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**Wilfahrt, Martha: Mapping 'Centralized' Precolonial Africa: Measurement Validity in the Historical Renaissance**
**Faculty Name:** Ana Arjona

**Project Title:** The legacies of the Colombian civil war

**Project Description:** Our understanding of civil war’s effects on the people who endure it is still very limited. A growing research agenda in political science and economics has sought to identify the effects of violence on a myriad of outcomes. However, this literature has overlooked the fact that civil war is about much more than violence. While we often think of warzones as situations of anarchy, in reality they are often orderly. Although fear and violence exist, chaos is seldom the norm. In many places there is a sense of normality—even if different from that of peacetime—and people have expectations about what might happen. There is a new order in place, which civilians recognize, that marks many aspects of daily life. Such order often varies subnationally, as communities live under very different local institutions and forms of governance. This wartime transformation of institutions and governance is likely to have enduring effects on individuals and communities. Yet, no study has investigated these effects.

This project aims to contribute to filling this gap by investigating the legacies of local wartime institutions on political and social behavior. I seek to investigate the effects of living under different levels of order and disorder as well as under different forms of armed group rule during wartime, on political participation, empathy, trust in the government and social cooperation in the post-war period. During 2017-2018, I will be analyzing individual-level data that I collected with a survey conducted in 2016 with civilians in conflict zones throughout Colombia, and putting together a project that aims to collect longitudinal data on schools and households these communities.

**Position Expectations:** The student will undertake several tasks for this project:

1. Do a literature review on key forms of political and social behavior, especially empathy, attitudes towards the state, and social cooperation. The student will search for the relevant sources on these phenomena (including books and articles), and prepare an annotated bibliography that summarizes the central findings.
2. Do a literature review on education in post-conflict settings, including sources that describe education projects that have been implemented in these contexts as well as research on the impact of such projects.
3. Assist with different tasks required for planning data collection including organizing information and editing documents.
4. Help with editing research papers and book chapters that present the product of this research

**Skills/experience required:**

1. Strong writing skills
2. Background in political and/or social behavior
3. Background in political violence or civil war a plus but not required
4. Research fluency in Spanish is a plus but not required

**What do you hope your research assistant will gain from this experience?**

1. Improve his/her capacity to think critically about the quality of arguments and theories
2. Improve his/her research and analytical skills by finding, analyzing, synthesizing and reporting on several sources on a single phenomenon
3. Learn about political behavior
4. Learn about social behavior
5. Learn about education policy in post-conflict settings
6. Learn about the research process, from its initial stages to academic publication

**Position Time Requirement:** 10 hours/week for fall, winter, and spring quarters
Faculty Name: Jaime Dominguez*

Project Title: Chicago Democracy Project

Project Description: The Chicago Democracy Project (CDP) is a web-based interactive database designed to bridge the digital divide by providing important information and analysis of local politics and to encourage civic engagement and political participation. The CDP is useful in instantly displaying the most-up-to-date electoral results of Chicago elections on a map of the city, so users can visualize and intuitively grasp some of the political relationships that play out across the city. The first phase of the project involved a reboot of the Chicago Elections Database, a comprehensive, interactive database of Chicago electoral results from 2005-2016, which you can access here.

The CDP is now entering the second phase, which will include merging census socioeconomic data (income, education, labor force participation, etc.) to electoral districts at the congressional, county and local level. The source for these data is the American Community Survey. The goal will be to update and add features to this database as needed. A new feature will be the developing a blog and political analysis platform that will connect the general public to ongoing political trends in Chicago including the larger metro area.

* As CDP Co-Director, Tom Ogorzalek will also be working intermittently with me and the Fellow on this project.

Position Expectations: The student will be required to pull together Census data using the American Community Survey and merge it to existing CDP electoral districts. S/he will be required to organize and code the data using statistical software such as SPSS and/or Stata.

The student will be expected to develop the blog section by first, gathering relevant political data from a variety of sources (books, academic journal articles, professional policy reports, major newspapers, etc.). Second, s/he will be encouraged to use these sources to develop and write up one to two political analysis of his/her own relating to Chicago, state and national politics.

S/he will identify historical and emerging works in the area of immigrant integration and contribute to putting together a literature review on the subject.

Skills/experience required:

1. Excellent interpersonal and communication skills
2. Strong writing and analytical skills
3. Upper-level course work in political science
4. A keen interest in urban and racial/ethnic politics
5. Ability to work in a team setting
6. Must show initiative to learn new research techniques
7. Working with statistical software such as Stata and SPSS

What do you hope your research assistant will gain from this experience?

