From the director
Focus on Africa: UNH receives grant to begin programming in Ghana
by Claire Malarte-Feldman, CIE director

As many on campus already know, the Center for the Humanities, in collaboration with the Center for International Education, has received a $75,000 grant from the U.S. State Department’s Bureau of Educational and Cultural Affairs to build capacity for undergraduate study in Ghana. In the next two years this grant will be used to design study abroad programs with the University of Ghana (UG) in Legon, and Kwame Nkrumah University of Science and Technology (KNUST) in Kumasi, enabling UNH students to learn in both urban and rural settings in Ghana.

We are very excited to be developing our first UNH-managed program in Africa. Our goals are to build collaboration with faculty members and programs at all three institutions, to attract students’ interest in Africa through study, research, and internship, to broaden cultural understanding and diversity at UNH, and to facilitate study abroad participation of economically disadvantaged and minority students. Our first planning trip to Ghana is scheduled for the coming spring.

We are particularly interested in tailoring programs that can fit the diverse needs of students in all UNH schools and colleges. Students in highly structured programs often cannot leave UNH for a full semester to study or conduct research abroad. We want to create short-term programs during semester breaks or summers that can benefit underserved students and facilitate an exchange of knowledge between our Ghanaian partners and UNH.

I am reaching out to my colleagues from all schools and programs to plan and develop these programs.

November 19 CIE Open House to be one of many events during International Education Week

International education is a field that is expanding throughout the world as the need for global communication and collaboration increases. In an effort to promote programs that prepare Americans for the international arena, and to attract future leaders from abroad to study and learn in the United States, the U.S. Department of State and the U.S. Department of Education joined together to create International Education Week.

This year, International Education Week will be held November 17-21, and UNH will celebrate with many events around campus (see below). For more events and details, visit http://unh.edu/cie/newsletter/2008/fall/iew.

Schedule of Events

MONDAY, NOVEMBER 17
4:00 pm Diversity and Schools, panel discussion, MUB Theater 1. Topics: education for social change; challenges and opportunities; responsibilities of school leaders; improving home and school. Sponsor: Center for the Humanities

7:00 pm Faith, Hope and Love in Nepal: Working with Three Villages of Former Slaves, presentation by the Noronhas family, Madbury Community Church, Madbury. The Noronhas family has been working to build a school in a Nepalese village.

TUESDAY, NOVEMBER 18
7:00 pm French film: Etre et Avoir, Murkland G17, sponsored by the UNH French Club.

WEDNESDAY, NOVEMBER 19
12:00-4:00 pm Open House, Center for International Education, Hood House, 2nd floor. Students, faculty and members of the community are invited to visit Hood House to learn about what the CIE has to offer, to meet and enjoy light refreshments. (WEEK, continued on page 7)
IA alumni event in Washington, DC a great success

On May 28, two dozen International Affairs dual major alumni gathered with CIE staff, faculty and special guests for a casual evening at the National Press Club in Washington, DC. IA alumni representing 13 graduation classes from 1988 to 2007 enjoyed a spirited evening conversing with old acquaintances, networking with new ones, and grazing on plentiful finger food.

IA alumni event in Washington, DC a great success

IA alumni attending

Attending were Laura Carpenter ’07, Eliza Chon ’05, Elizabeth Condon ’95, Faith Corneille ’98, Gretchen Demian Losee ’04, Diana Duff Rutherford ’88, Adam Gould ’07, Sarah Hewitt ’01, Dan Hilliard ’88, Maria Knutson Adkins ’99, Heather Lane Powers ’95, Bob Leavitt ’88, Lorien Liptack ’00, Mike McBride ’00, Cara Metell ’02, Sarah Pratt ’05, John Reed ’05, Nathan Smith ’06, Emily Soderman ’07, Katie Strifflino ’07, Ingrid Swenson ’02, Andrew Tarpgaard ’91, and Wendy Yoder Beach ’94. Four who planned to attend but, in the end, were unable to join us were Jason Calder ’92, Kate Dunning Offringa ’93, Zach Millimet ’96, and Jonathan Van Arsdell ’06. We missed you!

A very good time!

“Phenomenal event. I never realized so many IA grads were here in D.C. Thank you for connecting me with old friends!” ~ Mike McBride

For service to CIE, Center director Claire Malarte-Feldman presented Dan Hilliard ’88 with the now-traditional graduation sash. (Hilliard’s study: Brazil)

Faith Corneille ’89 works for the U.S. Department of State, Bureau of Western Hemisphere Affairs.

