

Washington Summer Institute

Yes, I would apply for the Washington Summer Institute. I would like to work with the State Department in the Bureau of Population, Refugees and Migration. Such experience would give me insight into how the US government deals with the transnational issues of migration and refugees; issues which are intricately connected to the economic and political policies of both the sending country and the United States. The internship would help me better understand how development policies elsewhere influence the United States on a day to day basis.

1. List the secondary school from which you graduated and all higher education institutions attended. Include summer, study-abroad, exchange programs and your nominating institution. You will have space to list six institutions. Please select "---" as an end date to indicate any institution you are currently attending.

<i>School</i>	<i>Location</i>	<i>Dates Attended</i>
Macalester College	St. Paul, MN	2003--
Minnesota Studies in International Development	Jaipur, India	Jan. 2006 --
The United World College of the American West	Montezuma, NM	Aug. 2000- May 2002
The National Outdoor Leadership School (credit through Univ. of Utah)	Driggs, ID	Sept. – Dec. 2002
Minnesota College of Art and Design (summer photography class)	Minneapolis, MN	Summer class, 2005

2. List college and high school activities (student government, sports, publications, school-sponsored community service programs, student-faculty committees, arts, music, etc.). List in descending order of significance. List your activities in descending order of significance or importance. You will have space to list eight college and four high school activities. Please select "--" as the end date for any activity that is on-going.

<u>College Activity</u>	From	To	Offices
<i>College Activity</i>	<i>Dates</i>		<i>Offices</i>
Student Government	Fall 2005		LB Social Science Rep, Student Services Commission, Bridging Gaps Committee
Bridges (multicultural/multiracial students org)	2004-2005		
Lives of Commitment (ELC kids pgm)	Fall 2003		
Macward Bound	August 2004		Student Leader
Socially Responsible Investing	Spring 2004		
Outing Club	2003-2004		Trip Leader

Climbing Club
 Indoor Track Winter 2003-04
 MMUF Summer Seminar on Critical Race Theory

<i>High School Activity</i>	<i>Dates</i>	<i>Offices</i>
Truth in Journalism Conference	Oct. 2001 – March 2002	Chair/Organizer
UWC Wilderness Program	2000-2002	Leader, Wilderness Advisory Committee
Challenge Course Program	2001-2002	Facilitator
Conflict Resolution Program	2000-2002	student facilitator
Residential Assistant	2001-2002	
Project Harmony	1998-2000	vice-president
Class President	1998-2000	
Student Government Track	1998-2000	Class Representative
Field Hockey	1998-2000	

3. List public service and community or civic activities (homeless services, environmental protection/conservation, advocacy activities, work with religious organizations, etc.). Do not repeat items listed previously. List in descending order of significance. You will have space to list six activities. Please select "--" as the end date for any activity you are presently involved in.

Activity	Role	From	To	No. Wks Active	
<i>Activity</i>	<i>Role</i>	<i>Dates</i>	<i>Dates</i>	<i># weeks active</i>	
Student Partnerships Worldwide	Youth Advocate/Peer Educator	Feb. – Aug. 2003		30	
Phenomenal Women	Facilitator	Jan. 2001 – May 2002		42	
Search and Rescue	Core Team Leader	2001-2002		30	
YouthCARE	Volunteer	2005		8	

4. List government activities (internships with government agencies, partisan political activities, ROTC/military, municipal boards and commissions). List student government under Item 2.

