

SMALL WORLD

MAGAZINE

AUTUMN 2015

BRAZIL

THE OHIO STATE UNIVERSITY INTERNATIONAL STUDIES

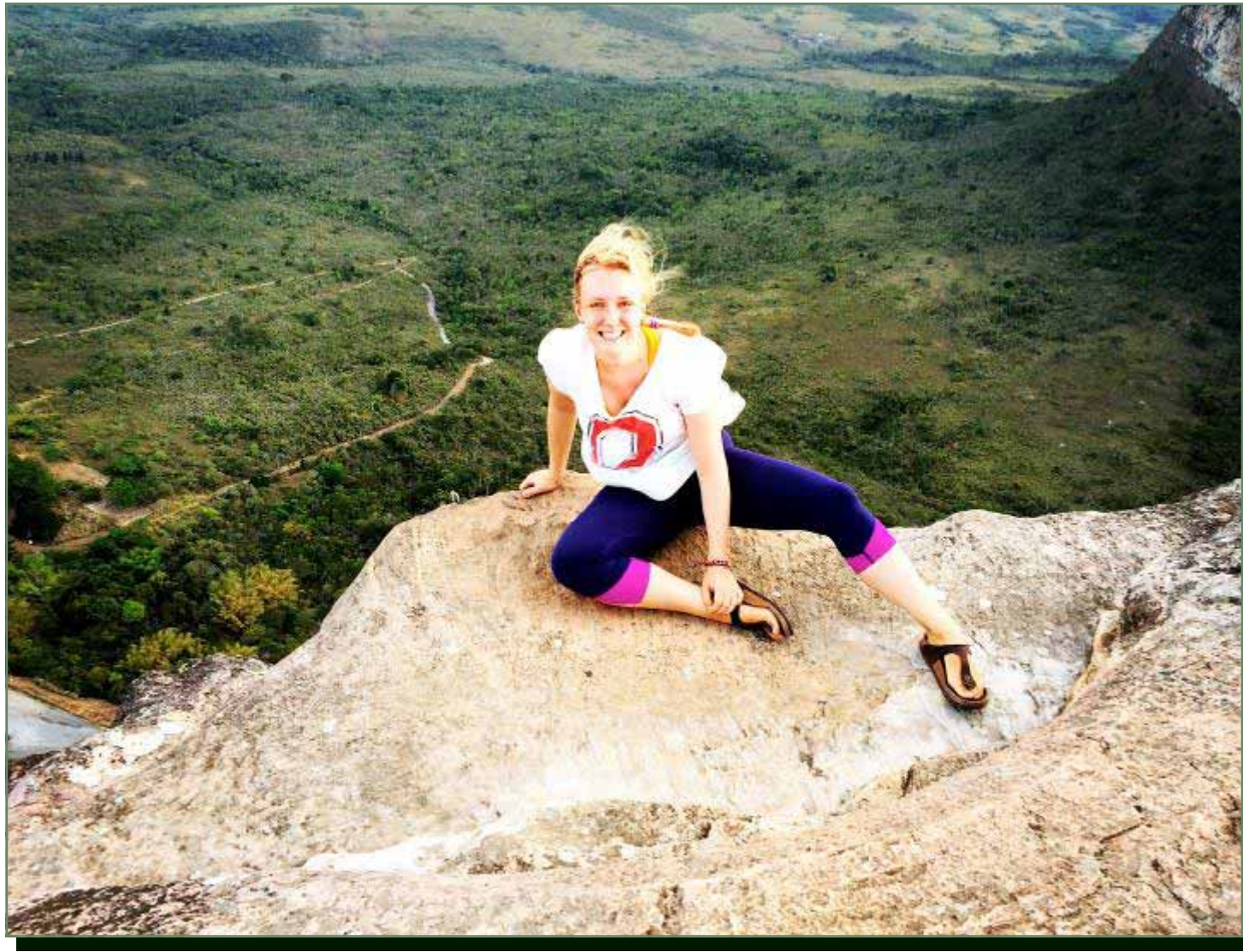
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LATIN AMERICAN STUDIES

Foreign Language and Area Studies Fellowship

Jennifer Janson



Jennifer Janson (pictured above) graduated this Spring 2015 with majors in Security & Intelligence and Comparative Politics, and minors in Portuguese and Religious Studies. Jennifer was awarded a year long Foreign Language and Area Studies (FLAS) fellowship through the **Center for Latin American Studies** at The Ohio State University, which paid for her tuition and fees! Here is her application essay for those of you interested in applying for this grant in the future!

