



NEWSLETTER

Pi Gamma Mu

International Honor Society in Social Sciences

The mission of Pi Gamma Mu is to encourage and promote excellence in the social sciences and to uphold the ideals of scholarship and service.

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HONOR CORDS

With graduation on the horizon for many Pi Gamma Mu members, don't forget to order your honor cords. They are royal-blue and white twisted nylon cords with royal-blue tassels. To get your graduation cords, send a check or money order for \$17.95 (which includes postage and handling) to the Pi Gamma Mu headquarters at 1001 Millington, Suite B, Winfield, KS 67156 or phone headquarters (620-221-3128) and give us your credit card number; we will put your items in the mail right away.

For other Pi Gamma Mu memorabilia, including sweatshirts, key pins, chapter banners, certificate frames and other branded items, see our store page at www.pigammamu.org/store.html



NEWSLETTER E-MAIL LISTSERV SUBSCRIPTIONS

Members who receive the *Pi Gamma Mu Newsletter* by E-mail are subscribed to the PIGAMMAMU-L listserv based at the University of Georgia.

Visit <http://www.listserv.uga.edu/cgi-bin/wa?SUBED1=pigammamu-l&A=1> to subscribe or unsubscribe to the Pi Gamma Mu listserv, and follow the instructions to leave or join the list. A confirmation will be sent to the e-mail address you enter, and you must respond to the confirmation within 48 hours.

CHANGE OF ADDRESS

Anytime you move, such as after graduation, please notify the Pi Gamma Mu office immediately. This will prevent your mailings from being interrupted or discontinued. We would appreciate it if you would mail a change-of-address card, post card, or letter with your name and old and new address to: Pi Gamma Mu, 1001 Millington, Suite B, Winfield, KS 67156. You can also E-mail the information to us at pgm@sckans.edu, or use the [Web site form](#).

When you graduate, please give us a new E-mail address if you have been using your college address to receive your *Pi Gamma Mu Newsletter*. At some point (each college is different), your college E-mail address will be eliminated and you will no longer receive the newsletter or other information from Pi Gamma Mu.

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VIEW FROM THE PODIUM

Demonstrating Respect for the Dignity of Others

Undoubtedly, NBC Universal Television has made a tidy profit on *The Jerry Springer Show*, which is now in its 22d season of production. As nearly all of you know, host Jerry Springer and his crew invite to the Stamford, Conn., studio a menagerie of underachievers who suffer from an array of behavioral disorders, and publicly display the disturbing manifestations of their pathologies. At the end of the spectacle, Springer advises viewers—with dripping irony—that "until next time" they should "take care of yourselves and each other." One would think that only a person with experience in politics would possess the disingenuousness to exploit vulnerable people, provoke troubled individuals to violence, and then pontificate that people should be considerate toward each other. In fact, that may be true, in so far as Springer provided service through most of the 1970s as a member of the city council of Cincinnati, Ohio, capped by one year as mayor of the Queen City.



Those of us who invest our time in the study of the social sciences tend to become sensitive to the needs, distresses, and disappointments of people, especially people whom the wheel of fortune has relegated to the adversities of socioeconomic inequity, discrimination, illness and injury, disability, warfare and other violence, and crime. Much of the literature in our disciplines spotlights social, economic, and political systems that institutionalize and legitimate inequity and discrimination.

Therefore, many of us social scientists will salute with approbation the argument that the human condition would be enhanced if human beings would respect the dignity of other human beings. Literature in philosophy and the social sciences advocates such respect for dignity, offering these perspectives:

- The philosopher Immanuel Kant wrote that it is immoral to use human beings as "means to an end." (Jerry Springer, call your office.) Rather, Kant asserted, human beings should be recognized as "means in themselves"—in other words, as entities whose right to life, dignity, and happiness has inherent value and must be the priority in human relations.
- Lying is immoral as well, because a liar shows disrespect for the listener's intellect. The ethicist Sissela Bok observes that a liar, by misinforming a listener, inflicts damage on the listener, because the listener is then apt to make disadvantageous decisions based on the dishonest pronouncement.
- The Judaic *Talmud* (a collection of rabbinic law) denounces *lashon harah* ("evil tongue" or "evil language")—meaning idle gossip about another person's shortcomings that exposes her to scorn—as a sinful offense whose effects are widespread. When one tattles about another, the rabbis explained, he involves listeners in the dissemination of the gossip, causing the number of sinners to multiply. The rabbis were adamant about the severity of the immorality of this transgression.
- Subjecting others to inconsistent or ambiguous signals leaves them disconcerted, because they cannot determine how best to pursue their best interests thereafter. The trailblazing psychologist Ivan Petrovich Pavlov and his disciple, Natalia R. Shenger-Krestovnikova, demonstrated the concept by giving erratic signals to dogs in Pavlov's laboratory. As Paul Chance describes: ". . . Shenger-Krestovnikova . . . trained a dog to salivate at the sight of a circle flashed on a screen and not to salivate at the sight of an oval. Next, [she] modified the oval so that it more closely resembled the circle, and resumed the training. When the animal discriminated between the two figures, Shenger-Krestovnikova modified the oval again, making it more like the circle, and resumed training. [She] repeated this procedure again and again. Finally, when the two forms were nearly identical, progress stopped. Not only did the animal fail to discriminate between the two forms, but, as Pavlov wrote, 'The whole behavior of the animal underwent an abrupt change. The hitherto quiet dog began to squeal in its stand, kept wiggling about, tore off with its teeth the apparatus for mechanical stimulation of the skin, and bit through the tubes connecting the animal's room with the observer, a behavior which never happened before.' Pavlov called the dog's bizarre behavior an *experimental neurosis* because it seemed to him that the behavior resembled that sometimes seen in people who had had 'nervous breakdowns.'" Any alert student should be able to understand the applicability of this experiment to human behavior. Sending "mixed signals" and "mixed messages" to other people is disrespectful of their dignity and emotional well-being. Chance spells it out: ". . . [P]eople do sometimes find themselves in situations that require subtle discriminations, and such situations do seem to be stressful. Teenagers, for example, sometimes are praised by their parents for 'accepting responsibility,' but on other occasions they are criticized for not 'knowing their place.' The discriminations the adults require of their children are often nearly as subtle as those Shenger-Krestovnikova required of [her] dog, and often the results are similar." For people to respect others' dignity, they must send them clear, consistent signals about cause and effect.
- In history books, we find an endless supply of accounts of how minority groups have struggled to attain civil rights. For example, in the United States, black citizens have labored not for years and not for decades but for centuries for equality. Long periods of time partition milestones of progress, such as the elimination of slavery, attainment of a constitutional right to vote, elimination of school segregation, attainment of government protection of equality in employment, elimination of Jim Crow policies in public accommodations such as hotels and restaurants, national-government intervention in schemes to impede black citizens' access to the ballot box, and development of social morés that discourage disparagement (such as cruel jokes, disrespectful stereotyping, etc.) of the black population. What is worse—if, in fact, anything *can* be worse—is the fact that *other* minority groups have had to struggle *separately* for the same civil rights, as American society has been unreceptive to entreaties to extend them to women, Native Americans, gays, and other minority groups, rather than resolving forms of discriminatory abuse, when they are discovered, spontaneously across the board.

