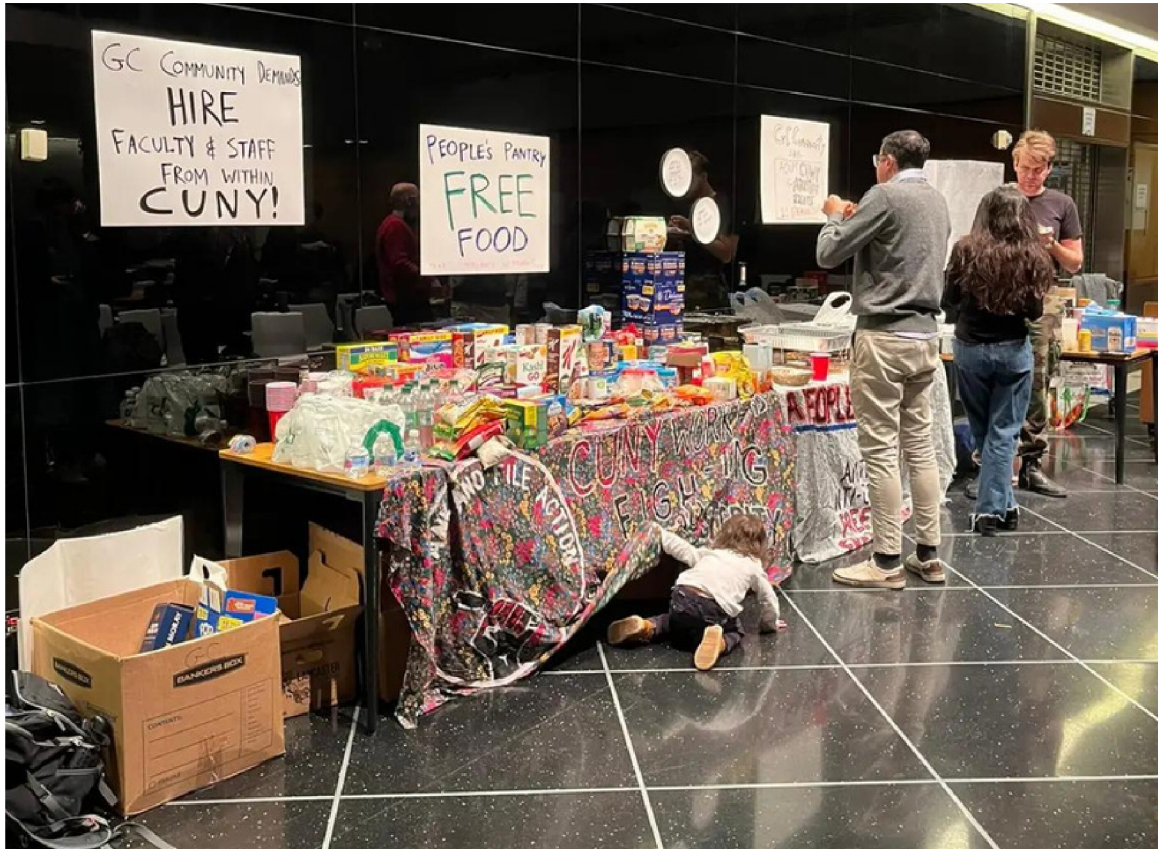

Homo Politicus

Volume 7 Issue 2 | Spring 2023



Part of the "Reclaim the Commons" campaign, the People's Pantry launched in February. Photo by Cameron Espinoza

**The Newsletter of the
Program in Political
Science at the
Graduate Center of
the City University of
New York**



Table of Contents

3

Letter from the Acting Executive Officer

6

Student Spotlight

9

Important Dates & Deadlines

10

Campus Spotlight

13

Community News

22

Warm & Fuzzy

The Team

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The Political Science Program at the Graduate Center, CUNY

consists of a community of scholars dedicated to the tasks of acquiring, expanding, and transmitting reliable knowledge about political phenomena. Its essential function is to educate professional political scientists, capable of independent research and qualified for careers in academic institutions, government agencies, nonprofit organizations, and the private sector.



Ph.D. and M.A. Program in Political Science The Graduate Center, CUNY

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Letter from the Acting Executive Officer

April 3, 2023

**Dear Students, Alum,
Colleagues, and Friends,**

The CUNY Graduate Center is a special place – and the Political Science Program is part of what makes it so special. We are, to be sure, still in recovery mode. Our city was hit hard by the pandemic. Nevertheless, we continue to write, to create, to teach, to learn, to study, to engage with one another, and to work at making society and our world a better place.

During the course of the current semester, we have resurrected or reinvigorated many of the activities initiated in pre-pandemic decades. For example: A committee made up of students in our program organized a very successful, in-person, political science graduate student conference during which papers were presented by students from every subfield we offer. Our faculty and alum served as chairs and discussants during this conference, and there was solid, in-person, turnout throughout the day. The Program has also sponsored a rich array of extra-curricular activities this semester – including through our Comparative Politics, Political Theory, and International Affairs workshops, and via our Society

and Protest Workshop. In order to jump start the kinds of exchanges we had in the past, we initiated a new grant program, which has enabled us to bring speakers from outside of our own ranks to our workshops for in-person talks while continuing the virtual workshops we introduced in recent years. We are, moreover, co-sponsoring several significant, larger-scale, public events, which will take place imminently, including a conference entitled “Returning to Normal? Life After the Pandemic” sparked by Professor Alyson Cole which will be held on April 19th and which will bring to the Graduate Center a stellar group of internationally prominent scholars. Also forthcoming is a conference entitled “The UN’s Approaching 100. Looking Back and Ahead” which will take place on April 28th and which will feature papers by a number of the past and present students of Professor Tom Weiss.