More to come

The Washington event was the first in a series of three scheduled in preparation of the IA dual major’s 25th anniversary in 2010.

The next event will be held on November 14 in New York City, followed by a spring gathering in Boston. Stay tuned!

Heather Lane ’95 Powers and Elizabeth Condon ’95

Photos by Perry Smith, UNH
For more photos, go to:
http://www.unh.edu/cie/alumni/dcslideshow_may08.html

IA program founder and first CIE director Frank McCann spoke briefly to the group.
The ultimate ‘homecoming’: IA’s Hurlburt reports from abroad

by Scott Hurlburt ‘88

Scott Hurlburt was one of the earliest participants in the International Affairs (IA) program, graduating in 1988 with a dual major in IA and Business Administration. An assistant vice president for Swiss Reinsurance Company, Scott is currently on assignment in Switzerland. He and his family will return to their permanent residence in Orange, Connecticut, in the near future.

When I graduated from UNH with a dual major in Business Administration and International Affairs, the IA program was still in its infancy. I had no idea then what an impact my participation in the program or my semester abroad in Granada, Spain, would eventually have on my life.

My first job after college was at a leading Fidelity and Surety bonding company. It was an excellent fit for my business major. Its only drawback was that it was a domestic company with no foreign operations.

In 2002, I joined the Credit & Surety division of Swiss Re, one of the largest global reinsurance companies, with offices in over twenty-five countries and on six continents. My UNH degree and prior work experience took on a new relevance. Early last year, the global opportunities at Swiss Re became reality for me. I found myself with an offer for a two-year international assignment at our Zurich headquarters. After family discussions with my wife and our three daughters (ages 11, 7 and 4), we took a collective leap at the chance!

We’ve been in Zurich just over a year now. Freed from the constraints of yard work and home improvements, and plunked down in central Europe, what else can we do but maintain a frenetic travel schedule? We seem to be clocking a memory a minute! We’ve also embraced most of the “ins” and “outs” of Swiss life. We’ve figured out when, where, and how to recycle; learned not to cut the grass on Sundays (still considered a day of rest here); and have maneuvered into parking spaces better suited for golf carts than automobiles.

At the office, I’ve also gained valuable insight into some (HURLBURT, continued on page 4)

IA alumna describes her experience in Mexico as part of the Witness for Peace delegation

by Katie Striffolino ‘07

Katie Striffolino graduated from UNH in 2007 with a dual major in International Affairs and Political Science. She is a government relations assistant with Amnesty International USA in Washington, DC.

I ate a grasshopper the last night I was in Oaxaca, Mexico. According to Oaxacan tradition, if you eat chapulines, or grasshoppers, you will return one day. I intend to return mainly because of my participation in the most recent Witness for Peace program, “A State of Crisis: The Roots of Migration in Oaxaca.”

Prior to my participation with the March 2008 delegation, I had studied the crisis in Oaxaca, but the first-hand knowledge that I acquired while in Mexico is immeasurable and will help me become a stronger advocate for human rights and social justice.

I was a little apprehensive before the trip—I had no idea who the other delegates would be or what was in store for us in Oaxaca. After the first night my apprehensions were replaced by excitement, and I was ready to learn from various civil society organizations and activists the truth behind Oaxaca’s migration and its social movement.

One of our first meetings was with two founders of an organization that was created to defend the rights of the victims of the social conflict that occurred in 2006. They educated our group on the specific work they do: the defense of people tortured by Mexican officials, the legal representation of people still in arbitrary detention, and advocacy efforts for due process. The speakers made it very clear that many cases of corruption and impunity have been and are still prevalent in the Mexican criminal justice system; municipal, state, and federal police forces; and various governmental offices.

The next day, the founder of another organization expressed serious concern that these same institutions may soon receive U.S. funding. The Merida Initiative, the Bush administration’s proposed $1.4 billion security assistance package for Mexico, would fund these exact institutions that have a long history of human rights violations, corruption and impunity. The speaker estimated that 60% of the U.S.’s $1.4 billion would finance the very (STRIFFOLINO, continued on page 5)
key differences in how Americans and Swiss conduct business. As Americans, we’re bold, outspoken and natural risk-takers. We tend to see meetings as a huge inconvenience and prefer to cut through red tape and move things ahead quickly, often individually. We’re the ultimate entrepreneurs, creating an endless flow of new products and services, but also expending significant time and resources recovering from our mistakes. The Swiss approach business a bit differently. While direct in their speech, they’re non-confrontational and very risk averse. They require complete transparency and believe in making decisions only after all the facts are known; they invented process. To the Swiss, meetings are not an imposition, but an opportunity to gather information, share views and build consensus. Some could argue that they miss big opportunities as a result of their process-orientation; others might contend that they avoid unnecessary failure thanks to their thoughtful due diligence. Regardless of the merits of either view, I am finding this a tremendous learning experience that will continue to pay dividends for me, both professionally and personally.

