According to Dr. Ijose, “The interdisciplinary nature of the trip was for students to get closer to the culture of South Africa, and understand the businesses in South Africa—the way they run. We wanted to extend their understanding of how global business works in different parts of the world as well as the role of culture when it comes to running businesses and being competitive.”

Business sites visited included the Ford automobile plant in Port Elizabeth and the Mercedes Benz plant in East London. One student delegate, who is a Ford employee, was so enamored of his experience he plans to transfer to the South African Ford plant for an extended period.

The students visited many other diverse sites including Rhodes University where the students took two MBA classes, and Groote Schuur Hospital where the world’s first human heart transplant took place. This was especially exciting for students with health-focused majors such as Communication Disorders major, Nancy Gallegos.

“I learned so much,” said Gallegos. “Everyone there was so warm and so giving. I actually got to meet a Speech Pathologist [and] we email each other to this day,” she continued.

The students also spent time addressing humanitarian issues such as HIV/AIDS, poverty and displacement. They spent half a day at Blikkiesdorp Temporary Relocation Community, a slum shanty town about 50 km away from the city centre of Cape Town where an estimated 4,000 to 15,000 people live in 1800 shacks about 3 m x 6 m wide. Among the inhabitants live approximately 2000 children.

Gallegos said she was so impacted by the trip she is trying to figure out how she can include her fellow peers in her major in developing some type of program to network with South African peers in their profession.

The trip’s major purpose was to provide GSU students and faculty with study and work at Rhodes, and Rhodes students and faculty will be able to come here. “We have exchange programs in China, India, and Turkey. This will be the first African program,” said Ijose.

As to the current status of the project, Ijose said, “We’ve had several teleconferences with the university in South Africa. We are at the part where we need to get the buy-in from the Provost and the Dean of Student Affairs. I hope to do that by the end of this semester. Hopefully, by the end of Spring semester [2017], we should have a program in place. We will start with a student exchange first of all, and then a faculty exchange later on.”

Students in front of Robben Island where Nelson Mandela spent eighteen of the twenty seven years he was imprisoned. 
Photo courtesy of Robert Mason.

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**Health Care Center Coming to GSU Soon**

Governors State University (GSU) will have a new health center on campus in approximately two months. The Health Care Center will be located in A1120 which was the old location of the Career Services office. Next to the health care center will be the Counseling Services office. A sitting area will be outside the two rooms.

According to Dr. Randi Schneider, President of Enrollment Management and chair of the Health Care Center committee, the goal of the health center is to provide immediate care services for minor illnesses and injury at low or no cost to the GSU community. Dr. Beth Cada, Dean of Health and Human Services and Dr. Debra Bordelon, Provost and Vice President for Academic Affairs wrote and disseminated a Request for Proposal into the community soliciting bids from hospitals and healthcare organizations.

The selected organization will contract with GSU to provide services at the Health Care Center. The providers working in the health center will include doctors, nurse practitioners, and nurses. The committee is in the process of reviewing proposals.

Dr. Schneider stated that the healthcare practitioners will give referrals to individuals for whatever services the center cannot provide. By doing so, people will have access to the care they need.

The Health Care Center location was strategically chosen to allow ready ambulance access in cases where that might become necessary. GSU students currently pay five dollars per credit hour for health services.

*Keep up with The Phoenix for more updates on Health Care Center.*
The Treasure of Intergenerational Relationships

By Misturat Ganiyu
Associate Editor

Reminisce about a time you enrolled in a class with students who looked older or younger than yourself. As a GSU student, you can probably conjure up at least two scenarios. As you listen to your professor, you look around the room and notice someone of a different age sitting next to you or across from you. You guess his or her age, or his or her level of maturity. In these moments, do you usually decide whether or not to interact with certain people based on their age?

At Governors State University, we discuss age indirectly. Students are placed in two categories: traditional students and nontraditional students. The categorization makes it easy to analyze and interpret the student population. It is a way to distinguish students enrolling in college straight from high school and those entering college from other stages of life. We talk a lot about the difference between traditional and nontraditional students and ways to accommodate both groups. Yet, there is an elephant in the room: these two groups often do not interact with each other unless they have a question about an assignment or a group project forces them to be around each other outside of the classroom.