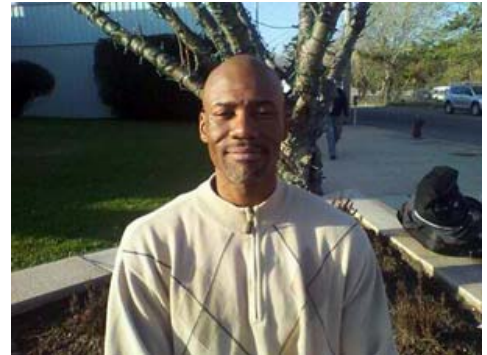
And so, the student of social science is likely to become an adherent of the principle that all people are entitled to dignity, irrespective of their socioeconomic class, race, religion, national origin, intelligence level, and other circumstances over which they have little or no control. Not surprisingly, one of Pi Gamma Mu's "Seven Ideals" is "Social Idealism." This ideal is the concept that we have a role in developing an upright society: "We believe in a human society fit for human life that humans themselves can build. 'Where there is no vision the people perish.' We will not give up our vision." But, in all honesty, before we can overhaul a flawed society, in which people and institutions care little about the suffering of others, it is appropriate for each one of us to clean up her own house. Perhaps the new year is an opportune occasion for each of us to conduct an ethical audit on himself. Do *you* treat the people around you—your relatives, friends, teachers, students, classmates, employees, customers, clients, service providers, etc.—with respect for their dignity? Do you tell them the truth? Do you give them credit for *their* accomplishments, rather than claiming them as your own? Do you show appreciation for help that they have given to you? Do you pay your employees a fair day's pay for a good day's work? Do you help a disabled person to overcome an obstacle? As much as we wish that our classes, our term papers, our journal publications, and our other pursuits would create the ideal society, reforming our own conduct toward the people with whom we have interaction every day is a significant enough improvement in the human condition that it's well worth effectuating without further delay.

Barry D. Friedman
International President

SHADOW PRESIDENT UPDATE

Leadership Almost Falls Over the Cliff

Barack Obama presented himself as, and seemed to represent, transformational leadership - the type of leadership that would inspire members of government and citizens alike in working together toward fulfilling a vision of a "Unified America." Obama seemed to be the president who would be the role model for unity and cooperation in accomplishing goals impacting the nation. President Obama and Republican members of Congress have done the opposite, and have exhibited poor cooperation and compromise in trying to strike a budget deal that would allow the nation to avert the dreaded fiscal cliff (scheduled tax increases and spending cuts that threatened to put the nation on the brink of another recession).



President Obama's first task in his new term centered on hashing out a budget deal with members of Congress in a timely fashion to avert the fiscal cliff. New Year's Day was the deadline, yet a deal was not reached until 11:00 p.m. New Year's night. 151 Republicans opposed the bill that passed which prevented an increase in tax rates for middle class Americans. The bill also delayed the more than \$100 billion in spending cuts that would have adversely impacted an already struggling economy.

Consumers and investors were on pins and needles for months as the president and Congress displayed poor negotiating skills, while increasing uncertainty and faith in the ability of politicians to compromise for the greater good of the American people. Leadership's poor negotiating during this time helped reinforce the feeling among many citizens that Washington politics is beset by egomaniacs and gridlock.

Both the U. S. President and Republican members of Congress seemed all too prepared to let the nation "fall over the cliff" rather than displaying the type of rational, sound, cooperative, and compromising leadership leading to the facilitation of a budget deal allowing the nation to move forward towards sound economic recovery. Obama set the stage where he would publicly blame Congress if the country went over the cliff, while Republicans pointed to the president as being a dogmatic negotiator unwilling to compromise. Obama projected an "all or nothing" attitude in negotiations well up to the 11:00 p.m. hour on New Year's night. Many see Obama to be a poor negotiator unable to make a deal.

Obama campaigned that he would raise taxes on households earning more than \$250,000 per year. It was not until the pathetic negotiations went well past the desired deadline that Obama conceded to raising taxes on households earning \$450,000 per year. This concession by the President irked many liberal Democrats who felt he did not press Republicans hard enough for additional revenue. Republican House Speaker, John Boehner, was seen to have a weak hand in negotiations with the president; yet many Republicans feel he was too quick to cede ground on tax increases without demanding enough relative to significant spending cuts. The deal which was reached can be looked at as a band-aid for a gaping economic wound because it provided no long term solution to the deficit.

