

POLITICAL SCIENCE

SAINT LOUIS UNIVERSITY / MAY 2013 / ISSUE 9

FIFTY-SIX YEARS TEACHING POLITICAL SCIENCE

What is Political Science?

-Specialists in **comparative politics** analyze power dynamics in communities, states, and regions throughout the world.

-Specialists in **international relations** focus on the power relationships between countries and between citizens and organizations of different countries.

-Specialists in **American politics** look at the exercise of power domestically, through American institutions and processes ranging from the state to social movements.

-**Political theorists** address fundamental normative and explanatory assumptions, such as the nature and purpose of the state; who should have power and why; and what would constitute a good society.

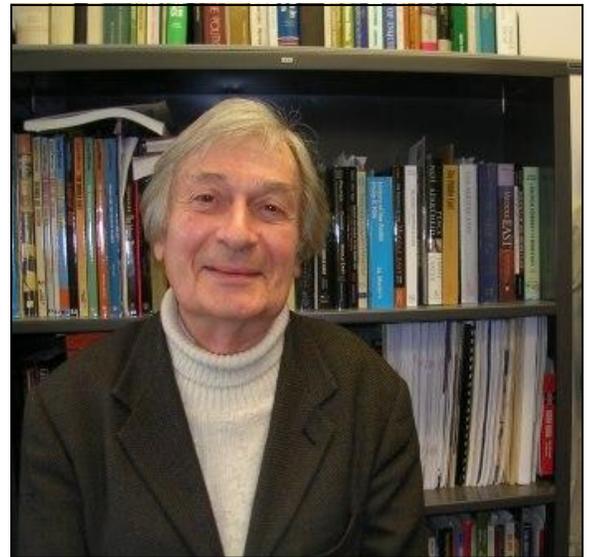
Newsletter

Editor: Erika Brown

Faculty Editor: Ruth Groff

The legendary
Dr. Jean-Robert
Leguey-Feilleux
discusses the changing
SLU environment
and his plans
post-retirement.

Interviewed by Erika Brown



EB: Where and what did you study?

JRFL: I studied in Marseille, France, at the “*école supérieure de commerce*.” This was one of the most prestigious schools in France, called a “*grand école*.” It was very business focused, unlike SLU in the sense that the liberal arts portion was very condensed.

I didn’t receive a bachelor’s degree until I came to the United States as Fulbright scholar at the University of Florida. There, I was mistaken for a freshman and had to take freshman liberal arts courses! Luckily, my second semester at the University of Florida they realized the mistake and allowed me to take whatever courses I wanted. My friend convinced me to take some political science courses, which was the first time I was really introduced to them. I was granted a Bachelor of Arts degree from the University of Florida, too! After only one year in the U.S.!

After that, I had to return home to do my one year of mandatory military service in France. I was in the Air Force, or the equivalent. I ended up getting the opportunity to go to Morocco and couldn’t turn it down! I taught English there, even though I had never taught in my life. It was pretty basic.

After my military service, I wanted to return to the United States. I applied to both University of Florida and Georgetown and got scholarships to both! I thought about it and decided to go to Georgetown to focus on international affairs, and that was it.

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Third Annual **Global and Local Social Justice Conference**

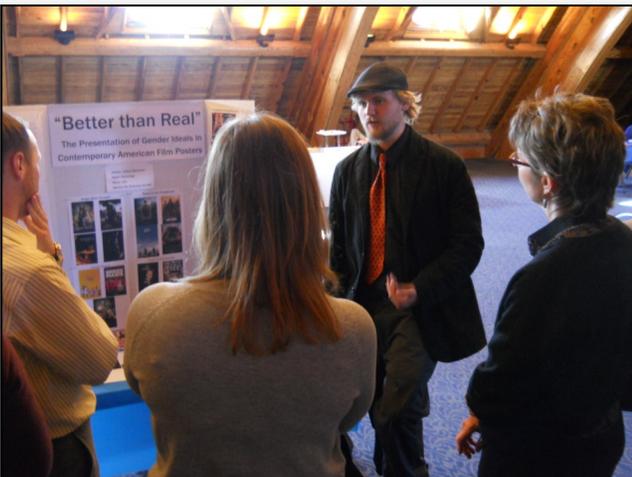
Social justice is not about working in the soup kitchen, but about why you need a soup kitchen. Who is in line? Where is it located? What do these things tell you about oppression and history?

- Marilyn Sanders Mobley, Case Western Reserve University

Our Third Annual Conference was another wonderful display of the work our students do. Dr. Ben Looker, American Studies, one of our Board members, gave a very thoughtful welcome at the Conference that I believe captures what we hope to do in GALSJ very well. He elucidated three themes, first, that of Place – the Global and Local aspect — which encompasses both the range of what our actions influence and that which influences us, and also our specific focus on the St. Louis region. Second, he pointed out how Social Justice implicates social injustice, and inevitably, issues of Power. We encourage studies that “de-naturalize” unjust social organizations and hierarchies so we can envision better ways of social life. Third, as an academic program we promote Engaged Scholarship, believing that through research or internships, academic study can lead to praxis, to change.

