From the director

New Strategic Plan, international activities at UNH

Stacy D. VanDeveer is serving as CIE’s interim director this semester while director Claire Malarte-Feldman is teaching in Dijon, France. UNH associate professor of political science, VanDeveer teaches international relations, environmental politics and U.S. foreign policy.

In February, UNH President Mark Huddleston introduced a new strategic plan for the university, the product of months of work by dozens of UNH faculty, staff, students, administrators and alumni. Among its many exciting goals for the next decade at UNH, is an increase in the international and global engagement of our faculty, students and curriculum. As CIE interim director, I am very pleased to be involved with the Center’s great programs at this very exciting time for international education at UNH.

New UNH programs

The staff here at the Center are energized to build on the growing success of UNH’s many international programs. We have worked with faculty and students to support the proposal of a Middle East Studies Minor. UNH has newly approved programs in Florence, Italy (managed by UNH-Manchester) and in London (for students in our nationally recognized McNair program). We are working to establish a partnership in China and to expand our connections with Korea and the Netherlands.

With faculty members around campus, we plan to develop, over time, additional international opportunities for our students in the form of three-week courses abroad to be offered during UNH’s new January term, or “J-term.”

Class of ‘54 gift enhances IA 25th anniversary celebration

We are greatly enjoying our celebration of the 25th anniversary of the first International Affairs (IA) dual major graduating class. As part of the celebration, we are working with each of UNH’s schools and colleges to bring IA alumni back to campus this spring and next fall. With generous support from the Class of 1954 Academic Enrichment Fund, our visiting alumni will meet with students in classes and informal discussions to share academic and professional accomplishments, career insights and advice.

Spring NH International Seminar series

Finally, to showcase our own internationally engaged scholars, we are featuring UNH faculty members in this semester’s New Hampshire International Seminar series.

Associate professor of history Kurk Dorsey opened the spring series in February with a presentation on environmental policy titled “Water, Bread and SALT.” On March 11, assistant professor of education Leslie Couse discussed a recent research trip to China in her pre-

UNH Chinese language camp for grades 4-12

June 21-July 16, 2010 the University of New Hampshire will offer a four-week non-residential Chinese Language Summer Camp sponsored by the UNH Department of Languages, Literatures, and Cultures with support from the National Security Language Initiative STARTALK program.

Experienced native-born Chinese teachers will provide intensive Mandarin Chinese language lessons for 40 students in grades 4-12 who have little or no Chinese language preparation. In addition, the $400 tuition will cover lunches, a pool pass and daily cultural activities designed to reinforce language learning and a greater appreciation of Chinese culture. Activities will include music, dance, crafts, martial arts, cooking and field trips.

For more information, contact Prof. Piero Garofalo at piero.garofalo@unh.edu or 603-862-1690 or visit: www.unh.edu/languages/startalk.

Camp administrators: UNH Chinese instructor Yige Wang and Profs Chris Reardon and Piero Garofalo.
UNH International Affairs lecturer Ben Cole is the co-author of recently published “Global Report 2009”

DURHAM, N.H. – Despite gloomy reports on the global war on terrorism, international recession and global warming that dominate the news, the world as a whole has become more open, stable and resilient since the end of the Cold War, according to a new report prepared by researchers at the University of New Hampshire and George Mason University.

According to “Global Report 2009,” the third annual report on globalization and the global system, the global magnitude of warfare is now at its lowest level since 1960. Also, democracy has become the predominant form of governance for the first time in history and the problem of state fragility has decreased by nearly 20 percent since 1995.

Published jointly by Mason’s Center for Global Policy and the independent Center for Systemic Peace, the report was written by Monty Marshall, research professor of public policy at Mason, and Benjamin Cole, Hood House Lecturer of international affairs at the University of New Hampshire. The 2009 report was produced with the support of the One Earth Future Foundation.

“The ‘downside’ of the dramatic decrease in armed conflict since the early 1990s, is an equally dramatic expansion in the number of postwar ‘recovery states,’” Marshall says. He suggests that it is this complex postwar environment that compels the more fortunate states like the United States to become more engaged.

Marshall also states that this “political will to help” in so many locations can overwhelm the leading and donor states’ capacity to act successfully in any particular location.