No one really asks others their age. It usually just comes up casually in conversations about our personal lives. Whether or not we share that part of our identity, we should consider the advantages of befriending people from different age groups:

- We may gain insight about the past if we converse with people from previous generations.
- We can better adapt to changes in technology if we seek advice from people who understand that technology.
- We can exchange knowledge on concepts that are not mentioned in textbooks, social media sites or other media.
- We become aware of other people’s perspectives.

- People are often not who they appear to be on the surface. Befriending a younger or older person can lead to an insightful friendship or relationship once we get past the age difference.

The most challenging hurdle in forming intergenerational connections is the avoidance of topics based upon the belief the other person, younger or older, cannot relate to us. On the contrary, we can learn from people of ages once we stop judging and start conversing with one another.

Grad Column

Best Apps for Graduate Students

By Matthew Gentry
Grad Columnist

The life of a graduate student isn’t easy, and with a high number of non-traditional students also balancing work, family, and the stresses of outside life, being successful in your studies can be a challenge.

It is important for graduate students to know the resources around them, and this column focuses on smartphone apps that can help you be a better student.

- Notetaking apps such as Evernote (free) and upgraded plans available) are a great way to organize your notes, create-to-do lists, clip ideas from the internet, and it syncs to all your devices. Classes are longer and take more mental endurance in grad school, and Evernote lets you audio record your lectures so you don’t miss something important.
- Because most GSU students commute, a great place to re-listen to these lectures is in the car to or from school.
- For research heavy programs or for those completing their capstone project, reference managing apps such as Mendeley (free) helps you keep your sources in order to be efficient while conducting research. Mendeley also has citation software similar to EndNote and allows you to work offline.
- Busy lives mean no room for procrastination, and there are lots of apps to help manage distractions. Self-Control (free) turns off notifications from your phone. Forest: Stay Focused, be present ($1.99) is a fun way to keep on task, and the Clockwork Tomato Focus Timer (free) allows you to set goals and work for a defined set of time.
- One of the best things to do is get organized. Organization apps such as StudyDiz Pro ($2.99) or Wanderlist (free) are great for prioritizing tasks, setting due dates, as well as providing alerts and overviews of the week.
- Flashcard apps such as Quizlet or StudyBlue (both free) can be used to create flashcards, make them into sets and share with other users or see what other users have created. If you like creating flashcards to study, this is a great digital way to do it. Studying offline or participating in competitions are also options that let you break up your studying routine.
- CloudSpace is essential if you work from multiple devices (i.e. use your tablet at school and a desktop at home). Google Drive, Dropbox, Apple iCloud and Microsoft OneDrive are all free, and you can purchase upgrades for additional storage if needed. Google Drive is great for group projects so everybody’s work can be synthesized simultaneously.
- iScanner or Tiny Scanner (both free) are great to turn your smartphone into a mobile scanning device, especially if you need to turn in assignments via Blackboard and only have a paper copy. Snap a photo and the app can turn it into a pdf without needing an expensive scanner that doesn’t work half the time anyway.

Ask Holly

By Holly Britton
Contributing Writer

My professors are all giving me a lot of homework. I’m overwhelmed, stressed, and feel like I am drowning. Can you give me some advice?

I believe all students would agree homework is sometimes overwhelming. Most students I have met have come across the situation of having okay semesters, and then one semester that is just so over booked with work that they become too stressed and have a breakdown.

I’ve been there myself. The task I try to do the most is prioritize. Often times it is easier to get started on a difficult assignment first because it is going to take the most time even if the assignment has a deadline that is farther away. When you prioritize challenging homework, you want to write down all the deadlines in the same spot such as in a planner or calendar on your phone. This way you can see exactly what you have and how much is on the “immediate” level for completion.

If you do what is needed immediately and a little bit of what is due later consistently, you will eventually have future homework completed without stress. It comes down to asking yourself two questions: “How do I prioritize?” and “How do I manage my time well?”
The feature faculty profile for this issue is Dr. Andrae Marak, Dean of the College of Arts and Sciences.

Interviewed
By Brenda Torres
Editor-in-Chief
Phoenix: Since you are now the Dean of the College of Arts and Sciences, what are your responsibilities?