Activity	Role	From	To	No. Wks
	<i>Role</i>	<i>Dates</i>	<i># of Active Weeks</i>	
MPIRG	Member, Democracy task force leader, Organizing Intern, State board rep, State Executive Council	Jan. 2004-present		

5. List part-time and full-time jobs and nongovernment internships since high school graduation.

Type of Work	Employer	From	To	Number of Hours/WK
<i>Type of Work</i>	<i>Employer</i>	<i>Dates</i>	<i>Avg. #</i>	<i>hours/week</i>
Grant Researcher	YouthCARE/Macalester	9/2005-12/2005		10
Student Collaborator on Poverty Case Study	Macalester Grant (?)	5/2005-8/2005		40
Campus Organizer	MPIRG	9/2005 – 12/2005		10

Shoe Sales Clerk	Shu	9/2005 – 11/2005	8-10
Challenge Course Facillitator/Counselor	Seeds of Peace Int'l Camp	6/2004-8/2004	90
Trip Leader/Counselor	Frost Valley YMCA	6/2002-8/2002	90
Student Sun Reporter	Hanover Evening Sun	9/1998 – 6/2000	5

AWARDS & LEADERSHIP

6. List awards, scholarships, publications or special recognitions you have received. Add in descending order of significance.

Davis Scholarship to the United World College

Action Fund Grant (\$500 to run a Community Service Project)

Student Challenge Award (Merit based Award for High School Student for a 4 week EarthWatch Science Research Trip)

Feature Articles from Tanzania Published in Evening Sun Newspaper (Hometown Paper)

GTU Member – Geography Honors Society

PSA Member – Political Honors Society

Wilderness First Responder

7. Describe one specific example of your leadership. (The writer of your letter of recommendation re: Leadership Abilities and Potential must confirm this experience.) 2000 character limit.

How do you explain concepts of factory dairy farms, USDA approval, and supermarkets to a subsistence farmer in rural Tanzania when he asks where you get your milk if you don't own a cow? Furthermore, what good can a young American woman from the first world nation effect in rural Tanzania? These were just some of the practical and ethical challenges I faced while facilitating HIV/AIDS prevention awareness and community development work in the village of Nyamahana in 2003. Josephine, my Tanzanian counterpart, and I were paired for six months by the Community Resource Program of Students Partnerships Worldwide, a UK-based NGO. We began with very different skills: I had experience in non-formal teaching techniques and scientific knowledge of AIDS while Josephine knew the culture and language. After spending three weeks meeting with community members, we spent the next five months teaching health education and life skills in the local school, working with a young people's arts group to help them better use drama and song to teach about AIDS and environmental issues, establishing a youth library with information about sexual health, and running workshops for community leaders as well as linking them to other environmental resources in the area. Overtime, Josephine's and my skills began to intersect. At the end of six months, with a dose of perseverance, patience, and good communication, quiet girls in our classroom were volunteering to act in front of the whole class, the school that had come in last place at the multi-school event day were showing others how to take first, and people who had attended our AIDS trainings were taking over our work and teaching others. Through this collaboration, I realized that listening to and building the organizational skills of others are key components of leadership. While some situations call for a directive leader, be the greater the number of engaged people with the necessary skills, the more lasting and effective change will be.

(1,998 characters)

PUBLIC SERVICE

8. Describe a recent particularly satisfying public service activity (do not repeat experience described in 7). 1700 character limit.

Mamoon had a bullet lodged in his leg, but only Reya would tell you; Salem was an Arab-Israeli from Jerusalem, neither Israeli's nor Palestinians seemed to trust him; and Lior was so committed to his Kosher diet that he ate boxed meals of grey meat daily. During the summer of 2004, I worked as challenge course facilitator and counselor with these amazing teens at Seeds of Peace International Camp. Seeds (campers) have two hours of dialogue with facilitators each day during which they hash out their views and experiences. Camp builds a common foundation for returning home where the hope is that Seeds will stay involved in working towards peace. While I had had previous experience on ropes courses and in conflict resolution, I was nervous about working with teens from some of the hottest conflict zones in the world knowing that I tend to avoid confrontation. But conflict is hard to avoid at a camp whose purpose is meeting your enemy. As challenge course facilitators, our role was to push comfort zones and to use physical interactions to spark dialogue. When campers struggled to keep a giant see-saw off the ground or climb to the top of a challenging twenty foot vertical obstacle, snide remarks, shouting, and blaming were common reactions. Despite the yelling and tears, I have rarely felt such intense inclusiveness and common purpose as in the final days of camp. The Seeds campers provided me with fierce hope in their ability to listen and engage with those they had been taught to hate. They showed me that we must be willing to listen and to be brutally honest with the risk of conflict in order to better understand each other to move towards lasting solutions.

