

WINTER ISSUE 2015

PARTAGER

v. /partaʒe/: to share, divide





INTERNATIONAL RELATIONS STUDENTS ASSOCIATION

University of British Columbia | Est. 1983

Dear UBC IR Alumni,

I am pleased to see the fruition of a fourth edition of the UBC International Relations alumni newsletter. Increased alumni engagement was among one of my goals coming in as president, along with active member involvement, increased collaboration with a variety of organizations, and a focus on more effective management within IRSA.

While forever looking externally for ways to grow, IRSA and the IR Program has undergone great changes and expansion during its 31 years. Through their hard work, IRSA and the IR program have both grown significantly both in terms of number and in recognition. Since 2013, the IR program was relocated to the Liu Institute for Global Issues, allowing IRSA to engage with a new community and giving the IR Program the breathing space to expand.

During times of rapid expansion, one must also look internally as to not lose oneself. This year IRSA is grounding itself internally to better set the stage for further development in the many years to come. IRSA is also continually looking for new ways in which to reconnect with our members and alumni. A rolling event started last year, IRSA Discourse, brought together IR alumni, current IR students, prospective IR students, and IR professors to engage in personal discussions on critical international issues in a casual environment. This event continues to be an overwhelming success and is one of what will be many examples of why alumni engagement is so important for current students.

Soon I will join the hundreds of alumni, setting out to impact the world in many amazing ways. I am excited at the prospect of staying connected with the IR program and with IRSA through the newsletter and other engagement activities as it has been a part of my life for so many years. I in turn hope to be able to impact meaningful knowledge to match or exceed the enrichment experience I received as a student.

I would like to extend a huge thank you to Dhrti Chander and her team for all their hard work on *Partager* and for their continuous dedication to fostering IR student-alumni relationships.

All the best,

Beckie Che



PRESIDENT OF IRSA

LETTER FROM THE EDITOR



I am pleased to present IRSA's fourth edition of the Alumni Newsletter, *Partager*. This term, IRSA has started off the new academic year with a bang. IRSA has organized events ranging from our annual event, Diplomacy 101, our newer speaker series, IRSA Discourses and we have even hosted a number of smaller socials to boost student-member interaction. As part of a new PR campaign, we have also revamped our logo, ordered new business cards and t-shirts as well as created a new website.

This edition will feature the new director of the Liu Institute of Global Issues, Moura Quayle; Political Science Professor Aim Sinpeng who focuses on social media and its influence in social movements and Economics Professor Catherine Douglas whose unique emphasis on community service learning deepens our understanding of the economy. Coincidentally, the pieces in this edition all happen to feature women in various streams of the IR field, Political science, Economics and management. As a woman myself, I am very proud to be a part of this newsletter and to have collaborated with these women in IR and our wonderful writers.

As the new editor of *Partager*, I would like to personally thank you for supporting our endeavors and hope that this edition of *Partager* introduces Alumni to IRSA and the expanding scope of the International Relations program here at UBC.

Dhrti Chander

Dhrti Chander

Editor in Chief

TABLE OF CONTENTS

*LETTER FROM
THE PRESIDENT*

1

2

*LETTER FROM
THE EDITOR*

*ALUMNI
UPDATES*

3

5

*EXPLORING THE
LIU WITH DR.
MOURA QUAYLE*

IRSA UPDATES

9

12

*EXPLORING EXPERIENTIAL
LEARNING WITH
CATHERINE
DOUGLAS*

*IRSA ALUMNA
SPOTLIGHT*

16

17

*STAFF &
CONTRIBUTORS*



ALUMNI UPDATES

Leslie McDonnell: Leslie McDonnell graduated from UBC with a Bachelor of Arts degree in International Relations in 2006. Since then she has completed her Master's in Business which she finished in Paris France. While living in Paris France she worked at UNESCO in the poverty human rights and gender equality section. She moved back to Vancouver 3 years ago and has been working in the real estate industry. International relations degree has greatly helped her in understanding various buyers and sellers wants, needs, and appreciation of their different cultures. She works at Remax Select Properties on the west side of Vancouver.