Marak: I am the chief academic officer of the College of Arts and Sciences. I report to the Provost (the Chief Academic Officer of the entire University). That's a bit formulaic of an answer, but the truth is that I am here to assist all of the faculty, staff, and students to do our very best to fulfill the university's mission and vision. I view this in a very student- and citizen-centered way. GSU is a public university and our mission promotes social justice and enhances the public good.

Phoenix: You are a Political Scientist. What made you choose that concentration?

Marak: I have more training as a political scientist than in any other field, but my terminal degree is actually an interdisciplinary Latin American Studies degree with a major emphasis in history and a minor emphasis in political science. Most of my work has been historical in nature (with a heavy bent of ethnography) but I’ve also done some work in the field of international political economy and some public policy work. Increasingly, I’ve been researching and writing about teaching, learning, and student success. As for why I chose these areas, I’ve always been intellectually curious and, as a result, I’ve often gone where my interests have taken me. I started as a scholar of post-revolutionary Mexico but I am increasingly doing work now on drugs flows and borders.

Phoenix: You have published a few books. Can you tell me about them?

Marak: My books have been a mix of sole authored, co-authored, and edited volumes. My early work focused on the role of education in post-revolutionary Mexico. Then, with Elaine Carey (the world’s leading expert on women in the drug trades) I co-edited a volume on the transnational flows of goods, people, and ideas in North America. After that I co-authored (with Laura Tuennerman, a progressive era scholar) a gendered history of the Tohono O'odham Nation and the ways that the U.S. and Mexican government both tried to use existing gendered norms to force the Tohono O’odham to assimilate into mainstream culture. My last book was a co-edited volume on transnational Indians in the North American West (Canada, the United States, and Mexico) that takes seriously the idea that indigenous people were here before western nation-states arrived. I am currently working on a book with Elaine Carey on the history of the Harrison Act of 1914 and the rise of drug prohibition regimes.

Phoenix: Before becoming the dean, what classes did you teach at the university?

Marak: I have always viewed myself as a utility player, so even though I’m a specialist on Mexico, I generally teach whatever courses either need to be taught or students want to be taught, so I’ve taught Latin American Politics, U.S. History, Latino History, and First Year Seminar.

Phoenix: What made you go into the field of education?

Marak: The answer early in my career was simply that I liked going to school more than I liked working full-time. That is what drove me out of the workforce after I have my BA and back into college in pursuit of my MA, but once I arrived I found out that, in addition to reading books and talking about them, I really, really loved research. Digging around in archives is super cool and you never know what you will find. But even more important for me, over time and as I got better at teaching, I found that I really liked being in the classroom. I view teaching as being very much centered on relationship building, and the growth that I see in students over a semester, a couple of years, or even a decade, is incredibly rewarding. Of course, I grow from these relationships as well.

Phoenix: Since you are now the new dean of the College of Arts and Sciences. How will you be helping students?

Marak: My job as the dean is to help facilitate others. That means that while nearly every single thing that I do is aimed at assisting students, it is others - a wide range of excellent and committed faculty and staff - who do most of the helping. With out their incredible work and effort, what I do would not matter.

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**Club Spotlight**

**No Aspirations**

By Veronica Butterfield
Staff Reporter

As Governors State University’s student population continues to grow, more clubs and organizations are being formed. Students are now able to find a club relating to almost any interest they may have.

A list of many of these can be found on the GSU website. However, some of the newest organizations are not yet listed. This week’s Club Spotlight introduces one of GSU’s newest clubs: No Aspirations.

No Aspirations is an IMPROV club that was formed to bring together all students interested in improvisation. Club officers of No Aspirations include: President Robert J. Abelson III, Vice President Sarah Anderson, Treasurer Therese Caldwell, and Secretary Maya Shelton.

The club’s goal is to teach the basics of improvisation to beginners and advanced actors alike. The group hopes to ignite interest about the improvisation scene on GSU’s campus by providing a fun and welcoming environment. In the future, they hope to perform on stage and entertain a sizable audience. Over 70 students have expressed interest in the group so far and 12 additional improvisation actors participated in the first official Jam Session. These numbers are expected to grow, as the organization builds a greater following.

The club was officially established on Sept. 9 after Professor Patrick Santoro approached Abelson, aware that he had a previous connection with The Second City improvisational comedy enterprise. Collaboration among club officers and Professor Santoro has allowed the organization a successful start.