(1,1687 characters)

9. Describe the problem or needs of society you want to address when you enter public service. (If possible, use statistical data to define the magnitude of the problem.) 1500 character limit.

In 1948, Harry Truman launched the modern practice of development by calling on the developed world to provide assistance to the developing world in his inaugural address. The idea was simple. Economic growth would lead to rising GDPs and lift people out of poverty. As poverty was an economic conditions, so too was the solution. Half a decade later, Amartya Sen introduced a conception of poverty in terms of capabilities and functionings. Sen has had profound affects on poverty thinking, shifting the focus to human development in many circles. From this we see that ideas matter. Ideas shape what we identify as a problem and the attendant solution.

Because of geography and our unique role in the world, the U.S. public has remained, for the most part, outside the scope of development. Today, more than 1.1 billion people live on less than \$1 a day and 2.8 billion people live on less than \$2 (World Bank 2001). Yet trade continues to pull the world closer. Twenty-five years ago, one-eighth of the world product was traded; now it is one-fifth (Brack, *Trade, Aid, and Security*, 2004).

'Development' implicitly connects places with think of as separate and calls for worldwide change. Ultimately, it is about social change; about imagining what kind of world we want to live in and figuring out a way to get there. I hope to link these disparate

communities from the U.S. to India to Tanzania and help set the agenda for social change by working for development here and abroad.

(1487 characters)

10. What are the three most significant courses you have taken in preparation for your career?

[Do they want a listing or explanation????]

(1) Global Political Economy: This class framed every other class I have taken in the social sciences by looking at the dynamics and politics of the global economy through the lens of geography, political science, and sociology. This class was the “big picture” class that helped me evaluate and place other classes in the context of the global economy.

(2) Environmental Economics & Policy: This class challenged me to look at the world from an economic framework and seriously evaluate what this framework has to offer and what it lacks. This class pushed my own assumptions of how change can be created. As a small class it opened a space for challenging, questioning, and class conversations that lasted throughout the day.

(3) Comparative Social Movements: This subject was inspiring, but more importantly, students were given the responsibility for teaching much of class and for the subject matter. This experience pushed my skills in explaining my own ideas and theories.

GRADUATE STUDIES & BEYOND

11. Describe the graduate education program you intend to pursue if you receive a Truman Scholarship. 2000 character limit.

I plan on pursuing a masters degree in development. I am looking for a program that provides theoretical and practical skills, offers the chance to study in a different society, is strongly interdisciplinary, and has excellent geography lecturers. Multiple programs may satisfy this, however, the MSc in development studies at the School of Oriental and African Studies (SOAS) in London and the MPhil in development studies at the Institute of Development Studies (IDS) at Sussex University are of particular interest. Both programs are top development programs attracting students from across the globe and are highly interdisciplinary. In part because of their location in Britain, IDS and SOAS both have strong geography departments, top development libraries, and different regional specialties than U.S. schools with stronger ties to South Asia and sub-Saharan Africa. Critical components of each degree include courses in the political economy of development and development economics. The primary differences are that the MPhil is a two year program with a greater research component while the one-year MSc has greater cross-over with the South Asian studies department at SOAS. Within development, I am particularly interested in migration and conflict and development, particularly in relation to South Asia. In general, Britain has more established studies in both these fields, partly due to their colonial legacy. SOAS and Sussex offer specific degrees in these areas with classes that I could take advantage of as a development student. After several years of working in the field, I will pursue a Ph.D in a related field so that I may work at the research and policy level. The practical experience gained in the time between is will allow for field experience in development that one is often “too qualified” for once obtaining a doctorate but which is crucial for public scholarship and in framing the manner in which I pursue doctoral studies.

(1,963 characters)

12. What do you hope to do and what position do you hope to have upon completing your graduate studies? 900 character limit.