"For as long as I can remember, I have had a great passion for language and culture. Although I hail from a small town in Kentucky, I have already taken advantage of many international experiences I would have never thought possible. Through my travels for pleasure, study, and volunteer work, I have been able to visit China, France, Italy, and Brazil. My travel to Brazil is the reason I developed such an undeniable love for the Portuguese language and affinity for the culture. It was not until my junior year in high

school when I had an amazing teacher who set up an exchange between my all-girl Catholic school and our sister school in Brazil, that I discovered the Portuguese language. Six girls were chosen to go, and for a month we lived with host families and went to school during our summer break. That winter, they came to visit us and did the same.

For me, Portuguese had something that Spanish lacked, the pronunciation was captivating, and the language

seemed more foreign. Therefore, although I continued to study Spanish for the remainder of my high school career, I knew that the presence of a Portuguese program would be a deciding factor in my college decision process. I still remember seeing all of the choices for languages at Ohio State, and that was a huge selling point during my tour.

Presently, I am a third year at The Ohio State University pursuing a double major in Political Science and International Studies with minors in Comparative Religions and Portuguese. Upon arriving at OSU, I took a placement test and received credit for Portuguese 101 on the quarter system, but decided to pursue Portuguese classes for Spanish speakers.

I believe I am deserving of a FLAS fellowship because I truly love the language, and I want nothing more than to someday get a job where I can really put it to use. Since moving from Kentucky to Columbus to attend college, I have had so many amazing opportunities to get involved in the international community. I am in the International Affairs Scholars program, a Sustainability Cabinet member of Undergraduate Student Government, a member of the Bucket and Dipper Junior Honorary, and currently work as a Peer Advisor in the Office of International Affairs on campus. Last semester, I had an internship with CMAA (Cambodian Mutual Assistance Association) Refugee Services, where I taught both citizenship and ESOL (English for Speakers of Other Languages) classes to refugees from all over Africa who live in the Columbus community.

Ultimately, a FLAS fellowship would help me with my life goals by providing me with a chance to better my language skills in a real-life environment. My dream job would be that of a U.S. Ambassador, or to work in the office of one. I am also very interest-



Jennifer (right) with a friend at a Clube de Regatas do Flamengo (CRF) soccer game. CRF is a soccer club based in Rio de Janeiro, Brazil.

ed in working for the United States government, which is why I decided to pursue a specialization in Security and Intelligence for my International Studies major. It would be pivotal for my academic goals as well, as I plan to graduate with a Portuguese minor, and hopefully go on to graduate school. I know for certain that I want a career in which I can use my language skills on a daily basis.

When pondering the future, one of my favorites quotations comes to mind:

"Don't ask yourself what the world needs. Ask yourself what makes you come alive and then go do that. Because what the world needs is people who have come alive."

-Howard Thurman

South America is one of my passions. Languages make me come alive. This award would not be lost on me, as I have an inexorable love for the Portuguese language and I will use it for the rest of my life."

NEW MINOR IN HUMAN RIGHTS

Human Rights

International Studies • The Ohio State University • 33 Townshend Hall • 1885 Neil Avenue • Columbus, OH • 43210-1222 • USA
Phone: 614-292-9657 • <http://internationalstudies.osu.edu/>

Minor

2014-15

- The Human Rights minor requires 5 courses (15 hours).
- Two courses are permitted to overlap with GE requirements.
- Two courses must be at the **4000 level** or above.

REQUIRED FOUNDATION: 3 hours

	Credits	Grade
International Studies 3450	3	
Human Rights: An Introduction (3)	3	

Choose two courses each from group A, and B.