1. Learn to work with diverse quantitative and qualitative data sets
2. Sharpen writing and critical thinking skills in order to write for academic and mainstream audiences
3. To better understand how Chicago's shifting demographic and political terrain impacts policy matters
**Position Time Requirement:** 40 hrs/week for summer 10hrs /week for Fall, Winter and Spring quarters
Faculty Name: Marina Henke

Project Title: Why do UN peacekeepers die?

Project Description: UN peacekeeping scholarship has thus far focused on two principal questions: ‘Where do UN peacekeepers go?’ and ‘Are UN peacekeeping operations effective in delivering on their mandate?’ Thus far very little efforts have been made to understand the political, social and military dynamics that affect the UN peacekeepers themselves. This project aims to change these research trends. It will focus on the following questions:

What types of dangers do UN peacekeepers face? The received wisdom in the field suggests that UN mandates affect peacekeeping fatalities. In addition, scholars have suggested that host state characteristics (e.g., host state consent and impartiality), operational environment (e.g., geography), and local conflicts (e.g., advances of non-state armed groups vs. governments forces) might matter.

Which type of personnel and which national contingents are particularly susceptible to what type of dangers? Different types of personnel and different national contingents react differently to specific situations and risks in the conflict theater due to the equipment they use, the training they have undergone, or the area of the theater in which they operate. How do these factors affect their fatality rates?

When (i.e., in which deployment month) do UN peacekeeping casualties most often occur? For example, do specific deployment periods (i.e., early or late in the UN deployment) increase peacekeeping fatality rates? Are peacekeepers more likely to die when they are still new to the conflict environment or as the result of deployment fatigue?

How do political developments in the host state (or even global developments) correlate with UN fatalities? How do UN fatalities interact with other broader conflict processes? Do UN fatalities impact the course of local conflicts? Do they accelerate or slow down developments toward peace?

Finding answers to these questions has the potential of literally saving lives of UN peacekeepers worldwide.

Position Expectations: The student will be required to collect data on various characteristics of UN peacekeeping missions and conflict environments. S/he will also use this data (1) to analyze trends and (2) to conduct preliminary statistical analyses with regards to the effects of these variables on UN peacekeeping fatalities.

Skills/experience required: Ideally, the student has some familiarity with the statistical program STATA.

What do you hope your research assistant will gain from this experience? The students will get a glimpse of how to conceptualize and conduct a complex and policy relevant research project. S/he will learn how to collect viable data and how to build a globally accessible dataset. Moreover, substantively, the student will learn a lot about UN peacekeeping and conflict processes more generally. The student will also better understand the advantages and pitfalls of quantitative methods in political science.

Position Time Requirement: 2 students who can work over the summer 10hrs/week per student and 5hrs/week per student during the Fall, Winter and Spring quarters.
Faculty Name: Richard Joseph

Project Title: Democracy and Insecurity in Africa

Project Description: On March 6-8, 2017, forums on Democracy and Insecurity in Africa were convened at Northwestern, the Chicago Council on Global Affairs, and the Institute of Politics of the University of Chicago. Much of the organizing was done by a team of undergraduate research students. [https://africaplus.wordpress.com/democracy-and-insecurity-in-africa-at-northwestern/](https://africaplus.wordpress.com/democracy-and-insecurity-in-africa-at-northwestern/) [https://www.thechicagocouncil.org/event/africa-democracy-and-insecurity](https://www.thechicagocouncil.org/event/africa-democracy-and-insecurity) They built on the work conducted since 2012 by RAs on democratic governance and development. They have created, and now manage and periodically upgrade, the website, AfricaPlus.

Following the March 2017 events, an edited book will be prepared based on the presentations by several participating scholars, and others to be invited. A second volume, The Nigerian Crucible: Conglomerate Governance and Prebendal Politics, on which Farrell Fellows worked, 2015-2016, will be brought to completion. A collaborative program on Democracy and Insecurity in Africa (DAIA) will be launched involving American and overseas institutions and scholars. The upsurge in democratization after 1989 has been followed by the stalling and even retreat of these processes. In addition to working on primary documentation, the Farrell fellow will participate in the planning of a major conference on lessons learned, and challenges to be confronted, in building democratic systems. This work will dovetail with a library and archival project involving the Northwestern Library and an African research center.