I plan to work as a field development agent to gain further experience organizing people to collectively improve their lives. I hope to work with a smaller NGO, like Student Partnership Worldwide, or an International NGO, such as the American Friends Service Committee, that work to address the social dimensions of poverty and that work in developed and developing countries. Development is not only something that is done in far away in the peripheral nations but is a process that also requires economic, political, and cultural changes within the core nations. I hope to be a part of building links between these disparate groups by working with young people and women in developing countries. When I later work within transnational policy research, this type of experience will give me a direct understanding of how policies may affect those whose voices may be a majority but often go unheard.

(899)

13. What do you hope to do and what position do you hope to have five to seven years later? 900 character limit.

I hope to work for the research or policy arm of a major NGO, like Oxfam, that in addition to working at numerous scales from local to national to global, also uses a variety of different tactics in enabling people to have more say in their lives. Examples of these different tactics are programs that work on the social dimensions of poverty, research used to inform constituents as well as policy makers, and campaigns that build broad based support. Because of power inequities, the poor and marginalized are rarely heard within policy debates. I hope to facilitate the formation of constructive policy and serve as a bridge across a range of views. I think that many of the solutions to our problems already exist; success depends upon building strong consensus and ensuring that policies are implemented. In order to do this, responsive governments and an engaged, informed public are crucial.

(898)

ADDITIONAL INFORMATION

14. What additional personal information do you wish to share with the Truman Scholarship Foundation? 2000 character limit.

“Mzungu? Mchine?” “Is she White? Or Chinese?” I could hear them whispering the questions at the market in Tanzania. They were surprised that I understood and turned around to say *“Marekani”* – American. From growing up in a small town to living abroad, it has always been the same thing. No one is quite sure who I am or where I belong to. As a Japanese-Pennsylvania-Dutch American with Quaker roots, I am not your “typical” American and am continually having to bridge many identities. Not being able to place me often confuses others and the constant question growing up was: “So, you speak Chinese, right?” Despite being a tenth generation Hanoverian, I have to prove

that I belong and that I am not an exchange student in my hometown. These blurred identities continue to be something that I struggle with and embrace simultaneously. I struggle with where I fit and what my role should be. Racially, I do not blend completely with the people of color group and yet I am not fully white either. On the other hand, when abroad, I am not seen as a “bad American” because I do not have blonde hair and blue eyes. As a result, the world has never looked black and white to me and I have been forced to look at the world from many different angles. Nothing ever has just one answer. I am constantly questioning the appropriateness and the ethical implications of my involvement: as neither Jew nor Arab Muslim at a camp for kids from the Middle East, as someone from a developed nation working in a developing nation, as a non-white woman with lots of white privilege in anti-racism work. Though straddling multiple communities, finding my place, and determining appropriate work has been a struggle, it has endowed me with the ability to move between and link diverse views.
(1780 characters)

POLICY PROPOSAL

To: Julie L. Myers

Office Held: Assistant Secretary of Homeland Security for U.S. Immigration and Customs Enforcement

Issue: Combating Gangs in the U.S. and Central America

Problem Statement: *1800 character limit.*

Within the U.S., more than 731,500 people are members of an estimated 21,500 gangs spread across more than 3,300 cities.¹ These gangs pose a serious threat to security and democracy in the Americas through their involvement in crime, violence, and intimidation. The National Youth Gang Center estimates that 34% of gangs are involved in dealing drugs.² Some, such as MS-13 which operates in 31 states and 3 countries and has had alleged contact with al-Qaeda³, may have the ability launch terrorist attacks. Despite the efforts of anti-gang efforts, gangs persist in part because they provide jobs within an increasingly postindustrial urban economy. From 1970 to 2000, the U.S. gini coefficient rose from 0.394 to 0.462.⁴ This rising inequality illustrates an increasingly hourglass shaped job structure that limits the prospects for economic mobility. Through its policies of deporting convicted immigrants as outlined in the 1996 Anti-Terrorism and Effective Death Penalty Act and the Illegal Immigration Reform and Immigrant Responsibility Act, the U.S. has inadvertently helped intensify gang problems in Central America. Under this law in 2003, some 80,000 immigrants were deported after committing a crime, some of whom were gang members.⁵ Through these deportations,

¹ Papachristos, Andrew V. “Gangworld,” *Foreign Policy*, March/April 2005.