Political Science faculty members continue to publish widely, to be invited to present major talks both in the US and abroad, and to attract significant material support. As a teaser, I announce here without providing identifying details – final details and approvals are still being

Letter from the Acting Executive Officer

worked out – that one of our faculty members has very recently been offered a large grant that will likely make it possible for us to offer new research assistant positions, as well as allow us to sponsor on-going academic activities on a subject of considerable importance to all those concerned with contemporary political affairs.

Our students have achieved any number of successes this semester. I take this opportunity to congratulate Julie Goldberg and Ariel Mekler on winning dissertation fellowships (perhaps our most recent examples of such success), and to congratulate Be Stone, who will graduate this semester from our doctoral program and who has been appointed to a tenure-track position at Rhodes College.

Our Admissions Committee has worked long and hard – and we are delighted by the quality and diversity of the students who have accepted our offers of admission. As I see it, the Political Science Program is much more than an intellectual community. It is also a community which cares about its members, and which encourages social interactions as well as academic ones.

I look forward to continuing to work with all of you – and to meeting our newly-accepted students at the beginning of the fall semester.

Yours,

Jack





Editors' Note

Dear Reader,

This newsletter reflects the many achievements of the Political Science program's faculty, students, and alumni. Among these accomplishments, we feature the power of direct action by "Reclaim the Commons", a group which successfully brought back cafeteria services and created a permanent food pantry at the Graduate Center. We're proud to say that many Political Science graduate students, the PSC Union, and faculty from outside departments were part of this effort. You can find more information about our union here. Beyond these incredible acts of solidarity, we also feature several alumni who were able to secure top academic appointments and tenure track positions at universities across the world. And of course, there's a dash of humor to capture the absurdities of academic life.

We wish students and faculty a wonderful summer!

Cheers,
Akela Lacy and Cameron Espinoza





Student Spotlight

Rebecca Wallace-Segall

Rebecca Wallace-Segall received her Masters in Urban Education Policy in 2023 from the Political Science Program at the CUNY Graduate Center. She is the founder and CEO of Writopia Lab, a national writing education nonprofit. Interview conducted by Cameron Espinoza. Edited for clarity.

Cameron Espinoza: What is your thesis topic and what made you decide on it/attracted you to that work?

RWS: I examine the ongoing youth literacy crisis in New York City and, along with it, two long-standing, opposing education policies—progressive and traditional—that have sought to address it. I argue that resisting dogmatic adherence to one or the other of these approaches, coupled with teacher-centered professional development opportunities that emphasize educators’ reconnection to the personal experience of writing, will improve classroom writing education goals.

CE: Tell us about your work at Writopia -- what it is, and its impact.

RWS: Writopia’s mission is to foster joy, literacy, and critical thinking in children and teens from all backgrounds through creative writing workshops. It’s a pay what you can afford model serving about 4000-5000 writers per year, with about 500-1000 per year attending workshops for free through our full scholarship opportunities, or at community partner sites, and at schools. Each year, our writers win more recognition per year than any group of writers, and show remarkable across-the-board gains — particularly with populations with the highest needs. We use the Hello Insight platform to measure our social emotional impact as well and we find regularly that our writers improve substantially in areas of Positive Identity, Self Management, and Academic Self-Efficacy.



CE: What's it like balancing the demands of graduate school and work? Any advice for students that are doing the same?

RWS: Last spring, I took three graduate courses while working 40 plus hour weeks and co-parenting two tweens. The department required that I take these classes at once in order to stay on track with my completion goals. I was overwhelmed by the idea, but also determined. I had taken a very long break from the program and I was committed to staying on track because I knew that this was just one moment in my life where I had to work and study around the clock, that it was a finite period of time—lasting from six to seven months. I asked for extra support from my partner and parents with child care when needed. Because there was an end in sight, I felt comfortable asking for help, socializing less, reading the news less, and spending almost no time on social media outside of work. I also directly related my topic to my work, so I was able to sometimes engage in aspects of the research during the work day. In the evenings and weekends, I pushed myself like I do when I go for a run or work out. Not allowing myself any excuse to hand in any assignment late; the only way I could hold it all together was to not give myself an inch. It was a super intense time. I know this approach isn't possible or desirable to everyone!

CE: Tell us about your experience in CUNY's Urban Education program. Any favorite classes or favorite studies you learned about?

RWS: My favorite class by far was Professor Gornick's class on Women, Work, and Public Policy. We had the pleasure of reading an entire book per week, and discussing it around a table together thereafter. Professor Gornick was always able to navigate the diverse views in the room in an illuminating, productive way. That class embodied everything I had missed and wanted from school. My favorite learning moment, though, was receiving Professor Krinsky's feedback on the first draft of my thesis; his guidance in that context was a course in itself. It was a hands-on tutorial in the art and craft of the thesis genre and my final paper, albeit still clearly written by someone who has spent the past 25 years in journalism and grant writing, was much stronger for it.



CE: How will the work you've done at CUNY influence your work after graduation or how has it influenced the work you do now?

RWS: The process of researching and writing my thesis directly impacted my work since I was exploring open window policy theory in real time as I tried to get a specific work-related professional development policy on the agenda of the new administration at the Department of Education. There were long stretches of quiet during which I may have given up, but the various theories and strategies I was examining while researching continually inspired me, and held me accountable to the work. I persevered, working toward building stronger relationships with my colleagues at the DOE. By completion of my thesis, we launched a funded pilot with the Chancellor's Office.