The White House and Congress have to meet to negotiate before the sequester. The remaining \$88 billion in spending cuts is scheduled to kick on 3/1/2013. The poor negotiation that resulted in the last minute budget deal will be on display again soon as the White House and Congress will meet on raising the debt ceiling. Only Congress can authorize the raising of the debt ceiling which currently stands at \$16.394 trillion. If the debt ceiling is not adjusted, the current administration, which is spending more money than it takes in, will not be able to pay its bills.

According to Obama, Congressional refusal to raise the debt ceiling will have consequences on the overall global economy far outweighing the impact of a fiscal cliff. Republicans maintain that a raise in the debt ceiling would have to be matched by spending cuts and reforms exceeding the amount of the increase. Also looming is the threat of the first government shutdown since the 1990s. Congress only agreed to fund the government through 3/27/2013. Many government employees could be furloughed. The United States economy is still in a hole. Leadership allowed the nation to approach the "edge" of the cliff. Sadly, future negotiations will more than likely follow the same path.

Dr. Matthew Anderson
Shadow President

TRAVEL AND SCHOLARSHIP OPPORTUNITIES

The National Security Education Program (NSEP)

International experience is crucial to a competitive resume and to develop skills to work in the global arena. **The National Security Education Program (NSEP)** David L. Boren Undergraduate Scholarships are intended to provide support to U.S. undergraduates who will pursue the study of languages and cultures currently underrepresented in study abroad and critical to U.S. national security.

NSEP focuses on geographic areas, languages, and fields of study deemed critical to U.S. national security. It draws on a broad definition of national security applied by the president of the United States in his annual National Security Strategy, recognizing that the scope of national security has expanded to include not only the traditional concerns of protecting and promoting American well-being, but also the challenges of global society, including: sustainable development, environmental degradation, global disease and hunger, population growth and migration, and economic competitiveness.

The NSEP service requirement stipulates that an award recipient work in the Departments of Defense, Homeland Security, State, or the Intelligence Community. There is also an expectation that NSEP scholars will use the language or regional expertise acquired as a result of the award in their work for the U.S. government.

The 2012 Open Doors Report on International Educational Exchange, released November 12th, finds that the number of international students at colleges and universities in the United States increased by six percent to a record high of 764,495 in the 2011/12 academic year, while U.S. students studying abroad increased by one percent. In the 2010-11 academic year, 273,996 American students studied abroad for academic credit, an increase of one percent—an all-time high. U.S. students studying abroad increased in 17 of the top 25 destination countries. Five percent more students studied in China and 12 percent more students studied in India than in the prior year. Open Doors 2012 reports that the United Kingdom remains the leading destination for American students, followed by Italy, Spain, France and China.

There are 59 programs in social sciences available. This includes the U.S. Fulbright Scholar Program and the Fulbright U.S. Student Program. Each year 1500 students receive Fulbright scholarships. Additional information and an online application are available at the NSEP Web site: www.iie.org. To contact the NSEP office by mail: National Security Education Program, David L. Boren Undergraduate Scholarships, Institute of International Education, 1400 K Street NW, Washington, DC 20005, or call 800-618-NSEP or e-mail: nsep@iie.org.

You might also want to check out the IIEPassport materials which help students find the right program and provide advisors with tools to help counsel students and promote study abroad. The IIEPassport Study Abroad Directories and the online search engine www.IIEPassport.org include detailed information on more than 7500 study abroad programs worldwide. Countries to choose from include Germany, Italy, Spain, England, France, Japan, Chile, Australia, Korea, India and Costa Rica. The online search engine at www.StudyAbroadFunding.org allows you to search by country or subject to find the study abroad funding information that you need.

Association of College Honor Societies

The **Association of College Honor Societies (ACHS)** has partnered with four organizations to assist in giving scholarships for ACHS member societies. Pi Gamma Mu has been a member of ACHS since 1953. These four opportunities are:

Washington Internship Program

ACHS and WII are pleased to announce that *all* inducted student members of the ACHS societies will be awarded a \$500 merit-based scholarship for the ACHS/WII Washington Internship Program. Rebecca Lawler, who joined the Illinois Kappa chapter at Dominican University last spring, has been selected to take advantage of this internship.

Colleges and universities have several choices among internship programs in Washington, DC, and each program has its virtues. In designing the WII programs they have made every effort to provide a quality internship program that would meet accreditation standards and provide powerful learning experiences for students. There are several reasons for WII's success.

Individualized, personal attention

Because of our small size, we interact with all students personally and individually throughout their time in Washington. Simply put, we know every student and keep in close touch with them before, during, and after their participation in the program. We are the only internship program in Washington where the key administrators also teach the students every semester. WII is the only program that offers an Experiential Education seminar that complements the internship.

Economical package of services

Our personalized internship placement, housing, student activities, and academic creditworthy classes are not only unmatched in Washington, but are also provided at a very economical cost. This, plus our need-based and merit-based scholarships, ensures that every student can have a substantive internship experience in Washington.

Substantive opportunities for all majors

WII's students intern four days per week, full-time, thereby gaining greater professional experience than in other programs. Four days a week allows students to be given substantive assignments and to be fully integrated into the professional environment. There are programs that only allow students to work two days a week and thus the professional experience is

diminished.

The "**Capital Experience**" internship program welcomes all majors and allows students the widest latitude in choosing the internship that best fits their interests. For example, communications majors have interned with media outlets; economics majors have interned with think tanks; pre-law students have interned in the legal system. An elective class complements their internship and makes Washington, DC their classroom.