A. ARTS & HUMANITIES (choose two): 6 hours

	Credits	Grade
AAAS or History 3083	3	
Comparative Studies 4597.02	3	
English 4554	3	
English 4573.02	3	
English 4597.01	3	
International Studies 4200	3	
Women's, Gender, & Sexuality Studies 3302	3	
Women's, Gender, & Sexuality Studies 3370	3	
Women's, Gender, & Sexuality Studies 4520	3	
Civil Rights and Black Power Movement (3)	3	
Global Culture (3)	3	
English Studies and Global Human Rights (3)	3	
Rhetoric and Social Action (3)	3	
The Disability Experience in the Contemporary World (3)	3	
Living Jerusalem (3)	3	
Engendering Peace and Conflict (3)	3	
Sexualities and Citizenship (3)	3	
Women of Color & Social Activism (3)	3	

B. SOCIAL SCIENCES (choose two): 6 hours

	Credits	Grade
City & Regional Planning 3500	3	
Communication 4853.02	3	
International Studies 5800	3	
International Studies 5801	3	
Political Science 3460	3	
Political Science 4455	3	
Political Science 4940	3	
Sociology 3460	3	
Sociology 5563	3	
The Socially Just City (3)	3	
Media and Social Movements (3)	3	
International Law (3)	3	
Children and War (3)	3	
Global Justice (3)	3	
Human Rights (3)	3	
Politics of Immigration(3)	3	
Environmental Justice (3)	3	
Global Inequality and Poverty (3)	3	

C. EXPERIENTIAL LEARNING CREDIT: (OPTIONAL 3 hours)

Students **may** choose to substitute 3 credit hours in either of the following courses to replace one of the courses in section A or B: Disability Studies 5191 or International Studies 5191 (internship credit). Students are responsible for securing an appropriate internship and having both the internship and credit approved in advance.

	Credits	Grade

ALEXANDER HAMILTON SOCIETY



Consider joining the Alexander Hamilton Society! The **Alexander Hamilton Society** is a non-partisan, non-profit nationwide organization that has branches at various universities across the country. Our mission is to promote debate and intellectual thought on national security, economics, and other pressing world issues. Our chapter here at Ohio State was the top chapter in the 2013-14 year, and is on track to be on top again for 2014-15. We hold small group discussions and larger speaking events featuring many distinguished speakers throughout the school year.

This last semester, we had speaking events on topics such as Islamic extrem-

ism in Africa (Boko Haram), the prospects for peace in the Israel-Palestine conflict, and economic tumult in the EU. The crowning moment of the semester was when six members of AHS traveled to Simi Valley, California to attend the Reagan National Defense Forum, and hear from such distinguished guests as former Secretaries of Defense Leon Panetta and Robert Gates, Senator John McCain, and former House Majority Leader Eric Cantor. Another cool aspect to AHS is that our faculty advisor is **Professor Peter Mansoor** (left in photo above) who was General Petraeus's Executive Officer in Iraq and is a regular CNN military analyst. Dr. Mansoor also serves as a professor of military history

here at The Ohio State University.

If you are interested in the Alexander Hamilton Society, our meetings are held on Wednesdays at 6:30pm, with speaking events happening throughout the semester. To be added to our email list, please express your interest in an email to osuhamsoc@gmail.com or contact the President, Clayton Sharb at sharb.11@osu.edu.

The Ohio State University Alumnus Joshua Gonzalez Wins Prestigious Rangel Fellowship



Joshua Gonzalez

On March 12, **Joshua Gonzalez**, an alumnus of the Ohio State University, was awarded a 2015 Charles B. Rangel International Affairs Fellowship following a highly competitive nationwide contest. The Rangel Fellowship, funded by the U.S. Department of State and managed by the Ralph J. Bunche International Affairs Center at Howard University, supports extraordinary individuals who want to pursue a career in the U.S. Foreign Service. The Director of the Rangel Program, Patricia Scroggs, stated, "We are thrilled to have Joshua join our program. Our selection panel was very impressed by his intelligence, achievements, and commitment to service. I know that his experiences at The Ohio State University provided him with strong intellectual preparation and a desire for the lifelong learning that is an essential part of a Foreign Service career. I am confident that he will excel in graduate school and will contribute to global peace and prosperity as a U.S. diplomat."

Joshua Gonzalez is a 2013 graduate of The Ohio State University, where he studied Spanish Linguistics and International Relations with a focus on U.S.-

Latin American Relations. He completed research projects related to the history of Latinos in Ohio and Spanish phonetics. Joshua studied abroad in Quito, Ecuador and lived in Spain as an English teaching assistant for a year. He participated in the 2013 Charles B. Rangel International Affairs Summer Enrichment Program. He plans to obtain a Master's degree in International Security from the Josef Korbel School of International Studies at the University of Denver. He also speaks Spanish.