Want to check them out? No Aspirations is open to all students at Governors State University.

Jam sessions take place every Thursday from 3:30pm-4:15pm in Sherman Hall (E1530). They will also be holding events to raise funds.

On October 21st, No Aspirations will be performing at Prairie Place. Future events will take place at the GSU library, Prairie Place, and sites off campus.

No Aspirations will also have a collaborative performance with the Art Club in November. Dates and times for these shows will be announced at a later time. Audience donations at these events are welcomed and appreciated.

Anyone who wants to stay informed about club activities can join the current email list. To do so, add your email to the sign-in sheet at a show or jam session. The group is currently working on creating a Facebook page as well as a Jaguar Connection page. For more information contact Robert Abelson at rabelson@student.govst.edu.
The GSU Student Senate was established to promote the general welfare of students through representation of student concerns, viewpoints, and interests concerning governance issues to the appropriate administration, staff and faculty. Senators serve on standing committees at GSU like the Student and Academic Affairs, Sustainability, and Programming Committees. The aforementioned committees are also open to all students, and are a great way to be engaged and voice concerns.

On GSU’s campus, it is likely that you have participated in a Welcome Week event or attended a Club and Organization Fair in the Hall of Governors to find a club or organization that would fit your interests. These are examples of events that Governors State Student Senate help coordinate and host to ensure students are informed about what is offered on campus. For example, the Student Senate held the first Illinois United Student Senate Forum on September 1, in collaboration with Young Invincibles. The event was developed to create a platform to voice student concerns as it relates to financial aid, tuition cost, and federal and state investment in higher education. The student senate forum’s first guest speaker was Congresswoman Robin Kelly, 2nd District. Congresswoman Kelly shared insight into the initiatives that are currently being presented at the federal level: student loan debt, financial aid, and child care for students to name a few.

For the 16-17 school year, the Senate developed 3 main initiatives that will be promoted. The first goal is increasing our visibility to students. Students need to know who the Senate is and our purpose so they know who they can give their concerns to. Another goal is the All-in-One GSU Diversity Appreciation campaign. This campaign was set up to promote diversity, inclusion, and cultural awareness among the student body through different events and programs. Lastly, Student Senate wants to ensure students are informed on academic policies that affect them with KYP: Know Your Policy campaign. The month of September spotlights Policy 6: The Withdrawal Policy.

The Senate hosts several events each semester. Upcoming events to take note of include:

- GSU Rocks the Vote – 10/23 & 10/27, 11 am – 4 pm. Come out and register to vote quickly on campus.
- Presidential Debate Watch Party- 9/26, 7:30 pm, Engbretson Hall.
- Family and Friends Weekend- 10/7 & 10/8

The Student Senate is here to be a voice for the student body of Governors State. Follow us on Facebook and Jaguar Connect, and keep an eye out for the latest edition of The Phoenix to stay up-to-date with what’s going on in the GSU Student Senate.

### Campus

#### Constitution Day

By Veronica Butterfield
Staff Reporter

The signing of the United States’ Constitution took place on Sept. 17, 1787. On Monday, Sept. 19, 2016, Student Life sponsored a panel discussion to commemorate this significant milestone in the nation’s history. Entitled “Refugees in America: A Conversation”, the panel consisted of GSU professors, Dr. Khalil Marrar, Associate Professor of Political Science; Vincent Jones, Associate Professor of Criminal Justice; and Dr. Ellen Walsh, Assistant Professor of History. According to Student Life, the conversation was meant to be an exploration of the past, present, and future of displaced people in America. The professors called into question the audience’s thoughts on current U.S. immigration and refugee policies.

The seats were filled with more than 50 students in attendance. Some were there to meet class requirements while others were simply intrigued by the topic. Either way, there was a clear connection between the crowd and the subject matter.

Dr. Walsh captivated the audience by drawing a link between the beginning of U.S. history and today’s culture. She stated throughout history, immigration law has always aligned with needs to meet labor demands. From the forced migration of the Trans-Atlantic slave trade from the 15th to 19th centuries to the opportunities created by the Industrial Revolution of the 18th and 19th centuries, the United States has historically taken in immigrants from all over the world.