Our distinctive "**Embassy and Diplomatic Scholars**" internship program gives students an opportunity no one else can match: interning and doing substantive work at a host of international organizations, including foreign embassies, Amnesty International and the State Department, while taking a "practical" International Relations course from a retired U.S. diplomat with extensive academic experience.

Two years ago, in cooperation with the Association of American Colleges and Universities (AAC&U), we started the "**Faculty Fellows Internship Program**" which enables faculty to broaden their professional, disciplinary, and personal horizons. Participants investigate applied areas of knowledge, develop skills, and explore the systems and policies of their host organizations or agencies.

Strong international focus

Globalization has underlined the importance of student understanding of other cultures as well as their own. Each semester a solid proportion of our student body is international students, who live and study together with their U.S. American counterparts, enhancing the growth of each.

Link to WII: www.wiildc.org

The Washington Center

In recognition of the outstanding academic achievements of ACHS honor society students, The Washington Center (TWC) is pleased to award \$1,000 housing scholarships to selected students who are members of ACHS honor societies.

Why Intern with The Washington Center?

The Washington Center is a leading nonprofit educational organization headquartered in Washington, D.C. It provides undergraduates, graduate students and professionals from the U.S. and abroad with internship-centered academic terms in the nation's capital and selected cities abroad. TWC enables students to gain the experience needed for entry-level employment and to prepare for lives of achievement, engagement and leadership. Founded in 1975, TWC has enrolled over 45,000 students in its various programs.

The many advantages of interning with The Washington Center include:

- A large staff knowledgeable of thousands of internships in the D.C. area that helps to provide an excellent match of an internship directly related to one's field of interest
- Regular contact with thousands of potential internship sites in the D.C. area, so we can refer students to some of the best internships in D.C.
- Paying special attention to early deadlines, competitive placements and agencies that require background and security checks, giving our students opportunities that others might miss.
- Providing additional programming that includes such activities as embassy visits, visits to the offices of Members of Congress, site visits to organizations relevant to one's professional goals, and a lecture series that brings highly notable individuals to speak to Washington Center students.
- An opportunity to network with a highly diverse student body that consists of students from most U.S. states, Puerto Rico, and nations abroad, including Canada and Mexico and the continents of Europe, Asia and Africa.

Washington, D.C. Internship Program Components:

Internship (4-4.5 days/week): a substantive, hands-on work experience with an organization—business, nonprofit, international or governmental—that can greatly enhance students' resumes, provide them with additional skills and further their career goals. Options are available to students in all majors. Washington Center program advisors refer students' materials to multiple internship sites that are a good fit and provide support to students throughout their term in Washington.

Academic Course (1 evening/week): chosen from among approximately 40-50 offered each term, TWC classes are taught by adjunct faculty members—often practitioners in their fields. Courses are held for three hours one night per week and range across many disciplines.

Leadership Forum (1/2 to 1 day/week): a set of programming events that may include lectures, speakers, a visit to Capitol Hill, small group meetings, embassy visits, tours, civic engagement activities and the creation of a portfolio that documents student learning for academic credit.

Program components for the Sophomore Exploration Program, Postgraduate Professional Development Program, and Intern Abroad Programs may differ—check The Washington Center website.

Washington, D.C.-Area Housing

The Washington Center's new main housing facility is located just eight blocks from Capitol Hill and close to Union Station. Apartments in this new six-story building are mostly shared two bedroom apartments with high-speed internet, basic cable TV, and local phone service included. Other amenities include a fitness center, computer room, and a common area, as well as state-of-the-art classrooms and an auditorium. In the summer The Washington Center rents additional apartments with similar amenities in the Maryland and/or Northern Virginia areas, also close to public transportation.

ACHS Scholarships

The Washington Center has designated three scholarships per society per year in the amount of \$1,000 per award. The awards are applied toward the cost of Washington Center housing. Students may be eligible to receive a higher award, based upon their school, state, special grants, placement funding, or other sources available at the time of application. Washington Center financial assistance is not cumulative. Only the highest award for which the student qualifies is granted.

How to Apply for the Scholarship

Applicants must check off the box on The Washington Center's internship application indicating they are a member of an ACHS member honor society or email us at financialaid@twc.edu to indicate their eligibility. To verify membership, students must provide one of the following: (1) a copy of their membership certificate or (2) a cover letter or email from their chapter representative, or (3) another verifiable document indicating membership in the society.

For general TWC application procedures, visit: www.twc.edu and click on the links to the internship application page.

Applications will be reviewed on the basis of quality of preparation, demonstration of a clear sense of purpose and direction for the internship, and demonstration of leadership in the student's academic field, prospective career field, or community.

Washington Center Program Costs

The amount students pay for program costs varies by home institution, depending upon the credit and tuition or fee arrangements on each individual campus. Please contact us at info@twc.edu to determine who your campus liaison may be or for more information. About 75% of Washington Center students receive some form of financial assistance.

Eligibility

Students must fully complete a Washington Center internship application and meet general Washington Center eligibility standards (i.e., minimum 2.75 GPA, and undergraduates must receive at least 1 hour of academic credit) and should aim to apply by the following deadlines to be considered for the award. Recent college graduates who apply for the Postgraduate Professional Development Program are not required to receive academic credit, but they must fully participate in the program.

Term Applying	Application Deadline*	Number of Awards per Honor Society**
Spring Semester or Spring Quarter	October 1	1
Summer Term or Quarter	February 1	1
Fall Semester or Quarter	May 1	1

*Check the website for up latest information on deadlines: www.twc.edu

** Number of awards accumulate within one year period if awards are not made in one or two previous semesters/term.

For More Information:

Please visit our website at www.twc.edu/rfi/students and fill out the request for information so we can keep you up to date on Washington Center programs.