Important Dates

July 31



**Financial aid
registration
deadline**

**Last day to drop
a course for
100% refund**



August 24

August 25



**Fall semester
starts**

**Last day to
withdraw
without W on
transcript**



September 14



**Deadline for
level changes**

**September 15,
16, 24, 25**



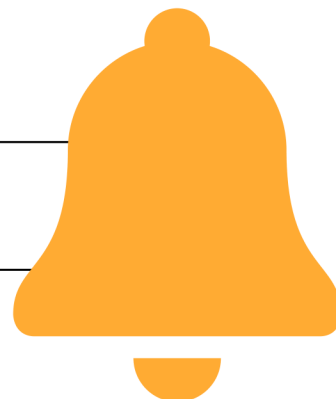
No classes

December 20



**End of Fall 2023
semester**

Campus Spotlight



People's Pantry with Giacomo Bianchino

Giacomo Bianchino is a Ph.D. candidate in Comparative Literature at the Graduate Center, CUNY and an adjunct lecturer at Hunter College and NYU. He's also a delegate for the Professional Staff Congress, a member of Reclaim the Commons, and an organizer with CUNY 4 Palestine. Interview conducted by Cameron Espinoza.



Cameron Espinoza: What is the People's Pantry and how did you get involved?

GB: The People's Pantry is an initiative by GC students, staff and faculty to step in where the administration has gloriously failed to provide for its students. It started as a couple of tables up on level eight, in the dining commons, but has grown into a campuswide and cross-campus campaign to Reclaim the Commons and restore the control of these spaces to student, staff and faculty hands. We run weekly potluck dinners each Wednesday, and use the space for the workers and students at the GC to organize events by themselves and for themselves. Today, the pantry itself is stocked with non-perishable foods, sanitary goods and even literature; but the area is also filled with the art, flyers and initiatives of people from around the campus. I got involved through my work with the union, the PSC and a membership activation group within the PSC called Rank and File Action (if you have any questions about this, email me at giacomo.bianchino@hotmail.com). As of writing (April 17th), the Pantry has won two of its central demands through direct action and constant pressure- the return of dining services to the Graduate Center (announced for the beginning of Fall semester) and a permanent pantry run by administration, currently in the process of implementation.

CE: What events led to the creation of the People's Pantry/What is the larger context?

GB: Since returning to campus after the pandemic (a return which administration forced to be premature), there have been extremely limited food services on campus. There is no cafeteria; nowhere to even get a coffee. People are expected to eat from the vending machines on level eight or level one, or go into midtown and spend a small fortune on lunch. This feeds into the much broader problem that the Graduate Center has failed to provide for its students in terms of their funding (which is abysmally low compared to other universities) and has found other ways to limit their finances- growing the unfunded student numbers through larger masters programs, and even raising the rent at the Grad Center housing. Students are doing it extremely tough, and people don't see the need to come into the GC, especially when they can't afford to eat and drink in the local area. It was the combination of food insecurity, administrative negligence and the desire to see the GC become a thriving academe that we started the pantry and the Reclaim the Commons campaign in early February. The building is also in a state of serious dysfunction, with the business office hardly even operating; staff, faculty and the DGSC have all been forced to fork out from personal funds to cover costs that the GC still hasn't paid back. This led to the "No Confidence" vote against administration last semester, which passed but was annulled by technicality. Reclaim the Commons is working closely with the No Confidence campaign.

CE: Why is the People's Pantry important for the GC and its students?

GB: Not only does it fill a huge gap in student necessities- indeed some students plan their whole week around coming to the pantry to pick up food. The other, arguably more important aspect of the Commons campaign is that it has created a space for people to feel like they are really part of the GC. The people I've spoken to on level eight are thrilled to have somewhere to gather; to hold their reading groups, their department meetings and their bigger events. There's an energy around the building now that I've not seen in five years of being a Grad Center student. We've also had huge victories- including the announcement by administration that they are planning to install a permanent pantry at the GC.

CE: What obstacles have you endured bringing back affordable food to GC students?

GB: Administration tried to shut us down in the first couple of weeks, with a pointed email from special counsel Lynette Phillips. They then tried to butter us up with the conciliatory advances of Provost Steve Everett. They threatened to close us down again around a booking of the room for an event with the music department, which also failed. They've tried to use the occupation of the commons as leverage against the union in Labor Management, and as a

reason to cancel the Graduate Council meeting (claiming ludicrously that our posters would violate the Taylor Law and that we were planning to “disrupt” the meeting). They’ve used spurious provocations like this to turn students and staff against each other around the commons. Luckily, we’ve held rank, and are actually collaborating around issues of administrative mismanagement and on reclaiming the common spaces.

CE: How can GC students and faculty get involved with the Pantry?

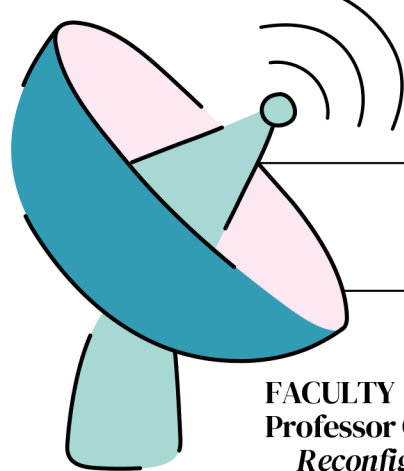
GB: You can email us at gcreclaimcommons@gmail.com, or come to one of our Wednesday potlucks. While some of the potlucks are event-focussed, others are pure organizing events. We’ve had about 150 people in the room talking strategy and trading ideas, which is incredible.

CE: Tell us a bit about the history of organizing at the GC. How have students gotten involved before?

GB: The Grad Center has faced its own unique struggles in the context of broader CUNY disinvestment and administrative malignity. In the 1980s, the American History Project helped to educate workers and students about the history of working class struggle in the United States. In 1991, students at the Graduate Center struck in response to Mario Cuomo’s radical cuts to the CUNY budget. Students occupied the old 42nd street campus in solidarity with other striking students across the university system. In response to the strike and the occupation, Cuomo backed away from the cuts (which were later implemented by Pataki). In 2011, students struck again as part of a week of action for Occupy CUNY. During this week, students made use of the 8th floor dining commons for a Graduate assembly to debate the future of education and student control at CUNY. Graduate student teachers have also been instrumental in PSC struggles- from the strike authorisation vote in 2016 (this time against the younger Cuomo and Di Blasio’s refusal to fund the PSC contract) to the “7k or Strike” campaign in 2019. There’s also a longstanding tradition of teach-ins, political education and protest from the 60s up to the present. We will be holding an event on the history of struggles at CUNY on April 26th in the Commons.