Nadim Kara: Nadim's IR degree has taken her all over the world. UBC was the spark in two ways. First, studying human security with the amazing Brian Job gave her some insights into the role of Canadian companies in the diamond-fuelled wars in Sierra Leone and Liberia. That spark led Nadim to spend two years working on the multi-stakeholder Kimberley Process for Conflict Diamonds as one of two representatives of global civil society where she had the privilege of working with civil society groups from artisanal diamond mining communities all over Africa. The second spark was UBC's hosting of APEC, which led to some robust discussions of the presence of Canadian mining companies in the Asia-Pacific. Nadim's interest in ensuring Canadian companies operated responsibly led to her current role as the Senior Director of Programs and Policy with the Prospectors & Developers Association, where her team works on initiatives to improve the social, environmental and safety performance of Canadian mineral exploration companies inside and outside of Canada.

Arif Lalani: Mr. Lalani is Canada's ambassador to the United Arab Emirates. On 2 April 2013, he was also appointed as Canada's first Special Envoy to the Organisation of Islamic Cooperation (OIC). He holds both positions concurrently. Previously, he served as Director-General, Strategic Policy, Department of Foreign Affairs and International Trade Canada. His work there focussed on political and commercial issues for the department, and the minister; and on Open Innovation, in addition to more traditional international policy issues. He is also a Senior Fellow at the Munk School of Global Affairs, University of Toronto. Mr. Lalani was the Canadian Ambassador to the Islamic Republic of Afghanistan from 2007 to 2008, and served as the Canadian Ambassador to the Hashemite Kingdom of Jordan, and to the Republic of Iraq from 2006 - 2007. Mr. Lalani has degrees from the University of British Columbia (BA, International Relations), and the London School of Economics (MSc, Management, Organisations, and Governance).

Emily Hewitt: Emily graduated with her B.A. in International Relations in May 2014. Since then she has moved to Ottawa, working as a Parliamentary Tour Guide, and is now in Toronto as an intern with the Ontario Legislature Internship Programme. Her degree in IR ensured her research and writing skills were ready for the speech-writing, policy briefings and legislation drafting necessary for a Legislative intern. After learning about the inner-workings of politics, Emily is eager to pursue a Master in Public Policy and Administration and work as a policy analyst in the future.

A portrait of Dr. Moura Quayle, an older woman with short, wavy white hair, wearing glasses and a dark pinstriped blazer over a white collared shirt. She is smiling warmly. The background is dark. The text is overlaid on the left side of the image.

*EXPLORING
THE
LIU
WITH
DR.
MOURA
QUAYLE*

BY EMILIA VALSTA

Ever wonder who runs the Liu Institute for Global Issues? I got the chance to take a break from preparing for my midterms and talk to the newly appointed Director of the Institute, Dr. Moura Quayle. As soon as I stepped into her office I noticed the big white board filled with charts connecting different social groups and sectors together. I eventually realized what these charts were and why they were there: Dr. Quayle is all about strategy. She believes in connecting people in a way that could make social and political processes and dialogues more efficient.

Dr. Quayle has so many innovative ideas and is eager to change the way people work with each other and to give a voice to everyone. Here is how our conversation went:

EV: Congratulations on your new position as the Director of the Liu Institute for Global Issues. You have been in this position for several months now? Could you tell us a little about yourself and how you came to be the Director for the Institute?

MQ: Thank you! Well I feel like I started September 1st even though officially I started July 1st since I have been trying to focus on writing my book over the summer.

I am a landscape architect and urban designer. I had a joint appointment for 15 years between the UBC School of Architecture and Landscape Architecture program, which are now combined. Then I was fortunate enough to take on a leadership role in Agricultural Sciences as the Dean. After 8 fun years as a Dean, I thought that it was time for me to move on and I got a call from the Premier who asked me to join the BC Ministry of Advanced Education. That was a huge opportunity for me to move into another sector and learn more and look at change. I was the Deputy Minister for three years, and when my appointment was coming to an end I started thinking "Okay what am I going to do at UBC?" When the opportunity arose - thanks to the former dean - we created the D Studio. It has grown into a course that is called Design Strategies for Business Innovation.