Contact us in any of the following ways:

Email: info@twc.edu

Phone: 202-238-7900

Toll free: 800-486-8921

The Fund for American Studies

ACHS and The Fund for American Studies (TFAS) are pleased to announce that one inducted student member of each of the ACHS societies will be awarded a merit-based \$1000 scholarship for a TFAS Summer Institute or Capital Semester.

For more than 40 years, The Fund for American Studies, in partnership with Georgetown University, has been educating student leaders from across the nation and world. They offer summer and semester institutes that combine rigorous courses for academic credit with competitive internships, leadership development activities, and lectures led by prominent policy experts.

For years, honors students have been the best and brightest participants, as they are most capable of taking advantage of all aspects of the intense Institutes. These summer and semester programs are a great addition to the leadership development that students receive on their respective campuses.

The scholarships will be awarded by TFAS on a competitive basis and will be applied toward each recipient's overall cost. No money will be paid directly to the scholarship recipients. Additional scholarship funding above the \$1,000 is available from the general scholarship fund for students who are members of our honor societies.

The TFAS programs ensure that students leave the nation's capital with solid practical training, leadership skills, and a unique networking experience that will give them the edge to succeed as future leaders. Students live in furnished apartments in the heart of the city and are enrolled as full-time students at Georgetown University.

The following institutes are available:

- **Engalitcheff Institute on Comparative Political and Economic Systems:** for economics, political science, or international relations majors, or anyone interested in government or politics.
- **Institute on Political Journalism:** for journalism, communications, or PR majors, or any student with journalism experience.
- **Institute on Business and Government Affairs:** for business or political science majors with an interest in government affairs, or anyone interested in lobbying and the public policy process.
- **Institute on Philanthropy and Voluntary Service:** for students involved in service programs or volunteer activities and interested in a career in the nonprofit sector.
- **Capital Semester (Fall & Spring):** for students interested in spending a semester in Washington, most majors include government, political science, economics, journalism, business, public policy or international relations.

Apply online at www.DCinternships.org.

The PhD Project

The PhD Project - A calling. A purpose. And a career that rewards tenfold. BECOME A PROFESSOR.

The [PhD Project](#) is an alliance of foundations, corporations, universities, and professional and academic organizations dedicated to increasing minority representation in the business world. Our expansive network of support helps African-Americans, Hispanic-Americans and Native Americans attain their business Ph.D., become business school professors and serve as role models to attract the next generation of minority business leaders.

Some facts that may influence your decision to pursue a career in business academia:

- Virtually all universities do NOT charge tuition and DO provide stipends for business doctoral students.
- You do NOT need an MBA to enter a doctoral program.
- Academic salaries are VERY attractive.
- Experience and maturity gained in the corporate world are highly valued.

What are the Benefits to You?

- You will have a Channel for your Passions and Interests
- You will experience Maximum Opportunity for Work-Life Balance
- You will have the Rare Opportunity to Mentor a Generation
- You will enjoy the Collegiality of an Academic Environment and Lifestyle
- You will realize excellent Earnings Potential
- You will enjoy a Stimulating, Lifelong Career

Our Results are Impressive:

When The Project started in 1994, there were just 294 minority business professors throughout the U.S. Today this number has more than tripled to over 1,000 and is increasing every day principally throughout efforts.

Think about it.

The deadline for our annual conference is September 30th. For more information on the conference or application, contact Zoila

Jurado at zjurado@kpmg.com, 201-505-6184

If you have general questions about The PhD Project Doctoral Students Associations, would like to become a member, or have news to share with our network (defended comps, proposal, dissertation) please contact Myrna Varner at myrnavarner@kpmg.com or 201-307-7628.

Academic Studies Abroad

The **Academic Studies Abroad (ASA)** program - studying abroad is not about being a visitor in a new city, but about becoming part of that culture. Students not only see their host country, but become a part of it by experiencing the customs, speaking the language and understanding the way of life. This will help you gain a cultural awareness achieved only by living and studying in another country. In today's global economy, employees who can give insight into how other cultures operate are key. Spending a semester or year in a foreign country will quickly give you an edge when you graduate and increase the positions available to you.

ASA programs for summer and fall 2013 will be held in:

 Buenos Aires, Argentina	 Aix-en-Provence, France	 Sorrento, Italy	 Barcelona, Spain
 Viña del Mar, Chile	 Paris, France	 Venice, Italy	 Madrid, Spain
 San Jose, Costa Rica	 Dublin, Ireland	 Cuzco, Peru	 Sevilla, Spain
 London, England	 Florence, Italy	 Lima, Peru	
 Oxford, England	 Siena, Italy	 Edinburgh, Scotland	

ASA offers summer, trimester, semester and academic year study abroad programs. Academic Studies Abroad is a leader in affordable study abroad programs that allow students to earn college credits while abroad. Students come from all over the United States and from over 300 colleges and universities. Prices and deadlines vary – check the Web site for more information: www.academicstudies.com or call 888-845-4272.

Study Abroad Program Search

Any study abroad program can get you to a country and find you a place to live. It takes a certain kind of study abroad program, however, to provide you with all the tools necessary to ensure that your experience is both memorable and fulfilling. That's why ASA provides students on all of our study abroad programs with such things as:

- An official transcript so that your credits transfer
- Guided excursions to other cities within your host country
- Personal attention before you depart and while you're studying abroad
- Comprehensive health insurance
- Pre-departure and on-site orientations
- Assistance getting your financial aid to transfer so you can use it on our program
- And much, much more!

Size

Unlike many other summer study abroad programs, we keep the size of our programs small. We firmly believe that group sizes of 50+ students only hurt your ability to integrate into the culture and do not allow your site directors to get to know you.