On a more personal level, I consider this chance to live and work abroad a “homecoming” for me. First, it’s brought me back to my IA roots, and I’m thrilled to be off of the IA “missing persons” list. Second, and coincidentally, while UNH was celebrating Homecoming 2007, I was celebrating homecoming by returning to Granada. My family and I enjoyed visiting the Alhambra and the University of Granada, where my classes were held back in 1987; but clearly, the highlight of our trip was a memorable and emotional reunion with my host family of twenty years ago. We shared three amazing days with them, reminiscing, laughing, and enjoying la vida Andaluza -- a way of life I had come to know and love. Finally, this experience has deepened my own self-awareness, has drawn my family closer, and has given us a taste of many other distinct European cultures.

Any regrets? While there’s the occasional complaint from my daughters that they don’t sell Pepperidge Farm Goldfish or Twizzlers in Switzerland, or from my wife that there’s nothing even remotely resembling a Target Store, we all agree: our life in Switzerland and the chance to see Europe from all angles is an opportunity which didn’t come soon enough, and will end far too quickly.

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**Philanthropy**

**McGee donates book profits to CIE in memory of Bob LeBlanc**

by Michelle Giguere, CIE study abroad assistant

As a joke shared between two friends graduating with history degrees from the University of New Hampshire in 1959, the only options for their profession were to teach or write a book. One, Robert LeBlanc, pursued a doctorate and became a professor at UNH, while the other, William McGee, eventually wrote a book about 49 of New Hampshire’s men who made significant contributions in service to their country. More, though, than just a piece of non-fiction honoring these servicemen, McGee’s “Men of Granite” is a tribute to his friend Bob LeBlanc.

The two fraternity brothers worked their way through college in the Phi Mu Delta kitchen; LeBlanc was a waiter and McGee washed dishes. LeBlanc joined the U.S. Air Force before attending UNH and ultimately pursued teaching and world traveling, while McGee joined the U.S. Army and then became the associate editor of Army Aviation Magazine, eventually working with DuPont’s Biotechnology Division and founding his own business, Microtome Service Company.

As a professor of geography and a study abroad advisor here at the Center, LeBlanc was committed to encouraging students through stories and example to explore the world outside of Durham, New Hampshire. Even on September 11, 2001, when LeBlanc was a passenger on the doomed United Airlines Flight 175 that crashed into the World Trade Center, he was on his way to California for a geography meeting in hopes of expanding his own knowledge. In 2004, the Center for International Education dedicated its resource library to LeBlanc and created a memorial scholarship in his name for students studying abroad.


All profits from the book’s sale will go directly to the Robert G. LeBlanc Memorial Scholarship Fund at UNH. The proceeds will aid students studying abroad, just as LeBlanc encouraged them to do. As McGee said in his book’s dedication, “good friends are never forgotten.”


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(HURLBURT, continued from page 3)
History’s Frierson selected for International Excellence Award

Cathy Frierson, professor of history, is recipient of the 2008-09 UNH Award for Excellence in International Engagement.

Dr. Frierson came to UNH in 1991. Her research focus on Russia has resulted in the publication of three books and many articles, book chapters and book reviews. Beginning in 1995, she served as director of the Center for International Education for six years, during which she collaborated with Dr. Donna Brown to create the highly-successful UNH undergraduate International Research Opportunities Program. She continues to mentor students in that program as well as those applying to the nationally-competitive U.S. Student Fulbright Scholarship program.

In 1999, with funding from the U.S. Department of State, she developed a five-year Rule of Law program which she co-directed with faculty from New Hampshire’s Franklin Pierce Law Center and Vologda State Pedagogical University in Vologda, Russia. Taking her teaching abroad, Frierson has often guest lectured in Russian universities, and in fall 2007 worked with the UNH program at Budapest University of Economic Sciences.

(STRIFFOLINO, cont’d from page 3) military, police and governmental forces complicit in the 2006 detentions, torture, and murders. Grave concerns regarding the proposed Merida Initiative were a recurring theme throughout the delegation.