Position Expectations: The preparation of essays and other documents posted on AfricaPlus; editing of book chapters for publication; distillation of primary archives on democracy and peace initiatives in Africa; background research on specific country experiences; assistance in the planning of meetings and a conference; the creative expansion of AfricaPlus to take advantage of new communication technologies; liaising with relevant American and overseas research and policy institutions; editing of video and print materials for a multi-media initiative; creation of an online forum on democracy and insecurity.

Skills/experience required: Strong writing skills; familiarity with various software systems; knowledge and interest in international political and development issues; ability to work independently and in a team; capacity to perform innovative as well as routine research tasks; managerial experience and/or interest; desire to work at the forefront of engaged scholarship on democratic governance and inclusive development.

What do you hope your research assistant will gain from this experience? Expanded awareness of real world challenges to complement classroom studies; involvement in a network of scholar-practitioners in the U.S. and abroad; experience working with primary archival materials; improved writing and editing skills; interaction with policy scholars and thought-leaders; opportunity to have a significant impact on key global issues; greater knowledge of Africa, its resources, and its challenges.

Position Time Requirement: 40 hours weekly in summer 2017; 10 hours weekly in fall 2017 and spring 2018

The Farrell fellow will overlap with RAs financed by other funds and join a team that is performing extraordinary work. We face unprecedented challenges to democracy at home and abroad. This project enables resourceful students to engage constructively and creatively in addressing them.
Faculty Name: Mary McGrath

Project Title: Collaborative Rhetoric and Nationalism: Creation of Undeserving Out-groups

Project Description: Evidence suggests that collaboration is central to a deeply-rooted sense of group-identity and deservingness. Whether we perceive someone as our collaborator appears to play a key role in determining whether we consider that person an in-group member -- a part of our team, someone we owe something to, someone for whom we're responsible. The flip-side of this is that non-collaboration can be used to designate out-groups. This effect of collaboration has implications for understanding disparate political phenomena, from war-time solidarity, to anti-immigrant sentiment, to discrepant levels of concern for domestic vs. global poverty.

This project investigates the use of collaborative rhetoric as a political tool, focusing in particular on the promotion of nationalist sentiment. To what extent have political actors invoked collaboration (or its absence) to further their agendas? Is collaborative rhetoric more often used as a means of inclusion (highlighting collaborative contributions of others to extend in-group status) or exclusion (emphasizing non-collaboration to designate out-groups)? Data collection will begin with recent political rhetoric (e.g., 2016 US presidential election, the "Brexit" campaign, the upcoming French presidential election), and extend backward in time to include historical content.

Position Expectations: The student will be expected to (1) conduct literature reviews and prepare annotated bibliographies; (2) identify and collect content including political speeches and campaign materials; (3) assist in developing a coding scheme, and code the collected content.

Skills/experience required: Careful reading and attention to detail; exhaustive thoroughness and diligence in tracking down information; excellent organizational skills. Programming skills (e.g., Python) are a plus, but not a requirement.

What do you hope your research assistant will gain from this experience? The student will develop and hone research skills including experience with literature searches, data collection, and content analysis, as well as substantive knowledge of current and historical uses of campaign rhetoric and political propaganda. I will meet regularly with the student to provide feedback on the research products in development, and to discuss the trajectory of the research and promising avenues for moving forward, so that the student is involved in shaping the project as it progresses.

Position Time Requirement: 40 hours/week for the summer (10 weeks) 10 hours/week for Winter, Spring, and Summer quarters
**Faculty Name:** Julie Lee Merseth

**Project Title:** Anti-Immigrant Frames and Immigrant Political Incorporation

**Project Description:** The 2016 presidential election featured contentious debates over whether and which immigrant communities in the post-9/11 United States are rightly viewed as dangerous outsiders. Repeatedly, campaign messages employed racialized xenophobic and nationalistic frames most apparently in efforts to mobilize native-born voters; however, large and fast-growing foreign-born populations, including noncitizens and refugees, also received and responded to these messages. This project investigates the political consequences of intensely negative immigrant frames among immigrants themselves. In particular, it examines the effects of restrictionist/anti-immigrant campaign messages on the political incorporation of new or recent immigrants, especially those from Latin America, Asia, Africa, and the Middle East. To what extent and in what ways do xenophobic and nationalistic campaign messages shape immigrant political attitudes? (e.g., the formation of group-based identities, beliefs about citizenship/membership, perceptions of equality and opportunity) How do these impact participation both in and outside elections, such as naturalization, voting, and protest? In addition, the project attends closely to variation across and within immigrant communities, such as race, ethnic/national origin, nativity, citizenship status, legal status, class, gender, sexuality, and religion.