Being Prepared

We understand that being prepared is important to a successful study abroad experience. That's why our team has labored over the years to refine our study abroad programs. We help you prepare with:

- a detailed orientation package upon approval into the program
- a detailed orientation program when you arrive in your host country
- an experienced staff willing to answer all of your questions

The ASA Staff

The ASA team is a group of people who are well traveled, experienced in foreign education, always there to assist you and best of all, they are people who have studied abroad themselves. We know what it's like to move into a new home, in a new country, with a new language and it's this first-hand experience which makes us true professionals when it comes to studying abroad.

We want to see all of our students leave our program feeling that they are leaving the best experience of their life. For some of our students, this will be their first time outside of the United States and their first exposure to a new culture. We recognize that this is not always an easy adjustment and our orientations help take away some of the surprise and guesswork that often leads to anxiety. No question or request is too small, so please, call us toll-free at (888) 845-4ASA with any question that you may have.

Johns Hopkins University Center for Talented Youth

Johns Hopkins University Center for Talented Youth (CTY) has a summer program designed to inspire young people by offering distinctive educational opportunities that nurture intellectual abilities, advance academic achievement, and enhance personal development for students from the second to the seventh grade who are very bright. Instructional assistants are college students with a commitment to education and an understanding of the particular challenges of working with students in an intense environment. You can earn \$1100 per 3-week session as a teaching assistant or \$1300 per 3-week session for a residential assistant. Room and board are provided at residential sites.

At CTY you will work with an exceptional group of students, make contacts and friendships with dynamic colleagues, and gain valuable experience in a rigorous academic community. CTY has consistently been named as one of the top internships in leading publications. We have a network of past employees now working in positions ranging from heads of school to deans of students to university professors.

The 2013 CTY Summer Programs Employment Application will be available by mid-December.

Core Dates for 2013

Session 1: June 20 - July 13, 2013

Session 2: July 13 - August 3, 2013

The 2013 CTY Summer Employment Application is available online at www.cty.jhu.edu/summer. If you have questions about summer employment with CTY, write to ctysummer@jhu.edu, call 410-735-6185 or check out the Web site for more details: www.jhu.edu/gifted/ctysummer. ctysummer@jhu.edu

Please select a site:

- Alexandria, VA
- Baltimore, MD (Civic Leadership Institute)
- Baltimore, MD (JHU)
- Baltimore, MD (Marine Sciences)
- Berkeley, CA
- Bethlehem, PA
- Bristol, RI
- Brooklandville, MD
- Carlisle, PA
- Chestertown, MD
- Easton, PA
- Hong Kong
- La Jolla, CA
- Lancaster, PA
- Los Angeles, CA (LMU)
- Los Angeles, CA (Winward)
- Palo Alto, CA
- Pasadena, CA
- Princeton, NJ
- Sandy Spring, MD
- Santa Cruz, CA
- Saratoga Springs, NY
- Seattle, WA
- South Hadley, MA
- Thousand Oaks, CA

British Studies Program

From **June 27 – July 28, 2013** students will once again have the opportunity to study political science in London through a 4-week course offered by the **British Studies Program**.

Spend one month living and learning in central London, and earn 6 hours of undergraduate or graduate academic credit! As an undergraduate or graduate student, you are researching a topic of your choice. Your class will do field research for four days in Paris, Amsterdam, Dublin or wherever your professor and class lead you. You can continue your travels alone, or with friends for five days of discovering Europe on your own terms.

	Tuition, Fees, Housing* & Flight	Feel free to contact the University of Southern Mississippi Intern Programs office: 601-266-4344, or text Dr. Mackaman at 651-341-1806 with any questions regarding this course or the program in general. For more information about the program visit their Web site: www.britishstudiesprogram.org
Undergraduate	\$7,499	
Graduate	\$7,799	

*Excludes mini-break housing

University of Maryland Summer Research Initiative 2013

The **Summer Research Initiative (SRI)** was created in 1999 by the Office of the Dean in the [College of Behavioral and Social Sciences \(BSOS\)](#) and is supported by the Office of the Provost, the Graduate School, the Office of the Vice President for Research and the College. The program is designed to encourage and enhance the diversity of scholars working in the social and behavioral science fields. They are interested in receiving applications from a broad spectrum of students, including African Americans, Latino/Hispanics, American Indian/Alaskan Natives, Native Hawaiians or other Pacific Islanders, as well as students with research interests related to diverse communities

The application deadline is February 15, 2013. Applications will be reviewed February – March, 2013 and selection announcements will be made in April, 2013. The actual program runs 8 weeks, from June 1, 2013 – July 26, 2013. Those selected will be expected to arrive to campus for the weekend program orientation on Saturday, June 1, 2013.

How to Apply

Basic eligibility requirements include junior or senior status by Fall 2013; U.S. citizen or permanent resident status; and a strong intent to immediately pursue a Ph.D. in the social, behavioral, and economic sciences upon completion of the Bachelor's degree. For additional information and application materials, please contact: www.bsos.umd.edu/diversity/summer-research-initiative.aspx.

The Hayek Fund for Future Scholars

Increase your chances of being accepted and funded in a graduate program through the Hayek Fund for Future Scholars (HFFS). HFFS funding is dedicated to offsetting application costs so that you can afford to increase the number of applications you submit. Are you applying to graduate school? Getting *accepted and funded* often requires numerous costly applications.

The Hayek Fund for Future Scholars awards *up to \$300 for graduate school application fees* to individuals passionate about liberty and applying to full-time PhD programs for the 2013-14 academic year. Find out more: www.TheIHS.org/hayek-fund-future-scholars

CONFERENCE OPPORTUNITIES

The **Institute for Cultural Diplomacy (ICD)** is currently accepting applications for the events outlined below. The Programs will bring together governmental and diplomatic officials, civil society practitioners, private sector representatives, journalists, young professionals, students and scholars, and other interested stakeholders from across the world for a program of lectures, workshops, panel and group discussions and social and cultural activities featuring leading figures from the fields of politics, the arts, academia, media, and business.