Later in the week we met with a teacher who had been involved in the protests in 2006. He informed us that justice has not prevailed since the conflict, and that the APPO (Popular Assembly of the Peoples of Oaxaca) and the teacher’s union are still in the midst of ongoing struggles.

After hearing about the current status of the social movement, we traveled eight hours outside of Oaxaca to the indigenous community of San Juan Mixtepec. Through the coordination and guidance of FIOB (Binational Front of Indigenous Organizations) we were welcomed into the community and arrangements were made for us to stay with members to learn about the impacts of NAFTA and the roots of migration from Oaxaca. Oaxaca is among the top states in Mexico for sending migrants to the US. Direct evidence of the impact of US trade policy became blatantly apparent in the form of countless abandoned and half constructed houses; almost everyone in the community has either migrated to the US to work at some point, or has family members that are currently working in the US and sending back remittance money.

By talking with the farmers and other members of the community we learned of NAFTA’s devastating impact on small rural farming communities throughout Mexico. We toured their fields and learned about the care and pride that they take in the production of their goods, as well as the various techniques that they have utilized for hundreds of years. They wanted us to pass along the message that they still exist even though it is getting increasingly difficult to make enough money to survive in their communities.

This poverty causes migration, and thus the dissipation of their rich culture and traditions. They informed us that we need to be international advocates against free trade agreements because they will eventually do away with any market the rural communities have for the local goods that they produce.

Despite the financial status of the community, we were welcomed with open arms. They cooked us every meal with the same care and compassion that they used to nurture their fields and celebrate their culture every day. Being with this community for the short time that I was there has changed my perspective on a lot of things both personally and professionally. I now have a more thorough understanding of why community members feel the need to migrate, and that some truly have no choice but to send themselves, family members, or even their children to the US to work. After talking to people directly impacted by NAFTA, I understand how devastating these trade policies are. I am now able to use this first-hand knowledge as a tool in my advocacy efforts in the US in an attempt to influence US foreign policy.

So what did we learn and what can we do? We learned that we must be the voice for those who do not have the ability to tell the world their story because their ability has been taken away.

We are planning on writing articles to educate people on our experience and share the first-hand knowledge we acquired on our visit to Oaxaca. We are excited to hold some meetings on Capitol Hill in an attempt to educate US policy-makers on our findings as well. We are also looking forward to keeping in contact and acting in solidarity with many of the people we met, both US activists on the delegation, as well as the many Oaxacans who inspired us on our trip. We need to join together in solidarity with all of these people to project one voice—a voice that is informative with truth at its core, advocating for fair and just policies both in the US and abroad.

Katie Striffolino with a new friend in Mexico
Ten years later: Irina Trubetskova continues her work at UNH

In 1998, Irina Trubetskova, PhD in biology and a senior research scientist on leave from the Estonian Marine Institute in Tallinn, Estonia, conducted a year of research with Dr. James Haney, UNH Department of Zoology, studying the effects of toxic blue-green algae on the food web. The research partnership was very successful and resulted in two peer-reviewed articles, a number of invited seminars and presentations at international meetings.

Today, Trubetskova can be found at UNH again – this time as a doctoral student in the Natural Resources and Earth System Science (NRESS) doing interdisciplinary research. For the past two years, she also taught IA 501 Global Issues in International Affairs, an assignment which brought her invaluable teaching experience and great satisfaction.

How did Trubetskova’s life journey bring her back to UNH?

When Irina Trubetskova left UNH in 1998, she continued her collaboration with scientists at the Estonian Marine Institute, the Max Planck Institute for Limnology in Germany, and the Michigan Technological University. But at Michigan Tech, in addition to her research, Trubetskova tried something different. She developed and taught “Russia in 20th Century,” through which she and her students researched the dramatic history, politics, economy, social life, environmental issues, and culture of the former Soviet Union. Although she had previously taught two lecture courses in ecology, this course was a challenge, because it was at the interface of many disciplines which were not part of her professional focus. However, the class was a success, and Irina discovered that she thoroughly enjoyed interacting with students and working across disciplines.

She also realized that her background and first-hand experience growing up in the USSR, as well as her experience living and working in many different countries and diverse socio-economic and cultural environments were valuable assets for teaching. It was at that point in her life that she chose a path that would alter her life and career.

Changing her career from science to teaching was not an easy decision. An established researcher in the field of experimental aquatic ecology, she felt fortunate to have worked with leading scientists in her field. She enjoyed her work as a research biologist, designing and conducting unique experiments in the lab, and seeking out new research projects and collaborations. However, as a professional ecologist she understood the seriousness of the developing global ecological crisis; it was clear that young people’s attitudes toward environmental issues would define the state of the global environment for future generations and, in general, the evolutionary direction of humanity.

