support a just solution to the conflict -- one that meets the basic human needs of both peoples. Once a just solution is agreed upon by the parties, pressure the parties to live up to it. Demand it! Stop supporting structures of violence—including funding the current war. Insist upon the dignity of both peoples caught up in this more than 100 year-long conflict, 56 year-long military occupation, and 16 year-long siege.

### **Q: How important is it to understand the history of Israel & Palestine? Specifically beginning in the 1940s?**

**A.** It's critical to understand both the history and the lived experiences of both peoples caught up in the conflict, which dates back to at least the 1880's. Indeed, the lack of recognition of the different lived experiences (including but not limited to the foundational tragedies of the Holocaust and the Nakba both of which emerged in a global context of nationalism and colonialism) further fuels the polarization both inside Israel/Palestine and outside. In the early 2000's, I served as an international facilitator for a pioneering Palestinian-Israeli peacebuilding project sponsored by the Peace Research Institute of the Middle East which brought Palestinian and Israeli history high school teachers together to create a joint history textbook. Recognizing that the narratives of the two peoples were too far apart for them to agree on one narrative, this project resulted in a dual narrative textbook that includes both narratives sitting side-by-side. The original idea behind this project was that the Israeli and Palestinian teachers would use this textbook in their classes, which would enable their students to understand the other's actions in the context of their narrative. My students in SC376: Israel/ Palestine: Conflict Narratives, Media Framing, and Peacebuilding read several chapters from this textbook in class to enhance their understanding of the role of education (and other societal institutions) in perpetuating deep-rooted conflict but also the possibilities inherent within these institutions for fostering peace. They also meet with activists from Combatants for Peace and/or other joint peace organizations which I hope makes abundantly clear that not only is there is another way forward but there are Palestinians and Israelis working together to try to make a just peace a reality.

# Student Conference on US Affairs (SCUSA) at West Point, NY

Stella DiCicco, Class '25

During the first week of November, I attended the Student Conference on US Affairs, held at West Point, the US Military Academy. The goal of the conference was to bring together future military and civilian leaders- my roundtable topic alone had civilians from all over the US, and cadets from West Point, Italy, Singapore, and Japan. Another goal of the conference was to allow civilians a glimpse into life as a cadet; each of us were paired with a host cadet, living with them in the dorms for the trip. Our hosts brought us around West Point's campus to the mess hall, our social events and roundtable discussions. In between events, we had the opportunity to compare civilian and military academic paths.

There were fifteen roundtables that each tackled a different global issue. My roundtable topic was on the Politics and Economics of Space. For three days, our group covered key space policy and security issues that impact the US domestically and globally, with Dr. Brad Townsend and Dr. John Klein, experts in the field, there to guide and support our conversations. While I didn't know a lot about the topic before this conference, I am so grateful that I had this opportunity to learn more. Space is going to be at the forefront of international politics in the coming years, and a better understanding of the nuances on the topic is vital for anyone who wants to go into the political science field.

Throughout the conference, attendees had the opportunity to hear from several distinguished speakers, including Andrew Hoehn, Frank Luntz, Nicol Turner Lee, David Sanger, Douglas Lute, and John Kerry. On the final day of the conference, each roundtable was tasked with writing a policy memo and presenting the findings to the rest of the group.



# MY EXPERIENCE AT THE US AIR FORCE ACADEMY 65TH ACADEMY ASSEMBLY

*Written by Madeleine Webb, Class of '25*

This past November, Seamus Quirk, Olivia Pare, and I were privileged to attend the US Air Force Academy's 65th Academy Assembly. The theme of this year's conference was *The Dragon Roars Back: China's Return to the World State*.

## Background

Since 1959, the Academy Assembly has partnered with the USAFA Political Science Department to organize an undergraduate conference at the academy in Colorado Springs, inviting student delegates from around the country to attend panels and participate in discussions regarding foreign policy.



## Hosts

Visiting students are hosted by USAFA cadets, allowing a glimpse into life at the Academy. My cadet, Delia, was such an inspiration! An enthusiastic and hardworking political science student; workshop lead for the Assembly; talented singer; and I believe I remember something about "having to run to practice to practice jumping out of planes." Apparently this is commonplace for USAFA cadets.