USA Meets Europe - A Forum for Young Leaders – **Brussels, February 25 – 28, 2013**

www.icd-usame.org

Participants of the forthcoming USAME weeklong seminar will focus on the theme: "*Cultural Diplomacy, Global Risks and National Security.*"

The United States Meets Europe: A Forum for Young Leaders (USAME) is a network of young, influential people from both sides of the Atlantic who have an interest in supporting the relationship between the United States and Europe.

The Forum will focus on the economic, political, cultural, and societal dimensions of the relationship, and the wider context within which this relationship exists. Members join the Forum by taking part in a USAME Weeklong Seminar, during which they will learn about the field of cultural diplomacy, explore the American-European relationships, and take part in challenging group discussions on salient issues. To apply please visit: www.culturaldiplomacy.org/europeanamericanrelationship/index.php?en_usame_application-form

The Forum will also organize a number of shorter, academic conferences throughout the year that the members are invited to attend and to help organize. Through the ICD Online Forum, members are able to keep in touch with one another and members of the ICD.

As part of the Institute for Cultural Diplomacy, The Center for Cultural Diplomacy Studies (CCDS) is the world's leading center for the study of Cultural Diplomacy, offering educational opportunities ranging from weeklong seminars for students and interested professionals to Master's and Ph.D. programs for graduates pursuing careers in academia, diplomacy, government, and the private sector, dedicated either wholly or in part to the field of Cultural Diplomacy.

The educational programs of the CCDS, which are offered in partnership with leading universities and institutions, allow students to analyze, research, and experience Cultural Diplomacy in theory and in practice at the local, state, and international levels.

On **March 6-10, 2013**, there will be a conference in Berlin. It is entitled "*Innovative Nation Branding in the 21st Century: Combining Sustainable Development, Ecological Tourism, and Socially Responsible Investment*"

The Berlin conference will focus on innovative Nation Branding techniques and strategies in the 21st Century allowing countries to achieve economic gains and financial stability through the uses of sustainable development, ecological tourism, and socially responsible investment.

Another CCDS forum will be located in Berlin during the spring semester, February 4-May 3, 2013. The following programs are offered:

- Distance-Learning Programs on varying topics of Cultural Diplomacy
- MA in International Relations & Cultural Diplomacy
- MA in Cultural Diplomacy & the Global Economy
- Weeklong Seminars in Cultural Diplomacy
- Ph.D. program in Cultural Diplomacy & the Global Economy

SCHOLARSHIP AWARD



The scholarship award is a time-honored tradition of Pi Gamma Mu. This award has been in use since the early days of the organization. Once a year chapters have the privilege of awarding one medal to a person who has distinguished him/herself in the social sciences. It has usually been given to an outstanding student as a prize for scholarship and/or service. However, it may also go to some other person deserving recognition in this field or to a faculty officer of a Pi Gamma Mu chapter.

Finished in gold plate, the award is available to chapters at a cost of \$20. The name of the recipient and the date can be engraved on the back of the medal for no additional charge. You can order from Pi Gamma Mu headquarters.

ACHS MEMBERSHIP PROTECTS THE LEGITIMACY OF HONOR SOCIETIES

Pi Gamma Mu is one of 68 members of the **Association of College Honor Societies (ACHS)**, which is the authority on standards and definitions for the honor society movement. ACHS has stepped up efforts to alert the higher education community to the standards of traditional honor societies. In contrast, some new so-called honor societies exist online and allow self-nomination, accepting fees with no questions asked. If in doubt about an organization, you can check out the ACHS Web site (www.achsnatl.org) for the [list of honor societies](#) that are members.



CHAPTERS IN ACTION

The Texas Psi chapter at **Huston-Tillotson University** hosted a guest speaker, Dr. Jammie Price, who is the editor of the *Journal of Applied Sociology*, the official journal of the Association of Applied and Clinical Sociology. Dr. Price spoke to the students about seeing their internship and work experiences as opportunities to publish.

At **Kent State University**, the Ohio Eta chapter held regular meetings throughout the year. They also held social events to encourage faculty-student engagement such as a bowling night, mixers at local restaurants, and a fall party. They held two fundraisers during the year to raise money for their annual spring banquet in which new members are inducted and celebrated in the presence of their family, faculty and fellow students. The fundraisers included their annual "Baggo" tournament (bean bag toss) and a silent auction supported by donations from faculty, students, and local businesses and organizations. The auction not only raised money for the chapter, but they were able to donate karate lessons to a local boys and girls club chapter.



At **Campbell University**, the North Carolina Mu chapter was able to collect over 200 books to give to the school libraries on the outer banks and coastal regions destroyed as a result of Hurricane Irene in 2011. Over 200 students, faculty and community members attended a lecture presented by **Dr. David La Vere** (left), a professor of History at the University of North Carolina Wilmington. His lecture was entitled "What happened to the Lost Colony." Dr. La Vere's talk provided an illustrated history of the Dare Stone traced to the Lost Colony, and England's first attempt to establish a colony in the New World.



Graduating senior and Pi Gamma Mu member Brittney Glenn with Dr. Jammie Price

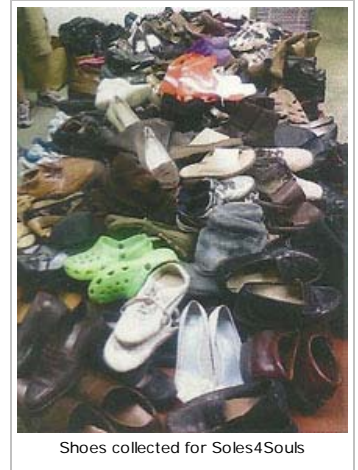
In November 2011 the New York Tau chapter at **Pace University** led a field trip to the Smithsonian Museum of American Finance. Members of the chapter escorted the Freshman Learning Community *Ethics in the Public Domain*. The featured exhibit was Checks and Balances – an interdisciplinary *tour de force* for its embrace of history, economics, American Government, and contemporary issues. In November 2012 they led a field trip to the Smithsonian Museum of the American Indian, located in the Old Customs House. Both the labyrinthine streets of downtown Manhattan and the dislocations caused by the Occupy Wall Street movement made these escorts a necessity, not just a mentoring opportunity.

