

EHPP NEWSLETTER

EHPP Fall 2011 Capstone Course



Under what conditions, if any, should significant attention and resources be devoted to locating and identifying the missing in the aftermath of disaster, particularly when there are limited resources and many competing basic human needs?

Students use philosophical, historical, and normative methods as needed to provide adequate guidance on this challenging problem. As a highly collaborative project, students devote their efforts to areas where they have the greatest abilities and strongest interests. As such, each student's participation is vital to the success of the project. Every student participates in data collection, data analysis, writing the final report, and planning and presenting the final oral report.

Having taken courses with the same group of people for four years, this course is an excellent way to work with each others' strengths and learn from your friends. This senior course allows EHPP-ers to utilize their strengths in researching, arguing, and presenting findings. (EHPP Capstone taught by Jay Aronson and Alex London).

This course is unlike most other classes you have taken at Carnegie Mellon University. The agenda for the class is not set by the usual curricular goal of covering a pre-defined amount of material in a specified amount of time. Rather, the agenda is set by the dynamically changing demands of a real-world research project. In this course students research, refine, and write a report that addresses the following policy question:

GET INVOLVED!

Our major has a Student Advisory Committee (SAC), which is freely open to anyone in the major. We get together, plan events for the major, and generally are inspired by a dynamic and driven group of students.

Email Tracy London at tlondon@andrew.cmu.edu to get on the d-list. It has light traffic so come on by!

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Update: Dr. Alex London

Alex John London, the director of the center of Ethics and Policy has been selected to serve on the International Commission on Missing Persons' (ICMP) Steering Committee on Forensic Science Programs.

ICMP works to secure the cooperation of governments and other authorities in locating and identifying persons missing as a result of armed conflicts, other hostile situations or violations of human rights. Through integration of high-throughput DNA testing with archaeology, anthropology and pathology, ICMP has assisted in scientifically identifying more than 18,000 missing persons.

"It is an honor to serve on the ICMP's Steering Committee on Forensic Science Programs," London said. "ICMP has not only pioneered the use of DNA technology to identify missing persons, it has demonstrated a strong commitment to protecting the genetic information of family members that make such identifications possible. I look forward to helping the ICMP maintain these high ethical standards as it expands the work that it does."

EHPP-ERS: STUDYABROAD**JULIA HANBY: SEVILLE, SPAIN: SPRING 2011**

I spent my spring semester in Seville, Spain! I chose the CMU sponsored program through Council on International Educational Exchange (CIEE). As part of CIEE's Liberal Arts Program, I had the

opportunity to enroll in any humanities classes offered at the CIEE Study Center and at the local university, Universidad de Sevilla. Because I registered in both schools, my program lasted from January until the end of June! I took five classes: The Cultural History of Spain, Spanish and English Contrastive Grammar, Political Change and Democracy of Spain, Islamic Art and Culture in Al Andalus, and History of the Pre-Hispanic Andes. CIEE was focused on promoting learning outside of the classroom, so I was always exploring cathedrals, plazas, museums, and the streets of Seville as part of class. I can't think of a better way to fulfill the non-US history requirement!

I lived in an apartment in the heart of Seville in the

university's *residencia*, where I had roommates from Spain, France, and Hungary! I later moved to a beautiful area of Seville, Triana, where I lived with a wonderful host family! My host mom, aunt, and sister were always eager to teach me about Spain. They taught me how to cook traditional Spanish dishes, and we went to mass on Sundays as a family. They loved to take me shopping to show me how to find authentic local products and explore the outdoor markets. It seemed that the spring was the perfect time to be in Seville, as I was able to experience *Feria de abril* and *Semana Santa*, and the orange trees that line the streets smelled wonderful!

I also had the incredible opportunity to travel within Spain and outside of the country! I traveled in Spain on various excursions provided by my program, and also independently, visiting cities such as Barcelona, Granada, and Cordoba. It is amazing how diverse the Spanish culture is within its own borders! I also visited London, Dublin, Lisbon, Venice, Rome, Florence, Cinque Terre, and Tangier. I will never forget riding a camel in Morocco! My time abroad was a wonderful learning experience that has added so much to my time at CMU. (Photo: by Julia Hanby of Plaza de España in Seville)

AMY CHI: AMSTERDAM, NETHERLANDS: SPRING 2011

My spring semester abroad has been an eye-opening experience. I decided to enroll in the University of Amsterdam's Pre-Law Certification Program because it allowed me to study both law and social policy with a focus on human rights. I learned not only U.S. law, but also Dutch law and international human rights law.