- **Dr. Robert Strikwerda, GALSJ Coordinator**

Social Justice Poster Session



Below, Katy Rasmussen presented “Developing a Better Strategy for Preventing Crime”.

Upper-Left, Leila Housmand (GALSJ minor) presented her poster “Who’s your daddy: Changing the way we think, act, and engage with developing countries and poverty”

Left, Josh Buechler explained his presentation on gender ideals in contemporary American film.

Race and Diversity Paper Session



Stacey Williams presents her paper “Aging and Race: Does Race Affect the Way We Age?” at the first paper presentation session of the day.

Amy Knutsen, not pictured, also spoke on her research entitled “African American Congresswomen: An Intersectional Analysis of Issue Priorities”

Justice in America Paper Session



From Left to Right, Dr. Ben Looker, keynote speaker and session chair, Michael Meyer, Rachel Santon, and Alex Deguire.

Meyer discussed environmental justice in the case of both the Lake Tahoe and Baikal Watersheds, Santon focused on Jane Addams’ Approach to Structural Adjustment Programs, while Deguire spoke on presidential and congressional economic influence.

Justice Internationally Paper Session

On a more global scale, this session featured justice involving:

“Religion, Women, and Social Justice in Revolutions: Iran and Poland” - Beatrice Abraham

“Maternal Health in a Global Community: Tactics to Decrease Maternal Mortality Rates” - Meaghan Gass

“Bound in Black and White: How Russia and Belarus Avoided the Color Revolutions” - Amanda McCubbins



The Mission Continues

By Jared Hildreth, student



Imagine being 20 years old, holding the responsibility of declaring a foreign flagged liquefied natural gas tanker “safe” to enter a U.S. port, and standing an 8 hour watch as part of a security detail charged with safely escorting a high profile terrorist target through the channels of a populated city harbor. Next, imagine performing this duty twice a week, and considering it to be a mere collateral duty in the line of your day-to-day work. Try to envision spending years of your life with the responsibility and authority to detain foreign commercial vessels for non-compliance to international security and safety convention codes. You understand that the decisions you make can end in the loss of life, jobs, and millions of dollars in the profit and property of multinational corporations. While your overall mission is to ensure national security, and the safety of the port, you must also make sure the decisions you make facilitate commerce and don’t hurt the local and national economy.

Today I am writing as a student, and I just gave a brief description of a few of my duties while enlisted in the U.S. Coast Guard. Upon leaving the military, I expected to feel a new sense of freedom, but all I felt was an empty void, alienation, and a loss of purpose in my life. I was no longer needed, had no mission, no camaraderie, and was not prepared in the least with the struggles of finding purpose in my new civilian life. While some military service members leave the armed forces by choice to pursue higher education or a career change like myself, many leave by no choice at all, due to serious injuries sustained in the line of duty, with no future plans outside the military.

When veterans face the sudden challenge of reintegrating back into a civilian life, they often have little guidance, support, understanding, or community. Veteran reintegration has become a serious issue in the United States. Being greeted back into the community with “bumper sticker patriotism” and free hand-outs symbolize society’s appreciation, but overall there is a lack of understanding of the challenges veterans face upon reentry. Such measures do not address their needs of guidance, community, and purpose.

The Mission Continues (TMC) is a 501(c)(3) non-profit organization that is dedicated to aiding the post 9/11 generation of veterans as they transition back into civilian life. TMC has a simple message; veterans are incredibly valuable assets who have the capacity to continue to serve and lead in their communities. TMC awards veterans with 6 month fellowships, in which each individual veteran volunteers with a non-profit of their choice. The organizations slogan is “It’s not a charity; it’s a challenge.” With the support of TMC staff, each veteran must find their host organization, interview, create an outline of duties, and explain how their work will impact their community quantitatively and qualitatively. Once approved, TMC provides financial assistance to the veteran and the host organization provides mentorship. TMC also hosts community service projects across the country with the goal of allowing veterans and civilians to interact and create dialogue.

Last summer of 2012 I had the opportunity of interning with this organization. It was an experience that changed my life, gave me a new perspective, and renewed my sense of purpose. In the first day of orientation a supervisor told my team of interns, "I want you to understand that you are saving lives." As an intern I served with the organization's fellowship recruitment team. I recruited and interviewed prospective fellowship candidates, along with creating and maintaining a recruitment network throughout the entire Northeast region of the U.S. The most rewarding and difficult task I received was interacting with a diverse population of veterans throughout the country through phone interviews.