We always have a real client in the course. I am very excited because this year we have grown the number of students who can take the studio. We moved from the little studio into a bigger space called the Learning Labs in Sauder so now we have got Arts students, a few Engineering students and a few Environmental students as well as Commerce students. That to me is very important.

About the D Studio: as an International Relations student the D Studio seems like a great concept to utilize in Arts. We rarely have the opportunity to share our thoughts and plan strategic approaches to issues we learn about. For example with classes such as Peace and Conflict studies this kind of strategic cooperation thinking could be vital for us in our future careers.

Exactly! So you'll be happy to hear I am putting up a team that will make a proposal to do just that. We have not actually decided on how to position it. One way we might position it is to incorporate it in the new Public Policy and Global Governance masters program. But it has occurred to me that it would be very interesting to do a pilot with the IR students. So that is certainly in my mind.

I love working with undergrads, you guys are just totally energetic and open so I would love to bring the D Studio idea to Arts and I know that the Dean is keen on creating this as well! In this case we would shift from a business stakeholder client to a policy stakeholder client such as local, national, provincial government. We could even involve business, government, academia, nonprofits and civil society.

Everyone should have a voice. For me it's about introducing this idea of strategic design and the toolkit of the designer to also arts students.

I think that many Arts students would be more than happy if the D Studio concept was implemented in their faculty! As you mentioned, you worked for the government as the Deputy Minister of the BC Ministry of Advanced Education, Research and Innovation. How did it differ from working for the Liu Institute? What did you like and not like about it?

One of the things that I loved is the absolute passion they had in the Ministry. It really surprised me since many times public servants are considered as apathetic and not very passionate. That was not my experience at all! They all were really committed to serving the public interest. I had a lot of challenges with understanding government processes.

I believe I succeeded in empowering people better in the Ministry by reorganizing and clarifying some of the work people had to do. I think this left people in the Ministry feeling more empowered and having a sense that their work is valued. Being specific of what everyone should be doing at each level is an important way of empowering workers. That is a challenge at the university as well: making sure that the right level of work is happening with the right people. I want to bring that same quality to the Institute so that there is a good sense of people being involved and people being in a team moving things forward.

So then what is the most exciting aspect of your job at the Institute?

I like to work with communities to make things happen and I think the Institute better enables me to do this. The Institute is a wonderful platform and what I am most excited about is getting everybody involved and giving them their voice in the dialogue. That's another thing I like most about my job, working with people and connecting them. I think of the Institute as a beacon of hope. When I listen to the work our scholars are doing I keep thinking: "Wow, these people and this work environment I work in is truly important". It is an inspiring environment to work in, I tell you! We are also so glad to have all you students here too and I wish there was a way to engage you more so I am working on that.

What are your goals for the next year as the Director of the Institute?

I have thought about this a lot! There are basically three of them. I really want to use the Institute as a platform for connecting research and policy, more specifically policy analysis, policy design, policy implementation. And then under that I have got sort of three bins. One of them is that I really want to design and implement new learning environments, like implementing the D Studio to Liu and elsewhere. Secondly, I want to be involved in shaping the Policy School: finding the stories to tell, bridging the gaps between governments and academia. Finally, I want to shape the Liu policy platform and figure out how we can be more effective and build on the capacity we already have. There is an opportunity for leadership here in the Institute and I think there is also an opportunity for building on what is already an interesting community but could be more cohesive, more focused, more effective. I want to shape the Institute to become a sort of global policy action place.

Talking about your life outside UBC, I understand that you are part of an initiative called Leading Cities. Can you tell me a little bit more about it?

Sure! Leading Cities is kind of a startup. It started in Boston in North Eastern University, the idea being to get together a group of medium sized cities from all over the world to collaborate with one or more of their post secondary institutions, focusing on urban sustainability issues. The members to date are Boston, Vancouver, Barcelona, Lisbon, Lyon, Hamburg, Zapopan and Dublin. We want to expand to South America and Asia but we don't want to get too big and it's one of the challenges we are facing at the moment. We do research projects.