CE: Any messages for GC faculty, students, and/or admin?

GB: Come to the pantry! Help us reclaim the commons! Give us your ideas for how the space could be made to feel more inviting! But don’t stop with the pantry- let’s grow the campaign until we’ve transformed the GC and CUNY into the university we want it to be.



Community News

Publications

FACULTY

Professor George Andreopoulos

Reconfigurations of Authority, Power and Territoriality (coauthored and coedited with Stephen Rosow), (Edward Elgar, 2022).

Professor Thomas Halper

"Constructing Race," *British Journal of American Legal Studies* 12: 1 (2022).

Professor Peter Ranis

"China: Making the World Safe for Capitalism." *New Politics*, 19:1 (2022).

and Daniel Ozarow "The Mobilization and Demobilization of Middle Class Revolt: Comparative Insights from Argentina." *Journal of Labor and Society*, 24:2 (2021).

and Victor Wallis "Socialist Practice: Histories and Theories." *Journal of Labor and Society*, 25:1 (2022).

and Ilya Budraitskis "Ideology, Politics and the Left in Post-Soviet Russia." *New Politics* 19:2 (2023).

Professor Yan Sun

"New and Renewed Approaches to Understanding Chinese Politics." *Perspectives on Politics*, 21: 1 (2023).

Professor Till Weber

"Populism by the Numbers? Toward a Quantitative Morphology." In: *The Complexity of Populism. New Approaches and Methods*. Edited by Paula Diehl and Brigitte Bargetz, (Routledge, 2023).

STUDENTS and ALUMNI

Sari Krieger (Political Science, 2021)

The 2008 Financial Crisis and Prosecutorial Indiscretion (Lexington Books, 2023).

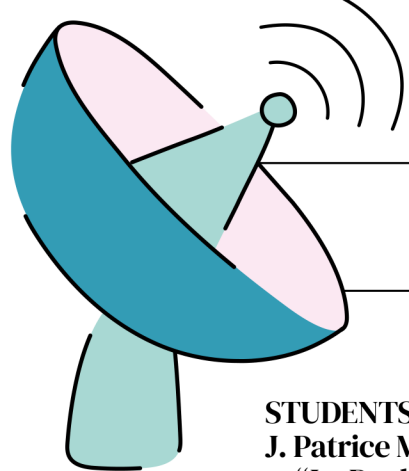
J. Patrice McSherry

"Operation Condor" In: *Historia de los conservadores y las derechas en Uruguay: Guerra Fria, reacción y dictadura*. Edited by Magdalena Broquetas and Gerardo Caetano, (Banda Oriental, 2022).

"Recordando a Max Berrú, ecuatoriano-chileno, músico y luchador social." In *Max Berrú: Voz y Canto Infinito*. Edited by Ivan Ljubetic and Jorge Coulon, (Ventana Abierta Editores, 2022).

"Operación Cóndor y Teseo: Detalles secretos desclasificados." *La Razón* (2022).

"Trump y Bolsonaro: La agenda de la extrema derecha antidemocrática." *La Razón* (2023).



Community News

Publications

STUDENTS and ALUMNI

J. Patrice McSherry (cont.)

“La Declaración Universal de los Derechos Humanos.” *La Razón* (2022).

“Recordando a Ángel Parra, a casi seis años de su partida,” *Página19* (2023).

Andres Besserer Reyes

“Turning Rights into Ballots: Mexican External Voting from the US.” (coauthored Victoria Finn), *Territory, Politics, Governance* (2022).

Dean Schafer

“Sycophants in 280 characters: Using Twitter to Measure the Authoritarian Sentiment of Presidential Advisors in Turkey.” *Sage* (2023).

Yu-Sung Su

“How Modernization Theory Has Stumbled in China: A Political Interception Perspective.” (coauthored with Yu Liu and Wenquan Wu), *Democratization*, 30:2. (2022).

Career Announcements

STUDENTS and ALUMNI

Pierre Losson (Political Science, 2020)

Appointed Associate Director of CUNY Dominican Studies Institute, 2023.

Sari Krieger (Political Science, 2021)

Appointed to a tenure-track position at Alfred University, Fall 2023.

Dean Schafer (Political Science, 2023)

Appointed Assistant Professor at Mississippi State University, 2023.

Be Stone (Political Science, 2023)

Appointed Assistant Professor of Politics and Law at Rhodes College, August 2023.

Yu-Sung Su (Political Science, 2009)

Promoted to the rank of full professor at Tsinghua University in China, 2020.

Talks & Presentations

FACULTY

Professor Mitchell Cohen

“Thinking about Political Ideas in Opera” at L'École des Hautes Etudes en Sciences Sociales, May 2022.

“Politics, Identity and Religion in Israel.” L'École Normale Supérieure, June 2022.



Community News

Talks & Presentations

FACULTY

Professor Keena Lipsitz

"Teaching Redistricting through Community Mapping" at the APSA Teaching and Learning Conference in Montreal, 2022.

Professor John Mollenkopf and Professor Keena Lipsitz

Hosted Workshop at the Graduate Center to receive feedback on their report for the NYC Districting Commission, Dec. 2022.

Professor Yan Sun

"Why Uyghurs: Religious Revival, Ethnic Violence and State Response in Xinjiang," for the Center for Contemporary China at Princeton University, Oct. 24, 2022.

"Why Uyghurs?," for the Center for Central Asian Studies at UCLA, Nov. 7, 2022.

"Islamization and crackdown in Xinjiang," for the Center for Global Learning and Engagement at University of Central Arkansas, Feb. 16, 2023.