² Ibid.

³ Ibid.

“Out of the Underworld,” *The Economist*, January 7, 2006

⁴ “Historical Income Tables – Income Inequality,” *US Census*,
<http://www.census.gov/hhes/income/histinc/ie1.html>

⁵ Papachristos, Andrew V. “Gangworld,” *Foreign Policy*, March/April 2005.

gang activity and international connections are increasing. In 2004 murder rate was 46 per 100,000 in Honduras and 41 in El Salvador compared to 5.7 in the United States⁶ with gang activity responsible for most violent crime in Central America. If rates of violence in Central America were no worse than the world average, the GDP would be an estimated 25% higher. The current transnational gang problem limits urban development in both the United States and Central America.
(1751 characters) (316)

Proposed Solution: *1800 character limit.*

We cannot arrest or deport our way out of the gang problem. Any solution requires both immediate action and commitment to addressing the underlying roots fueling gang activity. In the short run, policy must learn to distinguish between the majority of gangs that are involved in petty crime and those few capable of terrorist acts. First, the Department of Homeland Security must coordinate better information sharing between local and national authorities in the U.S. and those in Honduras, El Salvador, and Guatemala. For example, the Calgangs database stores digital photographs and information to track gang members but the FBI and ICE do not have access to it.⁷ Second, the DHS should urge Congress to impose a moratorium on further convicted immigrant deportations for six months until further study of the problem and greater coordination between countries can be achieved. Currently, the deportation of 2,000 immigrants are overwhelming El Salvador. El Salvador's solution through the implementation of get-tough policies has only enhanced gang organization by concentrating gang members in jail.

In the long run, the government must be more responsive to the needs of poor people by adopting redistributive policies and fostering inner-city economic development. Redistributive policies may take many forms including greater funding for inner-city public schools, job training programs, or urban re-development schemes. The DHS must encourage the governments of Central America to do the same and provide financial support for implementation. Only when poor communities have greater resources at their disposal and responsive governance will gangs be put out of business.
(1742 characters) (262)

Major Obstacles/Implementation Challenges [Do not discuss how your proposal overcomes these challenges]: *1200 character limit.*

In the wake of September 11 and in an era of shrinking budgets, anti-immigration feeling is running high. Illegal immigrants are often seen as potential terrorists or as drains on the economy. Support for a measure that would for any length of time halt immigrant deportations will be politically difficult and face opposition from U.S. citizen activist groups such as the Minutemen⁸.

Furthermore, limited resources and intimidation may severely limit the effectiveness of information gathering and sharing. Police departments are strapped for personnel and training. Adding the further task of information coordination without additional resources may prove too much. Additionally, obtaining information and witnesses

⁶ "Out of the Underworld," *The Economist*, January 7, 2006

⁷ "Out of the Underworld," *The Economist*, January 7, 2006

⁸ "Minutemen Civil Defense Force & the Minutemen Project" <http://www.minutemanhq.com/>

against gangs is notoriously difficult. Whereas the FBI estimates that they are able to recruit informants typically in one of three people it approaches, the number is closer one in twenty with MS-13.⁹ (1,069 characters) (156)

POLICY PROPOSAL - REFERENCES

References, Footnotes, and Exhibits

Other Sources Consulted:

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- Goldstein, Donna M. 2003. *Laughter out of Place: Race, Class, Violence, and Sexuality in a Rio Shantytown*. Berkely, CA: University of California Press.
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- Sheriff, Robin. 2001. *Dreaming Equality: Color, Race, and Racism in Urban Brazil*. New Brunswick, NJ: Rutgers University Press.

⁹ "Out of the Underworld," *The Economist*, January 7, 2006