**Position Expectations:** The research assistant will contribute to this project through tasks related to the collection and analysis of original data, quantitative (large-N surveys, experiments) and qualitative (in-depth interviews). Additional tasks include coding content (campaign speeches, social media) and writing research memos.

**Skills/experience required:** The research assistant must have excellent writing and organizational skills, demonstrating attention to detail. Basic knowledge of statistics and familiarity with Stata is strongly preferred but not required. Coursework or other experience related to immigration and/or racial and ethnic politics is also preferred but not required.

**What do you hope your research assistant will gain from this experience?**

The research assistant will have varied and extended opportunities to both observe and gain hands-on experience across different stages of the research process. It is my hope that this experience will not only strengthen the student’s research skills but also cultivate a passion for pursuing rigorous and engaged political science research.

**Position Time Requirement:** 10 hours/week during academic year (Fall, Winter and Spring quarters)
Faculty Name: Tom Ogorzalek

Project Title: Chicago Democracy Project

Project Description: The Chicago Democracy Project (CDP) is a web-based interactive database designed to bridge the digital divide by providing important information and analysis of local politics and to encourage civic engagement and political participation. The CDP is useful in instantly displaying the most-up-to-date electoral results of Chicago elections on a map of the city, so users can visualize and intuitively grasp some of the political relationships that play out across the city. The first phase of the project involved a reboot of the Chicago Elections Database, a comprehensive, interactive database of Chicago electoral results from 2005-2016, which you can access here.

The CDP is now entering the second phase which will include merging census socioeconomic data (income, education, labor force participation, etc.) to electoral districts, precincts, census blocks, etc. and using the existing data for original analysis. We will be focusing our analyses on the social and political conditions of rapidly changing neighborhoods in Chicagoland.

Position Expectations: The student will work with faculty to create original demographic measures of Chicago wards and precincts for the database, and perform preliminary analyses of those measures based on theories of urban politics and/or in response to contemporary political events.

Skills/experience required: Some familiarity with STATA or ArcGIS software a plus; willingness to learn a must.

What do you hope your research assistant will gain from this experience? The fellow will gain technical skills in GIS and STATA, practice in writing by composing research posts for the website, and a deeper familiarity with issues in Chicago and urban politics more broadly.

Position Time Requirement: 40 hrs/week for the summer

Anything else you’d like us to know? Jaime Dominguez and I are working on this together; my part is a little more technical.
**Faculty Name:** Wendy Pearlman

**Project Title:** Syrian refugees in Turkey and Germany: integration, identity, and the lived experience of exile

**Project Description:** Regardless of when and how the war in Syria ends, some fraction of the nearly six million Syrians who have fled their homeland will probably not return. What we are witnessing now, therefore, is the foundations of a new Syrian diaspora. Seizing upon the chance to investigate the creation of this diaspora from its beginning stages, I am carrying out a comparative analysis of issues of integration and identity among the 2.8 million Syrian refugees in Turkey and more than 450,000 Syrian asylum seekers in Germany, the largest hosts to externally displaced Syrians in the Middle East and Europe respectively.

The project pulls upon nine months of field research in Turkey and Germany between 2013 and 2017. To contextualize and make sense of hundreds of interviews that I have conducted with displaced Syrians, I am now doing a thorough study of published sources that provide insight on key topics shaping refugees’ current lives and future prospects. These include (1) Host state policies that structure such realms as refugee legal status, housing, education, and work; (2) The kinds of communities that refugees are forming amongst each other and with other sectors of the host society; (3) The changing ways that refugees understand their sense of self and being in the world as they make sense of ongoing destruction in their homeland and the uncertainty of what lies ahead for them -- both as individuals and as a national collective.

**Position Expectations:** This position will focus on searching for, finding, summarizing, and analyzing relevant written sources. It will center on two tasks:

1. The student will do a comprehensive search for academic or policy-focused books, articles, research reports, and other studies related to the absorption and integration of Syrian refugees in Turkey and Germany. S/he will prepare an annotated bibliography of these sources, summarizing their main issues and arguments and offering his/her own analysis of which elements of the works are most relevant and insightful. I will read their summaries and pass along follow-up questions for them to answer. We will meet regularly to discuss and brainstorm what appears to be the most promising issues for further research.
2. The student will do an online search in major newspapers, media outlets, and social media platforms for sources related to questions of refugee integration and the identity debates that it is triggering among Syrian refugees and host societies.