STUDENTS. & ALUMNI

Oswaldo Mena Aguilar

"Political Determinants of Social Policy," for the Stone Center Multidisciplinary Seminar Series, March 2023.

Juan Corredor Garcia

"Understanding the Variation of Ethnic Civilian Resistance in Settings of Criminal Territorial Control in Rural Areas," at the Midwest Political Science Association, 2023.

"The Politics of Green Militarization in the Amazon Basin," at the American Political Science Association, 2023.

J. Patrice McSherry

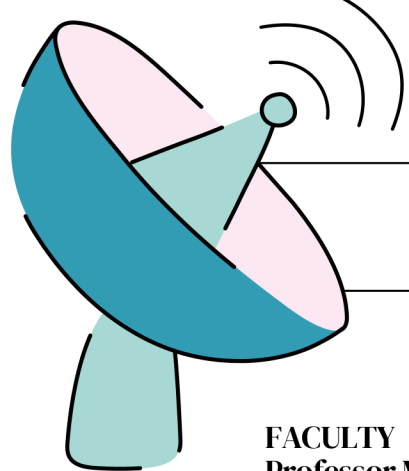
"Operation Condor and Regional Cold War Politics," at the Museum of Memory and Human Rights in Santiago, Nov. 2022.

Andres Besserer Reyes

"A Political Science Student Fights for Colombians' Citizenship Rights," for The Thought Project, March 2023.

Saira Raiffee

"What is the Critique of Capitalism?" at the Platypus Conference, April 2023.



Community News

Awards & Fellowships

FACULTY

Professor Mark Blasius

Finalist: “More Tomboy, More Bakla than We Admit: Insights into Sexual and Gender Diversity in Philippine Culture, History, and Politics” (coauthored with Richard T. Chu). Philippine National Book Awards: Social Sciences and Design.

STUDENTS

Oswaldo Mena Aguilar

CLACLS Summer Research Fellowship Award

Juan Corredor-Garcia

Awarded to attend the Institute for Qualitative and Multi-Method Research (IQMR) at Syracuse University

Andres Besserer Reyes

Belle Zeller Scholarship, Eastern Sociological Society’s Pre-Tenure Public Sociology Award

Kerriann Stout

Part-Time Teaching Excellence Award, Pace University

Grants

FACULTY

Professor John Mollenkopf and Professor Keena Lipsitz

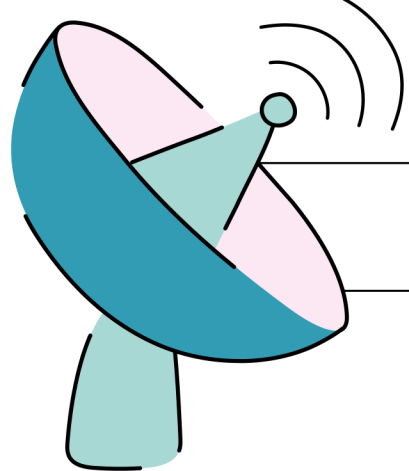
and several other CUNY professors received a \$100,000 grant from the NYC Districting Commission to produce a report on communities of interest in the city.

Graduate student Rebecca Krisel worked closely with the team to make the public testimony provided to the Districting Commission searchable and more accessible to the public.

STUDENTS

Maxwell James Fuerderer

received research travel grants from the Harry S. Truman, Lyndon B. Johnson, and Gerald R. Ford Presidential Libraries.



Community News

Advancements

Level 1 to Level 2	Level 2 to Level 3	Spring & Fall 2023 Grads
Acevedo, Juan Braun, Aaron Crown, Tyler Conn, Zachary Goodson, Samuel Kaufmann, Ian Motevalian, Dena Ransdell, Carly Yusim, Gennady	Fitzgerald, Cara Zuberi, Haya	M.A. Students (Feb. 2023) Samuel Hitch Nicholas Reyes Sitharthan Sriharan Rebecca Wallace-Segall M.A. Students (June 2023) Jacqueline Biergans Christopher L. Hongach Lukas Louwagie Maxine Mannheim Matthew Martin Mst Sarmin Akter Mazumder Nadina Resulani Ph.D. (defended between Nov. 2022-present) Laura Tamman Asher Wycoff David Firester Nicholas Petaludis Francisco Fortuno-Bernier



Student Spotlight

Felix Padilla Carbonell

Felix is a third year Ph.D. student in the Political Science Program at the CUNY Graduate Center studying political theory and comparative politics. He received his Juris Doctor degree from the University of Puerto Rico at Río Piedras, and his Masters of Arts in Latino and Latino American Studies at the University of Connecticut. He was previously on the editorial staff of Homo Politicus. Interview conducted by Akela Lacy. Edited for clarity.

Akela Lacy: Tell us a little about yourself.

Felix Padilla Carbonell: I am still officially active as a lawyer in Puerto Rico. But obviously I don't practice. I did a master's at the University of Connecticut in Latin American Studies. And now I'm here to do a Ph.D. My major is political theory. My minor is comparative politics. I'm not focusing on comparative politics right now because I'm starting to do research for my thesis, which is more in political theory. I want to focus on social movements. When I have time to start doing some research on comparative politics, I want to do it on social movements in North America. I'd like to start in Puerto Rico. Specifically, I want to focus on how social movements are able to create public policy. I have a research idea already on this topic, which is from the Puerto Rican feminist movement, and the domestic violence law that was approved there.

It was such an advanced law, when it came out that it was basically the most comprehensive, the most important, domestic violence law in the whole hemisphere. This is a law that was created before the federal Violence Against Women Act. It was a direct product of social movements in Puerto Rico, the feminist movements in the 1970s and 80s. My future long term project on this would be to study how that came to be. How did this movement manage to convince the government to create policy based on their ideas and activism? That's a long term project.

Akela Lacy: What do you see yourself doing with your Ph.D.? Do you want to teach?