My favorite aspect of the pre-law program was the class field-trips. As students, we got to visit organizations such as the International Criminal Court and the International Court of Justice, where we directly witnessed how NGOs, lawyers, and policy makers worked, as well the kinds of role international law played in safeguarding people's rights. The pre-law program was exceptionally applicable this semester. The inspiring revolutions and protests that occurred

throughout the Arab world and the extraditions of John Demjanjuk and Ratko Mladic to Germany and the Hague respectively for committing crimes against humanity are real life examples that demonstrate the powerful role international law assumes in ensuring justice.

My experience abroad has not only been intellectually rewarding, but culturally as well. In Amsterdam, my friends and I helped out with SlutWalk, which is a grassroots movement focused on taking back the stigma-ridden word "slut" and reclaiming it for anyone who identifies or has been called as such. Sparked by the words of a Toronto policeman who stated that "women should avoid dressing like sluts" in order to prevent themselves from getting raped or sexual harassed, SlutWalk now spans worldwide, from Boston to Delhi to Cape Town, as self-proclaimed sluts and allies walk to reclaim the word, create an inclusive space where all identities and bodies are respected, and redirect the offense to the perpetrator and NOT the victim. SlutWalk could end the double standard slut-shaming women face for being in control of their own sexualities, and to transform the culture in which the abused is blamed rather than the abuser.

I was eager to experience new cultures, to expose myself to different surroundings, and most importantly, to broaden my perspective as I lived in the Netherlands for the next couple of months. Looking back, I can truly say that studying abroad has been one of the best decisions of my life.

EHPP-ERS: DC SUMMER INTERNSHIPS

LYDIA CHIRO: SMITHSONIAN MUSEUM (SUMMER 2011)



During my summer, I interned at the Smithsonian American History Museum’s archive center. I had originally applied for the program because I am interested in art and museum law. I thought it would be a good way to become familiar with the field. I spent half of my day working with researchers who would come to use the archival materials. I helped them decide what materials they would need and then I would retrieve whatever they decided on from the vault.

The other half of the day, I spent helping answer emails and other requests for the archives. This often entailed finding documents and locating specific information in them. While

I was working on the desk, I would also put different collections into Archivist Toolkit, a program for recording and displaying the records the Smithsonian holds.

Regardless of the type of law I decide to go into, it was beneficial to see how different people do research, which I am sure I will be doing plenty of through my law career. We actually had lawyers come into the archives to look at blueprints at one point. I noticed that hints of ethics, history, and public policy could be found in all parts of the internship. For example, there are ethical consequences for museums if they were to appraise a historical item. I had to explain that to people quite often on the phone. Something I had never really thought much about before interning at the Smithsonian. I was able to see historical documents while I was here and I even saw how the governments’ current policies can affect a museum and the subjects it presents to the public.

My supervisors knew that I was interested in clothing history so they would often give me projects that related to this. It was really fun being able to spend time looking through the Smithsonian material. The archivists also organized behind-the-scenes tours for us of the National Archives and the Library of Congress. I really enjoyed living at George Washington University and D.C. in general. Every day on my walk to work, I would pass both the White House and the National Mall. That alone was quite an experience. It was a summer I will never forget.

EMILY DILLINGER: USAID (SUMMER 2011)

This summer I worked at the U.S. Agency for International Development as a legislative intern in the Bureau for Legislative and Public Affairs. My job was to help improve communications between USAID and Congress, which gives USAID the funding it needs to make significant change in the developing world. This included educating Congress on USAID’s mission and initiatives. One of my first major projects was to create a biweekly e-newsletter that was sent to every representative and senator’s office informing Congress about the latest developments, policies, and partnerships at USAID. I also worked directly with Hill staff and USAID staff from all over the agency to organize and facilitate alternative meeting forums in

which USAID staff could educate Congressional staff. It was a fantastic opportunity to meet professionals from both the Hill and USAID. I especially enjoyed meeting the USAID Mission Directors who would come to DC from as far off as Zimbabwe and Indonesia.