Through her positive teaching experiences, Trubetskova was confident that as an educator she could effectively contribute to the much needed change for sustainable development.

This belief led her to return to school to broaden her knowledge and obtain the skills needed to become an effective environmental educator. Trubetskova says, “The NRESS program has exceeded all my expectations. UNH has been a great place to do interdisciplinary research and to get professional teaching skills. I am enrolled in the Graduate School Cognate in College Teaching Program and have participated in the Preparing Future Faculty monthly seminars, the Center for Excellence in Teaching and Learning workshops, and invited lectures.”

Trubetskova is also an active member of the UNH community, the International Women’s Club, and the Graduate Student Organization (GSO), and serves as the GSO representative on the University Curriculum and Academic Policies Committee. It is no surprise that in 2008 she was nominated by the Graduate School for the UNH Community Scholarship.

Now, having received a highly competitive Dissertation Year Scholarship, Irina’s current focus is on her research entitled “From Biosphere to Noosphere: A Challenge for Educators in the Age of the Sustainability Revolution,” an interdisciplinary study at the intersection of Earth system science and sustainability, philosophy and spirituality, ethics and education. Trubetskova’s goal is to contribute both theoretically and practically to this global movement by producing a clear conceptual model of universal sustainability education that could be effectively used by educators at all levels and in various settings.
Three new staff members join CIE
by Michelle Giguere, CIE study abroad assistant

One would expect an office with the name Center for International Education to include staff members of varied backgrounds and cultural interests. How true this is at UNH’s own CIE, and I feel so privileged to add my own experiences as a new staff member. I am joined by two other new colleagues this year, Beth Rascoe Kilinc and Ben Cole, who are both incredibly well-versed in international education and relations.

I grew up moving every couple of years, as my dad was in the Coast Guard. From Alaska to Texas to Cape Cod, Massachusetts – we hit numerous military bases around the country. As a UNH student, I spent my four years here working toward an English/Journalism and International Affairs (IA) dual major. While a student, I had the great opportunity to study in Granada, Spain, for two semesters. After graduating in 2006, I worked as a reporter for a weekly New Hampshire newspaper called “The Granite State News.”

Now I am extremely excited to be back on campus as the study abroad assistant, encouraging other students to step out of the comfort zone, expand their views to a more global level, and to take advantage of the international opportunities offered by UNH. In just a few months I have already heard numerous stories of lives changed by studying abroad and international experiences.

Beth Rascoe Kilinc, CIE’s administrative director for study abroad, came to UNH from the Council on International Educational Exchange where she managed experiential and faculty programs abroad. She has also been the associate director of study abroad at Northeastern University and the manager of programs and education for Hostelling International. Besides her work experience lending itself well to the CIE office, Beth has an M.A. in Education from New York University, and has traveled, studied and worked in Africa, Asia, Asia-Pacific, Europe, the Middle East and South America.

She was drawn to the CIE because “it’s interesting and exciting to be a part of colleges whose teaching and/or research interests can benefit from and contribute to this partnership with UG and KNUST. Drop by, send an email or call and we’ll talk more about this exciting new project that the Center for the Humanities and CIE are undertaking!

More interests in Africa

UNH student Lauren Longley, an animal science major from San Francisco, CA, spent spring 2008 in Namibia working with the Save the Rhino Trust. UNH professor of dairy management and applied animal science Drew Conroy, in Namibia with his family on a Fulbright grant, met Lauren at the airport and provided her with a with an orientation to the country.

(AFRICA, continued from page 1)

(WEEK, continued from page 1)

with CIE staff, and to share international interests and expertise.

THURSDAY, NOVEMBER 20

12:30 pm Stories from Abroad and Beyond, Murkland 202, sponsored by the Department of Languages, Literatures and Cultures. Students and exchange faculty share experiences.

6:00 pm International Women’s Club, Waysmeet Center, 15 Mill Road, Durham. Sponsored by the UNH Office of International Students and Scholars and UNH Diversity Initiatives.

7:00 pm Nutritious Foods from Cultures Around the World, UNH professor of nutritional sciences Gale Carey, Madbury Town Hall. Taste food from five different cultures, and learn about their history, lore and health benefits.

FRIDAY, NOVEMBER 21
11:00-2:00 pm International Food Luncheon, Smith Hall. Also Peace Gallery exhibit of international photographs.