“The results of our analysis suggest that the global system as a whole is recovering, not through micromanagement or military intervention, but through the concerted efforts of its citizens, as well as multilateral assistance,” Marshall says. Although the report is generally positive about recent trends in state fragility, it also notes that the across-the-board improvement has not contributed to a lessening of the “fragility gap.” Net improvements in the highly fragile regions encompassing Africa and the Middle East have further divided those regions between improving areas and stagnating, or even worsening, areas.

“Truly alarming,” co-author Benjamin Cole says, “is that despite tremendous efforts by NGOs and foreign aid agencies to improve quality of life in fragile countries, we see virtually no net improvement in economic indicators and only modest improvement in social indicators in the most fragile regions.”

The report also identifies some major global concerns. First, militancy across the oil producing region spanning western Africa through the Middle East has the potential to trigger a conventional, regional war. Next, marauding militias plague many countries in central Africa, feeding the world’s worst ongoing humanitarian crisis. Finally, drug, sex and arms trafficking give global organized crime networks incredible economic leverage and the political clout to subvert good governance.

The report concludes on a sobering note. “We caution that the observed global progress since the end of the Cold War has largely been purchased with a ‘peace dividend’ that may now be largely spent.”

Late in his life, Charles Darwin reflected on his theory of the origin of species. For Darwin, the final piece of the theoretical puzzle came from his reading of Thomas Robert Malthus’ Principles of Population. In his autobiography, Darwin wrote the following: “its main principles remained with me as a permanent possession, and twenty years later gave me the long-sought clue to the effective agent in the evolution of organic species.”

I have been thinking a lot recently about this idea of attaining “permanent possessions” that can fundamentally alter our thinking and our overall character. The economist and philosopher John Stuart Mill seemed to take it for granted that the educational experience necessarily resulted in their ubiquity, but I often fear that precious few of them are being attained by our students, and worse, fewer yet are even sought. Then I think about our UNH students gaining powerful new insights and living new dreams by studying abroad all across our world. In these students, I see the notion of “permanent possessions” taking root and growing strong.

For each of the past six years the Whittemore School has sent about 20 students to study during the fall semester at Corvinus University in Budapest, Hungary, one of the most beautiful cities in all of Europe. I interact with these students in the spring semester before their trip and meet them in Budapest as they arrive. The curious mixture of excitement, exhaustion, terror and naiveté that engulfs most of them when they first arrive is remarkable. But more remarkable is the change I see in them when they return to UNH. Their stories have a worldly quality to them, they speak in a more secure voice, and they possess a new level of self confidence that can only come from conquering old fears and exceeding one’s own expectations.

What accounts for this change? It is difficult to say. In Hungary, students live in a country that is undergoing rapid change as it is still emerging from its time behind the iron curtain. Its minimum wage is around $360 per month and many Hungarians earn even less. Many buildings in Budapest still bear the scars of World War II and the 1956 Revolution against Soviet domination. Yet, our students live in luxury; they experience a clean and vibrant city that has all of the offerings and trappings of any great metropolitan area. They party and they recover. They travel to Auschwitz in Poland to see first-hand the extent of man’s inhumanity to man. They find their way to the sunsets and beaches of the magnificent Croatian coast and they learn the intricacies of the Roma Problem. Some seem to live as nomads posing as students, traveling to Paris for the lights and Amsterdam for the coffee. They learn how to communicate without language and interact with fellow students from all over the world. They take classes at a university that ranks among the best in Europe. For four months, they are asked to make their own way yet ultimately they find their way back home armed with an understanding of the world that can only come from experiencing it.

What are these “permanent possessions” and how do we gain them? As it was with Darwin, such treasure comes with experience and the passage of time. These are the intangibles that all educators ultimately hope to produce but seldom know whether or not they succeed. With our returning Budapest students, I may not be able to see the possessions gained, but as with gravity’s pull of a pendulum, I can see their results.
Two study programs abroad provide environmental science student with a wide range of experiences

by Sheila Jarnes ‘10

Sheila Jarnes is a senior from Newburyport, MA, majoring in Environmental Conservation.

Somehow, I have been fortunate enough to study abroad twice. I always knew that I wanted to travel, but didn’t think that study abroad was in the cards for me – that was something that other people did. Then one day I decided to just go for it – I mean, why couldn’t I travel, too?

So I began researching my options. Because I knew that I didn’t want the typical European study abroad experience, I chose Australia my sophomore year and Costa Rica my senior year. Aside from the climate, the two programs could not have been more different. It’s hard to describe either semester briefly, and to give them a quick snapshot does not do them justice.