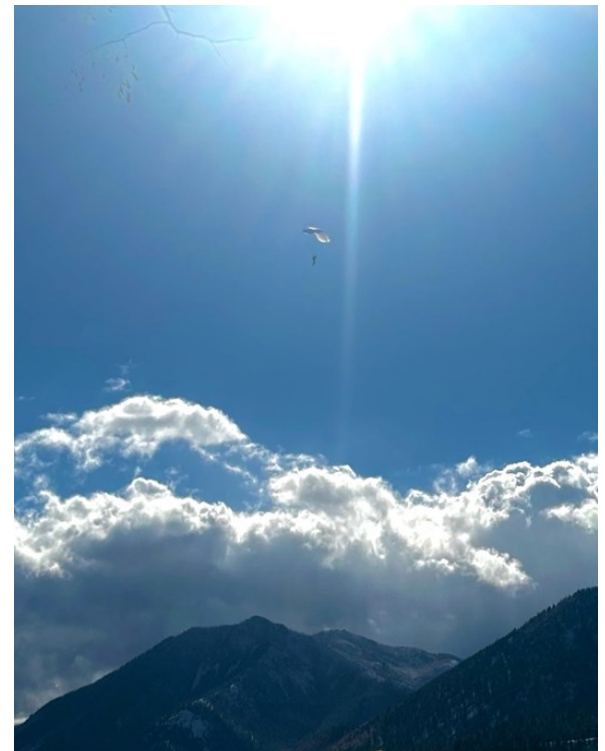


## Housing/Campus

We stayed with our hosts in student housing. Divided into squadrons, each hallway was decorated with colorful murals and quotes from alumni. There was so much community and character, and I was lucky to have a view of the mountains and sunrise just outside my window. Unlike Loyola's forested quad, USAFA's terrazzo displays four fighter jets and offers sweeping views of both the Rockies and Colorado Springs. Although the famous cathedral was closed off, we were able to experience the rest of the campus' incredible architecture. The central location of the conference, Polaris Hall, resembles the tail of a plane and houses the Center for Character and Leadership Development (CCLD), where individuals on the council's trial are seated in direct view of the North Star.

## Panels

The conference hosted several panelists that answered questions regarding China; history, culture, technology, and potential threats, alliances, and outcomes. It was interesting to hear perspectives from both scholars and military officials. I found that, especially having attended an assembly hosted by a US military institution, it was important to recognize U.S. lenses and biases that may be subconsciously present.



*The Parachute team practicing landing In the T-zo*







(Above) Polaris Hall

(Right) My group, Taiwan, for the Crisis Simulations Workshop

## Workshops

Delegates were separated into workshops and invited to participate in activities and discussions corresponding with various panels. My workshop was a crisis simulation, where delegates were divided into four countries: China, Japa, the US and Taiwan, exploring both the geopolitical tension of the South China Sea and the usefulness of war-games as a tool for policy making. Groups were permitted to communicate via memo or public statement, and were forced to make decisions based on a series of four turns.



## The 65th United States Air Force Academy Assembly: “The Dragon Roars Back: China’s Return to the World Stage”

Olivia Paré Class of '25

In November, Dr. Mary Kate Schneider took Madeleine Webb, Seamus Quirk, and me, to the US Air Force Academy for their 65th annual assembly. Every year, USAFA hosts a mostly student-run conference for political science and global/international studies students from colleges across the country. The themes of these conferences are always relevant to the current global political, social, and economic landscape; as a result, this year’s theme was about China’s reemergence as a significant global actor.

The assembly consisted of several networking opportunities, five panels (including the keynote address), and four meetings with our assigned workshop group. Each panel had experts on the subject area, including military and government officials, and professors. The panels all had specific themes under the umbrella of China’s return to the world stage: “Allies, Partners, and Motivations”, “Understanding Chinese History and Culture”, “Emerging Technology and Future Advancements”, and “Potential Outcomes and Paths to Peace”. At each panel, we were able to listen to many people who have extensively researched the topic or have relevant experience, and we learned about China’s current foreign affairs in relation to the United States. For example, in the “Understanding Chinese History and Culture” panel, we learned how Chinese culture and ideology impact their motivations with foreign and domestic policy. Throughout the panels we also learned about the long-standing conflict between the US and China, and what this means for our country today. The experts discussed the acts of war that exist between the US and China, specifically China’s use of cyberwarfare through TikTok, and other internet platforms.

Personally, I researched the historiography of China, honing in on analyzing President Xi’s speech on the 100th anniversary of the Chinese Communist Party. I was able to learn a lot about China’s historiography

through this research; I analyzed the positive rhetoric that President Xi used in his speech, and also recognized which details of the CCP's history he chose to omit. Overall, the panels, expert testimony, and key-note speakers provided valuable information about China's involvement in the global scene that inspires me to learn more. Additionally, I plan to share the knowledge that I gained through this experience with my peers and explore this topic further.