I did a lot of writing during my internship as well. Beyond the bi-weekly newsletter, I was in charge of three weekly reports that were sent to the White House, the USAID Administrator’s office, and every USAID Foreign Service Officer overseas. Towards the end of my internship, I wanted to gain some experience in the public affairs realm, so I asked my supervisor if I could attend work with the public affairs team

for a bit. I jumped right in and was able to attend various conferences around DC (two of which I was 20 feet from Secretary of State Hillary Clinton!), helping the team live Tweet for USAID. There was never a dull day this summer and I am lucky to have made such lasting connections with my fellow interns and co-workers at USAID.



EHPP-ERS: INTERNSHIPS ON BOTH COASTS

NEHA MITTAL: INTERACTIVE ONE, NEW YORK (SUMMER 2011)

When I was planning out my summer, I knew that I wanted it to involve a few specific aspects: public policy, writing, advocacy, and gender studies. While my ideal situation would have been traveling the world and combating violence against women, I knew that it wasn't feasible at the time. Instead, I found myself writing about gender disparities for a communication platform called Interactive One in New York City.

Once I started working there, I realized just how effective communicating through the Internet is. While I wasn't having face-to-face conversations with my audience, I found that I was still engaging in meaningful conversations with them through the Internet. Within a few weeks, I had regular followers who routinely agreed with me, argued with me, and asked me questions. I touched on various worldwide issues such as the humanitarian crisis in the Congo, maternal mortality, and income disparities.

Living in New York for the summer was incredible and expensive. Some of my favorite things to do were going to the High Line, an elevated park in Manhattan, and reading in Central Park. Another thing that I really appreciated about being in New York is how student-friendly it is. I signed up for an off Broadway show discount group where I had opportunities to watch shows for a very reasonable price. Of course, New York City offers

some of the best restaurants, which always turned out to be a fun night out.

While I was working, I found that many EHPP classes came in handy for researching. Having read many articles about local and national governments in my policy classes, I found that I was able to conduct my research thoughtfully and effectively. Most topics that I wrote about had a historical context, and my history core requirements taught me how to analyze primary sources to make useful predictions.

Overall, my summer experience writing in New York City proved to be invaluable. I got to experience life in an office and life in a city. While I definitely missed Pittsburgh at times, I found that New York City truly does not sleep and it always has an incredible experience to offer.



BRICE RELAFORD:

MIDDLEBURY COLLEGE, CALIFORNIA

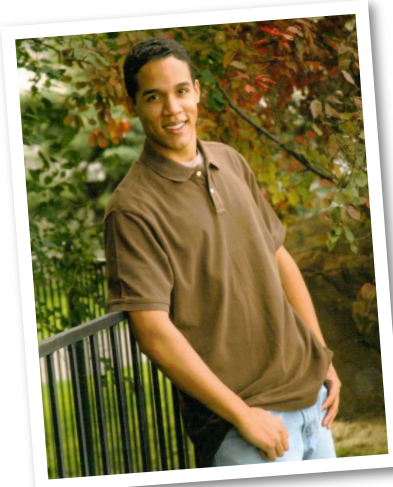
This past summer I attended Middlebury College's French School, one of many languages offered through the College's

Summer Language Schools. I chose to be placed at the Mills College site in Oakland, California. French, Spanish, Japanese, and Arabic students are either placed or have the option to study at the Mills College site. The program was 7 weeks long from early June to mid August. The structure of the program consisted of 4 classes - 2 content-based and 2 language development (phonetics and composition), which were conducted entirely in French. Not only did I use French in the classroom, but since the beginning, we all had to use French as the only

medium of communication for the entire 7 weeks. This was ensured by signing language pledges at the beginning of the

program. There was no English TV, reading material, etc. Even the extracurriculars and excursions in to San Francisco and other parts of northern California were carried out in French. For example, we visited MOMA San Francisco (the Museum of Modern Art), went wine-tasting in Sonoma at a French-owned vineyard, went on hikes, and more. The environment was very informal and relaxed, as we lived in the same facility in which we had classes.