**Skills/experience required:** While there are no requirements, these skills are highly desirable. Applicants should note any of this relevant background that they might have:

1. Research fluency in German, Turkish, and/or Arabic
2. Background in Middle East studies
3. Background in Refugee and Migration studies
4. Experience studying or living in the Germany, Turkey, or the larger Middle East
5. Experience working with refugees

**What do you hope your research assistant will gain from this experience?** I hope that research assistants will gain the following:
1. Training and sharpening their research and analytical skills by collecting, assessing, and organizing information, and searching for, finding, summarizing, scrutinizing, and synthesizing a range of sources
2. Developing a genuine expertise on the subject matter by deepening their knowledge about refugee studies, the Syrian conflict, and the politics of migration
3. Gaining an inside view on how research evolves into academic publications by participating in the process
4. Ideally, research assistants will also exercise and improve their foreign language capacities by using these languages in research

**Position Time Requirement:** 5 hours/week during the summer and 10 hours/week for fall, winter, and spring quarters,
Faculty Name: Rachel Beatty Riedl

Project Title: Religion and Politics in Africa

Project Description: What are the ways in which religious organizations are engaging in politics following the transition to multiparty politics in the last two decades? This project offers a conceptualization of various forms of religious-political engagement and offers an argument to explain why religious organizations pursue the goals and strategies of implementation that they do. The research will tell us about the ways in which associational life is (or is not) organizing in political forms in newly democratic contexts, and how different forms of identity groups mobilization and organization can have differential impacts on politics. That is, much work on identity politics in Africa has focused on ethnicity, to the detriment of the important effects of religious ideology, organization, and strong mobilizational potential. This research will empirically map out what forms of political engagement religious groups are pursuing, and how political actors relate to religious groups – from a range of repression and suppression to overt political mobilization. The goal is to explain the variation in religious organization engagement in the political realm, and understand the consequences of these actions for democratic participation and stability.

Position Expectations: This research project is assembling an empirical map of how religious groups and political actors are engaging with each other in the public realm across Sub-Saharan Africa. To do so, one component entails building a custom database from national newspaper articles that tracks mention of religion in 15+ countries across the continent. The RA project will entail using a lexis-nexus type search of African newspaper accounts of religious engagement in politics. From a close analytical reading of each newspaper report, the student will then select the relevant information to be entered into a custom database, identifying the relevant story, actors, groups, and types of engagement described. In the process, the student will learn about creating a coding classification, how to organize a database, and how to create various searches of relevant empirical sources. The RA will work closely with the professor during the database training period, but following the training, all work can be completed independently and at varied time intervals, such that the RA can work at anytime and anywhere they have access to an NU internet connection.

The student will be expected to work 10 hours/week during the academic year (and 20 hours/week during the summer if applicable) on the coding of newspaper articles into the database, following the initial training period (2-4 weeks of instruction and working on a set of samples). The student can select the country s/he may be interested in from a list of remaining cases the Professor will provide.

Skills/experience required: An attention to detail and careful work is an absolute necessity for the precision of coding information from a general report into specific categories of information. Additionally, the student should be interested in analyzing news stories for broader patterns, trends, and categories contained within them. Some familiarity with Access database is preferred, and/or French, Swahili or Arabic language skills, but neither are required.

What do you hope your research assistant will gain from this experience? The RA will gain exposure to original content about politics in Sub-Saharan Africa, a conceptualization of identity types and political strategies, and an in-depth look at how to create and analyze data from primary sources. It is my hope that this experience will inform the student’s own interest in doing research and help to shape/expand their ideas about gathering data and possible methodologies for topics they are interested in. I would also hope to further engage promising students in interview work in Sub-Saharan Africa if there were overlapping research interests and funding to do so. The student will also gain practical, marketable skills (newspaper content analysis, Access database and coding training).
**Position Time Requirement:** 20 hours/week during summer and 10 hours/week during AY. I plan to split the position during the academic year for two RAs. I will give the selected summer student the option to split based upon the number of hours s/he would like to work.
Faculty Name: Andrew Roberts and Jean Clipperton

Project Title: The Determinants of Micro Parties

Project Description: Most political science writing on parties focuses on “dominant” political parties – ones that win seats in the legislature or win a large percentage of votes. They ignore a whole class of parties that we call micro-parties. These parties win less than 1% of the vote, but they are quite common around the world. Currently, the persistence and prevalence of these parties is not understood.