I was incredibly nervous going into this event. Although I do consider myself to be relatively well-informed on current events and well-educated in political science and history, I felt intimidated by my expectations of the event. I was expecting to feel less than the other attendees; however, what I experienced was nothing like I could have imagined.

Driving through Colorado Springs to USAFA was an incredible experience in itself. I had never been to a place like this before, and I was amazed by the beautiful landscape. Not only was I welcomed by the rolling Rocky Mountains, but I was also greeted warmly at USAFA by cadets and faculty. Everyone that I met at USAFA, both cadets and external delegates, all shared in the excitement of the assembly. I connected with many of the people I met there, and am still actively in touch with them weeks later. Two of the cadets I met, Mark and Ashley, made my experience at USAFA unforgettable. I was pleasantly surprised with my experience at the networking events, as well. As somebody who struggles with social anxiety, I was not particularly looking forward to the unstructured networking events. However, the first night I pushed myself to talk to people, and ended up chatting with a USAFA professor about research I am conducting for one of my classes. We were able to find a commonplace in our interests, and it was thought-provoking to be able to talk to an expert on the topic. Despite being anxious about networking and meeting new people, I was able to make new friends and converse with a diverse group of students and adults. I went into this experience knowing it was completely out of my comfort zone; I didn't know anybody, I was going to a new place, and I was expecting to be put into what I had perceived as a high pressure situation. Yet, I left having made friends with cadets and delegates, formed a friendship with another Loyola student, Madeleine, and gained invaluable knowledge from experts in the field. Going to the Air Force Academy Assembly is an experience that I wish more students were able to have. I admire Loyola for seeing the value in an event like this, and hope that they continue to send students to USAFA for the assembly in years to come. I want to give a special thank you to Dr. Mary Kate Schneider and the Global Studies Steering Committee for choosing and trusting me to represent Loyola at this assembly. I also want to thank Dr. Francis Golom and the Education for Life Committee for providing funding so I could attend the event. Finally, I want to thank USAFA and all the wonderful people there for a truly remarkable experience.



# Global Scholars Trip to East Africa

Gianna Sansonetti, Class of '24

The first Global Studies Global Scholars trip occurred over winter break in Rwanda and Uganda, and it was an incredible and unforgettable experience. Seven students were selected to attend this immersion trip where we traveled through the two countries and learned about many aspects of their culture and development. Our trip was facilitated by the Global Livingston Institute (GLI) and their American and East African staff. GLI is an NGO based in Denver, CO whose goal is to bring students and community leaders to East Africa to rethink our approaches to community development in the region. Their tagline is “Listen. Think. Act.,” which emphasizes the need to learn from and understand communities before taking action.

Our journey began in Kampala, Uganda, which is a busy and vibrant city. On our first day in Kampala, we had a Ugandan meal at the family-style 2k, visited the Uganda National Mosque, which is the largest in East Africa, and saw the incredible view of the city from the top of the tower. We toured Makerere University, which is Uganda's largest and oldest university. We also visited Thread of Life, an organization that provides Ugandan women with opportunities to engage in entrepreneurship through taking classes and making and selling clothing.

We then drove about 10 hours to Lake Bunyonyi in southwestern Uganda where we stayed at Entusi, a resort and retreat center which operates as GLI's headquarters. Lake Bunyonyi is a gorgeous lake that serves as a prominent location for GLI's extensive community development initiatives. We watched and helped out with their weekly swim lessons for the local children, which was a fun and rewarding experience. GLI also transports children to school using their boats, has a model farm to teach community members about agricultural practices, and operates a recycling center in Kabale town. We witnessed and learned about how they implement all of this on Lake Bunyonyi from the local people they employ.

Finally, we crossed a land border to enter Rwanda, where we visited three genocide memorials. To learn about the Rwandan genocide in Rwanda from people who lived through it is a very impactful once-in-a-lifetime experience. We reflected on the stark contrast between contemporary Rwanda and the war-torn landscape of just 30 years ago, highlighting the resilience and progress achieved in the aftermath of ethnic conflict.