The Rangel Fellowship will provide Joshua with approximately \$95,000 in benefits over a two year period to pursue a master's degree in international affairs. As part of the Rangel Program, Joshua will work for a Member of Congress on issues regarding foreign affairs this summer. In the summer of 2016, the U.S. Department of State will send him overseas to work in a U.S. embassy in order to get hands-on experience with U.S. foreign policy and the work of the Foreign Service. Upon graduation, Joshua will become a U.S. diplomat, embarking on one of the most challenging and rewarding careers of service to his country.

CHARLES B. RANGEL
INTERNATIONAL AFFAIRS PROGRAM
 Ralph J. Bunche International Affairs Center,
 Howard University

About the Charles B. Rangel International Affairs Program

The Rangel Program is a joint initiative between the U.S. State Department and Howard University that aims to enhance the excellence and diversity of the U.S. Foreign Service. Begun in 2003, the Rangel Fellowship Program selects outstanding young people each year from around the country who exhibit the ideal qualities of a Foreign Service Officer. Managed by the Ralph J. Bunche Center at Howard University, the Rangel Fellowship supports those selected through graduate school and professional development activities that prepare them for their careers as Foreign Service Officers. With the academic, professional and financial support from the program, Fellows now serve as diplomats around the world, contributing to a more diverse representation and effective execution of U.S. foreign policy.

More information can be found online at www.rangelprogram.org.

Denman Forum 2015

The Denman Undergraduate Research Forum was held on March 25th, 2015.

The Denman Undergraduate Research Forum was created in 1996 and is a cooperative effort of The Ohio State University's Honors & Scholars Center, The Undergraduate Research Office, and The Office of Research. The Forum is an opportunity to showcase outstanding student research, and we encourage all undergraduates to participate in research as a value-added element of their education.

For those of you interested in pursuing a research project, the Undergraduate Research Office is a great place to start. Undergraduate research is one of the higher level opportunities availa-

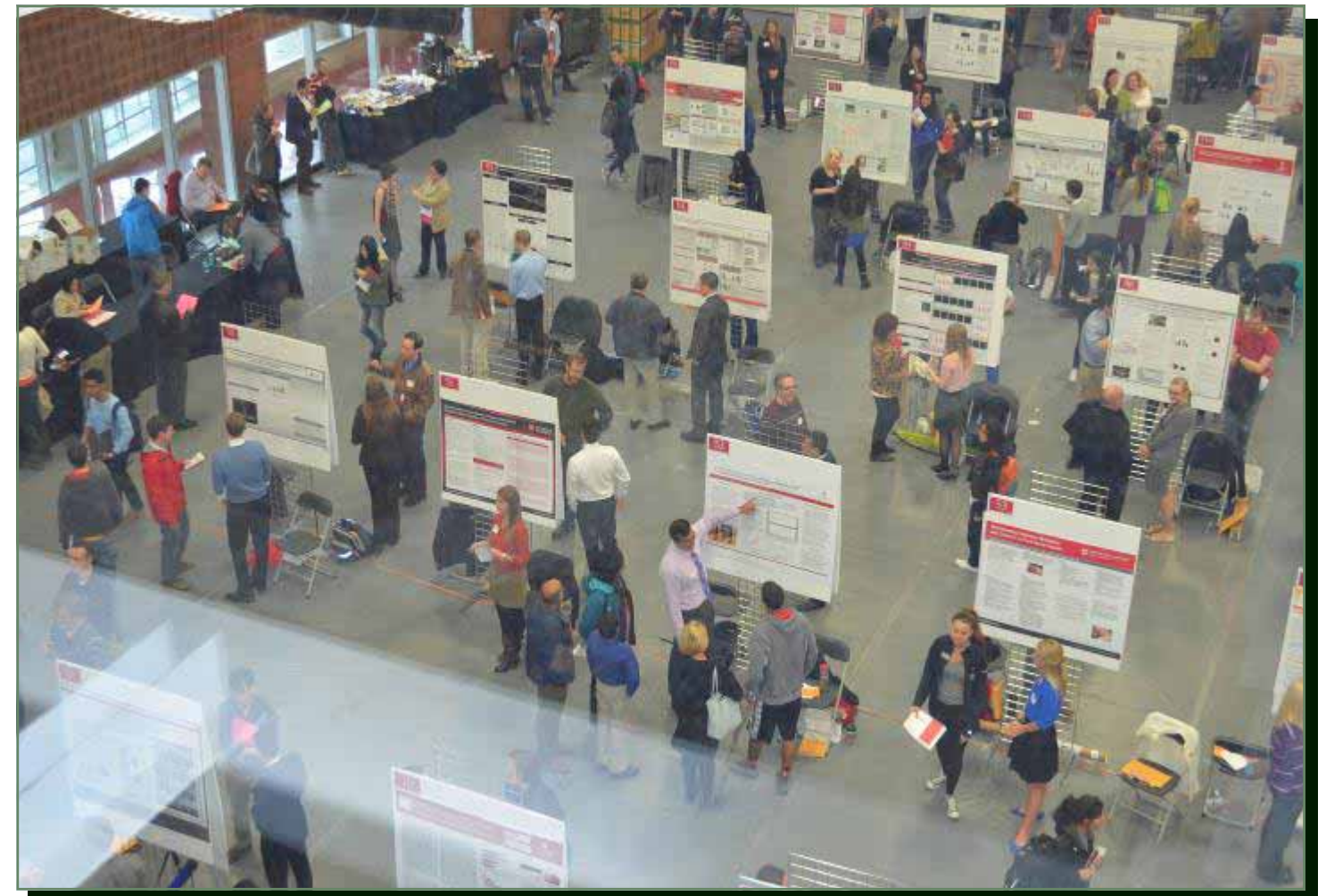
ble to you at The Ohio State University!