Sophomore year I studied at James Cook University in Townsville, Queensland, a university equivalent in size to UNH. There, I lived in one of the dorms with both Australian and foreign students, took classes, and traveled during breaks and weekends. For one of my classes, Coral Reef Geomorphology, we spent the weekend at a research station on the Great Barrier Reef studying coral formations. It was wonderful to have access to such rich resources while still having the ability to travel freely throughout the country.

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“...I will never forget those children and am forever changed from what I saw there.”

In Costa Rica, I spent the fall semester of my senior year at the School for Field Studies. I lived with 26 other students from the United States, most of whom had some kind of background in environmental science and varied backgrounds in Spanish. Some were just starting to learn the language, while others had already taken a few classes. The program was highly structured, which took a lot of getting used to, but provided a learning experience like no other. The first two months consisted of classes during the day and sometimes activities at night, such as soccer with the community or salsa lessons. We had weekly trips to places such as rainforests, organic coffee farms, bio-fuel plantations, and volcanoes. After about a month, we each had a home stay with a local family for a weekend. It improved my Spanish so much and helped me achieve my goal of holding a conversation in Spanish. Although the home stay was short, I developed a strong relationship with my family and visited them in town whenever I could.

At the end of October as a break before finals, all of the students and faculty went to Nicaragua for nine days. For the first few days we stayed on Ometepe Island, a beautiful, serene area on Lake Nicaragua surrounded by unbelievable volcanoes. The second half of the trip was spent in Granada, a colonial city. The days spent in Granada were extremely eye-opening, as children and adults desperately begged us for money. This was especially heartbreaking after we volunteered at a children’s center, and the same children we helped earlier that evening later asked us for money or food. Briefly mentioning that evening cannot truly describe what the sights, smells and sounds of those streets were like, but I will never forget those children and am forever changed from what I saw there.

The final month was spent on directed research projects with the professors. We were divided into three groups, nine students per professor, to continue working on the five-year research program, which currently focuses on the sustainability of the country’s tourism. I was in a group studying the organic and conventional coffee farms in the area. For a week, we collected detailed data at local coffee farms concerning biodiversity, carbon fixation, soil conservation, and watershed protection. We each had specific topics and prepared papers and oral presentations which were used to benefit the clients. This project taught me more about scientific research in one month than I have learned in all my classes so far. We lived and breathed scientific research that month until I truly understood its meaning.

Both semesters have been the most amazing experiences for very different reasons. They have opened my eyes to new experiences and granted me opportunities that I never thought possible for myself, and I am so thankful to have had them.
Disaster work: The difficulty of ‘doing good’

by Colin Credle G’00

Colin Credle received his MBA from the UNH Whittemore School of Business and Economics in 2000. He is Regional Humanitarian Aid (HA) Manager for Project HOPE and has been spending time this spring working in Haiti.

It’s difficult to implement “good.” Of course, it’s essential that cell phone numbers are punched to send money; donations are made so that non-profits, like my employer Project HOPE, can help out the vulnerable and needy of the world. But, the devil is in the details. There is a consensus that any “good” has to be long term and sustainable. Yet the path to long-term impact often requires some short-term help to re-establish relationships, commence dialogue on defining need and to confirm that you are there to genuinely help and listen, not just implement your agenda.

My recent work in Haiti for Project HOPE was a small part to a multi-faceted response on a long road to implement “good” for the long term. After the earthquake, Project HOPE provided more than 75 medical volunteers to staff the U.S. Navy hospital ship USNS Comfort. More than $20 million in donated medical supplies were provided to medical workers for treating patients in the Dominican Republic and Haiti. These were immediate, necessary and effective “short-term” responses. Project HOPE also brought an assessment team of medical volunteers to visit clinics and talk to local health officials to define a long-term response to the earthquake’s aftermath. Project HOPE’s goal is to quickly establish intermediate primary care as well as long-term rehabilitation programs in country. Our response continues and will continue long after the media has focused on the body count and not the survivors.