All of the professors lived with us as well, which provided a good support community, and allowed us all to become close. My French improved dramatically, and I am now using this experience as a basis to (upon (I hope) acceptance) teach English in France for a year in order to build my French language skills to high proficiency and hopefully fluency. After this, I hope to come back and use my French skills to search for policy jobs, international development jobs, or jobs with international organizations in DC. I also hope to apply to grad schools in the DC area or to the Monterey Institute of International Studies which is Middlebury College's grad school. While my experience this summer didn't relate directly to Ethics, History, and Public Policy, it has provided me with a foreign language skill that I will continue to combine with what I have learned at CMU in the Ethics, History, and Public Policy major to realize my post-graduation goals.



EHPP-ERS: WHAT WE'RE UP TO

JESSICA DICKINSON GOODMAN:
 "HOW TO GET A JOB" (98 - 171 A)



Jessica Dickinson Goodman, a former EHPP student and current fifth year scholar, is offering a student taught course about something that would benefit every CMU student: "How to Get a Job" (98-171A) Check out her class and see if it appeals to you

Course Description: By the end of this course, you will have 15 complete job applications to 15 real jobs you want. Every week you will turn in one complete application for review, and will receive back an application with edits. This class is for students, of any

major, at any stage in their search who want an active, supportive approach to their job, internship, or fellowship search.

She will be offering the course again, Thursday nights 6:30 - 8pm next semester.

HEINZ COLLEGE: ACCELERATED GRADUATE PROGRAMS

Heinz College offers an Accelerated Masters Program (AMP) for Carnegie Mellon University Undergraduates. This year, two seniors, Neha Mittal and Emily Kennedy, began their AMP studying Public Policy & Management. After completing 3 years of undergraduate coursework, you complete one year of integrated coursework, and then one year of solely Heinz coursework.

This program essentially allows you to save one year of graduate school by combining it with your undergraduate work. While it may seem overwhelming to combine two programs, CMU undergrad prepares students well to tackle on the extra coursework. In fact, our two seniors at Heinz have managed to continue doing extracurriculars at the undergraduate level while simultaneously getting involved in the opportunities that Heinz has to offer.

EHPP's coursework provides an excellent background to hit the ground running in Heinz. E-mail Neha (nehamittal@cmu.edu) or Emily (moltogiallo@gmail.com) with any questions you might have!

CHRISTINE PETERS (EHPP '11): TEACH FOR AMERICA

I'll be honest. I was skeptical that I could significantly change the lives of American students in a mere two years. Nevertheless, I applied to Teach for America (TFA) in March of my senior year with the encouragement of a close friend and the optimism of using my EHPP education to tackle one of the largest policy problems in the United States: the achievement gap.

Out of 48,000 applicants, I was one of 5,200 chosen to eliminate the achievement gap as a 2011 corps member. By June, I moved to New York City to commence induction and institute, TFA's version of training. This training would set the foundation for my teaching (or, as they say, teaching as leadership) and shape my mindset as a member of a national movement. After only a week of intensive workshops, I became Ms. Peters and met my first set of students in the south Bronx as their Spanish teacher.

Concurrently during training, corps members interviewed at schools. The anxiety of being technically unemployed, combined with the expected interview jitters, made for an exhausting summer. However, by early August, I was placed at the Bronx Guild High School where I currently teach 11th grade. Each day presents challenges, many that, admittedly, my CMU education could not prepare me for.

Overall, it has been a good experience, however I do not anticipate staying in education after my two years of service. Rather, I am excited to reflect on my experiences as teacher and create change from the policy perspective. The majority of TFA's ambitions occur outside the classroom as an attempt to incite transformational change in all aspects of society. As a result, networking is a large piece of the work. After two years of service, majority of corps members take their experiences with them across the country and join an active national network to promote educational equality as politicians, lawyers, consultants, policy analysts, and much more.



CONNECT WITH EHPP ONLINE!

Take a look at our Linked In group (search "EHPP"). This is useful for contacting EHPP alumni to see what they are up to! "Like" our page on Facebook (Ethics, History, and Public Policy Major, Carnegie Mellon University) to stay up to date with EHPP news and to see what events your fellow classmates are a part of.