The first one was called Talent Magnets. We were looking at retention and talent attraction of students in cities.

There is an interesting paradox: universities generally want to send their students away to do some of their degrees elsewhere but cities don't want this as they have invested in the students. Our research examines what issues are at the core of this problem. Right now we are working on citizen engagement, writing a report that, based on surveys we conducted, compares voting practices on how citizens get involved or do they at all.

Like every year, many students are graduating and panicking about the future, what tips would you give to students who want to get into grad school or who are considering it?

Well...[long pause, rigorous thinking]. I guess for some students it makes sense to go straight to Grad school, they are driven and know what they want. I personally would do something different: go to the workplace, travel, volunteer, whatever works in your financial context. I had a business in between my degrees and I also worked for a company. I remember when I was working there I realized that I had stopped asking questions, it was time for me to go back to school. I think we get a lot more out of our Masters degree when we take a bit of a break and experience other things in life. Also, one good thing to ask yourself is what is my passion and define three ways you could potentially realize it.

One advice my dear husband gave me when I was thinking about my next move: "Moura, what is your strategy for the next 5 years. Talk to 30 people you admire: did they have a strategy, what was it, how did they end up achieving it?" It was the best advice. It turned out not many of them had a strategy but they did have a sense of what they wanted to do. Talk to people and ask what they did. Can be anyone!

*“I WANT TO SHAPE
THE INSTITUTE TO
BECOME A SORT
OF GLOBAL POLICY
ACTION PLACE”*



IRSA UPDATES

DIPLOMACY 101: TERRORISM AND CONFLICT New and Emerging Challenges to the West in International Security

BY DHRTI CHANDER

The International Relations Students Association, together with the Canadian International Council hosted the fifth annual Diplomacy 101 panel event at the Liu Institute for Global Issues on October 23rd, 2014. The event, organized by the President Beckie Che, was successful and attended by over 60 students. This year, the event focused on new and emerging challenges to the West in International Security. With full-scale civil war in Syria, and intrastate conflict escalating in Ukraine, the international security environment has changed drastically in recent years. IRSA's "Diplomacy 101" brought together a variety of diplomats, academicians, and researchers to provide a platform for those who are interested in issues of international peace and security. The event highlighted personal experiences from the speakers, followed by a question and answer period and a networking reception. The panelists represented experts in the field of diplomacy, and had very diverse international experiences.

Panelist Rupert Potter currently represents the UK government as the Consul General in Vancouver. Mr. Potter has also served as the Deputy Head of Mission in Bahrain from 2008 to 2012. He has also served overseas as Vice Consul at the British Embassy in Jordan from 1995 to 1998 and in the political section of the British Embassy in Sweden from 1999 to 2002. In London, he has worked for the Foreign Commonwealth Office's South Asia Department, Afghanistan Unit and North America Department, as well as worked for Cabinet Office and with the International Institute for Strategic Studies (IISS).

Panelist Benoît Gomis is an international security analyst focusing on drugs, organized crime, and counter-terrorism. He is currently writing a book on counter-terrorism for CRC Press (Taylor & Francis) as a Visiting Scholar at the Canadian Network for Research on Terrorism, Security and Society (TSAS), based at the University of British Columbia (UBC). He is also an Associate Faculty at Royal Roads University, where he teaches an MA course on international conflict involving political, ethnic and security issues. In an independent capacity, he conducts consulting work for a number of organizations including think tanks, universities, NGOs and governments. He previously worked as a Research Analyst in the International Security Department of Chatham House in London, also known as the Royal Institute of International Affairs, which the University of Pennsylvania ranks as the second most influential think tank in the world. There he led research projects on drugs and organized crime, counter-terrorism, and Franco-British defense and security cooperation. He previously worked at the French Ministry of Defense in Paris and NATO Parliamentary Assembly in Brussels and was educated at Sciences Po in Aix-en-Provence, Loyola University Chicago and the London School of Economics and Political Science (LSE).

