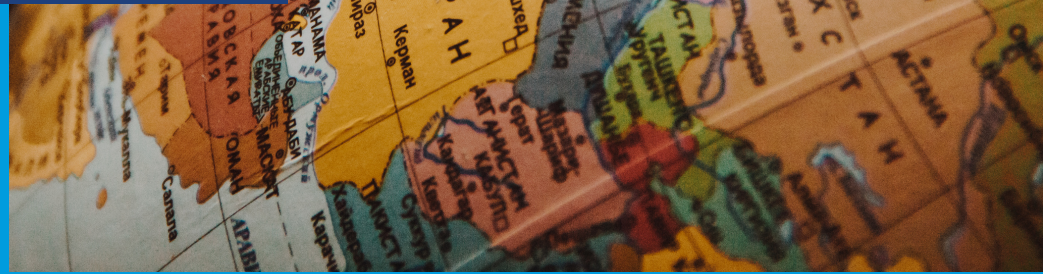




GLOBAL LEADERS OF PENN STATE

Global and International Studies
Monthly Email Newsletter



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WELCOME

by Gianna Pinto, Managing Editor

Hello! Welcome to the December issue of *Global Leaders of Penn State*, the Global and International Studies (GLIS) program newsletter. To start, thank you so much for reading. For our third issue of the 2021-22 school year, we will spotlight senior student Emma Lutz, associate professor of political science and international affairs Cyanne Loyle, and GLIS major academic adviser Tom Spencer.

We also would like to congratulate our seniors graduating this December. We have eight GLIS majors graduating, and we wish them the very best in all of their future endeavors. Whether it be post-graduate studies or joining the workforce, we are proud of you. Congratulations, and We Are!

If you have any feedback or would like to submit a story, please email glis@psu.edu. We look forward to hearing from you and cannot wait to show you all the opportunities that GLIS has to offer.



PennState
College of the Liberal Arts

STUDENT SPOTLIGHT

by Gianna Pinto, Managing Editor



Emma Lutz in Buenos Aires, Argentina

"My internship allowed me to apply what I have learned in GLIS and educate myself on global issues by exposing me to the stories of many refugees and immigrants fleeing violence and extreme poverty. I learned much more about economic and political systems in Central America as well as United States foreign policy and immigration systems."

Emma Lutz '22

Hometown: Landenburg, Pennsylvania

Emma Lutz is a senior student majoring in Global and International Studies (Human Rights pathway) and Communication Arts and Sciences (CAS). In addition, Emma is also completing a minor in Spanish. During her time at Penn State, Emma studied abroad in Buenos Aires, Argentina, during the spring of 2020. Although her time in Argentina was cut short by COVID-19, Emma was able to adjust and adapt to life in Buenos Aires, as well as learn about Argentine history, cross cultural psychology, Spanish poetry, and drugs/violence in Latin America as a part of her coursework. During the summer of 2021, Emma interned as a paralegal for an immigration lawyer near her hometown. As a paralegal, Emma was able to interact with clients of various and diverse backgrounds, mainly from Central and South America. Some of her tasks included translating and interpreting documents for her attorney, researching the political situations of her clients, and learning how to compose important legal documents.

Furthermore, in October 2021, Emma was the secretary general for the Pennsylvania High School United Nations conference, which is a national model UN (United Nations) conference held annually at Penn State for more than 150 students.

In her free time Emma enjoys spending time outside, mainly participating in backpacking, hiking, and rock climbing.

FACULTY SPOTLIGHT

by Kelly Zahour, Alumni Relations

Dr. Cyanne Loyle

Associate Professor, Political Science and International Affairs
Director, College of the Liberal Arts Faculty Writing Program
Global Fellow, Peace Research Institute Oslo (PRIO)

Who are we missing when we study perpetrators of human rights violations? Research on the characteristics and motivations of genocide perpetrators relies heavily on the study of individual offenders whom researchers are able to identify. Scholars tend to study two categories of genocide perpetrators: those who have been captured and prosecuted for their crimes, and those who never left the site of violence in the first place. Professor Cyanne E. Loyle's recent article published in the *Journal of Peace Research* argues that in many cases we are missing people who had the resources and knowledge to escape prosecution.



Dr. Cyanne Loyle

These missing perpetrators likely differ from low-level functionaries because of their resources and opportunities for flight, and also because of their level of guilt. Missing perpetrators are people who understood the consequences of their actions and had the international connections, money, and wherewithal to flee and remain undetected. Missing perpetrators are more likely to be middle-level functionaries and committed ideologues. In the Holocaust, these are guards like Friedrich Karl Berger. In Rwanda, these are members of the Rwandan military and Presidential Guard.