SATURDAY, NOVEMBER 22
Spring 2008 event featured presidential election

François Gauthier, Consul General of France in Boston, and Heather Hurlburt, Executive Director of the National Security Network, were among the panelists who spoke last spring at UNH’s event “America and the World: The 2008 Presidential Election.”

(STAFF, continued from page 7) of a knowledgeable team that comprises a diverse portfolio of programs.” Beth also found the student-focused office appealing, as well as support for international education by UNH science and technology departments, because, she said, this is a rarity among universities. Over the past few months, Beth has jumped right into her role, reviewing study abroad policies and procedures to ensure that CIE continues to best serve all of the students that come through the office. Beth has also had the opportunity to take part in the UNH Center for the Humanities’ Ghana initiative, which has been one of the most rewarding aspects of the job so far.

“I am very committed to expanding partnerships between the U.S. and African institutions and increasing opportunities for U.S. students in Africa,” said Beth, “and I am very excited to be a part of this program.”

Hood House Lecturer Ben Cole is the newest member of the International Affairs faculty, currently teaching IA 401 and 501 this semester. For him, it is a “dream job … teaching and advising UNH’s best undergraduates full time, with the opportunity to continue my own research.” Ben received a B.A. and M.A. from UNH in Political Science and is now working toward a doctorate from George Mason University, researching comparative democratic transition and political participation. He had the opportunity to study twice in Japan, which helped spur his interest in international politics.

Returning to UNH was an easy decision for Ben, and the CIE was a perfect fit. He envisions the CIE strengthening relationships with foreign universities on behalf of UNH, and Ben would like to see the CIE “grow into New Hampshire’s hub for international education and research,” identifying and sponsoring speakers on international affairs and hosting events and roundtable discussions in support of international business across the state.

Through his faculty position, Ben intends to strengthen the pedagogical foundations of the IA core curriculum and provide continuity for the students during their time in the IA program. He intends to foster a greater sense of belonging within the multidisciplinary student base and offer IA students the very best advising toward their academic pursuits and grander goals.

“The most rewarding part of my job has been watching students realize their own potential, open their eyes to new perspectives and begin to explore newly recognized opportunities,” said Ben. “This, to me, is the most critical role that any faculty member or advisor plays, and I find it intensely rewarding to see my students excel.”

About the newsletter
CIE 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.
Robert J. Griffin, Assistant Professor of Atmospheric Chemistry and Earth Sciences and Earth, Oceans and Space

Professor Robert Griffin traveled to Göteborg, Sweden, in May to visit the University of Göteborg and to serve on a dissertation committee.

During May 2008, I had the pleasure of traveling to Göteborg, Sweden, with partial support from the CIE. I visited the Department of Chemistry/Atmospheric Science at the University of Göteborg and had the honor of acting as the ‘opponent’ during a doctoral degree disputation.

I arrived in Göteborg on the afternoon of May 7, after an overnight flight to Frankfurt, Germany, and a connecting flight to Sweden. After transferring to my hotel and getting settled, I took a walk around the university and surrounding area, as this was my first trip to Scandinavia and I was very excited to wander the town. My faculty hosts joined me for a light dinner.

The next day (May 8), I toured the Department of Chemistry, including the laboratories focusing specifically on atmospheric science. I also met individually with each of the faculty members in that research area and had the opportunity to discuss potential future collaborations (including on a proposal due in June) and the placement of one of my current doctoral students in Göteborg as a post-doctoral scholar next year. Later that afternoon, I gave a research seminar, again highlighting potential avenues for collaboration. That evening, my faculty hosts and I had dinner at a traditional Swedish restaurant with other members of the doctoral examination committee.

The disputation occurred on the following morning (May 9). One aspect of my duties for the occasion was to give an introductory presentation placing the work of the doctoral candidate into context. The candidate then gave an overview of her specific results. My role as opponent then took center stage; over the next hour, it was my responsibility to examine the candidate’s background knowledge of atmospheric chemistry, detailed understanding of the theory behind her work (which investigated organic particle formation in the atmosphere), research approach, data analyses, and interpretation. The remaining committee members and audience were then allowed to ask questions. The candidate performed admirably. During a brief, closed-door discussion, the committee (with input from me as the opponent) passed the candidate unanimously. A department-wide reception was held with light refreshments; a luncheon for the candidate, her advisors, the thesis examination committee, and me followed.