Once the forum was opened for discussion, a member in the audience asked, “Why is there so much fear regarding refugees entering the U.S. Security is a major issue?” However, according to panelist Jones, there is a very in-depth process that must be followed for a refugee to be accepted into the U.S. All refugees must register with the United Nations High Commissioners for Refugees. By the time they may be deemed qualified as a refugee, they may have spent decades waiting in refugee camps.

According to Dr. Marrar, the Constitution is ever-evolving. It was made to be so it could adapt to the needs of citizens as the nation grew. Professor Jones added to this statement by describing the Constitution as a “living and breathing document.”

As a nation created by migrants, immigration policy is often debated among U.S. government officials. In fact, one attendee addressed how the current political campaign uses fear among Americans to gain a following. The panel asserted it is up to elected government officials to ensure that civil rights are granted to all.

The simplistic definition of a refugee, as stated by Professor Jones, “is someone who, by no fault of their own, is fleeing persecution based upon race, religion, or political affiliation,” in their home country.

Constitution Day is meant to recognize all American citizens regardless of whether they were born in the U.S. or became citizens through naturalization.
Science Talks Coming Your Way

By Brenda Torres
Editor-in-Chief

Dr. John Sowa from the Chemistry department has started talks/seminars that will continue throughout the fall semester. They take place on Thursday evenings, approximately 5:30 to 7.

The topic is science. “It could be scientific research, a paper that someone has recently published and it might be about how to communicate science,” said Dr. Sowa.

The seminars began as part of the Junior Seminar program within the general education curriculum. “I thought this would be a great opportunity to have once a week to have the students come in and hear talks or presentations by other undergraduates, master students and GSU professors and invited professors from local colleges,” said Dr. Sowa.

Two seminars have already taken place. The first one featured students.

“What I did last summer” was a review of students’ summer internships. Melissa Franco presented on her research at GSU with Professor Erin Grey-Avis in Biology. “She was awarded an undergraduate research fellowship for Louis Stokes Advancement Minority Program,” Sowa said.

In addition to Franco, Vanity Spruill, did an internship at the University of Chicago. Lastly, Dreyvon McCray did an internship at the Field Museum, which was a National Science Foundation Sponsored Program.

The second seminar featured Professor Nancy Slaes from GSU. “She is an expert teacher of online courses on biology,” said Dr. Sowa. Professor Slaes discussed how to teach online biology courses. A number of seminars are scheduled for the rest of the semester.

The next seminar will be on Oct. 6 with Dr. Ignacio-de Leon, a Postdoctoral Associate at Argonne National Laboratory. He will be presenting on “Polymers, membranes and nanocomposites for separations and water treatment.”

“Slowly but surely what I’m hoping to do, is develop an audience and a community of science so people can know that regularly on Thursday afternoons, we have these talks,” expressed Dr. Sowa.

GSU Library Offers tours

By Misturat Ganiyu
Associate Editor

The library offers tours for students where they will learn about the library’s stress-free zones, quiet areas and other available resources. “The goal is to make them feel comfortable in the library, so that they’re not afraid to come back and to give them a face and a name so they have a contact,” said Diane Nader, Library Operations Associate.

To schedule a library tour, students can call Nadler or Judith Hanacke, Senior Library Specialist, who serve as the tour guides. The tours are currently available Monday through Friday, and last for about 20 to 30 minutes. However, some additions are being considered including extending tour days to Saturday and Sundays as well as allowing library student workers to lead tours. Every tour is different. The tour guides encourage students to ask questions. Nadler and Hanacke tailor the visit according to students’ interests.
Peter Le Grand: Renowned Artist Alum Visits GSU

By Brenda Torres
Editor-in-Chief

On Sept. 20, GSU alumni Peter Le Grand visited GSU to present on his photography. He is the author of Ghost Towns Reborn. Published in 2015, the book focuses on the towns of Victor and Cripple Creek, Colorado. Le Grand also spoke about his path to becoming an artist.

Le Grand’s passion for photography began when he was 12 years old because of his uncle who was a professional photographer. Le Grand began his lecture by describing a moment when he attended a photography workshop and took pictures. Le Grand described the pictures that he took as his top work, but the man who taught the workshop criticized Le Grand’s work, “These are really horrible.” The lecture described that moment, “I was cut down right through my thighs and was suddenly three feet shorter.”