Undergraduate research topics can arise in many different ways. You might want to delve deeper into a topic from a class. You may have participated in a study abroad trip where a phenomenon or cultural practice intrigued or perplexed you. Current affairs provide a constant stream of puzzles and problems that bear closer scrutiny.

The advantages associated with the successful execution of a research project can be considerable. For those students considering graduate school, an undergraduate research experience in your background indicates to admissions committees you have started to

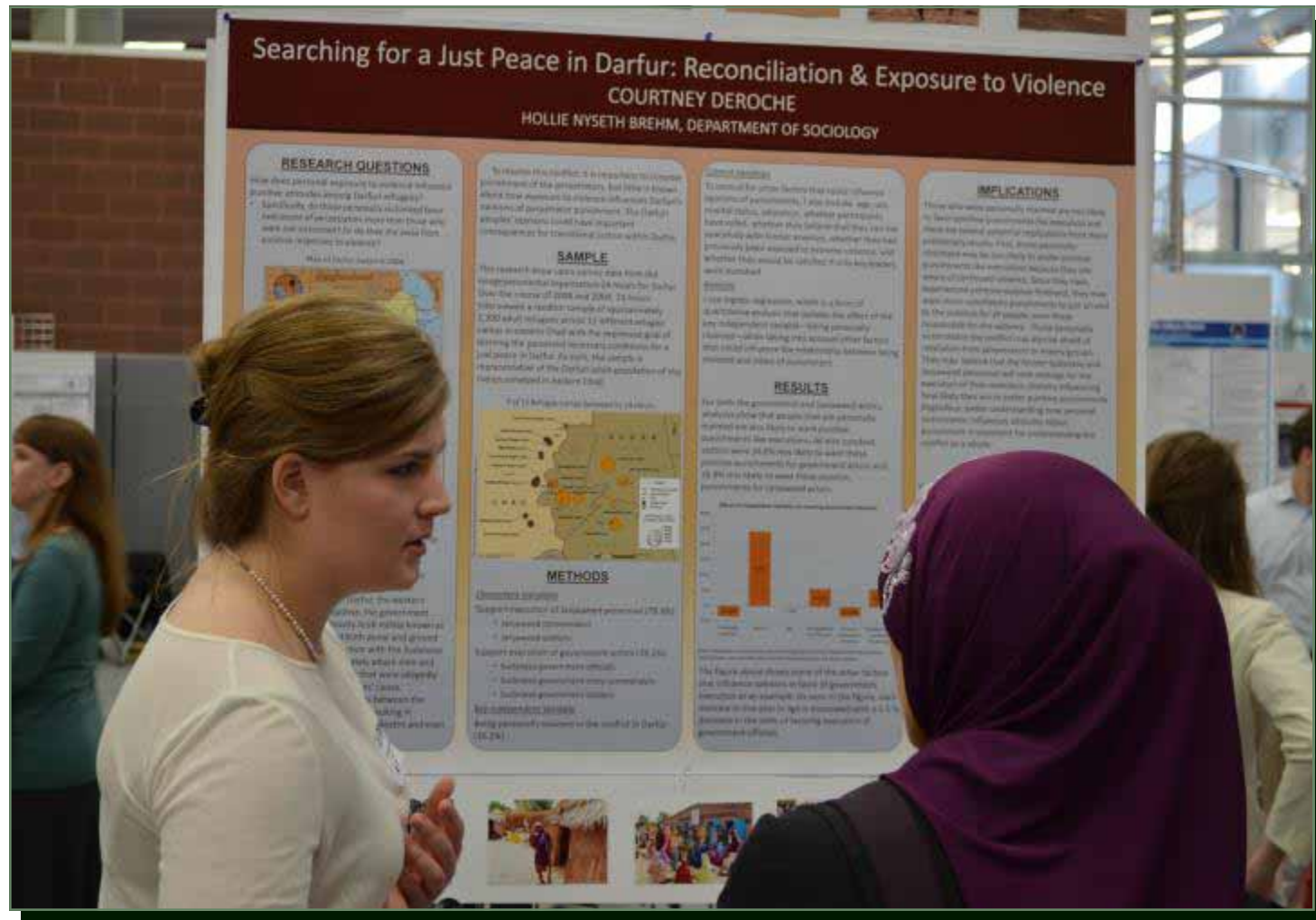
make the transition from undergraduate level study to the more rigorous, theoretical and research based study at the graduate level. A research paper can provide very high level excerpts for graduate school application writing samples, or when applying for jobs.