The ‘disputationsfest’ hosted by the candidate’s family was held that evening; the candidate, her advisors, and I were the guests of honor. Food and drink were plentiful, as were toasts praising the personal and professional accomplishments of the candidate and the singing of traditional (and not-so traditional) Swedish songs. Dancing and general merriment followed. Swedes certainly know how to celebrate a new member of the doctoral community!

The following day (May 10), my last in Sweden, was spent touring Göteborg, including a walking tour of churches, government buildings, and the shopping district, the Göteborg Art Museum, and the Göteborg botanical garden. All in all, the trip was a success and will likely lead to future collaboration; the trip would not have been possible without the support of CIE. Thank you!
Eleanor Abrams, Associate Professor of Education

Professor Eleanor Abrams traveled to Belize in May to conduct on-going research on indigenous education models and to develop greater ecological literacy among the children in selected locations.

For many rural, multi-generational communities, the development of ecological literacy is crucial to the continuation of their way of life. Knowledge of environmental science can inform their agricultural practices and cultural coherence. However, the development of ecological literacy in schools in these communities depends on students’ motivation to learn. Despite considerable research and understanding of motivation from this person-in-context view, best teaching practices don’t always lead to enhanced motivation and achievement. For example, children in traditionally under-represented and under-achieving communities continue to fall behind in science. These children often have considerable local knowledge of ecological processes but struggle to translate that existing knowledge into success in school or drop out of school before developing strong ecological literacy. Local knowledge may not be valued in school, and continuing in school may not be valued due to the economic cost to families. Children may have interest in science but may not want to continue in school because furthering their education would necessitate leaving their community leading to a dis-identification. I wanted to examining socio-cultural processes of motivation to provide insight into the development of academic identity and, specifically the development of ecological literacy, in children in rural indigenous communities.

I am extremely grateful to the Center for International Education for supporting my travel to Belize. I traveled to San Jose, a small Mayan village in the southwestern part of Belize to explore middle school students’ understanding of ecological literacy, their motivation to succeed in school science and their development of an academic identity. This research is part of a larger research effort to collaborate with majority and indigenous researchers from four countries to examine models of Indigenous education in an effort to identify:

- What are commonalities and differences across nations in the congruence or disconnect indigenous early adolescents experience in their identity development as they learn ecology?

- What are various ecology curricula and pedagogical models in schools with indigenous students that promote identity development, motivation, and academic success?

- What understanding of culture, place and ecological literacy do teachers need to facilitate their students’ motivation to learn ecology?

With a colleague, I traveled to San Jose for 10 days and observed classrooms, interviewed 18 seventh and eighth grade students (each student was interviewed 3 times), interviewed the two teachers and the principal, and administered motivation surveys to the entire seventh and eighth grade student body (approximately 47 students). Additionally, many hours were spent in causal conversations with parents, tribal elders and community members of the village about their goals for their children’s schooling and future.

Interview questions with the students included questions on the following topics: students’ indigenous background and family situation, aspects of learning about the indigenous culture, students’ level of ecological knowledge, experience in science class, knowledge of environmental issues, and goals for the future.

Interviews with the teachers and school administrators focused on: teaching experience, teaching strategies, sources of curriculum, the importance of teaching indigenous and majority culture to students, how/ if teachers incorporate indigenous knowledge into their teaching, what environmental subjects do they teach, and the positive qualities of the school and areas where improvement is needed.

The support of the Center of International Education was invaluable. The interviews will be transcribed verbatim, and reviewed during the summer and fall. Paper presentations and manuscript preparation will begin in the spring of 2009. In addition, this research is serving as a pilot project for two other NSF grant proposals.
Joel Hartter, Assistant Professor of Geography

Professor Joel Hartter traveled to Uganda in June to conduct research on the impacts of a forest park on rural livelihoods.

This summer, I traveled to western Uganda to visit the communities outside Kibale National Park. Kibale is not the typical national park when you think of Africa. Most people I know think of the vast savannah landscapes, such as the Serengeti teaming with wildlife. They think of hot, dry days, with the lions and antelope seeking refuge in what little shade they can find, while elephants and hippos try to keep themselves cool near the water. Kibale is so strikingly different to that picture because it is a relatively small park comprising almost entirely tropical rain forest. The park lies just above the equator about 200km west of the capital city Kampala an about 50 km from the Congo border. While Kibale may be less known than some of the other flagship parks of East Africa, it is an extremely important reserve for biological diversity. My research continues to focus on the relationship of the people who live around Kibale and park management.