Our project will explore how these parties work. Do some countries have more micro parties than others and why? Are micro parties becoming more or less common over time? Are there different types of micro parties and how do they address different policy issues? What happens to these parties and their issues? In the American context, third party candidates’ issues are often folded into the party platforms of the larger parties. Does something similar occur internationally or are these micro parties filling a larger role?

Position Expectations: This project will work to gather information on these micro parties, particularly how they form, their purpose, and their membership/popularity within their home country. To obtain this information, the student researcher will

1. Conduct web searches to identify legislation on party registration in European countries
2. Code national legislation
3. Help create and maintain the database relevant to our enquiry
4. Merge datasets in excel, R, or elsewhere

Skills/experience required:

1. Some experience using excel or other spreadsheet
2. Language skills in major world languages may be helpful but are not required

What do you hope your research assistant will gain from this experience? This project will involve research in countries around the world and will enable the research assistant to become familiar with political frameworks outside the US and to develop valuable research experience. In this project, the RA will gain:

1. Some knowledge of politics around the globe
2. Experience in reading legislation and party manifestos
3. Skills regarding creating, coding and maintaining a database
4. Experience in the research progress – learning how projects evolve and develop over the course of its lifespan

Position Time Requirement: Summer only 20 hours/week for 10 weeks. We have another project on the determinants of gerontocracy – why some legislatures have older MPs than others. There are some similar tasks from this project which an RA could do depending on the time for completing the first set of tasks.
Faculty Name: Kimberly R. Marion Suiseeya

Project Title: From Presence to Influence: Examining the Politics of Indigenous Representation in Global Environmental Governance

Project Description: The United Nations has identified indigenous peoples and women as two groups most affected by environmental change, including climate change (UN 2010). Although indigenous peoples make up approximately five percent (5%) of the global population, they constitute more than one-third of the world's poorest people and govern, occupy, or use nearly 22% of global land area, thus suggesting that indigenous peoples, and indigenous women in particular, are key stakeholders in global environmental governance (UN 2010, UN n.d.). Moreover, there has been an upwelling of different forums and groups associated with indigenous peoples, women, and forest governance related to climate change, including the Indigenous Peoples Forum on Climate Change, Indigenous Women in REDD, the International Indigenous Forum on Biodiversity, and the Forest Peoples Programme, among many others, that engage global policy arenas. Until the mid-1990s, however, indigenous peoples had limited—if any—formal representation in international environmental policy-making. The primary mechanism for representation is traditionally through formal state channels, many of which fail to recognize indigenous peoples and rights, thus excluding them from any formal political representation in international policy-making arenas.

In recent years, however, indigenous peoples and local communities have steadily gained access and opportunities to participate in international policy-making arenas. This increased participation is particularly visible in global environmental governance venues, such as the UN Framework Convention on Climate Change and the Convention on Biological Diversity. Despite, however, the resources and attention dedicated to indigenous representation and the increased presence of indigenous peoples in global environmental governance, their influence on decision outcomes remains weak (Witter et al 2015). In this project, we seek to identify and examine the ways in which marginalized and underrepresented groups effectively influence governance processes that directly impact their ways of living.

Position Expectations: The student will participate in the following research activities: (1) transcribing audio files from field observations and interviews conducted at the Paris Climate Summit and the World Conservation Congress; (2) organize and curate material artifacts collected at the Paris Climate Summit and the World Conservation Congress into a web-based, open-access data set; (3) assist with data organization and file management; (4) update project website and library. Training will include qualitative data analysis techniques and programs, data management and archival curation, and professional web-based communication skills.

Depending on the progress made in the project, the student may also be able to participate in data analysis, interpretation, and writing up results for publication.

Skills/experience required: The ideal candidate will demonstrate excellent attention to detail, experience with web-based communication, and skills with Excel and EndNote (or be willing to learn). Demonstrated ability to troubleshoot. Transcription experience desirable. Must be comfortable and capable of dealing with and organizing large amounts of diverse types of data; self-driven and able to work independently; capable of being able to follow data storage guidelines and procedures; and, complete research ethics training. Spanish or French language ability is a plus, but not required.

What do you hope your research assistant will gain from this experience? As part of a team of researchers, the research assistant will have the opportunity to work with scholars and students from
a variety of disciplines including political science, anthropology, political ecology, and ecological sciences, among others. This will help enhance the research assistant’s interdisciplinary literacy and expose her/him to alternative ways of understanding and examining questions in political science.