Felix Padilla Carbonell: I would love to teach. However, the jobs in academia are ... you know how it is. After I finish the Ph.D. I'm thinking about maybe going back to practicing law of some kind, using my degree. I mean I have the debt [laughter]. I paid for it, so I might as well use it.

Akela Lacy: Let's talk about your research. You're studying disaster?

Felix Padilla Carbonell: Catastrophe. I want to do a political theory project on catastrophe. It's mostly not original, I'm going to be basing it off of what others have said about catastrophe. Specifically Adi Ophir. Many years ago he published a book chapter in a book about emergencies on what he called the politics of catastrophization. He lays out a very basic framework on how to analyze catastrophes. He says there's objective catastrophization and discursive catastrophization. Objective catastrophization would be a material event that could be categorized as a catastrophe. But there are also ways that discourse can create catastrophes in and of itself. One of the issues is, how do we recognize an objective catastrophe if not through discourse? There has to be some kind of discursive framework. If there's an earthquake, how do we know it's a catastrophe? There has to be a language before the event so we can categorize the event. I'm focusing on the discursive part. I have used it to study Puerto Rico mainly. In my master's thesis, I used this framework.

When Maria hit the island, there was a huge back and forth between the government and experts debating how many people actually died. The government said one number and the experts said, No no, that's not true. It was never fully resolved, but the government recruited George Washington University to do a study. But another group of experts from the Carlow Abizu University, a Puerto Rican university focused on psychology, and experts from Harvard University, did a study that was published in the *New England Journal of Medicine*. The Harvard study found that approximately 10,000 people have died from the hurricane. Not just directly from the hurricane, but from the aftermath. The majority of the people in Puerto Rico are elderly, and Puerto Ricans are the minority that most suffers from diabetes. If there's no electricity, there's no way to put the insulin in the refrigerator. If you don't have insulin, you can die. And then the George Washington study came out and said it was around 3,000 people. Basically what they're saying is, You can't count all those other people that died because of no drinking water.



So there's a clash of discourses around what the government and everybody else understood as a catastrophe. The master's essay was about the construction of catastrophe using these numbers. It's not only about what you say, but what you leave out, and how you say what you leave in, how you explain what you leave out.

I went through every public communication the governor ever said about the deaths. I used newspaper articles. He testified in Congress about the hurricane, I read all of that. I reconstructed the narrative to see how competing discourses on catastrophe affect reality, how they affect the perception of reality. Which is part of how you construct discourses of catastrophe.

AL: What has been your favorite class at CUNY?

FPC: I've had very good classes. My favorite class was a class I took last semester with Susan Buck-Morss called The Politics of the Image. Amazing. It's all about analyzing the political content of images. Movies, pictures, even music, paintings. It was very good.

AL: Any advice for newer students in the political science program?

FPC: Try to get your exams passed as soon as possible. And try to start developing a topic for a dissertation as soon as possible. The first is more urgent. Try to think of research topics that you like. But the exams, you want to be done with them.