I was extremely busy during my time in Uganda. I had two objectives with my trip. The first objective was to meet with and discuss results from previous research with Uganda Wildlife Authority (UWA) officials and the communities where I had worked. In addition, I was invited to a research symposium at Kibale to present results to UWA officials, park wardens and research scientists. I spent time meeting with individuals and new researchers to discuss my results and current conditions on the ground; and revisited villages and spoke with community members to learn about new developments and social change. My second objective was to learn about the social and institutional differences in the northern part of Kibale. Through discussions with UWA and park officials, research scientists, and local NGO’s, I began to develop a sense of the social context that perhaps could shape the perceptions of local communities and how they were different from other areas around the park. I worked to start up a new set of interviews. My research assistant from the area will travel in the coming six weeks to six new villages to discuss more issues related to the park.

On a more personal note, this summer was extremely beneficial to me not only to develop relationships with park officials and other research scientists, but also those people on the ground who are impacted everyday by the park. The Batoro and Bakiga give freely of their time to help me understand their lives and cultures in order to tell their story. They have rich cultures that began separately and have fused together in the Kibale region. Though the issues surrounding the park are the main focus of my research, I am confronted with other pressing social issues: extreme poverty (the daily working wage is about $1/day), health and sickness (HIV/AIDS, malaria), and population growth (Uganda’s population growth is among the highest in the world). These cannot be ignored and certainly play a role with my interaction in the villages. The hardest part about being a researcher there is that I am only one person here and the needs are many. Everyday I am asked to employ somebody’s brother or friend, sponsor a child for school, or donate money to send a person to the clinic. Should I say yes? To whom should I give? How much? These are questions I think with which anyone would struggle. It takes time to figure out where I fit in and how I can help. I have since begun to find answers to the many questions through supporting rural libraries around the park (please visit www.booksopentheworld.org).

I am extremely grateful to the Center for International Education. Funding for this research was also provided by a UNH Faculty Development Grant and the American Geographical Society McColl Family Fellowship. Certainly, this work could not go on without my hard-working field assistant Erimosi Agaba.
Lu Yan, Associate Professor of History

Professor Lu Yan traveled to Japan in June to give talks at Kansai University and participate in a roundtable at the 12th Asian Studies Conference Japan (ASCJ).

Established in 1886 as Kansai Law School, Kansai University developed into a well-known 10-college university by late 20th century. In 2002, the Center of Excellence (COE) was found within its Graduate School of Letters to attract top graduate students in Japan and from other Asian countries. In April 2008, Kansai University founded the Institute for Cultural Interaction Studies (ICIS), an interdisciplinary research center that sponsors COE’s Cultural Interaction Studies Program. One outcome was a collection of articles from an international symposium held at Kansai University in 2006, which included one of my articles on Sino-Japanese relations.

I arrived in Osaka on June 12 to begin my 10-day visit with five assignments by my host. On June 13, I gave an ICIS Faculty Seminar titled “Racial Hierarchy’s Critique and the Critique’s Limit: ‘Acculturation’ as an Analytical Construct in Social Science and History.” Participants included both faculty and graduate students of COE, and lasted longer than planned due to many questions. On June 15, I was invited to join COE graduate students and faculty to participate in an “ICIS Seminar” at a mountain-top villa. On June 18, I presented another talk to graduate students at ICIS, titled “Frog that Jumps Well: Doing History Research in the United States.” On June 20, my host and I were joined by four other scholars to present our pre-conference roundtable to the graduate students at Kansai University. Then we boarded Shinkansen (bullet train) in the evening to Tokyo for the 12th ASCJ, to be held next day at Rikkyo University.

An equivalent to the annual meetings of AAS (Association for Asian Studies) in the United States, ASCJ since its inauguration has been attracting scholars all over the world. Our roundtable, titled “Approaching the Paradoxical Neighbors: How China and Japan Engaged Each Other between the Two Sino-Japanese Wars (1895-1945),” features one recently published book by Prof. Demin Tao, director of ICIS and my host at Kansai, and my first monograph, Re-understanding Japan: Chinese Perspectives 1895-1945 (Hawaii 2004); five other Japanese, Chinese, and Canadian scholars joined the roundtable to critique the books. Our roundtable was well-attended and attracted many questions. It was an exciting moment for me to engage direct dialog on my work with scholars from Japan, Russia, Korea, and other parts of the world.

These academically rewarding activities would be impossible without the timely support of CIE grant, of course. I wish to extend my deep gratitude to CIE for its energetic promotion of international engagements, which enriches UNH resources and enhances UNH’s status in the age of globalization.

Faculty International Development Grants

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