Some veterans didn't want to talk at all, while others would talk to you for hours. Some were very optimistic and outgoing; others were reclusive. A few veterans cried after hearing the opportunities being offered to them, telling me that I was the first person who they had spoken to in weeks to months. Some told me of their experiences of combat, struggles recovering as in-patients at V.A. hospitals, being homeless, and unemployed. Others told me of their difficulty carrying out day-to-day life with post traumatic stress disorder (PTSD), traumatic brain injury (TBD), and loss of mobility.



I remember telling a supervisor that I often didn't know what to say in response to some of the heart-wrenching stories I was hearing from these veterans. He told me, "They don't need you to tell them anything. What they need is for you to listen." I truly believe that "listening" is what sets The Mission Continues apart from many other veterans out-reach programs. In listening, The Mission Continues has found a solid approach to veteran community reintegration, challenging veterans, and providing an environment where veterans and civilians can begin a new dialogue.

Real-world Experience Dealing with Real-world Policy: A Student's Experience Testifying in Front of the Missouri Legislature

By Eric Behna

In January I was asked by a voting rights group to testify in front of the Committee on Voting and Elections at the Missouri House of Representatives in Jefferson City. The bill concerned Voter ID requirement. The hearing was packed and the room was buzzing with energy. Close to 50 people were there in opposition to the bill; not a single person was there to testify in its favor. I testified that I would be unable to vote in Missouri if the bill were passed. Even though I live in Missouri the majority of the year, I still have an Illinois driver's license. An out of state license or a student ID would not be sufficient forms of identification under the new law. I also told the committee about the work I had done registering voters in St. Louis city to try to put a face to the people that the law would most affect: the poor, elderly and minorities. While the Republicans on the committee were not receptive in the least, a few of the Democrats came up and thanked me during the subsequent recess. Sadly, the bill was passed out of committee and an amendment that would have allowed student IDs to be acceptable was defeated. The bill was passed by the entire House and will go to the Senate soon. While the outcome was not what I had hoped, I had a great experience lobbying in Jefferson City. It was great being part of the political process and representing the youth perspective that is often overlooked.

Thoughts from ... *Americanists*

By Dr. Nadia Brown

Sadly, voter discrimination based on race is not a thing of the past—it's a reality of our present. In the 2012 election, efforts to disenfranchise millions of minority voters were only stopped because they were in areas protected by the Voting Rights Act. These practices range from the ID laws in these videos, to packing African-American voters into fewer districts to give them less of a voice, to moving around election dates; many of these attempts have been blocked by Section 5 of the Voting Rights Act. Although our country has made immense racial progress over past decades – largely due to the Voting Rights Act – the law has a strong track record and continues to be needed to protect voters from genuine and documented attempts at disenfranchisement. The Voting Rights Act is necessary to ensure that our aspirations for a stronger democracy are a reality for all citizens.

By Dr. Kenneth Warren

The Voting Rights Act, passed in 1965, as amended, is still needed today. The VRA was passed during LBJ's era, in an effort to protect the voting rights of minorities by giving African-Americans a fair opportunity to elect candidates of their choice. Special protections were given to black voters in seven states, all in the south.

The conservative Supreme Court will likely have enough votes to strike down the protections given by the VRA. However, the reality is that what we witnessed in 2012 shows clearly that African-Americans are still discriminated against by election board practices. States are guilty of unnecessarily purging voters, using broken voting machines and not enough machines at minority polling places, engaging in dubious vote counts, preventing easy registration in minority areas, suspending early voting

to force long lines on election day, allowing false information to be sent out about where minorities can vote, requiring photo IDs, and all sorts of other creative, discriminatory tactics to deny or suppress voting by minorities. To say that we no longer need the VRA is not true. We need the VRA today to protect minorities as much as we did in the 1960s.

By Dr. Matthew Hall

This year the U.S. Supreme Court will decide the case *Shelby County v. Holder*, involving a challenge to Section 5 of the Voting Rights Act of 1965. The Act was passed by Congress, which, as a body, is allowed to “enforce” the rule that citizens shall not be denied the right to vote based on race. Section 5 of the Voting Rights Act is a truly remarkable statute. It requires the Attorney General or a three-judge federal court to “preclear” any attempt to change any voting rule in states with a history of discriminatory voting practices (mostly in the southern states). This requirement is unlike any other law in our federal system because it requires a state to get permission from the federal government before it can change its own laws. At the Constitutional Convention, the delegates specifically considered and rejected a proposal that would have given Congress a veto over state laws. Does the Enforcement Clause of the 15th Amendment provide the federal government with this extraordinary power to veto state laws? If so, could Congress empower the Attorney General to veto other state laws through the Enforcement Clauses in the 13th, 14th and 15th Amendments? Do these Clauses completely restructure our federal system? Or does the Constitution restrict Congress from passing this landmark law that has proven to be a critical tool in fighting voter suppression? The Supreme Court will tell us in a few short months.