Additionally, because the project is team-based, the research assistant will gain experience in collaborative approaches to research and how team-based research unfolds across different stages of research. By working with ethnographic data collected at sites of global environmental governance, the research assistant will learn about how the global politics of the environment play out through the lens of traditionally understudied groups, including Indigenous Peoples.

**Position Time Requirement:** 4 quarters (Summer 2017 – Spring 2018), Summer up to 40 hours/week and academic year 10 hours/week.

**Anything else you’d like us to know?** This project is a multi-year, multi-sited effort that, in addition to its theoretical and methodological goals, includes explicit pedagogical objectives. In particular, the project has an established mentoring and training structure that supports both formal and informal opportunities for faculty-student and peer-peer mentoring. The approach seeks to integrate everyone working on the project into the larger team, which opens up diverse opportunities for learning and engagement with the research.

[Additional project information is available at www.presence2influence.org.](http://www.presence2influence.org)
Faculty Name: Chloe Thurston

Project Title: Consumer Credit, Protest Groups, and the American State

Project Description: Over the twentieth century access to household credit has transformed from something viewed as risky and immoral into a prerequisite for full social and economic inclusion in the United States. Houses, cars, and college educations are increasingly paid for on credit. Having a line of credit can also help to smooth over short term fluctuations in one’s income. One’s ability to access credit can shape their life chances in other ways, too: credit scores have been used by employers to determine whether a job applicant is reliable. There is even a dating site that allows people to filter out prospective matches by their credit ratings!

The federal government has played a key role in the changing norms around credit, as well as its changing uses. Since the late 1960s, public policies and regulatory changes have also introduced the idea that the government bears some responsibility for ensuring that citizens have access to credit on equal terms. Perhaps the best example of this shift is the Federal Reserve Board’s revision of its mission to include “protecting the credit rights of consumers”. This project explores two related facets of the politics of access to consumer credit. First: how did access to credit come to be seen as an issue that the state could legitimately govern through policy and regulatory tools? Second, although a handful of public policies and regulations since the late 1960s have articulated a “right” to credit, precisely what that means and what the limits are to this “right” are vague. What are the limits to this “right” to credit? This project compares two social movements aimed at articulating a “right” to credit (emerging in the 1960s and 1970s, both claiming to speak for very low income, predominantly African-American, women with families, but with varying strategies and to varying success) to shed light into these two questions.

Position Expectations: The student will assist in the preparation and analysis of primary source documents collected at the National Council for Negro Women’s archives. A core part of the job will entail reading through and organizing documents pertaining to NCNW’s efforts in the 1960s and early 1970s to expand homeownership opportunities to low-income African American families in the rural south, coding documents by topic and theme, and creating a detailed finding aid of the archive. Occasionally, the student may also be asked to search for additional background information from historical newspapers and government sources.

In addition, pending student interest and availability, the student will have the opportunity to travel to archives in Washington, D.C. and/or Madison, Wisconsin to conduct further research on the topic. For this part of the project, the student will assist in the collection of archival documents pertaining to the National Welfare Rights Organization’s efforts in expanding access to consumer credit to families receiving welfare.

Skills/experience required: There are no formal requirements, but students should have an interest in historical analysis, public policy, and/or social movements. Experience working in archives and/or with primary sources is certainly a plus.

What do you hope your research assistant will gain from this experience? It is hoped that the student will gain from the research as well as mentorship opportunities provided by this experience. A student preparing to carry out individual research projects in future quarters (for example for a capstone or independent study) or hoping to work in a research-based career area after graduation will gain hands-on experience, which should be beneficial to his or her future plans. Participation in the program will also offer the student an opportunity for mentorship outside of a more formal classroom.
context. In this regard, and since students vary in their motives and goals for pursuing these types of opportunities, I will work with the fellow early on to determine ways to align their participation in the Farrell Fellowship with their current and/or future goals.

**Position Time Requirement:** 40 hours/week for 10 weeks during the summer and 10 hours/week during Fall quarter (note: this could also be 5 hours per week over the course of 2 quarters during the academic year)
Faculty Name: Alvin B. Tillery, Jr.