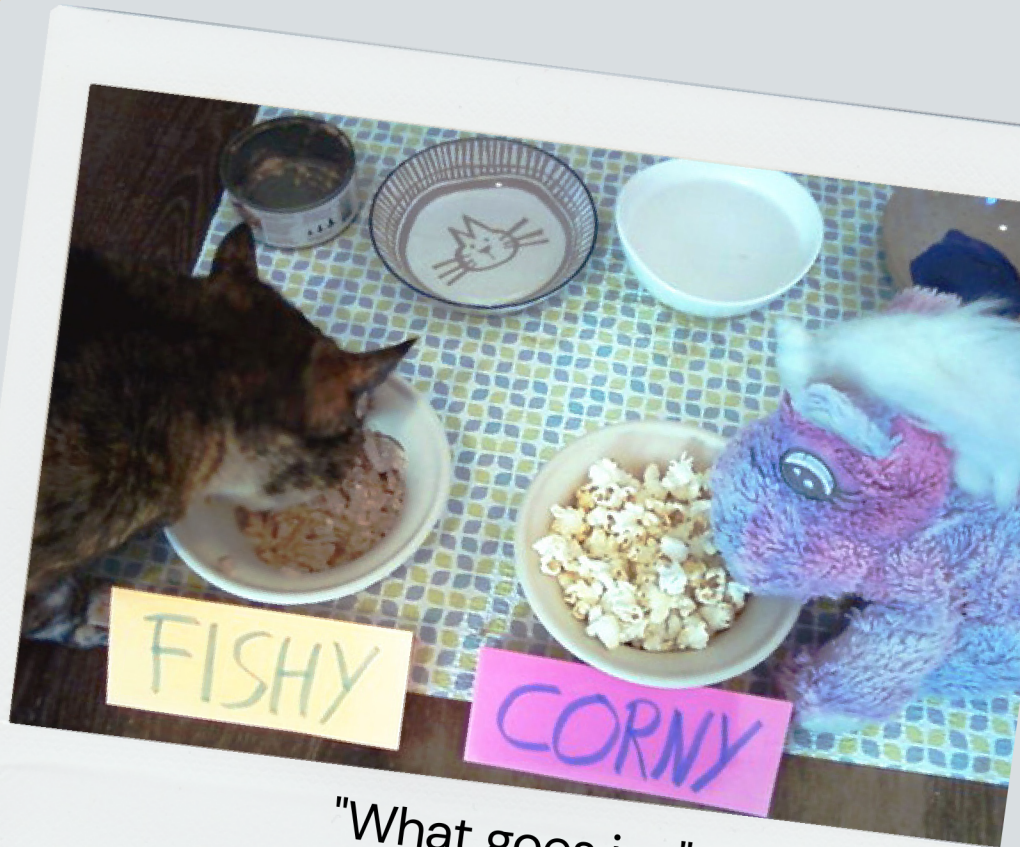
Fall 2023 Schedule

Ph.D./M.A. Program in Political Science – Fall 2023 Course Schedule

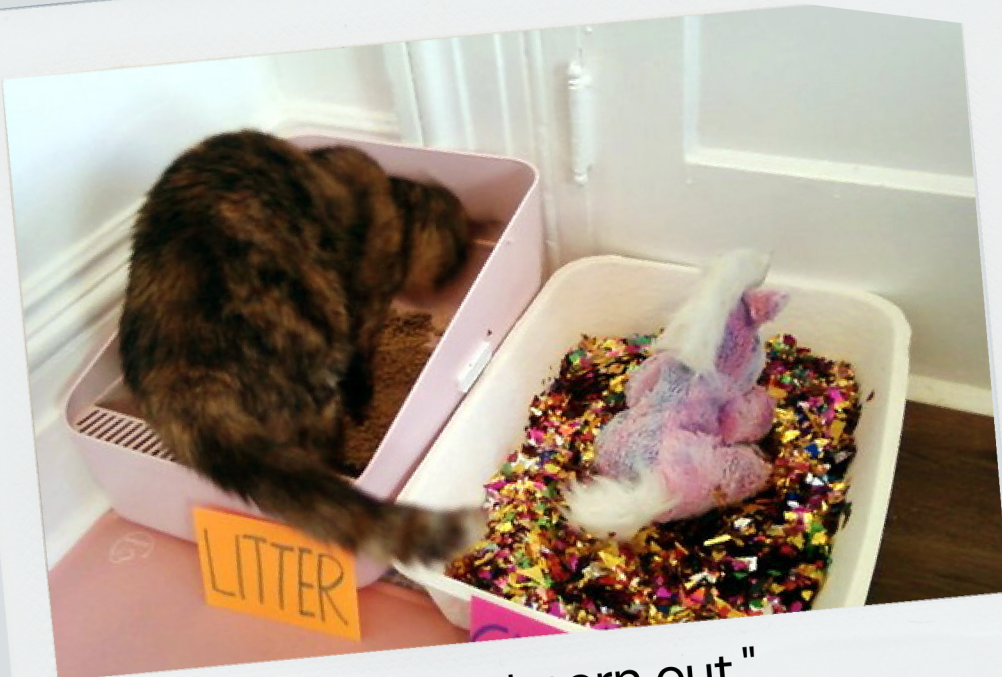
Time	Monday	Tuesday	Wednesday	Thursday
11:45am – 1:45pm	PSC 72000 (AP) Erin Mayo-Adam American Politics: Basic Theories & Core Concepts 3 credits Class # 44934 Rm TBA			
2:00pm – 4:00pm	PSC 79001 (G) Peter Beinart Writing Politics I 3 Credits Class# 44959 Rm TBA PSC 80601 (PT) Uday Mehta Global Political Theory 4 credits Class# 44973 Rm TBA	PSC 80605 (PT) Carol Gould Social Ontology 4 credits Class# 44975 Rm TBA Cross-list w/ PHIL 77850	PSC 70300 (PT) Jack Jacobs 20 th Century Political Theory 3 credits Class# 44963 Rm TBA	PSC 80604 (PT/M) Susan Buck-Morss Political Theory as Method II 4 credits Class# 44969 Rm TBA PSC 77901 (CP/M) Basic Theories and Methods in Comparative Politics Nicholas Smith 3 credits Class# 44970 Rm TBA
4:15pm – 6:15pm	PSC 73100 (PP) John Krinsky Introduction to Public Policy 3 Credits Class # 44972 Rm TBA	PSC 83509 (PP) Janet Gornick Social Policy & Socio-Economic Outcomes in Industrialized Countries 4 Credits Class # 44980 Rm TBA Cross-list w/ ECON 80500, WSCP 81000	PSC 79100 (G) Keena Lipsitz Research Design in Political Science 3 credits Class # 44979 Rm TBA PSC 89301 (G/M) Samantha Majic Advanced Qualitative Methods 4 Credits Class# 44965 Rm	PROGRAM EVENTS
6:30pm – 8:30pm	PSC 73908 (PP) Alan DiGaetano Urban Public Policy 3 Credits Class # 44960 Rm TBA	PSC 86407 (IR) Ming Xia The Indo-Pacific Political Economy 4 Credits Class # Rm TBA PSC 71000 (G/M) Samantha Majic MA Core Course 3 Credits Class# 44962 Rm TBA	PSC 72310 (AP) Thomas Halper Constitutional Law 3 credits Class # 44964 Rm TBA PSC 87609 (CP) Comparative Politics of International Migration Michael Sharpe 4 credits Class# 44966 Rm TBA PSC 86408 (IR) George Andreopoulos International Human Rights and Humanitarian Affairs 4 Credits Class # 44967 Rm TBA	PSC 76000 (IR) Peter Romaniuk Basic Theories and Concepts in International Relations 3 Credits Class# 44971 Rm TBA

Warm & Fuzzy

"Cunycorn learns that actions have cornsequences (feat. The Snake)"



"What goes in..."



"... must corn out."