IRSA DISCOURSE WITH PROFESSOR AIM SINPENG

BY DEANNA CHENG

PARTAGER 2015

The rain could not dampen the excitement of the International Relations Student Association's (IRSA) 1st Discourse event of the year on October the 7th 2014. IRSA Discourse aims to create an open platform for professors and students to engage in casual discussion on international affairs and events. This term, IRSA was privileged to invite Political Science Professor Aim Sinpeng to speak at the event, as she will soon be leaving for a full time position at the University of Sydney, Australia next year.

In addition to being a Professor of Political Science, Professor Sinpeng is also a consultant for the world leading analysis and forecast firm, IHS, and a social media analyst for Global Voices Online. As an expert on Thailand and Asia for media outlets CBC, CTV, and Globe and Mail, Professor Sinpeng chose to lead a guided discussion on the effects of social media and technology on social movements in South East Asia. With a fair amount of students interested in attending the event, IRSA reached out to Professor Sinpeng to inspire and engage with students. The level of student engagement was equally appealing to Professor Sinpeng as it was for the students attending. As she says, "politics is all around us and sometimes, as teachers, we do not create enough space to discuss the many pressing issues in the world". She expressed her excitement of this event as a "forum like this could help to expand both the space and the scope of issues that concern us and the world."

This event hosted students majoring in a variety of disciplines including International Relations, Political Science, English, and Geography. Despite a few students trickling in late with the rain, the porch of Koerner's Pub was soon packed, with almost 30 students attending. Aim, immediately set the tone for a casual night of conversation, she discussed topics on East Asian studies and politics, centering the discussion on her area of expertise: the effects of social media on social movements in South East Asia. She started the night with a talk about state response in privatized countries, linking it with the rising influence of live updates and social media platforms. Students were quick to jump into the discussion, leading the discussion from topics on China and Thailand to the affairs in Turkey and Syria.

Soon, students were breaking off into smaller, intimate groups of conversation. The diverse crowd of students ensured a variety of topics, with dialogue on local and foreign issues, including the Canadian government, the current state of affairs in Hong Kong, and the Islamic State. It broke the boundaries of a student-professor lecture style. In the dim lighting, with rounds of beer and plates of nachos, Professor Sinpeng became almost indistinguishable from her students. The event was hugely successful, with students eagerly waiting for the next Discourse.





**FROM PROMISE TO
FINDING PLACE:**
*EXPLORING EXPERIENTIAL
LEARNING WITH CATHERINE
DOUGLAS*

BY TERRALYNN FORSYTH

Catherine Douglas is a Professor at the Vancouver School of Economics. She teaches a number of economics classes such as Economic History of Modern Europe, Economics of Technological Change, and Fertility, Families, and Human Migration. Her research includes exploring the interconnections between economic history, societal structures, and the distribution of income.

Terralynn had the opportunity to sit down with Professor Douglas to discuss her research interests, her views on learning, and the accelerating role that technology is playing in our lives. Heavily involved in community and international service learning programs at UBC, Professor Douglas emphasizes the importance of experiential learning and activities outside the classrooms, including international placements. This teaching style is popular among many of her students and is becoming more relevant in the field of economics.

Recent Economic literature has started to highlight the importance of incorporating a “real world”, applying theory into practice, context in an effort to reinvent the post secondary educational system. Students of international relations are often confronted with mutually reinforcing problems such as climate change, financial crisis, income disparities, and security concerns. Research suggests that as the real world’s pace of change accelerates, its academic institutions should try harder to keep pace. Douglas agrees.

Professor Douglas offers strategic insight into how the learning environment will need to transform—locally and globally. She argues for a call to creativity, a return to the Arts, and a reinvention of our institutions if today’s students are to successfully solve critical societal problems. She dives into critical international issues of technological unemployment and long term development. By incorporating a historical perspective, she offers a fresh approach to global issues from which every student of International Relations should pay attention to.

TJ: You teach a variety of courses in economics, but incorporate a historical perspective that focuses on more of a theoretical approach. What first influenced you to pursue Economics as a discipline with a focus on history?