Project Title: The Black Lives Matter Movement in American Political Culture

Project Description: The “The Black Lives Matter Movement in American Political Culture” study examines the way that the Black Lives Matter (BLM) movement is framed in media accounts of its activities between 2014 and 2017. The main research questions are: How have mainstream media outlets covered the activities of the movement? How does coverage of the movement in minority-controlled media differ from what was being written in the mainstream media? How do media accounts of the BLM movement differ from self-representations made by activists on social media? The project will attempt to answer these questions by undertaking systematic content analyses of news items and social media content.

Position Expectations: My expectations are that the research assistants will provide support to the advancement of the “The Black Lives Matter Movement in American Political Culture” project by: (1.) conducting targeted searches for secondary sources at the Northwestern Library; (2.) reading and summarizing relevant research papers related to the topics of the Black Lives Matter Movement and social movements more generally; (3.) coding primary sources—newspaper articles about the Black Lives Matter Movement—according to the coding scheme that I have developed for the project and compiling a large dataset in Excel (or some related program); (4.) generating charts and graphs of the coding results; (5.) assisting with quantitative content-analyses of the data.

Skills/experience required: The research assistants must have a basic knowledge of the Microsoft Word and Microsoft Excel programs. The research assistants must also have experience with the Northwestern University Library system—i.e., the process for checking out books, conducting database searches on the library portal, etc. A familiarity with the Proquest Historical Newspapers, JSTOR and LexisNexis search engines at the Northwestern Library is a plus but not required. A familiarity with popular social media sites like Twitter and Facebook is a plus but not required.

What do you hope your research assistant will gain from this experience? My hope is that the Farrell Fellow will leave this project with an appreciation for conducting social science research with an historical orientation. I also hope that the Fellow will develop skills with content analysis, data management and learn how to generate descriptive statistics.

Position Time Requirement: 40 hours per week for summer; 10 hours per week the Fall
**Faculty Name:** Martha Wilfahrt

**Project Title:** Mapping ‘Centralized’ Precolonial Africa: Measurement Validity in the Historical Renaissance

**Project Description:** Recent research in political science and development economics has identified strong, persistent effects of history on contemporary political and economic outcomes around the world. In sub-Saharan Africa, this has brought renewed interest in the role of the precolonial past, with a series of prominent papers identifying precolonial centralization as a key driver of contemporary development outcomes both across and within states. This ‘historical renaissance’ argues that areas that were home to centralized groups in the precolonial era are today outperforming those populated by small chieftaincies or politically unorganized groups. But measurement of precolonial states remains poor and scholars rely on imprecise measures of their location, often conflating generalized boundaries of ethnic group with political institutions themselves. This research project will construct an improved, systematic measure of the actual locations of precolonial polities to create a dataset that can more precisely estimate the effect of precolonial statehood on contemporary development outcomes. The project thus contributes conceptually, arguing that political authority has an inherent spatial dimension, as well as methodologically, to the extent that mapping the actual extent of precolonial states improves measurement validity.

**Position Expectations:** This project asks students to help construct an original, georeferenced dataset on the location of precolonial African states. The student will be responsible for primary data collection, coding decisions and the construction of a spatial measure in ArcGIS. Specifically, dataset construction will proceed as follows: working from a list of precolonial African kingdoms, the assistants will consult available historical literature on each state, making note of all key villages, administrative centers and other geographic sites cited in the texts and scanning any accompanying maps in addition to providing a brief (< 1 page) synopsis of key features of the state. The assistants will then be responsible for georeferencing these villages and locations, using lists of contemporary geographical sites and their coordinates. Finally, students will import the data into ArcGIS to create a cohesive estimation of the state’s territory.

**Skills/experience required:** Candidates must have an interest in learning ArcGIS (a geographic information system, i.e. digital mapping), but I will provide training for this. They also must feel comfortable locating and working with historical sources, with particular attention to how to efficiently and systematically extract relevant information from qualitative texts.

**What do you hope your research assistant will gain from this experience?** This project will give the student substantial responsibility in making coding decision and, in so doing, introduce them to questions of concept formation and measurement validity, foundational principles in social science research. At the end of the project, students should (i) understand the principles of concept development; (ii) understand the importance of measurement validity; and (iii) have a clear idea of how to link these together in a research design that moves from concept to measurement to potential data sources and, finally, data collection. At a more hands-on level, the students should feel comfortable (i) working through historical sources efficiently and thoroughly; (ii) making consistent coding decisions and (iii) doing basic geoprocessing in ArcGIS.

**Position Time Requirement:** 15 hours/week in summer, 5 hours/week in fall and winter quarter.