As Manager for Gift-In-Kind (GIK) donations of medicines and medical supplies, it is my responsibility to find the right Haitians to define current medical needs, the right officials to negotiate customs clearance, the right resources to transport donations when infrastructure is damaged beyond repair, and the right time to deliver. Disaster response moves in stages. The first stage is response, which is critical and time sensitive at the most chaotic point. The second stage is recovery, which often affects a greater portion of the surviving population as they get resettled. Survivors begin to coalesce and disease vectors become apparent; water-borne diseases, infant diarrhea, tetanus, maybe even polio outbreaks. It’s during this stage that media attention evaporates and the donor push loses momentum. The third stage is mitigation, or preparation for the next disaster with better building, better planning.

Most of my field experience has been in the recovery stage, where I find the need for assistance is greater in terms of the numbers of vulnerable people. I was in Indonesia after the tsunami, Mississippi after Katrina, Guatemala after Hurricane Stan. The recovery stage is a different challenge, and it is even more difficult to transition out of response into recovery; when we need fewer sutures for surgery and more oral rehydration to treat infants in tent camps.

The most gratifying part of this job is also the biggest challenge. Relief workers and volunteers are passionate, vocal and dedicated individuals. Yet often the biggest asset is the willingness to listen and to study the history of the local point of view. In Tajikistan we were able to vaccinate 30,000 medical workers from Hepatitis B because the Ministry of Health explained that it was necessary. After that, we could sit at the table more comfortably and define their long-term goals. Project HOPE is doing the same in Haiti. It’s gratifying to know that Project HOPE is putting the assets in place.
IA alumna profile: Meet Roberta Barbieri ‘88
Global Environment Director of Diageo in Norwalk, CT

Roberta Barbieri graduated from UNH in 1988 with a dual major in International Affairs (IA) and Environmental Conservation. She studied Italian language and completed her IA foreign experience in Urbino, Italy.

My current role of setting and driving the global Environmental Sustainability strategy for the world’s largest premium alcoholic beverage company feels like the culmination of 20 years of career planning, planning that started at UNH when I learned about the Center for International Education and the opportunity it gave to match up my passion for the environment with my love of languages and travel. At the time, I was only the second student ever to match Environmental Conservation with International Affairs (you can read about the first one, Brook Boyer, in his alumni profile at http://www.unh.edu/cie/alumniProfiles/index.html). But for me, it was a perfect fit.

My career aspirations at the time were vague: to do something to protect the environment and to do it at the international level. CIE gave me the much-needed structure within which to develop that nebulous thought into an actual career plan. I began my career as an intern with Pitney Bowes (PB) in Stamford, Connecticut – a job I found through the Boston-based Environmental Careers Organization. I spent nine years at PB covering a range of environmental compliance and product stewardship activities. Next stop from there was Joseph E. Seagram & Company where I was Global Environmental, Health and Safety Manager. In my current role at Diageo, I have the pleasure of focusing fully on global environmental strategy and am enjoying the opportunity to have a direct impact on Diageo’s environmental footprint in over 80 countries around the world.

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When I speak with students or parents of students who are thinking about study abroad, I cannot say quickly enough that this is an incredible experience not to be missed. Study abroad in Italy was a time covering a range of environmental compliance and product stewardship activities. Next stop from there was Joseph E. Seagram & Company where I was Global Environmental, Health and Safety Manager. In my current role at Diageo, I have the pleasure of focusing fully on global environmental strategy and am enjoying the opportunity to have a direct impact on Diageo’s environmental footprint in over 80 countries around the world.

the end of my eight months there, I had achieved complete fluency in Italian, spent Carnevale in its European home of Venice, traveled throughout Europe including Czechoslovakia and East Germany (then behind the Iron Curtain), spent the summer in Rome with my Roman friend and his family, picnicked on the Appian Way, located the gravesites of my father’s Italian ancestors, and celebrated my 21st birthday in Sicily. Now, 21 years later, I carry warm memories of that special time.

But how did it help my career? I gained no specific resume experience during my time in Italy. What I did gain was a newfound confidence in myself and my ability to overcome fear, an understanding that with great risk comes great reward, and the profound insight for a 21-year-old that the world is a far bigger place than I had ever imagined. All of these “learnings” have directly enabled me to chart a path for myself that, 20 years later, has brought me to the best job I’ve ever had, making a real difference for the environment with a truly international scope. I arrived in Italy as a young American from a small town in New England. I left as a citizen of the world. I’m grateful to UNH and CIE for providing the start to that transformation.

IA ALUMNS:
Are you engaged in an international career?
Send us your profile! Find out how at:
http://www.unh.edu/cie/alumni/profiles-submit.html
IA 25th anniversary celebration plans are under way

In May 1985, twenty-five years ago, we graduated our first four IA dual majors. This spring, we will add 45 IA alumni to the database!