We can't study people we can't find and that has implications for the conclusions we draw from our research. If missing perpetrators had greater resources and greater culpability in genocide violence, then it is likely that we have failed to examine the more committed ideologues who knowingly and willingly participated in violence. If this is the case, our strategies for preventing genocide are missing applications for future perpetrators who are likely to be the most committed to violence—and the ones practitioners should be most committed to stopping. Policies to manage misinformation and reduce dehumanization, for example, may be useful in stopping certain types of perpetrators, but will likely fail to move the mark on larger-scale episodes of violence. Changing the behavior of mid-level functionaries and committed ideologues calls for policies that directly weaken the military power of genocide states. This requires continuing work to identify areas at risk for mass atrocity and strengthening international responses around the Responsibility to Protect.

ACADEMIC ADVISER SPOTLIGHT

by Christina Fomunyoh, Student Outreach



Dr. Tom Spencer

Dr. Tom Spencer **GLIS Academic Adviser**

Meet your academic adviser Tom Spencer! Prior to joining the College of the Liberal Arts' advising team, Tom was a professor in Penn State's Intensive English Communication Program (IECP). In addition to teaching in the IECP, he helped to develop special English language programs and managed student advising. This advising included advocating for international students who wanted to become full-time Penn State students and helping them transition to Penn State academically and socially. In doing this work, Tom discovered a passion for advising that has led him to his position.

Tom has spent a lot of time working and living overseas. He studied abroad in France and lived in Prague, Czech Republic, for four years. In Prague, Tom taught English as a Foreign Language, learned Czech, and brushed up on his French in a class taught in Czech! He has also spent time in both the northern and southern regions of Africa. In the north, Tom spent two weeks traveling around Tunisia in shared, long-distance taxis (louage), camping in the Sahara, and stayed in a subterranean hotel that was used as Luke Skywalker's home on Tatooine. In the south, Tom spent a summer in Cape Town, South Africa, working as a residential and educational adviser through Vanderbilt University on a service-learning study abroad program. In his free time, Tom enjoys playing music (guitar, piano, bass) and spending time with his family.

ACADEMIC ADVISER SPOTLIGHT (CONTINUED)

by Christina Fomunyoh, Student Outreach

Tom's helpful tip!

Here is some information that can ease your concerns about your degree audit, requirements, and the GLIS major.

Due to the flexible nature of the GLIS major, LionPATH cannot identify pathways courses and where they should go. Every student should do the following:

- Keep track of which pathways courses you've taken and where they should count. The ["Major Form" PDF](#) on the department website is a great way to do this.
- When reviewing "My Academic Requirements" in LionPATH, make sure pathways courses are appearing where they should; some will not. When your courses don't appear in the same place as they do on the Major Form, send Tom an email (tns135@psu.edu) with the following information included:
 - the course code (for example, BISC 3)
 - the pathway the course should be counting in (for example, Health and Environment)

NOTE: If you have not declared or added the GLIS major in LionPATH, you will not be able to view "My Academic Requirements" in a way that is helpful. You can use a "What If" Report, to get a general sense of where courses will be counting, but courses cannot be moved until you've declared or added the GLIS major.

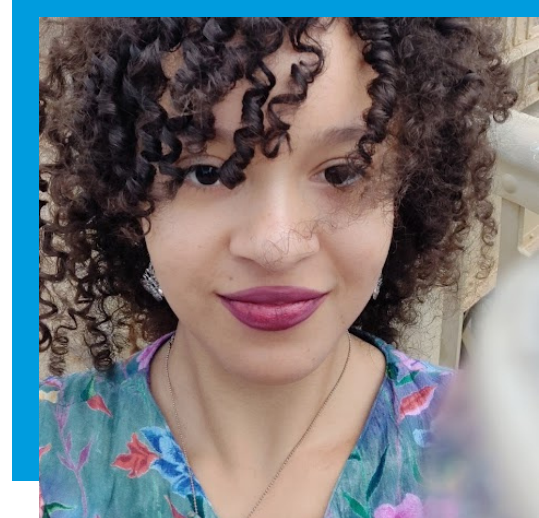
WHY GLIS?

by Maria Luiza Carvalho de Moraes and
Cheyenne Hennen

Cheyenne Hennen '23

Cheyenne chose GLIS because she has a passion for learning about diverse cultures and languages. The world goes far beyond the small communities we live in, and she enjoys spending her time learning about various social/humanitarian issues that go on around the world, especially in East and South Asia. While at Penn State, Cheyenne has studied Korean and Hindi while also taking courses that focus on the religions of the Eastern world, including Intro to Hinduism. Cheyenne is always eager to get involved in activities that promote diversity and inclusion. She is currently part of Penn State's UNICEF, International Student Council, and the 50 Percent program, which encourages youth to express their concerns regarding global issues. She plans to further her path in GLIS by studying abroad in Asia, joining the Peace Corps, and pursuing a career that involves diversity and inclusion.

Cheyenne's advice for current/future GLIS majors is to always feed your curiosity by enrolling in courses that interest you, as it is the best way to grow and learn something new about yourself and the world we live in.



Cheyenne Hennen

"It is essential as individuals that we engage with others of diverse backgrounds and ethnicities, as we can learn from those who are different from us."