CD: I first started at Langara College and had great educators there. My first course involved studying Macroeconomics of Latin American history and I still stay in contact with the professor that taught the class. I really enjoyed the class. I then came to UBC and had the opportunity to meet some great Faculty members. I had Economic History with Robert Allen, who was all about Applied Economics, which led to my Ph.D. For me it was all about engaging in experiential learning and being able to learn outside the classroom. It made economics come alive for me and sparked my interest in long term patterns of economic development.

How did your own experiences as a student lead you to integrate economics and global issues in your own research? What research questions were you specifically engaged in answering?

Professors such as Robert Allen really engaged me in learning about how significant the context is when applying economic theory. I became interested in learning more about long term development as a path and began my research through investigating Scotland during its industrialization. I researched global market integration and answered the questions of ‘Who gained?’ and ‘Who lost?’. I realized the importance of a long term perspective that is missing when evaluating social issues.

Although you teach and research economics, your courses are highly relevant to the field of international relations. How do you personally see your teaching efforts contributing to the field of international relations and confronting global issues?

Because I was motivated as a student to study economics through being engaged outside the classroom, I've also incorporated this approach in my teaching practice. I offer field trips in a couple of my classes and encourage students to participate in a variety of community-based learning initiatives offered on campus. I also began to realize how off the radar global poverty issues were in the Vancouver community. I saw how overlooked even local poverty was through my involvement with the BC Council for International Cooperation. I wanted to confront these issues while also introducing my students to the "real world" context and how to actually apply the theory of cause and effect. I want my students to realize that there are limits to the models, but by applying economic models to issues like global poverty, we can find solutions.

How fundamental are these different learning opportunities, in not only spreading awareness of societal issues, but also a student's learning experience? What do they contribute that isn't found in today's classroom?

These community and service based learning initiatives started with "Place and Promise"—UBC's vision for the future—focusing on excellence in research, community, and international learning. It's important that students experience a wide range of learning techniques centered on these three pillars. It's fundamental to a student's education that they learn the power of partnership. These service and international learning placements not only extend the service of the student to places in need, but they also extend the knowledge situated in that community. Our international placements like in Swaziland villages and Bolivia engage in processes such as "asset-mapping", identifying the community value, and incorporating principles of effective development. Placements become a powerful space of partnership where knowledge is exchanged.

It seems like the learning environment has undergone some significant changes since you were a student. From technology to international learning opportunities, how do you think students are better prepared for finding work after graduation?

While the job market is becoming more competitive because of the loss of jobs due to automation and a "new machine age", it is becoming even more crucial to integrate experiential learning, intercultural connections, and a unique skill set that employers are looking for. I believe it's important for the next generation to incorporate creativity, culture, and technology in their learning experience and carry this perspective throughout their working career. Students should not lose sight of the significance of the Arts. Their creative edge will be what differentiates them in the future as technology takes away more routine jobs in the market. Employers also want a sense of context—real world context.

Humans, work, and technology—you teach an interesting class, Economics of Technological Change. Technology is a big topic these days and a popular one among students. Do you think the "Singularity is near"? (Smiles.)

(Laughs) I don't know about that, but I definitely see machines working alongside humans more and more. This is a trend throughout history and it's definitely accelerating. The jobs and skills are in disequilibrium and we're having to rethink our institutions. As recent as the 70s and 80s, people were needed to fill various routine tasks that just aren't needed anymore. I think the greatest challenge lies in how we are going to finance a new way of organizing economic activity. We need to face a long term view by confronting early childhood education and asking "how do we pay for that?". Education is facing fee cuts and we need to seriously consider if this is the right long term view.

You've traveled abroad quite extensively due to your involvement in UBC international service learning programs. Do you have a most memorable international experience and how did this influence your global world view?

Actually before I started university, my friend and I traveled and trekked in Nepal—all over the mountains and ridges. We had the opportunity to stay in peoples' homes, which was life changing. It really built a greater sense of resilience, realizing that I could handle life in different situations. It made me look at global issues like poverty differently.

Douglas offers a compelling case for an alternative approach to solving global issues. By viewing today's societal concerns in a historical context combined with experiential learning, more students are enabled to "look at global issues like poverty differently".