To celebrate the 25-year landmark, our anniversary steering committee is hard at work making plans for 2010. We are trying to locate as many of our IA graduates as possible. We are also planning a gala event for October 9th to coincide with UNH Homecoming, bringing IA alumni to campus to participate in classes and informal discussions with students in all five schools and colleges — and, of course, designing special celebratory T-shirts!

We have a Facebook page that draws new members each day, and a web page that will keep you posted on all the important anniversary information. We hope you will join us for the celebration. Talk to friends and plan early!


IA ALUMNI: Where in the world is ...?

Dan Hilliard ‘88 is Adjunct Assistant Professor at Georgetown University’s Public Policy Institute.

Bob Leavitt ‘88 is working in the White House as a National Security Council Director for Africa.

Maria Madden ‘88 Coady is Assistant Professor of English Speakers of Other Languages and Bilingual Education at the University of Florida. Her research focuses on the language and literacy development of English language learners and Spanish-speaking students. Maria earned her PhD in Social, Bilingual, and Multicultural Foundations of Education at the University of Colorado-Boulder.

Leah Schmalzbauer ‘92 is Associate Professor of Sociology at the University of Montana. Her research concerns U.S./Latino transnational migration and Latino transnational families. Leah completed her PhD in Sociology at Boston College.

Mark Dullen ‘98 lives with his wife and two children in Houston, TX, where he is Senior Global Commodity Manager for Cooper Industries.

Jacqueline Bunting ‘02 is completing her PhD in Linguistics at the University of Chicago. With a grant from the National Science Foundation, she spent fall 2009 in Suriname conducting fieldwork on Sranan Tongo, a local creole language.

Cara Metell ‘02 is Director of Creative Services for the Global Engagement and Outreach branch of MC Dean, an electrical/security/engineering company in Stuttgart, Germany.

Lindsay Aleo ‘06 is International Account Manager for CBS in New York City.

Yanni Karalis ‘06 has completed a PhD in International Management at King’s College in London, England.

Justin Laurian ‘06 is pursing an MA in Education in Society at McGill University in Montreal, Canada.

Matt Reno ‘06 is Managing Director of Chaski International LLC, a specialty foods export agency. Last fall Matt participated in a trade mission to India to promote U.S.-made organic gourmet foods.

Megan Breen ‘07 recently completed a diploma program in multimedia at the University College Cork while in Ireland on a Rotary Club ambassadorial scholarship.

Katie Striffolino ‘07 has been with Amnesty International USA since the fall of 2007. She is the International Advocacy Associate Director focusing primarily on Latin America and the Caribbean.

Tyler Walker ‘08 participated in monoski competition at the 2010 Paralympic Winter Games in Vancouver, BC. To see Tyler’s story in the UNH Magazine online, go to: http://unhmagazine.unh.edu/w10/mountain.html.
About the newsletter

The Center for International Education publishes its newsletter once each semester. You can contact the editor, Sheila McCurdy, by phone at (603) 862-4788 or via e-mail at sheila.mccurdy@unh.edu. The newsletter can be viewed in electronic format at http://unh.edu/cie/newsletter/index.html.

Claire sends greeting from France

**Claire Malarte-Feldman with UNH students in Dijon. L to r: Nicole Marino, Laura Angers, Claire Malarte-Feldman, Sarah Dennison and Benjamin Phinney**

NH International Seminar

April 6 - **Jeannie Sowers**, assistant professor of political science, *Greening Authoritarianism?: Environment and Politics in Egypt.*


**Events are 12:40-2:00 p.m. in MUB Theater 1**

(CREDLE, continued from page 5)

...to define a long-term response, but they also understand that this requires a short-term helping hand in a time of crisis. It’s difficult to do “good,” but it’s worth the extra push to do it well.

(DIRECTOR, continued from page 1)

...“Ready to Go: Observations, Impressions, and Reflections of Chinese Preschools.”

I hope you can join us for the future seminar presentations listed below.

My best to all,
Stacy VanDeveer, CIE Interim Director

Claire sends greeting from France

**Professor Claire Malarte-Feldman with UNH students in Dijon. L to r: Nicole Marino, Laura Angers, Claire Malarte-Feldman, Sarah Dennison and Benjamin Phinney**

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