Mariana Siqueira de Novaes
Esperança Franco

Mariana Siqueira de Novaes Esperança Franco '21

As an international student, Mariana values her GLIS major because it has granted her the opportunity to continue to connect with various cultural, historic, social, economic, and political entities in the world while sitting in the comfort of a classroom. Mariana believes that being able to indulge in our world's international history and forthcoming is not only a privilege but an honor to continue to understand our global evolution. At Penn State, Mariana was reminded why she chose the GLIS major in the first place, when she became exposed to students from different backgrounds with the same passion for global development. Mariana began to learn not only through her professors and textbooks, but also through sharing her knowledge with students that cared about our international standpoint as a society and how we can continue to move toward a more interconnected world.

WHY GLIS? (CONTINUED)

by Maria Luiza Carvalho de Moraes and
Cheyenne Hennen

Camille Marquardt '23

Camille Marquardt is a junior at Penn State, with anticipated graduation in spring 2023. Originally, Camille applied to Penn State as a science major, but after her first semester she knew it was not right. She went to the Division of Undergraduate Studies (DUS) advisers and tried to find the right fit. Camille knew immediately that she wanted to do something involving the environment, which stems from an adventurous passion rooted in her childhood. She chose GLIS with a concentration in the Health and Environment pathway. The GLIS major allows her to explore different classes and structure her own education. GLIS has also taught her the importance of learning about current events and cultures around the world, and how human impacts shape our world for better and for worse. She feels that GLIS is giving her the opportunity to immerse herself into other cultures. In the fall of 2022, Camille plans to study abroad with a program that travels to Rome, Italy; Berlin, Germany; and London, England.

With regards to the GLIS major, she plans to work internationally with a core focus in sustainability. She is beyond thankful that GLIS has taught her about her interests and helped her successfully realize her passions for the future.



Camille Marquardt

**"GLIS is a major that is
built for new perspectives
on global levels."**



Alison Axtman

Alison Axtman '23

Alison Axtman is a currently a junior at Penn State. In high school she was a part of an international organization focused on building global friendships called CISV. Through CISV, she traveled to Norway, Portugal, and Brazil. Her experiences abroad sparked her interest to continue to study other cultures and become fluent in another language. She is double majoring in French and GLIS. Like many college students, she is not sure exactly what she wants to do after she graduates; however, GLIS is a broad major that could lead her into many different fields. The world is becoming more and more connected, and Alison thinks it is important to expand our knowledge beyond the borders of our own countries. GLIS offers an array of courses in various departments, and it fuels her passion to learn and continue to have an open mind and look at situations from different cultural perspectives. Alison is also going to be completing a semester abroad in France in spring 2022 to further develop her French language skills.

GRADUATES IN THEIR OWN WORDS



Ashley Bell

"During my time at Penn State as a GLIS student, I have had the privilege of meeting some of the nicest people and professors. I have thoroughly enjoyed connecting with classmates and making lasting connections with professors who have turned into mentors. Majoring in GLIS has been an overall great experience, and I am very grateful to be a part of such a wonderful program."



Yongcheng Chen

"Having a career dream to become a diplomat someday, I made one of the consequential decisions to study GLIS at Penn State. I was amazed by the racial diversity and multifarious resources at Penn State as an international student. I enjoyed my journey studying at Penn State, where professors are professional and encouraging and students are full of insightful opinions. Needless to say, GLIS courses exposed me to many fascinating global topics and brought out my potential to study more relevant global issues. I will keep my passion and interest in global affairs and stick to my dream along the way."



Ava Sullivan

"I am graduating with a major in GLIS (Global Conflict pathway) and minors in Arabic and Spanish. The GLIS program allowed me the flexibility to explore coursework across various colleges, as well as complete several independent studies and research projects. Over the past four years, I have done extensive research in counterterrorism, conflicts in the Middle East, and projects in wargaming intelligence simulations. GLIS has allowed me to understand not only the global institutions, but also the forces and the geopolitics that tie the whole world together."

Congratulations, fall 2021 graduates!

GRADUATES NOT PICTURED

Connor Dacierno
Lillian Henderson
Jared Nugent

Mariana Siqueira de Novaes Esperança Franco
Rian Slade-Bowers



Gianna Pinto
Managing Editor
GLIS and Spanish majors
Culture and Identity pathway
Senior



Maria Luiza Carvalho de Moraes
Undergraduate Student Relations
GLIS major
Culture and Identity pathway
Economics minor
Junior



Christina Fomunyoh
Student Outreach
GLIS and International Politics majors
Culture and Identity pathway
Spanish minor
Junior



Cheyenne Hennen
Faculty Relations
GLIS major
Culture and Identity pathway
Asian Studies minor
Junior



Kelly Zahour
Alumni Relations
GLIS major
Human Rights pathway
Psychology and
Political Science minors
Senior

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for content! If you are interested
in submitting a story, please
email us at glis@psu.edu.***



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