Read about the Spring 2015 Denman participants on the following pages!



Searching for a Just Peace in Darfur: Exposure to Violence and Reconciliation

Courtney DeRoche



Presenter (s): Courtney DeRoche

Advisor:
Holly Brehm (Sociology)

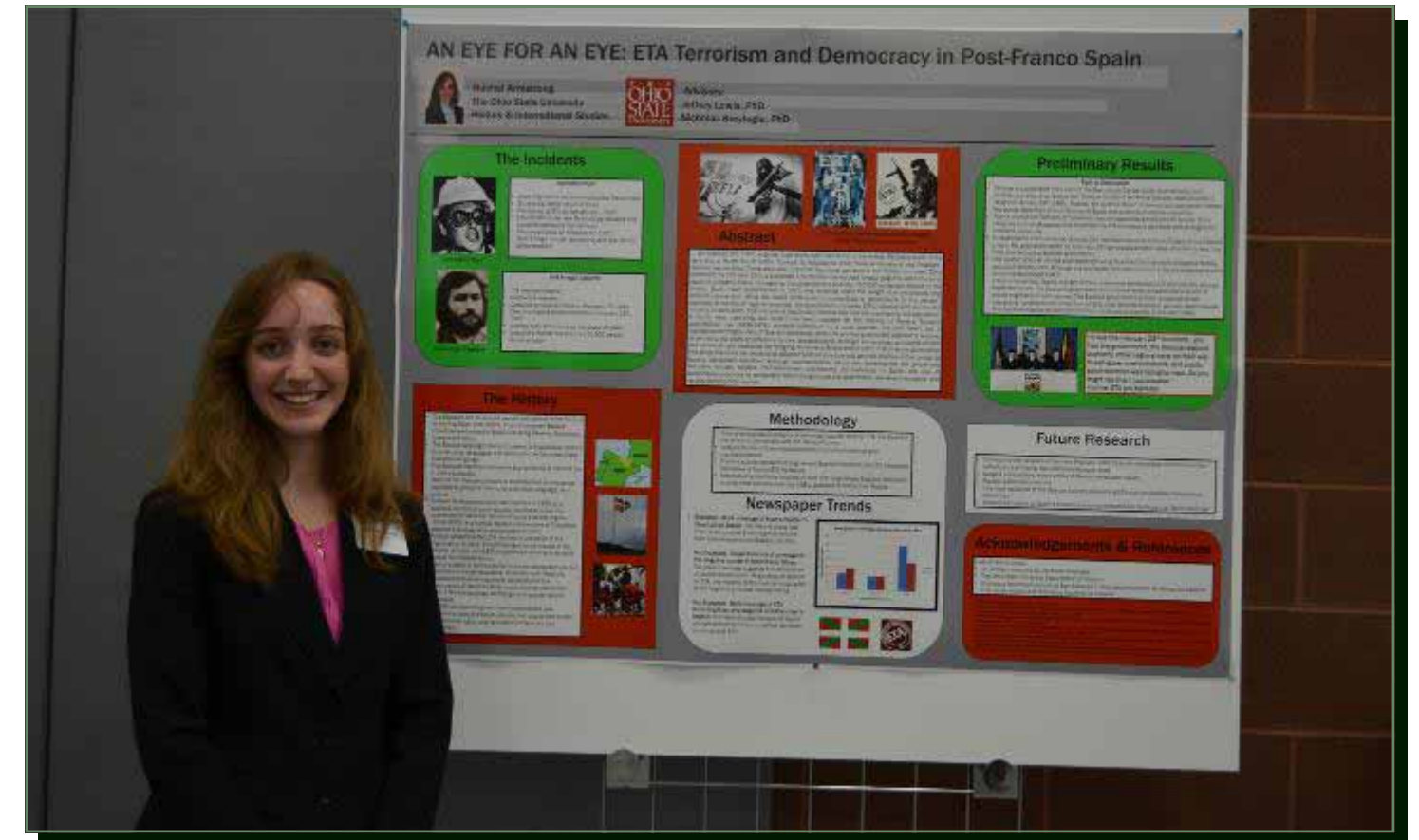
The decade-long conflict in Darfur, Sudan has resulted in hundreds of thousands of civilian deaths and an even greater number of displaced refugees. Though numerous governmental officials and scholars debate the appropriate response to the crisis, little is known about how those victimized by the violence think the situation should be remedied. In light of this, my research seeks to understand how Darfuri people think peace should be achieved and, specifically, how their opinions about the solu-