Professor Till
Webber



Bruno (brown
pomeranian) and
Follie (white
pomeranian)

Cara Fitzgerald

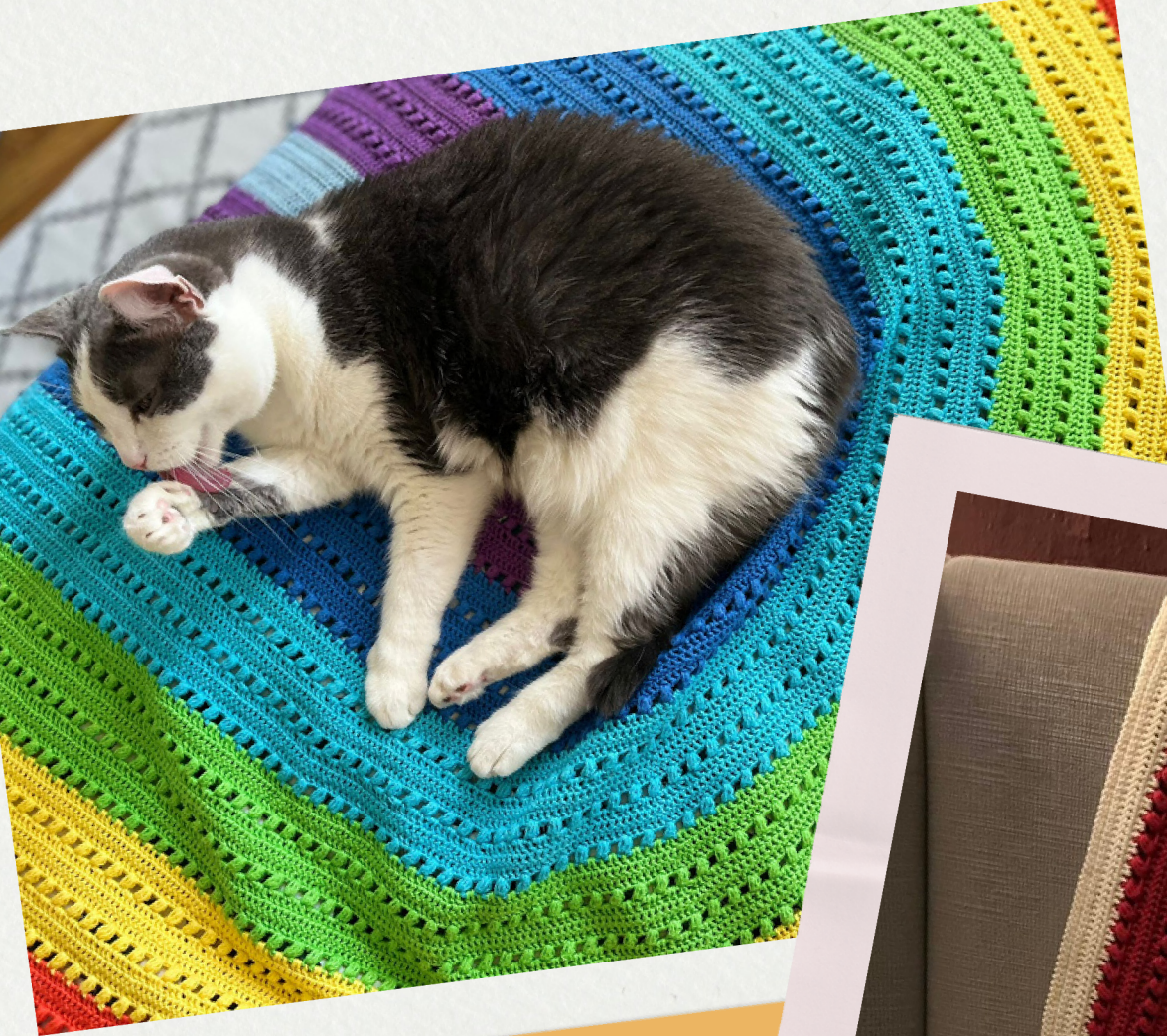




Follie with pizza
("nom nom nom")



Masheed ("the moon" in Farsi)



Dena Motevalian



Bacheh ("baby boy" in Dari)





Chips and Salsa

Cameron Espinoza





Faculty Spotlight

Professor David Lindsey

David Lindsey, Ph.D. is an assistant professor in the Department of Political Science at Baruch College. He specializes in international relations with a particular focus on diplomacy, international security, and U.S. foreign policy. Interview conducted by Cameron Espinoza.

Cameron Espinoza: What brought you to CUNY/What made you pursue a professorship at CUNY?

David Lindsey: I came to CUNY in part for New York, and in part for the students. It's hard to pass up the opportunity to live and work in America's most vibrant metro area. It's also rewarding to know that I'm part of an institution that really helps its students and provides unparalleled access to upward mobility for them.

CE: What generated your interest in security studies and American foreign policy?

DL: The Iraq War sparked my interest in security studies and foreign policy. The invasion coincidentally started on my 14th birthday, so it was a formative time period for me. I was completely perplexed by what was going on, and I wanted to understand how something like that could happen. That led me to college at the Georgetown School of Foreign Service, and from there I eventually realized that I wanted to go deeper and do my own research to understand why wars happen and (hopefully) how we can avoid them.

CE: What issues should current students in IR research?

DL: You have to research something that you find fascinating. I know some people believe in picking a research agenda strategically, but I think it's a mistake. Research is lonely and often unrewarding work. If you don't inherently care about your topic, it's hard to stay focused and make progress. Pick a question where you have a burning desire to know the answer.



CE: If students could take away one idea from your work, what would it be?

DL: One of my big objectives lately is to break down the false binary between individual or bureaucratic explanations of behavior and strategic explanations. There's a tendency to portray individual and bureaucratic behavior as deviations from strategic rationality, and to assume that rationality requires minimizing these. But if these are predictable and regular dynamics, then you can harness them towards strategic goals. One of the main points of my recent book, *Delegated Diplomacy*, for example, is that countries can use agency slack deliberately as a way to enable diplomatic communication. The fact that diplomats are people with their own interests leads to better outcomes, not worse ones, when you build the right system around it.

CE: What 3 books do you recommend for students interested in IR or American foreign policy?

DL: By the time you're in grad school, you've probably already read or at least heard about the great books of the field. In the hopes of adding some value, I'll say instead that you should go out and read more history. And don't just read the highlights of history either. History is our data, and you're most likely to have new and interesting ideas if you read history that other people don't. Pick up the memoirs of some random American consul. Or read up on some episode that you find puzzling until it starts to make sense. That's how you stumble on new insights.



THE M.F.A. STUDENTS
STARRING IN:
**DID YOU
DO THE
READING?**