Moreover, Le Grand continued to describe the workshop moment. After the workshop he asked the teacher a question, “Where can I learn more [on photography]?” The teacher of the workshop recommended Governors State University.

Le Grand took his first class at GSU in the fall of 1975 earning a Master in Arts degree three years later. It was at GSU where Le Grand made the connections for Ghost Towns Reborn. Of the connections that he made was with Al Weber from California. At the time, Weber was a guest lecturer at GSU. Le Grand showed Weber his work, but did not receive a very enthusiastic response initially. However, Weber invited Le Grand to his house the next time he visited California. “That began a long friendship. Al passed away earlier this year in February,” said Le Grand.

Before Le Grand was an artist, he worked in Marketing and Sales. He quit his job after his employer asked him to transfer. At that time he started to read, “What color is my parachute” to figure out what he wanted to do for a living.

Le Grand stated that he kept thinking about his pictures and he came to a conclusion that he wanted to be a photographer, an artist. He became an assistant to photographers because he realized he knew nothing about it. “I observed what they were doing and asked them questions,” said Le Grand.

In the Fall of 1980 he landed a job at Columbia College in Chicago, teaching a dark photography course. “Teaching was absolutely glorious,” said La Grand. Le Grand taught in Victor, Colorado in 1981.

He recruited fourteen students from Columbia College when his workshop was canceled. During that time, he captured images of Victor and the neighboring town Cripple Creek.

Some advice that Le Grand gave for students struggling with photography is, “I hope everyone sometimes because out of the struggles come new thoughts and ideas. Stick with it, don’t give up too soon.”

By Debbie Burk
Contributing Writer

The following article was contributed from a summer course taught by Dr. Patrick Santoro.

Upon entering The Windy City Playhouse, you are immediately aware that “This” is going to be a different experience. The Windy City Playhouse is new to the Chicago theatre community, having opened March 2015. They’ve created a tantalizing bar theme is carried to the mesmeric “on the other. The looking bar that says swanky, sleek, sophisticated-“Chicago near-north side”:

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They’ve created a tantalizing “This” is going to be a new to the Windy City Playhouse, that “This” is going to be a summer course taught by Dr. Patrick Santoro.

The teacher of the workshop recommended Governors State University.

Le Grand took his first class at GSU in the fall of 1975 earning a Master in Arts degree three years later. It was at GSU where Le Grand made the connections for Ghost Towns Reborn. Of the connections that he made was with Al Weber from California. At the time, Weber was a guest lecturer at GSU. Le Grand showed Weber his work, but did not receive a very enthusiastic response initially. However, Weber invited Le Grand to his house the next time he visited California. “That began a long friendship. Al passed away earlier this year in February,” said Le Grand.

Before Le Grand was an artist, he worked in Marketing and Sales. He quit his job after his employer asked him to transfer. At that time he started to read, “What color is my parachute” to figure out what he wanted to do for a living.

Le Grand stated that he kept thinking about his pictures and he came to a conclusion that he wanted to be a photographer, an artist. He became an assistant to photographers because he realized he knew nothing about it. “I observed what they were doing and asked them questions,” said Le Grand.

In the Fall of 1980 he landed a job at Columbia College in Chicago, teaching a dark photography course. “Teaching was absolutely glorious,” said La Grand. Le Grand taught in Victor, Colorado in 1981.

He recruited fourteen students from Columbia College when his workshop was canceled. During that time, he captured images of Victor and the neighboring town Cripple Creek.

Some advice that Le Grand gave for students struggling with photography is, “I hope everyone sometimes because out of the struggles come new thoughts and ideas. Stick with it, don’t give up too soon.”
Fall

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FOOTBALL
GLOVES
HALLOWEEN
HARRY
LEAVES
NATURE
NOVEMBER
OCTOBER
PE
SPICE
SWEATER
TEA
VANILLA
Family and Friends Weekend
JAGUAR Jamboree
October 7, 2016

Jaguar Women’s Basketball Game – 5:00 pm
Jaguar Men’s Basketball Game – 6:00 pm

Amazing Half-Time Show
Fun – Food – Giveaways

Register for Family & Friends Weekend at
govst.edu/weekend

The event is free and open to the public.