tion to the conflict are influenced by their exposure to violence. I will draw upon survey data from 24 Hours for Darfur, a nongovernmental organization that has specifically tasked itself with promoting peace in Darfur. Over the course of two years, 24 Hours surveyed a random sampling of approximately 2,200 refugees living in twelve different refugee camps in eastern Chad. To analyze these data, I employed quantitative techniques using the survey data and STATA, a quantitative analysis program. At this point in time, I do not have any preliminary results but I will have results by the Denman Forum. Since these results will draw upon surveys from the Darfuri people, the research is essential

to understanding the attitudes of those Darfuri civilians who experienced the violence, thereby promoting justice in the truest sense.

AN EYE FOR AN EYE: ETA Terrorism and Democracy in Post-Franco Spain

Rachel Armstrong



Presenter (s): Rachel Armstrong

Advisors:
Prof. Nicholas Breyfogle (History)
Dr. Jeffrey Lewis (International Studies)

On February 6th, 1981, engineer José María Ryan was found in the woods. He had a bullet in his neck and a mouth full of cotton. Euskadi Ta Askatasuna (ETA) "Basque Homeland and Freedom" claimed responsibility. Three days later, 200,000 Spaniards gathered in the streets to protest ETA's violent act. By February 13th, a suspected ETA member named José Arregui Izaguirre was tortured to death in a Madrid prison. Outraged at the government's brutality, 110,000 protesters flocked to the streets. Spain, newly democratized in 1975, was straining under the weight of a two-decade long terrorist insurrection.

While the nation endeavored to consolidate a "government by the people", elements of the fascist regime remained. The government countered ETA's violence with like-minded brutality. In early 1981, Spain's cycle of reactionary violence was met with backlash by the population. A month later, right-wing Civil Guard members, nostalgic for the stability of General Franco's authoritarian rule (1939-1975), stormed parliament in a coup attempt. The plot failed, but it highlighted the fragile state of Spanish democracy. Both ETA and the government opposed a restored dictatorship, but years of retaliatory torture, assassinations, midnight kidnappings, and secret arrests had unintentionally weakened the fledgling democracy. By the end of 1981, ETA violence plummeted. This study examines the relationship between political structure and terrorist

violence in the context of Spain's democratic transition. The research predominantly draws upon the qualitative and quantitative analysis of two original-text newspapers collected in Spain. Secondary source books and articles form the historical and conceptual framework of the project. Although counterintuitive, democratic governments can perpetuate terrorism through hardline counterterrorism crackdowns. As evidenced in Spain, the use of authoritarian practices by democratic states delegitimizes the government, alienates the people, and renews the terrorists' resolve.