At **Emory & Henry College** the Virginia Delta members had a pizza party to welcome new members and elect their student president. They

participated as a team in a Relay for Life cancer walk. Professor Shelly Koch gave a paper concerning her research into prison recidivism during a brown bag lunch. Chapter officers met weekly with the chapter sponsor.

At the end of each semester, Indiana Alpha chapter members at **University of Evansville** have a pizza party for graduating seniors. Chapter members present them with their honor cords for graduation. It has been a great chance to get together for a recap of the year, discuss plans for the next semester, and (in the spring) introduce the next year's officers. In addition, it is a great opportunity for members to mingle with fellow students whom they may not see otherwise.

During the spring semester members of the Indiana Alpha chapter collected new and used shoes for Soles4Souls, a Nashville-based charity that collects shoes for distribution to people in need all over the world. The officers decorated five boxes in bright-colored wrapping paper, with signs on the side with information on Soles4Souls, Pi Gamma Mu, and the people who would be helped by the donations. These boxes were placed around campus. Members collected shoes for three weeks, removing shoes nightly and putting them in their central storage area (the sponsor's office). Chapter members also encouraged their friends and families to donate. Their goal was to collect 100 pairs of shoes, but they were able to collect 255 pairs of shoes. The shoes were boxed up and members drove them to the Soles4Souls office in Nashville. Because of their success, and requests from across campus to collect shoes again this spring, the chapter members have decided to make shoe collection their annual spring philanthropy activity.



Shoes collected for Soles4Souls

CALL FOR PAPERS

The *International Social Science Review* invites the submission of manuscripts in history, political science, sociology, anthropology, economics, international relations, criminal justice, social work, psychology, social philosophy, history of education, and human/cultural geography.

Articles must be based on original research and be well-written. They must be word-processed in Times New Roman 12 font and double-spaced, and will preferably not exceed 30 pages (including endnotes). Endnotes and style must conform with Kate Turabian, *A Manual for Writers of Research Papers, Theses, and Dissertations* (7th ed.) and *Chicago Manual of Style* (16th ed.), respectively.

Deadline for submissions for publication in the spring edition is January 15 and for the fall edition is June 15.

An author who is interested in publishing in the *ISSR* should submit a 100- to 150-word abstract of his or her manuscript, three hard copies of the paper (E-mail submissions will not be accepted), contact information (phone number, mailing address, and E-mail address), and an abbreviated C.V. to:

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PI GAMMA MU SOLICITS YOUR FINANCIAL SUPPORT

While Pi Gamma Mu is not the largest or wealthiest of the 62 national and international honor societies affiliated with the national Association of College Honor Societies (ACHS), arguably our international officers and trustees and our chapter sponsors are the hardest-working volunteers who can be found in any of the societies.

Please, would you consider being one of our tenacious partners? We gratefully accept donations of any size. Donations of \$25 or more are acknowledged both on our Web site and in the *Pi Gamma Mu Newsletter*. If you are willing to help us maintain our array of outstanding programs, projects, and publications, send a check payable to "Pi Gamma Mu" along with a note identifying your name, your mailing address, and the name of the college or university whose chapter initiated you. This is our address:

Pi Gamma Mu
1001 Millington Street, Suite B
Winfield, Kansas 67156

If you would like to discuss the possibility of establishing a scholarship fund, call our executive director, Sue Watters, at (620) 221-3128, or send her an E-mail message (pgm@sckans.edu). She will happily assist you to establish a scholarship in your name, or in the name of someone whom you would like to honor or memorialize.

For more information, visit the Web page at <http://www.pigammamu.org/donate.html>.



The Print donation coupon is available at <http://www.pigammamu.org/newsletter/common/donate.pdf>

Thank you!

Pi Gamma Mu wishes to thank its donors who made contributions of \$25 or more during our fiscal year from September 1, 2011, to August 31, 2012.

American Military University

Edessa Ramos

Newman University

Dr. Larry Heck

North Georgia College & State University

Paula J. Coleman
Dr. Barry D. Friedman
Dr. Charles Hawkins, Jr.
Sue Watters (Pi Gamma Mu Headquarters)
Amanda Wolcott

IDEALS OF PI GAMMA MU

There are seven ideals of Pi Gamma Mu. Do you know them?

1. **Scholarship** – it is basic to all the rest. With knowledge, we can build society and better understand humanity and what has been thought and said and tried in all generations.
2. **Science** – we need and admire the spirit of science – the firm belief that the problems that confront humanity can be solved if we will search out the facts and think clearly on the basis of those facts.
3. **Social Science** – we shall never understand or solve the problems of human association until we examine the souls of people, the passions, prejudices, hopes and fears.
4. **Social Idealism** – we believe in a human society fit for human life that humans themselves can build. "Where there is no vision the people perish." We will not give up our vision.
5. **Sociability** – specialization makes us narrow. Our social problems are complex. They will never be solved without the cooperation of all the social sciences and of those who study them.
6. **Social Service** – the primary purpose of science is to know and to enable us to do. What we know we want to put to work for the benefit of humanity.
7. **Sacrifice** – we are engaged in the greatest and finest of all the arts, the building of human society. Without giving freely, fully, and sacrificially of means, time, talent, energy and passion, all our other ideals will fall short and the contributions we hope to bring will never come.