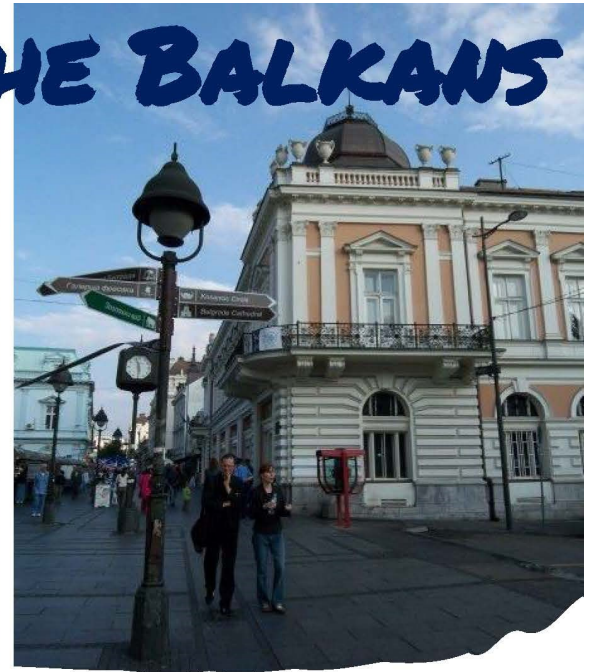
The inaugural Global Studies Global Scholars trip left an unforgettable mark on us all, fostering a profound understanding of East Africa's diverse cultures, resilient communities, and valuable lessons in responsible and thoughtful community development. We are so grateful to Dr. Schneider and the GLI staff for organizing everything and serving as supportive, fun, and knowledgeable assets throughout our travels.



# SUMMER 2024 IN THE BALKANS



**PROGRAM FEE: \$3,950** (excludes airfare, includes all ground transportation, housing, and some meals). Space is limited.



**WHAT:** PS 300 or HS 200/300 (core) 3-credit course on historical conflict, peace, security, and gender in the Balkans. Also counts toward Global Studies Topics 2 and 3 and the minor in Peace and Justice Studies. Open to all majors and class years.

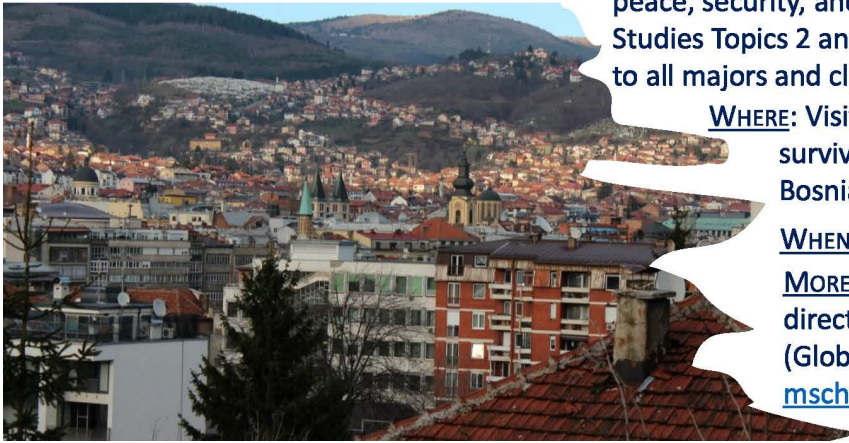
**WHERE:** Visit historical and cultural sites and meet with genocide survivors and local/int'l leaders in two Balkan countries, Bosnia-Herzegovina and Croatia.

**WHEN:** 31 May – 14 June 2024.

**MORE INFO:** Contact program director Dr. Mary Kate Schneider (Global Studies/Political Science, [mschneider5@loyola.edu](mailto:mschneider5@loyola.edu)).

#### **INFO SESSIONS:**

22 JAN (4:30 PM, ZOOM)  
30 JAN (11:15 AM, CT\*M-107 (BEHIND STARBUCKS))  
1 FEB (2 PM, ZOOM)  
<https://loyola.zoom.us/j/81909789342>



# TAIWAN MAYMESTER

## Study Abroad

Arrive May 21 – Depart June 4, 2024



### PS 336D - Politics and Globalization of Taiwan

3-credit course - Counts as international experience (GT and IB), elective (IB major and Asian Studies minor), and GT topics 1 and 3.

**Cost: \$3,950**



**Info sessions will be held on:**

Zoom: 1/26 1pm; 1/30 12:15pm; 2/7 12pm; 2/12 12pm

[cvala@loyola.edu](mailto:cvala@loyola.edu)

[loyola.zoom.us/j/3464136792](https://loyola.zoom.us/j/3464136792), passcode: 5419! Loyola