Academic leaders have a vast challenge ahead. As information and knowledge networks grow, the systems organized around analyzing and extending the information lag behind. Theory still remains widely separated from practice. If students are to confront global issues, a stronger initiative in educational reform, like the changes Professor Douglas suggests, is needed. Students of International Relations especially should understand that real world context is imperative to their learning process.

Experience rather than textbooks will solve this challenge since it incorporates strategic partnership opportunities between students, employers and technology. It will be initiatives like those of Catherine Douglas that strategically place the promise of education in the hands of students engaged in the real world.

*“PLACEMENTS BECOME
A POWERFUL SPACE
OF PARTNERSHIP
WHERE KNOWLEDGE
IS EXCHANGED.”*

IRSA ALUMNA SPOTLIGHT

ELISE GOODREAULT graduated in 2009 with a BA in International Relations and minor in Economics. Since her graduation, she has had a significant impact in her chosen field of work as demonstrated by her recent recognition by the Canadian Bureau for International Education's (CBIE) North Star Award for an Emerging Leader in International Education. This award is given to a new professional who has shown extraordinary promise in the field of international education; to recognize and encourage outstanding individuals to continue in the field. CBIE highlights her contributions:

"In the past four years, Elise Goodreault has helped over 2,000 international students from 57 countries at Fraser International College transition to Canadian higher education with a caring and compassionate approach. She introduced a popular 'Open Mic Night' giving students the opportunity to express themselves creatively in a fun, welcoming space and developed a student leadership portal to streamline volunteer opportunities and host leadership training modules."

- CBIE News Release

In addition to her outstanding work at Fraser International College, Elise has given back to the IR program through speaking at IR events and volunteering as a mentor through the Arts Tri-Mentoring program at UBC.

STAFF & CONTRIBUTORS



DHRTI CHANDER is a third year International Relations major with an Economics minor and is the Head of Alumni Affairs for the International Relations Students' Association. She is also the Director of Volunteers for the upcoming UBC Model United Nations Conference. In the past, she has worked with UBC Orientations, the AMS Speakeasy Peer Support Group and Residence Life Student Associations. She has also interned at the UN Refugee Agency and Amnesty International. Outside of her usual work, she likes cooking, watching House of Cards and updating her blog.



DEANNA CHENG is a third year International Relations major with a potential minor in English Literature. She is currently on co-op term with the Vancouver Symphony Orchestra where you can find her most days (and nights) selling lottery tickets with a large latte in hand, both of which she cannot afford. True to her indecisiveness, she has dabbled in UBC's Free the Children club, French club, yoga club, and the Arts Co-op Student's Association. This is her first year with IRSA's Alumni Newsletter and she is excited to become more involved in the International Relations Students' Association in the coming years.

TERRALYNN FORSYTH is in her fourth year of a double major in Economics and International Relations. She is Vice President Finance of the International Relations Students' Association and is an active Executive Member of the Canadian International Council (CIC), coordinator of membership and administration services of the Vancouver Branch. In the past she has served as an editor of the Journal of International Affairs (JIA) at UBC and a contributor to the I.R. Alumni Newsletter. Her academic interests include exploring economic development, digital innovation, and business organization. Outside of her studies, she enjoys volunteer work at a social media consulting firm as an Accounts Coordinator and improving her online skill set.



EMILIA VALSTA is a fourth year International Relations major passionate about understanding terrorism and radicalisation. After graduating UBC next year she will pursue studies in the field of international security and intelligence. Outside school she interns for an NGO and volunteers. More than anything she loves learning new things especially through engaging in ideological debates about politics, psychology and social issues with whoever she meets! No matter how busy life gets she always finds time for yoga, running and documentaries.

ANITA HUNG is in her last year of her degree in Gender, Race, Sexuality, and Social Justice. She currently works as a project assistant in the Museum of Anthropology at UBC, and is the head of design and production for the UBC Journal of International Affairs. This is her second year as the layout and designer of *Partager*, and her first as IRSA's Marketing Chair. She hopes to work in graphic design in New York City.