FIFTY-SIX YEARS OF TEACHING, cont.

EB: What is your connection to the Foreign Service?

JRFL: As a student, I dreamed of working for the Foreign Service in France. I had no aspirations of teaching at all. My first true connection to the Foreign Service was when I took a sabbatical in 1981 and got to go to the General Assembly of the UN. I went to whatever meetings I wanted to because I had NGO credentials. Back then, if you acted like you were allowed to be in the meeting, no one asked any questions. That was one of the most interesting things I have ever done and it gave me real insight into diplomacy. I started teaching the class on diplomacy after that.

EB: Did you always teach? If not, what profession(s) did you pursue before you taught?

JRFL: I've always taught, even during my military service. I taught English in Morocco. I was a research assistant during my PhD coursework and I had to teach some classes then, too. That was my first real experience teaching. I taught my first class at Georgetown in 1957. So, I guess I've been teaching for about 55 years!

EB: How long have you been teaching at SLU? Have you always taught the same courses?

JRFL: In 1965 I met academics from SLU at a conference and they offered to have me come tour the campus. I loved how congenial it was. When I came to visit, I met Father Reinert; he was so welcoming. That weekend, I found a house with my wife to live in, and I decided to take the job. I started teaching in 1966 and have been here ever since! I've taught international affairs, international law, and diplomacy.

EB: What is the biggest change you have noticed concerning Saint Louis University, the students, faculty, and overall campus since you began teaching here?

JRFL: In 1965, the campus was much smaller and the city was less appealing than it is now. I have been here so long that I have seen the city recover from those days. The university has more land, more students, better endowment. At one time, the department only had four faculty members and the PhD program was cut, despite large interest. The department was very much underappreciated, even though we graduate so many students every year. Now we still have many students, and the PhD program is still gone, but I think we are more appreciated.

EB: What are some of your aspirations for after you retire?

JRFL: After I retire all I am going to do is enjoy my new found freedom! I want to do nothing! In fact, the most exciting thing I'm going to do is paint my garage when I can get around to it. I'm 85; what else is there to do? I've already traveled a lot; it's not as easy anymore. I plan on finishing my book when I've got more time after school is finished. I am looking forward to doing nothing except for being able to goof off!

EB: Can you tell us about your recent book?

JRFL: It has already been written, edited. I have worked many times on rewriting the conclusion, but it still isn't right. The topic is on global governance diplomacy (multilateral diplomacy, facing problems with other countries, how it can be difficult to work things out and you may need more actors).

EB: What will you miss most about SLU?

JRFL: I will not miss work at all. I am ready to retire! I will miss my colleagues, of course, but most of the people I worked with during my career are gone, except for a couple of people. Frankly, I will miss my office in Fitzgerald Hall. There was this whole wall of windows. And even now, I miss the faculty retreats that Dr. Lomperis used to put on at Bannister House. There was always plenty of wine!

The Color Revolution: Why Orange?

By Natalie Holden

Those participating in the No Confidence campaign decided that a color campaign would be a great way to keep the No Confidence campaign alive and continue to spread the word. Color campaigns have been used in many successful movements in the past, and the group as a whole decided that it would be a great way to ensure that students, faculty, and administrators are constantly reminded that we have of our lack of confidence in the president of our university.

We selected orange because it signifies determination, endurance, and success. We want to make sure that everyone in the Saint Louis University community continues to remain engaged and educated in these matters because they impact us all. The color campaign is simply another great way to spread awareness of the issue and let the voices of dissent be heard.

If anyone is interested in displaying their support for the No Confidence campaign, there are many items such as buttons, ribbons, and t-shirts available for pick-up. If there is anyone who is not yet fully informed on the issues that are of dire concern to the Saint Louis University community, those participating in the No Confidence campaign urge individuals to do their own research on the matter, as the actions of the president have immense and direct impact on all of our future within this community.

Upcoming No Confidence Events

Saturday, May 4th, 5:30 pm

The Alternative Gala

Between Compton Garage and Chaifetz arena

Can't afford \$1000 to attend the gala celebrating Biondi's 25 years at SLU?

Come to the alternative gala celebrating the *next* 25 years for just \$1.

All proceeds will go to SLU scholarships for students.

There will be fun, games, raffles, frisbees and a mass picnic.

Please bring food to share.

Appropriate clothing: anything orange, including your no-confidence

**T-shirts - or academic regalia - or alternative black tie
(or shorts and tiaras.....cocktail dresses with flip flops....).**

Show the true spirit of SLU and invest in the future!